Self Assessment Report

Academic Year 2011 -2012

Foreword

The self assessment and the preparation of its resulting report are useful processes and are vital to the operation of an academic department. It is an important window of opportunity to assess the activities of the department in order to review the quality of services and the education that the Department of Applied Sciences is giving to its customers, be it internal or external. Customers in this context refer to the students, staff and other stakeholders.

This report is central and vital to the department's quality management process and in achieving continuous improvement. Moreover, it adds value considering that it highlights the good features of the department and gave us the opportunity to identify our shortcomings. It serves as an inspiration and also a motivating factor as the department tries to achieve its goals, fulfills its mission and moves towards its vision. It also gives direction in identifying priorities for the coming academic year.

The useful insights gained from self-assessment have set the Department of Applied Sciences on a clear quality improvement pathway. I am grateful to all who have contributed to this endeavor and would like to thank those who are involved. I look forward to continued sincerity, excellence and teamwork to ensure the achievement of the goals, objectives and outcomes that are set for the Department of Applied Sciences.

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15th June 2012

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How to Read the Report

Four major documents served as bases in the conduct of the self assessment of the Department of Applied Sciences (DAS) and in writing this report. The documents are as follows:

a) Action Plan on the recommendations and affirmations of OAAA (Oman Academic Accreditation Authority)
b) Action Plan on the recommendations of QAD (Quality Assurance Department) of MOM (Ministry Of Manpower)
c) DAS Operational Plan for Academic Year 2011 – 2012
d) Evaluation tools / instruments that were internally prepared by the department. It is important to note at this point that the evaluations of students and staff of the activities or services provided by the College (e.g. library, canteen, clinic, registration system, computing, etc.) which are under the domain of ADAF or Human Resource Unit or ETC were not conducted by the department. Only those activities pertinent to the affairs, jurisdiction and domain of the department as stipulated in the By-laws and DAS Operational Plan were considered in the conduct of the self assessment.

The department believes that self assessment includes management review of the implementation of plans and the results of their implementation hence, they are included in the department's self assessment process and the results of such review are presented in this report.

Section one of this report presents brief information about the department. It also contains an explanation on how operational planning is conducted. Section one also presents information about the two audit processes that the department had undertaken namely, OAC (now OAAA) Quality Audit in March 2009 and QAD Audit – Visit in December 2011. Results of the audit, action plan on the recommendations / affirmations and the results of the implementation of the plans are presented in a tabular form in this section of the report.

The department attempted to elaborate the importance of Quality Assurance and Self Assessment exercise in the last part of section one entitled, Background to Quality Assurance and Self Assessment Exercise.

Section two presents a brief background of the evaluation tools / instruments and how they were used in gathering data pertinent and relevant to the assessment of the department's activities and status. A short explanation on how the DAS Council reviewed (Management Review) the results of the implementation of the action plans on OAAA and QAD's recommendations and affirmations and the DAS Operational Plan is also included in this section.

Section three, on the other hand, presents the results and analysis of the evaluations conducted. The summary scale and its qualitative interpretations which are approved by the

DAS Council are also presented in this section. Section Three contains also the results of management review on the implementation of: a) the action plans on the OAAA recommendations and affirmations b) the action taken by the department on QAD recommendations and c) the DAS Operational Plan for 2011 – 2012 which is presented in a tabular form.

Section four presents the key strengths of the department based on the perception of the different sections of the department.

Specific areas of improvement as recommended by the different sections in the department are summarized in section five while in section six, the continual improvement activities that were identified during the management review of the implementation of the DAS Operational Plan for 2011 – 2012, are presented. These continual improvement activities will be the core of the DAS Operational Plan for 2012 – 2013.

It is noteworthy to mention at this point that the data which can be used to support claims presented in this report are placed in the appendix section. Some of the evaluation tools / instruments that were used in the self assessment process are also included in the appendix.

Lastly, glossary is provided to elaborate some terminologies that were used in this report and to establish a common ground of comprehension of the said terminologies.

Executive Summary

Summary of Findings

Governance and Management

- **The department has a total of 98 staff members, 69 of which are lecturers while 29 are laboratory technicians. Two of its Omani lecturers are finishing their Ph.D. program in the United Kingdom.**
- **The department is currently offering two specializations namely, Applied Biology and Applied Chemistry and will soon open three more specializations namely, Environmental Sciences, Biotechnology and Industrial Hygiene/Health and Safety Environment. The department is also running the Physics Unit and the School Laboratory Technicians Program in collaboration with the Ministry of Education.**
- **The department has an annual student population of 2,087 who are registered in Applied Biology and Applied Chemistry and 43 students in School Laboratory Technician Program**
- **The department serves as service department to Engineering and Pharmacy as it caters annually to approximately 3,100 Engineering and 30 Pharmacy students.**
- **The average ratio of lecturers to students is 1:23.**
- **Majority of the 21 recommendations of OAAA has been fully implemented, if not partially. Eight out of ten of the affirmations have also been implemented.**
- **The department is maintaining a webpage in the college website and it is regularly updated. The webpage is the department's medium in reaching out to students, alumni, parents, industries and other stakeholders in terms of information dissemination on the activities, updates, development and plans of the department.**
- **The department has successfully conducted the following academic and social activities as evidenced by the active participation of concerned students and or staff and, results of the evaluations:**
    - **Orientation / induction of New Student Intake**
    - **Seminar on Item Analysis**
    - **In-house research presentation**
    - **Social gathering (get together and farewell parties)**
    - **General meeting and awarding of certificate of recognition to deserving staff members**
    - **Seminar – workshop on health and safety**
    - **Hosting of an activity in celebration of International Year of Chemistry**
- **The department has conducted the following evaluations by using the internally prepared evaluation instruments:**
    - **Management Evaluation of the lecturers and technicians**
    - **Evaluation of the lecturer's performance in the classroom by the HoS, HoD or her representative and senior lecturer**
    - **Evaluation of the lecturers by the students**

- **Evaluation of the laboratory technician by the HoS, technicians' supervisor and senior lecturer**
- **Course Evaluation by the Staff**
- **Program Evaluation by the graduating students, alumni, staff and industries**
- **Evaluation of Department Activities**
  - **New intake orientation**
  - **Seminar on Item Analysis**
  - **Seminar on Health and Safety**

- **The evaluation instruments for the appraisal of lecturers and laboratory technicians has been computerized through the help and support of ETC and it is uploaded in the department's webpage.**

Student Learning by Coursework Program

- **Majority of the courses in the department are using the e-learning portal. Students as well as staff were urged to maximize the use of the portal**
- **The department submitted to the Directorate General of Occupational Standards & Curriculum Development (DGOS &CD) its proposal to align the graduate attributes to the topics and learning outcomes in the course delivery plan.**
- **Student leaders are actively spearheading and involved in Science Club activities**
- **Lists of professional bodies where staff and students can be members were uploaded in the department's webpage**

Academic Support Services

- **The department has acquired new textbooks, reference books, equipments and will soon have additional laboratories that are funded by the Ministry of Manpower.**
- **Training on the use of e-learning portals and its features have been conducted in collaboration with ETC**
- **A seminar on academic advising was conducted by the Advising Committee**
- **Three lecture rooms in addition to several laboratory rooms have been installed with LCD projector, screen and desktop computer**
- **The department has acquired new laboratory equipments for Biology / Chemistry and Environmental Sciences through Liquefied Natural Gas (LNG) funding.**

Student and Student Support Services

- **Names of students with exemplary academic performance (Honor List) are displayed in the bulletin boards and posted in the webpage of the department. Students who are actively participating in the activities of the department are also recognized.**
- **Session on intrusive advising has been conducted**

Staff and Staff Support Services

- **Clear job description and requirement for candidates has been established in department's manual of job descriptions**
- **DAS Sub manual will soon be finalized and used as induction manual and reference for internal and external audit**

Summary of Key Strengths

- **Teamwork despite differences and diversity in opinions.**
- **Transparent governance and management.**
- **Majority of the teaching staff are Ph.D. holders and are teaching their field of specialization.**
- **Efficient and hard-working technical staff as evidenced by the result of evaluation.**
- **Strict implementation of polices and guidelines of the department.**
- **Consultative decision-making.**
- **Regular training sessions provided to academic and technical staff for acquisition of skills/expertise in various fields.**
- **Technology-based teaching and learning process.**
- **Up to date curricular programs and courses as a result of periodic program and course evaluation.**
- **There is an open line of communication between the HoD and students of the department most especially the B. Tech students.**

Summary of Key Areas for Improvement

- **Incorporate ADRI in quality management and activities.**
- **Student – focused assessment should be used in the department.**
- **Career counseling to students should be conducted.**
- **Curriculum should be aligned to Oman Qualification Framework.**
- **Students of good behavior should be given due recognition, too.**
- **Link staff appraisal with professional development.**
- **Put in place effective policies and procedures for maintenance, replacement and upgrading of facilities.**
- **Ensure that all laboratories are assessed annually for adequacy of space, numbers of machinery and need for upgrading.**
- **Team-building activities for staff and administrators.**
- **Training workshop on test construction and moderation.**
- **Formalizing consortium with other higher education providers (HEP) like SQU and other technology colleges and universities.**
- **Forming closer ties with alumni and other stakeholders.**

- **Setting up a database of alumni and their employers.**
- **Installation of LCD projector and desktop computer system in the classrooms and laboratories.**
- **A more attractive salary package in order to recruit highly qualified staff.**
- **More slots for Omani staff professional development.**
- **Additional free access computer laboratory for students with printing facilities.**

Summary of Planned Actions for Improvement

Governance and Management

- **The Annual report where results of self assessment is integrated will be posted in the department's webpage subject to the approval of the DAS Council**
- **A re-orientation on the principles of ADRI is needed among administrators and staff. This should be conducted by QAD and an aggressive follow –up during internal audit can be done by QAC**
- **Submission of self assessment report by the different sections in the department should be strictly implemented and considered in the performance evaluation of HoSs / unit heads**
- **A more serious, aggressive and realistic planning and implementation of health and safety activities like actual earthquake and fire drills, first aid and rescue operation should be collaboratively done in the department.**

Student Learning by Coursework Programs

- **A training or workshop on assessment and evaluation that are student- centered should be conducted by a credible and competent speaker/s.**
- **Lecturers and students should be continuously encouraged to use and maximize the benefits in using the e-learning portal.**
- **The standard evaluation tools for learning experiences of students and teaching performance of lecturers that were developed by QAC and reviewed by CAB and soon be computerized and piloted should be used by the department**
- **The Student Activity Coordinator include career counselling in the next planning of student activities for academic year 2012 -2013**
- **The results of training needs analysis will be used by the staff activity coordinator in the planning of staff activities for next academic year 2012 – 2013.**
- **Results of the course evaluation will be used as basis in the revision of the course delivery plan and the curriculum of the DAS academic programs.**

- **The results of the program evaluation by the industries that was conducted this academic year will be used by the specialization subcommittees of the department in their revision / enrichment of the two current programs of the department.**
- **The graduate attributes of HCT should be posted in the department webpage for information dissemination or awareness**
- **Student leadership training should be conducted so that potential student leaders will have the opportunity to enhance their capability and be identified**
- **Inclusion in the evaluation tool of staff of their membership to professional bodies or organizations can be used as a form of encouragement of staff to join.**
- **Instead of a newsletter, the department will regularly update its webpage in the College website through the webpage coordinator of the department. Hopefully, this will keep the staff, students, alumni of the department and other stakeholders being updated of the activities, developments and plans of the Department of Applied sciences**

Academic Support Services

- **The department will implement the procedure in lending and borrowing books that are acquired by the department. Moreover, the department will continue to follow-up from MOM the textbooks and references that it proposed to be purchased. The department will continue to maintain the systematic cataloging of books and posters in its bookstore (M219).**
- **Since each department is given funds for the purchase of books, there is no need to submit a list of books to be purchased by the library. The department puts all the books that it acquired in the library so that the students and staff can use them. However, the textbooks that are used by the students in their classes and other books that are acquired in the past years are kept in the bookstore of the department The department maintains the books and distributes those that are used by the students in their classes *in lieu* of the student handouts. A documented procedure is designed for this purpose.**
- **Continuous maximization of the of the e-learning portal by the staff and students**
- **The department through its e-learning coordinator sustain its activities which are conducted in collaboration with ETC**
- **Usage of the new evaluation tool developed by QAC to assess the performance of the academic advisers and plan for an appropriate training for advisers based on the result of the evaluation**

- **The department will use the evaluation tool developed by QAC to assess the effectiveness of the different means of information dissemination that are used by the department**
- **Satisfaction of advisees on the performance of their advisers will be assessed by using the evaluation tool developed by QAC**
- **The result of training need analysis for technicians and lecturers will be used as the basis of the Staff Activity Coordinator in preparing the Staff Activity Plan for next academic year, 2012 – 2013.**
- **A documented policy on the proper utilization and maintenance of the physical properties of the department will be included in the sub manual. Systematic procedure in reserving, borrowing and returning materials and equipment will also be included in the sub manual.**
- **The Department Staff Activity coordinator will include regular training of staff on the usage of learning resources**

Student and Student Support Services

- **The Registrar of the department with the support of the head of the department will sustain her endeavour of posting in the DAS webpage and bulletin boards the names of student who deserve to be given Certificate of Awards for their exemplary academic performance.**
- **An evaluation to determine student satisfaction on the intrusive advising will be conducted by using the Evaluation Tool that was developed by QAC**
- **The student activity coordinator of the department will include the awarding of Model Student/s this as a top priority in the planning of activities for next academic year.**

Staff and Staff Support Services

- **To avoid being under staffed or over staffed, the department will carefully plan the number of courses to be offered each academic year and the number of staff to be recruited and hired by preparing a five-year development plan**
- **Deserving Omani Junior staff should be given support and opportunities to develop further their potentials and, incentives to attract them to stay in the teaching profession**
- **Training Activity plan for the support staff will be prepared and designed by the Staff Activity Coordinator**
- **The sub manual of the department where the job descriptions are incorporated will be reviewed, finalized and approved by the the DAS Council in September 2012.**

- **Formal induction program of new staff is one of the activities that will be included in the activity plan of the Department Staff Activity Coordinator.**
- **Attendance or participation to professional development activities will be included as one of the items to be considered in the staff appraisal**

General Support Services and Facilities

- **Maintenance, calibration and upgrading of laboratory equipments will be one of the items that will be audited during the internal audit**
- **Health and safety coordinator will include in his plan of activities for next year the internal audit of laboratory facilities and equipment**

Section One: Overview

1.1 Background of the Department

The Department of Applied Sciences is the first established science department in the Sultanate of Oman. The department has undergone tremendous changes in the past 26 years. It started initially offering a diploma to School Laboratory Technicians who were taught basic biology, chemistry, physics and geology. Though the School Laboratory Technicians Diploma is currently being offered, the department saw a need of keeping up to date with the vast technological knowledge and competencies of the world around it. For this reason, an additional Diploma was introduced and this was known as the "Omani National Diploma" (OND) in majors such as Chemistry and Biology. However, during the past 5 years, the department felt the need of setting a more strategic direction in involving and linking with the private sector to develop courses to cater for the Omani industry. Based on this, the Science department became known as the "Department of Applied Sciences" entailing a whole new curriculum specializing in the "Application of Scientific Knowledge" which differs from fundamental sciences and provides students with an education based on the latest technological advancements.

At present, the department is running two academic degree programs namely, Applied Biology and Applied Chemistry with three exit Levels (Diploma, Higher Diploma and Baccalaureate Technology). In addition to the two degree programs, the department is also running the Physics Unit. The Department of Applied Sciences is also a service department for the Engineering and Pharmacy students. Moreover, the two-year School Laboratory Technician Program which prepares school technicians is also managed by the department in collaboration with the Ministry of Education.

The department has a total of 98 staff members which includes administrators, teaching and support (laboratory technician) staff. It has an annual population of 2,087 students registered in the two degree programs, Applied Chemistry and Applied Biology and 43 students in the School Laboratory Technician Program. It is also catering annually to almost 3,100 engineering and 30 pharmacy students who are taking Chemistry and Physics courses in the department. The average ratio between lecturers to students is 1:23.

Table 1.1.1 - Total number of lecturers per specialization / unit in Academic Year 2011 - 2012

NO.	SPECIALIZATION / UNIT	TOTAL NO. of LECTURERS
1	Applied Biology	22
2	Applied Chemistry	28
3	Environmental Science	5
4	Physics	15
Grand Total		69

Table 1.1.2 - Total Number of Laboratory Technicians per specialization/unit in Academic Year 2011 - 2012

NO.	SPECIALIZATION / UNIT	TOTAL of LAB. TECHNICIANS
1	Applied Biology	10
2	Applied Chemistry	13
3	Environmental Science	1
4	Physics	5
Grand Total		29

Table 1.1.3 – Number of Active Students in diploma 1 and each specialization per year level and semester in Academic Year 2011 - 2012

SEMESTER	STUDENTS IN DIPLOMA 1	SPECIALIZATION	Semester	STUDENT'S PER LEVEL		
				DIPLOMA 2	HIGHER DIPLOMA	BACHEL OR
First	196	Chemistry	1st	121	83	73
			2nd	135	68	82
Second	298		3rd	124	60	84
		TOTAL		380	211	239
Third	365	Biology	1st	42	55	41
			2nd	45	49	41
TOTAL	859		3rd	38	44	43
		TOTAL		125	148	125

Table 1.1.4 – Number of students in School Laboratory Technician Program per semester in Academic Year 2011 - 2012

SEMESTER	TOTAL NO. OF STUDENTS IN SCHOOL LABORATORY TECHNICIAN PROGRAM
Semester 1	43
Semester 2	43
Semester 3	43

The Department of Applied Sciences (DAS) Council is the governing body of the department and it is led by the head of the department (HoD) while the heads of sections (HoS) and units (HoU) constitute the members. Decisions that are to be implemented departmental-wide are deliberated upon and emanate from the DAS Council to ensure democratic process, check and balance and owning. The job descriptions of each position in the organizational structure are vividly pointed out in the DAS Quality Sub Manual for transparency purposes and to serve as reminder of the boundary and jurisdiction of power, authority, duties and responsibility of each position.

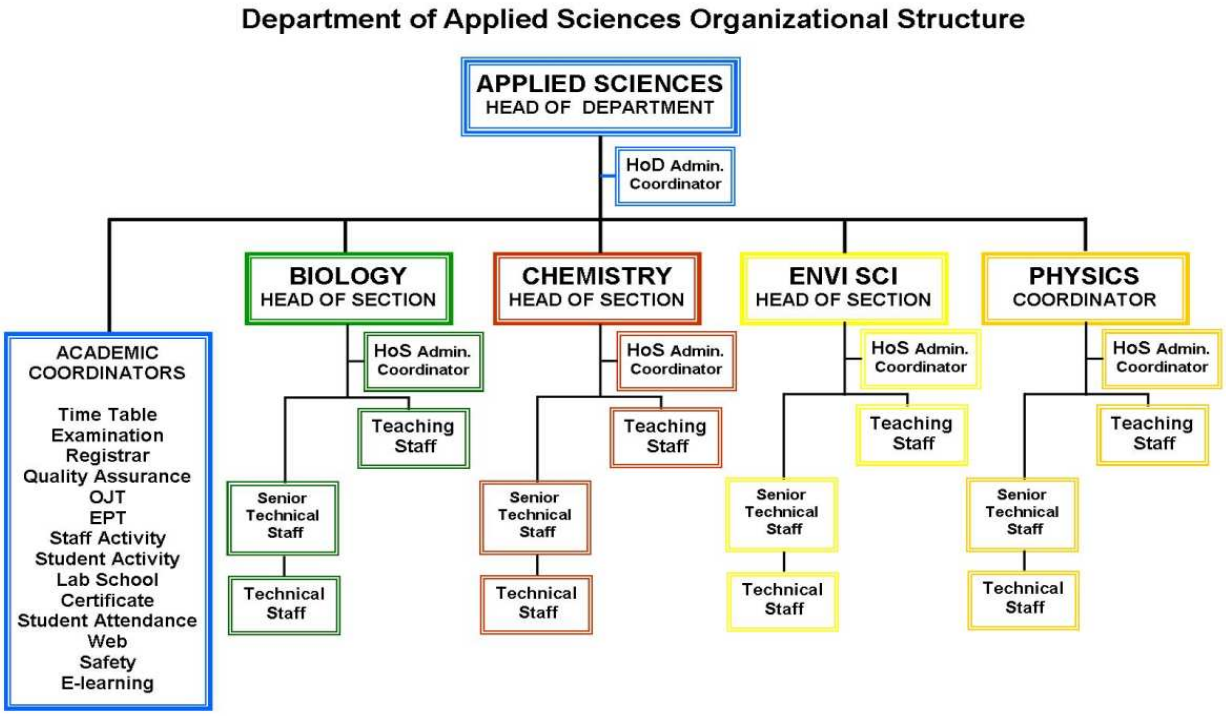

Figure1.1.1 - The Organizational Structure of the Department of Applied Sciences

1.2 Operational Planning

The Operational Plan of the Department of Applied Sciences was prepared by the DAS Council through the initial drafting of the plan by the DAS QA Coordinator. The plan was based primarily on the College Strategic Plan and on the results of the Management (DAS Council) review and evaluation of the implementation of the previous Operational Plan. Strategies in the previous Operational Plan that were not implemented or that were partially implemented have been given priority in the preparation of the current Operational Plan. In order to involve the entire staff members of the department in the preparation of the current Operational plan, the initial draft of the plan was sent to the staff via e-mail. The staff members were given several days to send – in their feedback / suggestions either by e-mail or personal discussion with the QA Coordinator. The QA Coordinator collated the feedback and considered them in finalizing the initial draft of the 2011 – 2012 DAS Operational Plan before it was submitted to the DAS Council for its final critiquing, deliberation and approval. The approved Operational plan was forwarded to the staff members and heads of sections / units for information dissemination but more importantly for their proactive involvement in its implementation. Soft copy of the approved plan was submitted to the Dean through the QAC. Tables of tasks which are directly based on the Operational Plan were prepared by the QA Coordinator and were distributed to the HoD, HoSs, Unit Heads, Coordinators, Committee members who are identified to spearhead the actualization of the implementation steps as stipulated in the Operational Plan. Moreover, the table of tasks served as a reminder and a monitoring tool to ensure full implementation of the plan. The duly accomplished tables of tasks will be used by the Council and the staff members in reviewing the implementation of the plan. It will also be used as one of the bases in the preparation of the new Operational Plan for the following academic year, 2012 – 2013.

1.3 External Audit Results

The College had undergone an external quality audit which started with a self study of the mission, vision and systems. Such study resulted to the preparation and subsequent submission of Quality Portfolio on 15th December 2008. The core of the audit was an audit visit which was conducted on 20 – 24 March 2009 and the publication of the panel's findings which are contained on a report on 23 January 2010. The report pointed out formal commendations when good practices have been confirmed, affirmation when HCT's ongoing quality improvement efforts require support and recommendations when there are significant opportunities or improvement not yet adequately addressed. The Department of Applied Sciences (DAS) in its effort to actively involve and participate in implementing the recommendations and affirmations of OAC (Oman Accreditation Council) which is now called Oman Academic Accreditation Authority (OAAA) prepared an activity plan that served as a guide and at the same time a monitoring tool towards the implementation of the said recommendations and the pursuance of the affirmations which are very essential in the preparation of HCT for the second stage in the institutional accreditation process (Standard Assessment). This stage takes place about four years after the Quality Audit with an aim of

providing a summative assessment against external standards in the same nine areas of activity of all Colleges of Technology.

In December 2011, the department was audited by QAD together with the other departments and units in the college. Although QAD is a member of the Ministry of Manpower and Colleges of Technology governance and management system, the audit conducted by QAD is deemed by them as an external audit visit and not an internal audit. The audit visit covered the following areas:

- Staff
- Operational Plan
- Policy Management System (PMS)
- Teaching Quality
- General Foundation Program (only for ELC and IT)
- Staff Induction
- Staff Appraisal
- Actions and Challenges
- Action Taken on the previous QAD Report

The visit of QAD ended up with a report of their findings and the actions that must be taken by the department. On the other hand, the results of OAC external audit visit particularly the recommendations, affirmations and actions that must be taken by the department are in Tables 1.3.1 and 1.3.2 while the result of QAD audit – visit particularly their findings and action that must be taken by the department are in Table 1.3.3. The status of the actions taken by the Department of Applied Sciences on the recommendations and affirmations of OAC (OAAA) and on the findings of QAD are included in the three tables.

Table 1.3.1 – Status of the implementation of DAS action plan on the recommendations of OAAA

Recommendations	Proposed Actions	Current Status/ outcomes	Remarks
Governance and Management			
1. The Oman Accreditation Council recommends that the Higher College of Technology develop and implement a mechanism for evaluating the effectiveness of its	1. Evaluation tools for Deans, Assistant Deans, HoDs / HoCs, HoSs, and Course Coordinators must be prepared and approved by the College Board. 2. Evaluation of the top management and middle managers of	The Department of Applied Sciences had internally designed an Evaluation Tools for HoS and Course Coordinators which were reviewed by the DAS Council.	The Evaluation tool was submitted to QAC. Meantime, the different sections and unit of the department are given the

governance and management systems which results in clear action plans	the College should be regularly done and analyzed. 3. Results should be submitted to central committee for analysis and recommendations		discretion as to when it should be used while waiting for an approved evaluation tool for such purpose, from QAC
2. The Oman Accreditation Council recommends that the Higher Colleges of Technology review its current approvals process to accelerate the decision-making process	1. Propose changes to the approval process to the MoM.	Approval process in the department follows what is implicitly presented in the DAS Organizational Structure. However, major decisions that affect the processes and affairs of the entire department emanates from the DAS Council after deliberation and discussion in DAS regular meetings and are disseminated to staff through e-memo or e-mails.	The Organizational Structure of the department is included in this report DC decisions are systematically recorded and filed in the Z Drive of the department and as hard copies by the DAS Council Recorder of minutes of meeting. To avoid delay and possible disruptions of processes, the DAS Council recorder of minutes of meeting, is given the task and authority to follow-up the

			status of DC Decisions from the person concerned or remind him or her before the deadline of submission is reached.
3. The Oman Accreditation Council recommends that the Higher College of Technology develop and implement a systematic approach to operational planning for all academic and administrative departments	1. A session on how to conduct strategic planning and operational planning and on how to write Strategic Plans and Operational Plans, should be scheduled and conducted by QAD 2. Full staff participation should be targeted in operational planning. 3. The format of operational plans and the procedures followed in developing and approving them need to be unified	The Department of Applied Sciences followed the procedure and format in writing Operational Plan that were established by QAEC, however, these were recently revised by the department in compliance to the revised format proposed by the current QAC as recommended by QAD.	Administrators and staff of the department are involved in the preparation of the plan through their feedback and suggestions sent via e-mail.
4. The Oman Accreditation Council recommends, as the Higher College of Technology will be developing its own sub goals for the Strategic Plan, that appropriate financial planning systems are developed and implemented in order for the College to make independent	1. The current financial planning system should be reviewed 2. The college should propose changes to the current financial planning system which give more autonomy to the college in the planning of its finances ***Suggestion***	Not applicable to the department	

decisions in line with its strategic direction	2)The college should propose changes to the current financial planning system which give more autonomy to the college in the planning *and allocation of resources.* ***3***) There should be an explicit link between the strategic planning, student intake and financial planning so that resources are used to address and further key strategic objectives		
5. The Oman Accreditation Council recommends that the Higher College of Technology establish a transparent and systematic process to deal with student grievances that is documented and clearly communicated to all staff and students	1. Student grievances policy and procedure on handling student grievances should be established. 2. The new policy and procedures should be included in each department's student handbook. 3. The said policy and procedure should be discussed during student and staff induction / orientation	Students who appeal against their final mark submits the duly accomplished form to the examination committee which is composed of the: HoD, HoSs, the concerned lecturer, moderator and members of the examination committee Students Academic Appeal (i.e. low CGPA, critical cases, probationary etc.) are brought to the attention of the ADAA through the department registrar.	Complaints / questions regarding marks / grades are systematically addressed by following an established procedure which starts with the proper filing of a filled-up appeal form by the concerned student to the Department's Examination Committee. The appeal is reviewed and deliberated upon by a committee convened by the Examination Committee.

			Results of student appeal on marks / grades are posted in the Department's webpage of the College website.
Student Learning by Coursework			
6. The Oman Accreditation Council recommends that the Higher College of Technology ensure that the course content of all programs is clearly linked to the stated learning outcomes and the College's graduate attributes and greater efforts are made to communicate these to students	1. Curriculum committees should be created in all departments. 2. The curriculum committee should review the exiling program and curriculum of the department 3. The curriculum committee should re-align the curriculum and course delivery plans to the learning outcomes and graduate attributes identified by the college. 4. The curriculum committee must re-orient the staff on the revised program curriculum and course delivery plan and ensure the new outcomes and attributes are communicated to the students.	The Department submitted its feedback / suggestions on the Delivery Plan format, Learning Outcome mapping sheet and assessment plan proposed by the Office of the Directorate General of Occupational Standards and Curriculum Development (DGOS & CD) aligning the graduate attributes to the learning outcomes and topics of the course. Mapping of learning outcomes to lectures, practicals and assessments is regularly done by lecturers. A course evaluation was conducted using an internally designed evaluation tool as preparation for the planned revision of delivery plans of the different courses, in	.

		order to comply with the recommendation of OAAA.	
7. The Oman Accreditation Council recommends that the Higher College of Technology develop and implement a consistent approach to dealing with cases of plagiarism and ensure that all students are fully aware of academic conventions	1. A policy on plagiarism should be formulated by the QAD. 2. The policy on plagiarism should be included in the student handbook and staff induction manual. 3. Discuss the plagiarism policy during student and staff induction. 4. The policy should be implemented by all the departments / units in the College.	The policy on plagiarism is incorporated in the delivery plan. In addition, the department has disseminated through e-mail to all staff the Policy on Plagiarism that was forwarded by MOM through QAD with a clear directive from the HoD that the policy must be strictly implemented.	
8. The Oman Accreditation Council recommends that the Higher College of Technology review its current 'On the Job Training' provision in order to ensure that it is consistently handled by all departments and that its effectiveness is evaluated by all stakeholders	1. Review current OJT provision 2. Disseminate changes to all departments 3. Devise standardized evaluation tools for OJT targeting all stakeholders	The standardized OJT Manual that contains the procedure and assessment for OJT has been reviewed and comments have been sent to the deanship.	
9. The Oman Accreditation Council recommends that Higher College of	1. The departments should review their current policy on assessment and moderation and see	The department is currently implementing "content validation" as far as moderation of assessment is	This recommendation should be discussed by the ADAA with

Technology develop and implement a system for benchmarking assessment standards along with a consistent approach to external moderation	the possibility of involving external moderators 2. Specialization Committees should identify potential external moderators or assessment benchmarks in similar programs in HEIs in the Sultanate or elsewhere. 3. Periodically review practice for improvement against feedback from stakeholders	concerned, and it is done internally.	the HoDs and decide on the mechanism on how should this be implemented
10. The Oman Accreditation Council recommends that Higher College of Technology review its current system for monitoring academic security and invigilation in order to ensure that there is consistent, rigorous approach throughout the College	1. The departments should revisit their current academic security policy and invigilation procedures. 2. Consult similar systems in other HEIs in search for good practices 3. Revise if necessary 4. Implement the policy	The department has an existing policy on invigilation and academic security. Such policy is included in the DAS submanual and it is strictly implemented. Revision has been implemented regarding mobile phones of students in the examination hall to address a grievance and issue brought out by some examination supervisors regarding this matter	
11. The Oman Accreditation Council recommends that the Higher College of Technology review the current trend with regard to	1. Conduct self-assessment to identify factors affecting student retention rates and progression 2. Use results to inform corrective measures 3. Implement corrective	Directives from the Dean which is disseminated through the College Registrar to the Departments Registrars and subsequently to the staff regarding	

students' retention and progression rates and develop corrective measures to address this problem	measures 4. Evaluate corrective measures through self-assessment and feedback from stakeholders	retention and progression of students have been implemented and they are as follows: 1) students of certificate level moving to the Diploma Level need only to pass all courses and CGPA need not be 2.0 anymore, 2) students can repeat three subjects to improve CGPA in order to move to the next level, 3) students whose CGPA is below the required GPA per semester which is 2.0 can be placed up to 3rd probation). The department complies with the said directives.	
12. The Oman Accreditation Council recommends that the Higher College of Technology devise and implement a system to collect and analyze data from employers on their satisfaction with graduates in order to inform program review and development	1. The departments should develop an evaluation tool and conduct an evaluation of the performance of their graduates. 2. Respondents of the evaluation should be public entities, industries and companies where College graduates are working. 3. Result of the said evaluation should be used to inform program and course review.	Tools for program and course evaluation which were internally prepared and approved by DAS Council have been distributed; however, retrieval of responses of program evaluation takes time. Results of course evaluation by the lecturers have been summarized and they will be considered when the delivery plans of the different courses of the two specializations (Applied Biology and Applied Chemistry) and Physics Unit will be revised to comply with the requirements /	

		specifications DGOS & CD of MoM and recommendation of OAAA.	
Staff Research and Consultancy			
13. The Oman Accreditation Council recommends that the Higher College of Technology clearly define the role of research and consultancy in its institutional vision and develop a Strategic Plan to implement and support this	1. The College should clarify its standpoint regarding the role of research and consultancy in its vision 2. If research and consultancy are to play an important role in the College's vision, then sufficient resources should be allocated for this change in role	c/o CAB	
Industry and Community Engagement			
14. The Oman Accreditation Council recommends that the Higher College of Technology develop an inclusive College-wide approach to planning and managing industry and community engagement in order to fulfill the College's strategic goal in this area	1. Identify potential areas for cooperation between the College and the industry and the community at large. 2. Initiate programs and joint projects 3. Integrate such programs and joint projects in the curricula and extra-curricular activities offered in the college 4. Integrate the joint projects in the assessment system of students where appropriate	c/o CAB	
Academic Support Services			
15. The Oman Accreditation Council	1. Upgrade the HCT Network Infrastructure	c/o ETC	

recommends that the Higher College of Technology review its current library facilities and IT infrastructure in order to fully support the needs of its learning community and in light of the rapidly growing student population	2. Propose for the Expansion of the HCT Library 3. Propose for the Renovation of the Student Access Center into Free Access Laboratory		
Student and Student Support Services			
16. The Oman Accreditation Council recommends that the Higher College of Technology review its current provision of student support services and develop and implement a planned, systematic approach to these areas which is supported by adequate resources	1. Propose for the Procurement of resources for computer laboratories 2. Propose for the Students Photocopying /printing Management System	c/o ETC	
17. The Oman Accreditation Council recommends that the Higher College of Technology develop and implement a regular mechanism for developing action plans in response to survey findings	1. Proactively analyze the findings and recommendations submitted by legitimate survey bodies /groups. 2. Prepare and implement action plans on the findings and recommendations 3. Evaluate the implementation of the	c/o Office of the Assistant Dean of Administration and Finance, Assistant Dean for Student Affairs and ETC.	The Office of Student Affairs in collaboration with the Office for Assistant Dean for Administration and Finance should be responsible in the conduct of survey /

which are shared with the College community	plan		evaluation on students and staff satisfaction on the support services provided by the College (i.e. canteen, clinic, hostel, library, ETC and others). Action Plan should be designed and implemented by the concerned unit so that the students and staff will see concrete actions on the result of evaluation
Staff and Staff Support Services			
18. The Oman Accreditation Council recommends that the Higher College of Technology develop and implement mechanisms to support long-term planning in staff and staff support services and that these are regularly monitored and reviewed	1. To identify strengths and weaknesses in long-term planning. 2. To develop mechanisms to support long-term planning in staff and staff support services. 3. To implement mechanisms to support long-term planning in staff and staff support services. 4. To monitor the implementation. 5. To review the implementation.	c/o Human Resource Unit of the Office of ADAF	

19. The Oman Accreditation Council recommends that the Higher College of Technology develop a planned, consistent and inclusive approach to staff induction, performance management, professional development, promotion, severance and all related areas which is implemented for all staff at all levels and is regularly reviewed	1. To review the existing induction, performance management, professional development, promotion, severance mechanisms. 2. To design a plan for standardized processes applicable for all departments. 3. To implement all designed processes for all staff at all levels. 4. To regularly review the designed processes.	<u>Staff Induction</u> • This is under the care of the HoS or her representative. The HoS or her representative gives orientation/ induction to the newly recruited staff member. An induction manual for this purpose is also available in the department <u>Staff Performance Management</u> • Staff (Lecturer) appraisal is regularly conducted using three evaluation tools namely, 1) Management Evaluation, 2) Lecturer in Class Evaluation by the HoD or her representative, HoS and Senior Lecturer and 3) Student Evaluation of the Lecturer and Course. Results of the appraisal are presented and discussed with the staff by the concerned HoS / Unit Head before a copy of the summary of results is provided to the staff. On-the spot evaluation or	

		classroom observation by the HoD or HoS is also conducted when complaint / grievance from student or staff is filed orally or in writing. <u>Staff Professional Development</u> • The HoD appointed a Staff Activity Coordinator who conducts Training Needs Analysis and subsequently plans staff activity based on the result of TNA and Staff Appraisal by the HoS. Planned staff activities are implemented and evaluated by the staff activity coordinator. The Staff Activity coordinator regularly sends through e-mail to all staff, invitations for training, seminars, workshops and conferences and encourages them to join or participate <u>Staff Promotion and Severance</u> • Since majority of the staff are under the employment	

		agency, these are handled by their respective employment agency. However, meritorious performance of staff are given due recognition publicly and annually through a staff social activities or in general assembly and meeting of the department, where certificates and token of appreciations are awarded / given by the HoD and HoSs.	
20. The Oman Accreditation Council recommends that the Higher College of Technology develop and implement a staff grievance system which is clearly communicated to all staff	1. To establish a staff grievance committee as a sub-team of the Human Resource Committee. 2. To define the Terms of Reference of the committee. 3. To orient the staff on the existence of a grievance committee. 4. To implement the staff grievance system.	c/o HR Unit of ADAF	
General Support Services			
21. The Oman Accreditation Council recommends that the Higher College of Technology review its internal communication and training policies in	1. To evaluate the current internal communication and training policies. 2. To improve the current internal communication and training policies. 3. To ensure that all	Internal communication in the department is in English. Directives, memos and other forms of communications which are in Arabic are being translated upon the request and instruction of the HoD	

order to ensure that all members of the College community, whether English or Arabic speaking, are included	members of the College community, whether English or Arabic speaking are informed about such policies. 4. To ensure that the communication policy is consistent throughout the college and at all levels	before they are disseminated to the staff	

Table 1.3.2 – Status of the implementation of DAS action plan on the affirmations of OAAA

Affirmations	Proposed Actions	Current Status/ outcomes	Remarks
Governance and Management			
1. The Oman Accreditation Council supports the Higher College of Technology's plans to develop its own sub goals in relation to the 2009-2012 Strategic Plan, adopting an approach to involve full staff participation	1. Involving the staff in developing the college sub-goals in relation to the Strategic Plan to create a sense of ownership of the plan 2. Integrating the sub-goals in the new Strategic Plan. 3. Cascading the Strategic Plan to the staff members in each department	The HoD conducted SWOT analysis in the department through the help of the HoSes and representatives from the different sections/units of the department. The results of the SWOT analysis were collected and collated by the QA Officer. The SWOT analysis of the department was presented by the HoD in the College-wide Strategic Planning Session which was conducted in May-June 2009. Discussions and deliberation were done to sort out some issues and concerns. QAEC was tasked to collate all the information and data	

		which were used in finalizing the Strategic Plan. Representatives of Staff were requested to join the strategic planning session. The final version of the Strategic plan was cascaded to the staff for a bottom – up Operational Planning.	
2. The Oman Accreditation affirms that the Higher College of Technology need to incorporate risk management into its management and planning systems and supports its efforts in developing its approach to risk management	1. Developing an explicit Risk Management Policy/Plan. 2. Training staff members on Risk Management. 3. Incorporating risk management in the planning and management systems of the College . 4. Evaluating the implementation of the Risk Management policy through self-assessment and internal audits	A policy on risk management has been forwarded by the QAD and was disseminated to the staff of the department via e-mail	
3. The Oman Accreditation Council supports the Higher College of Technology's plans to improve the current policy management system and to ensure that it is clearly communicated and consistently implemented throughout the College	1. Standardization of documented procedures and the creation of standardized forms where applicable 2. Creating a system for policy/procedure formulation, review, and approval 3. Dissemination of new polices, procedures, regulations and rules to all staff through proper induction programs and manuals at the college and department levels. 4. Developing a standard	The policies and guidelines that are implemented in the department are included in the DAS submanual. These policies and guidelines were forwarded to QAEC when it was in the process of developing policies and procedures for the College.	

	system of internal audit procedure to ensure proper implementation of and conformation with the new policies, procedures and regulations.		
4.The Oman Accreditation Council supports the Higher College of Technology's plans to develop and implement a robust and valid data collection and analysis system in order to improve the planning and the performance of the institution	1. Establishing a data acquisition and analysis system utilizing multiple sources of data for the evaluation of College units/activities with a clear schedule incorporated in the academic calendar. 2. Producing a document stipulating what to report in such evaluations and how to report them, ensuring that sufficient information is given in the evaluation reports about data collection methods, sample size, sampling techniques, and the types and procedures of data analysis carried out. 3. Developing a computerized feedback collection system with clear, user-friendly, and secure data collection, data storage, and data reporting procedures.	New evaluation tools were developed by QAC for such purpose, however, the DAS Council decided to use them next academic year, 2012- 2013 if they will be approved by the CAB. Meantime, the department is using the evaluation tools that are internally prepared based on what were provided by the former QAEC	
5. The Oman Accreditation Council supports the Higher College of Technology's efforts in identifying opportunities to improve the health and safety environment of the College and in	1. Preparing a College-wide Health and Safety (H&S) policy document addressing the critical issues of health, safety, and environment in the college. 2. Based on the College H&S policy document, departments should develop H&S manuals outlining standard operating	The department created a Health and Safety Committee (HSC) The HSC conducted an evaluation on the implementation of safety measures in the laboratories. The HSC prepared the	

developing and implementing plans to address these opportunities	procedures and safety measures in their units. 3. Communicating H&S policies and manuals to all staff and students through proper induction and training programs. 4. Monitoring the implementation of H&S policies and manuals through internal audits. 5. Periodically inspecting the effectiveness and sufficiency of safety equipment in the college and ensuring that such equipment is maintained and deployed properly to acceptable international standards and specificatio	Safety Manual and required all students to fill-up and sign the Safety Declaration Form. All documents related to safety were posted in the DAS Webpage of the College website for information dissemination. The Committee is monitoring the implementation of the safely manual	
Industry and Community Engagement			
6. The Oman Accreditation Council supports the Higher College of Technology's plans to strengthen and formalize the input of industry and employers through setting up external advisory boards in all departments	1. Identifying external advisors from leading employers and the industry in all department 2. Organizing events, such as workshops, symposia, and meetings with representatives from the leading employers and the industry on issues such as OJT, curriculum development and program evaluation and review. 3. Collecting information and feedback from such events for the purpose of curriculum and program development and review. 4. Setting professional specialization committees to analyze the data gathered and propose suitable	Inputs from industries on the academic programs are being solicited through program evaluation by industries and companies where DAS students and alumni are having their OJT and working, respectively. The department is now on the process of retrieving the responses of the industries through the OJT coordinator of the department	

	implementation steps and timeframes		
7. The Oman Accreditation Council supports the Higher College of Technology's efforts to strengthen ties with its alumni	1. Establishing a central unit or team, preferably as part of a bigger marketing and public relations team, charged with the responsibility of strengthening the ties with the alumni. 2. The team will maintain and administer proper alumni database and records and organize regular alumni events 3. A webpage in the College website to be dedicated to alumni to facilitate communication between them and link various alumni groups	HCT Alumni Portal is included in the College website. The DAS webpage is constantly updated so that students, parents and alumni of DAS and, other stakeholders will be informed of what is happening in the department	
Academic Support Services			
8. The Oman Accreditation Council supports the Higher College of Technology's efforts to review and improve its current provision of academic advising in order to improve its teaching and learning processes and address the issue of student retention	1. Reviewing the existing provision of academic advising, ensuring balanced and realistic workload of teaching and academic advising duties for staff. 2. Periodically reviewing the existing policies, documents, and handbooks regulating academic advising. 3. Providing orientation and training to the academic advisors on regular basis, especially following major reviews to advising handbooks, policies or bylaws. 4. Monitoring the quality and effectiveness of academic advising through student surveys, internal audits, and careful analysis of retention	The department had conducted a session on academic advising through the academic advising committee with the aim of improving student retention through proper academic advising. A session on intrusive advising was also conducted by the committee	

	rates in each department		
Student and Student Support Services			
9. The Oman Accreditation Council affirms that the Higher College of Technology has identified the problem of student accommodation as a key area for improvement and supports the proposals submitted to the Ministry of Manpower to address this issue	1. Assessing the existing student accommodation and identifying areas for improvement. 2. Notifying the Ministry of Manpower of the current status of student accommodation and suggesting ways to improve it. 3. Following up the proposals on how to improve student accommodation which have been submitted to the Ministry of Manpower in the past few years.	c/o ADAF	
Staff and Staff Support Services			
10. The Oman Accreditation Council supports the Higher College of Technology's proposal to seek greater input in the recruitment process in order to standardize the approach to the recruitment, selection and promotion of all staff	1. Delegating more responsibilities to the College Dean and HoDs in the selection and recruitment of their staff. 2. Setting minimum standards for recruitment policies, selection and screening criteria, and packages which apply to all staff	c/o ADAF	

Table 1.3.3 – Findings, Actions to be taken and the status of the actions taken by the Department of Applied Sciences on the QAD Recommendations during their audit visit in December 2011 (Items under Findings and Result Area were copied verbatim from the QAD Audit Visit Report)

Findings	Result Area (Action to be taken)	Status / Outcomes
Staff		
a) HoD (from Applied Biology) Chem 1 HoS + 26 (Acad Staff) + 14 (Technician) = 41 Phy: 1 HoS + 15 (Acad Staff) + 4 (Technicians) = 29 Appl. Biology = 1 HoS + 18 (Acad Staff) + 10 (Technicians) = 29 Envi. Sci: 1 HoS + 4 (Acad Staff) + 1 (Technician) = 6 Total No. of Staff = 94 **b)** HoD = 2 hrs / w HoS = 6 hrs / w (except Phy = 8 hrs / w) Average Teaching Load of other Academic Staff (excluding other responsibilities) = 13 hrs / w Average Load of Technicians = 35 hrs / w **c)** There is a shortage of staff as shown below: Chem: (Lect = 1 Tech = 2) Phy 1 (lect) Appl. Biol. 2 (Tech) Envi. Sci (1 (lect) Tech (2)	**The department should continue to press for meeting its staff requirements until they are met**	**Implemented** **The DAS Council has interviewed several applicants to fill-in the needed number of staff in the department. Request has been forwarded to MoM through the**

Findings	Result Area (Action to be taken)	Status / Outcomes
d) The department did not face any problem when staff left, as the course information file are updated continually and kept in the respective HoS's office for reference. The course coordinator's file is also kept updated at the end of the semester. In this way all relevant documents are maintained centrally.		**Office of the College Dean**
Operational Plan		
a) The department develop its OP for the current year **b)** The department finalized the OP for 2011 – 2012 based on the recently approved SP through a consultative process involving Staff through QA meetings and e-mails. The draft OP was reviewed by the College QA Committee (QAC) and feedback was given through a review report on 5th December. The review OP will be sent shortly to the QAC for approval.	**It is suggested that the OP be reviewed at the end of each academic year and that the changes be approved by the QAC well in time for implementation in the following academic year**	**Implemented** **The DAS Operational Plan has been reviewed and the results of review are included in the DAS Annual Report and will also be used in the preparation of the DAS Operational Plan for 2012 - 2013**
Policy Management System (PMS)		
a) According to the department, there is no department PMS in the College. The department could not explain the elements of a PMS	**The department should check with QAC whether a College PMS exists. If it does, then the department should request the QAC to provide training regarding the PMS**	**Implemented** **There is no existing Policy Management System of the College. QAC is on the process of developing the policy.**
b) All departmental policies and guidelines along with background information about the department, job responsibilities and the various forms/templates used by the department for different purposes are complied in the departmental	**The department should also develop the Quality Submanual (QSM) for the labs by combining the SOP and the Safety Manual, and completing the other requirements**	**In progress. The QA Coordinator of the department is on the process of finalizing the QSM which would include the SOP and Sub manual. The said**

Findings	Result Area (Action to be taken)	Status / Outcomes
submanual The department was not aware of the Quality Sub Manual (QSM). Instead, they have "Standard Operating Procedures" in the lab.	**for a QSM**	**sub manual will be used also as the induction or orientation manual of the department stating in 1st Semester of 2012 - 2013**
c) Plagiarism - The department was not aware of the approved policy. However, guidelines to avoid plagiarism are included in the course delivery plan Risk Management – The department was not aware of the approved policy of the college either.	**The department should obtain the approved version of the three policies (i.e. Plagiarism, Health and Safety, and Risk Management) from the College QAC and implement them as required**	**Implemented.** **The three policies have been disseminated to all staff in the department**
d) The department was not aware of the approved policy, however, the following measures are taken with respect to H&S a. The College has an H&S Committee with representative from all centres and departments. The Committee has held a few meetings and is working on the H&S plan. b. Fire extinguishers are checked periodically, but a lot of work still needs to be done (e.g. assembly points, are yet to be identified, evacuation plan need to be drawn up) c. The department has produced elaborate "Safety Manual"	**It is recommended that the department develop a QSM for the labs, incorporating the H&S provision as per the approval of H&S policy and actively use the QSM (see action 2 above for this area)**	**Implemented.** **In fact, the department has conducted a seminar-workshop of health and safety. H&S Manual has been developed by the H&S coordinator of the department and it is uploaded in the website of the department. The said manual will also be appended in the DAS QSM**

Findings	Result Area (Action to be taken)	Status / Outcomes
d. Students are frequently reminded of H&S instruction – do and don'ts e. Operating instruction for an equipments and apparatuses are clearly provided in the SOPs.		
Teaching Quality		
a) At the department level, lecturers submit course review, which are compiled by the HoD with the help of the HoSs. The proposal for change are discussed at the departmental council meetings: a. Questionnaires are being developed for surveying student, senior staff and the industry on the programs and courses feedback will be conducted by the end of February 2012. b. A summary of outcomes coverage during 2010 – 2011 has been prepared to help review the learning outcomes. **b)** The suggestions and proposals for change decided by the department are sent to the specialization committee **c)** The department is satisfied with the outcomes of the internal process. The external process however, is not satisfactory as there has been no feedback from the specialization committee on the proposal sent by the department over the past few years.		

Findings	Result Area (Action to be taken)	Status / Outcomes
d) Lecturers use a variety of teaching methods , such as lectures, practical work in the labs, projects, guest lectures, e-learning and problem solving. These are reflected in the course delivery plans: • Course coordinators discuss the teaching methods with the course tutors • The use of teaching methods is monitored through class observations and student complaints about teaching **e)** Delivery plan are prepared by course coordinators in coordination with course tutors. These vary depending upon whether the course is theory based or one involving practicals • The implementation of delivery plan is monitored by the HoD and the respective HoS as well as by the department coordinator committee • The department, however, reported that 100% average learning outcomes and topics could not be achieve d due to the short duration of the semesters • The department also reported that there was imposition of ideas and		

Findings	Result Area (Action to be taken)	Status / Outcomes
templates fro delivery plans form the expert in the Ministry (Directorate of Curriculum and Occupational Standards). The expert allegedly used threats to force the department to implement its ideas and even interfered with the routine functioning of the department. The department also took exception to the report sent by the expert, as they were fel to be offensive in language. This has been reported to the Dean for raising it at the appropriate level. **f)** The assessment system followed is per the provision in the College By-laws. It comprises both continuous and final assessment. The department also has a policy on the setting and moderation of exams **g)** The assessment methods vary according to the nature of the course taught. Students are assessed through quizzes, assignments, midterm and final exam, and practical work in the labs. • The assessment methods are indicated in the delivery plans showing the learning outcomes covered through these methods **h)** There is no specific mechanisms at present except the moderation of exams and random checking of	**The department should plan and carry out benchmarking of assessment practices with those other similar institution as a way of ensuring that student assessment reflects the qualification awarded**	**Not Implemented** **The College Academic Board (CAB) should consider this in their strategic planning.**

Findings	Result Area (Action to be taken)	Status / Outcomes
marked scripts by the HoS concerned		
i) The following measures were suggested by the department on the steps to be taken to ensure that the students across the colleges are assessed in the same way: • Administration of a competency test of knowledge and skills expected in the terminal level • Checking the teaching and learning materials for appropriate challenge and standard	**It is suggested that the HoD send the following suggestions to the specialization committee for their consideration and appropriate action**	**Not Implemented**
Staff Induction		
a) All new staff are given induction in the college and departmental requirements (i.e. By-laws, rules, and regulations, programme structure, courses, degree audit, delivery plan, assessment system and so on) **b)** Staff are also introduced to QA matters (e.g. strategic and operational plans) through departmental QA meetings which are conducted regularly.		

Findings	Result Area (Action to be taken)	Status / Outcomes
Staff Appraisal		
a) New staff is appraised during the period of their probation. Given the large number of staff in the department, other staff with an overall appraisal range of 3.1 and above will be assessed every two years unless there is a complaint from students (Decision of the Department Council, 30 October 2011) Based on the decision taken by the CAB, from the academic year 2010 – 2011, all departments were instructed to use new appraisal forms comprising only three sections (i.e. Management Evaluation of lecturer, In-Class evaluation of lecturer, and student evaluation of teaching and course). Summaries of appraisal results are prepared annually.		
b) Feedback on class observations given to staff and the Section Coordinator plans development activities. There is however, no clear evidence to show that appraisal results are taken into consideration while planning staff development programmes	**The department should prepare a summary of staff development needs based on staff appraisal results and plan activities to address the needs thus identified**	**Implemented.** **In addition to the staff needs identified in the staff appraisal by the HoSs, the Staff Activity Coordinator of the department conducted a Training Needs Analysis and used the result in preparing the Staff Activity Plan for 2012 - 2013**
Problems and challenges faced		
The department reported the following problems:	**The HoD should present these problems to the Dean and request steps**	**Implemented.** **The said problems were included in the**

Findings	Result Area (Action to be taken)	Status / Outcomes
• Variations in the duration of semesters / term in the academic calendar over the past few years have made it difficult to plan course delivery consistently • The projection of student intake always change drastically at the last minute, especially of student coming to the department on transfer from other colleges, making it very difficult to plan • Having three intakes per yeat is not realistic, especially in the summer term when students are required to take fewer courses but the resources spent remain the same • Salary package is not attractive enough for specialized faculty to be appointed • There are no clear, attractive, performance related incentives to staff • Directives are given to the department by more than one directorate, upsetting the functioning of the department and causing confusion and problems	**be taken to raise them at the appropriate level so that the problem addressed:**	**Annual Report of the Department of Applied Sciences that was submitted to the Office of the College Dean through the QAC Head**
Action taken on the previous QAD report	**The department has taken action to address the points raised in the previous QAD audit report**	

1.4 Background to Quality Assurance and the Self Assessment Exercise

As stipulated in Part 11 – Quality Assurance, articles 93 and 94 of the Colleges of Technology By-laws, Higher College of Technology (HCT) is mandated to implement quality assurance to ensure that the college will be able to produce graduates with quality technological education which will address the market demand and help the Sultanate of Oman in its economic development.

The self assessment exercise allows each department or unit of the College to assess the implementation of its plans and the status of the department based on the identified areas or domain in the Strategic Plan.

Section Two – The Self Assessment Process

The Management review and assessment of the implementation of the action plans for the a) OAC Recommendations and Affirmations, b) QAD Audit Visit Findings and, c) Operational Plan were conducted by the DAS Council with the DAS QA Coordinator through e-mai, DAS council meetings and diad discussion between DAS QA Coordinator and HoD or HoS as the case maybe. It was through these processes that the department was able to assess the status of the items specified in Tables 1.3.1, 1.3.2 and 1.3.3.

Assessment of other vital activities of the department were done by using the evaluation tools that were prepared by the department and approved by the DAS Council (DC Decision 3/5 October 2011). It is important to note that the said evaluation tools were based primarily on the evaluation tools prepared by the former QAEC. The training on Health and Safety (H&S) was evaluated by using the new evaluation tool prepared by the incumbent QAC. The description of each evaluation tool and the mechanism of data collection and analysis are presented below:

a) Appraisal of Lecturers

This was done by using three different evaluation instruments that were prepared by the department based on the evaluation tools that were designed and prepared by the former QAEC. The first evaluation instrument was used by the Head of the department or Head of Section / Unit to assess the qualifications (academic, attitude towards work, professionalism) of the lecturer. The second instrument was used to evaluate the performance of the lecturer in the classroom as perceived and observed by the HoD, HoS and a Senior Lecturer. The third instrument was used to evaluate the performance of the lecturer by the students.

There were four responses, namely, strongly agree, agree, strongly disagree and disagree in each evaluation tool with NA, not applicable, as an alternative response. The averages (descriptive statistics) of the responses were calculated based on a tallying sheet that was developed by the department. Results of the three evaluations for each lecturer were summarized in a 40:30:30 % distributions and transmuted into a five scale qualitative interpretation which was reviewed and approved by the DAS Council.

1 - 1.5 = Poor
1.6 - 2.5 = Fair
2.6 - 3.0 = Good
3.1 - 3.5 = Very Good
3.6 - 4.0 = Excellent

b) Appraisal of Laboratory Technician

Two evaluation instruments were designed and developed by the department to appraise the laboratory technicians. The first instrument is intended to evaluate the qualifications (academic preparation, trainings and professionalism) of the technician and it is answered by his / her HoS while the second instrument is used to measure the performance of the technician in the laboratory by the HoS, the lecturer being assisted by the technician and the technician supervisor. The DAS Council decided not to include the students in the evaluation of laboratory technicians. Results of the two evaluations are summarized in a 60:40 % distribution and transmuted into a 5-scale qualitative interpretation similar to what is used for lecturer.

c) Training Needs Analysis

The training needs of the lecturers and laboratory technicians in the department were identified through a training needs analysis that was conducted and analyzed by the Staff Activity Coordinator of the department. An evaluation instrument that was developed by the department for such purpose was used. Results of the training needs analysis is used as a basis of the DAS Staff Coordinator in his preparation of Staff Activity Plan for next academic year and in the approval of the plan by the DAS Council. Training needs that were identified by the HoSs in the Staff Appraisal for both lecturers and technicians are also considered in the preparation of the activity plan.

d) Evaluation of Departmental Activities

The evaluation of four major activities in the department using an evaluation instrument which was designed and prepared by the department for such purpose was conducted. The four major activities are induction/orientation of new intake, seminar / session on test item analysis, a session on QA matters and a presentation of a research paper by a staff member of the department. Results of the four evaluations were analyzed and will be used as basis for improvement in the conduct of similar activities in the next academic years.

On the other hand, a recently concluded 2-day seminar on Health and Safety was conducted by the Health and Safety Committee and was attended by laboratory technicians. The new evaluation tool that was developed by the incumbent Quality Assurance Committee was used to evaluate the seminar. The results of the evaluation will be used a basis in pursuing other planned activities of the Health and Safety Committee.

e) Course Evaluation

The courses offered by the department through the three sections (Applied Biology, Applied Chemistry and Environmental Sciences) and Physics unit were evaluated by the staff using the evaluation instrument that was designed and prepared by the department based on the what was proposed by the former QAEC. The results of the course evaluation will serve as inputs in the revision and improvement of the delivery plans and contents of the courses offered by the department. This is apt and timely considering the fact that the Directorate General for Occupational Standards and Curriculum Development had proposed a new format / template for course delivery plan, assessment plan and mapping of learning outcomes.

f) Program Evaluation

For the program evaluation, two evaluation instruments were designed and prepared. One of these was answered by industries where students and alumni of the department are having their OJT and are working respectively. The other evaluation instrument was answered by the staff, alumni and graduating students of the two sections, Applied Biology and Applied Chemistry. The results of program evaluation will be used as inputs in the periodic curriculum review and revision which are done to ensure that the academic programs of the department meet the market demand and the skill requirement of the workforce of Oman.

Section Three: Results and Conclusions

3.1 OAAA Recommendations and Affirmations

As shown in Table 1.3.1, out of the twenty one (21) recommendations of Oman Academic Accreditation Authority (OAAA) that were pointed in the Audit Report published in January 2010, majority of them were partially implemented if not fully. The results analysis in this context is based primarily on the perception of the department on how the recommendations and affirmations must be implemented at the department level. Some of the recommendations are beyond the jurisdiction of the department as they are to be implemented directly and solely by the unit identified and specified in the table (i.e. c/o CAB, ADAF, ETC, ELC). Table 1.3.2 shows that eight (8) of the ten (10) affirmations were implemented by the department while the other two (2) are under the direct implementation of ADAF.

3.2 QAD Audit Visit Findings

Table 1.3.3 shows that only two of the QAD suggested actions to be taken were not implemented because these require direct involvement of the ADAA and the Specialization Committee. Nevertheless, these two items will be considered and included as priority in the next Operational planning of the department for 2012, 2013.

3.3 Staff Appraisal (Lecturer and Laboratory Technicians)

Twenty five percent of the teaching staff (lecturers) was assessed (appraised) by using the three evaluation tools that were internally prepared by the department and approved by the DAS Council. Results of the appraisal showed that majority of them fall on the qualitative interpretation “GOOD” based on the following scale:

1 - 1.5 = Poor
1.7 - 2.5 = Fair
2.7 - 3.0 = Good
3.2 - 3.5 = Very Good
3.6 - 4.0 = Excellent

Summary of the results of the appraisal which includes comments and suggestions by the head of section, senior lecturers and students were presented and discussed with the concerned lecturer after the submission of grades. Strengths and weaknesses were identified. The training needs of the lecturer were also identified when the results of appraisal were reviewed by the HoS and such training needs were forwarded to the staff activity coordinator for him to consider in the planning of activities for staff development.

Seventeen percent (17%) of the support staff (laboratory technicians) was assessed (appraised) by using the two evaluation tools that were internally developed by the department. Results of the appraisal showed that majority of the technicians that were appraised fall under the

category “GOOD” based on the scale presented above. The results and qualitative interpretation of the results were presented and discussed with the technicians by the concerned HoS or unit head.

Due to the confidentiality of the results of staff appraisal, the raw data are not included in this report.

3.4 Training Needs Analysis

For Lecturer:

Through the initiative of the Staff Activity Coordinator, a training needs analysis (TNA) for lecturer and laboratory technician was conducted by using a survey questionnaire / evaluation tool that was internally designed for such purpose. Results of the survey will be used by the staff activity coordinator in planning the activities for the coming academic year. The TNA ensures that the trainings that will be conducted are based on what are really needed by the majority of the staff members. The tables below (Table 3.4.1 and Table 3.4.2)) show the results of the survey where 100% of the lecturers and technicians have responded:

Table 3.4.1 - Results of lecturers’ training needs analysis

Topics	Priority
Effective teaching strategies	1
Writing proposals and scientific papers	2
How to use the excel program	3
Item Analysis and Test Banks	4
Test Construction (How to prepare test questions) and the art of questioning	5
How to write objectives and learning outcomes	6
Writing handouts and other instructional / teaching materials	7
How to prepare slide presentations for lectures (PowerPoint)	8
Basic Arabic Verbal Communication	9
How to prepare the grade sheets and other documents that must be submitted to the examination committee	10
How to speak and write Standard English	11
Dress Code and Business Attire	12

Specific Topics suggested by HoS’s and Co-ordinator based on the result of staff appraisals:

- Biology: How to prepare a poster?

- Chemistry: None
- Physics: Staff interrelations.
- Environmental Sciences: Time management, Stress Management, Behavior Management

For Laboratory Technicians

Table 3.4.2 - Result of laboratory technicians' training needs analysis

Topics	Priority
First Aid in the laboratory	1
Use and maintenance of laboratory equipment (AAS, GC, Oscilloscope etc.)	2
Proper waste management and disposal	3
Filing and indexing of office reports and documents	4
Maintenance and calibration of microscope	5
Bill of Quantity (BoQ), Product Specifications and Tender	6
Preparation of Laboratory financial budget	7
Proper arrangements of chemicals and materials in the laboratory	8
Preparation of Laboratory Lay-out	9
Use of Excel program	10
Maintenances and calibration of Balances	11
Preparation of culture media, stock culture	12
Preparation of solutions	13

3.5 Departmental Activities

A) Orientation / Induction of New Intake

The activity was evaluated by using an internally prepared tool which was intended for the said activity. The results were analyzed based on two categories:

Category I - Planning and Arrangement of the Orientation Presentation. [Questions 1- 4].

Category II - Evaluation of the Presentation. [Questions 5-9].

The planning and arrangement of the orientation presentation was analyzed by plotting the response of the students against the question number as presented below (Figure 3.5.1):

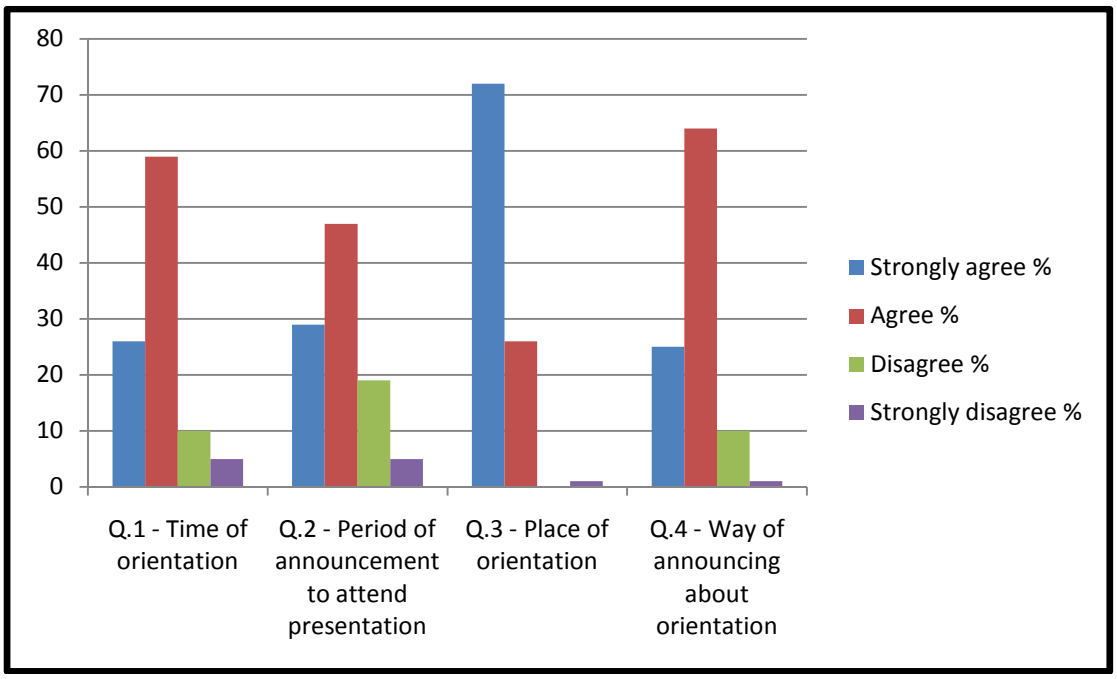

Figure 3.5.1 - Students Response to Category - I Questions (Planning and Arrangement of the Orientation Presentation)

The results of the students' evaluation on the presentation of information during the orientation were analyzed by using their responses on question numbers 5 – 9. The response of the students against the question number is presented below (Figure 3.5.2):

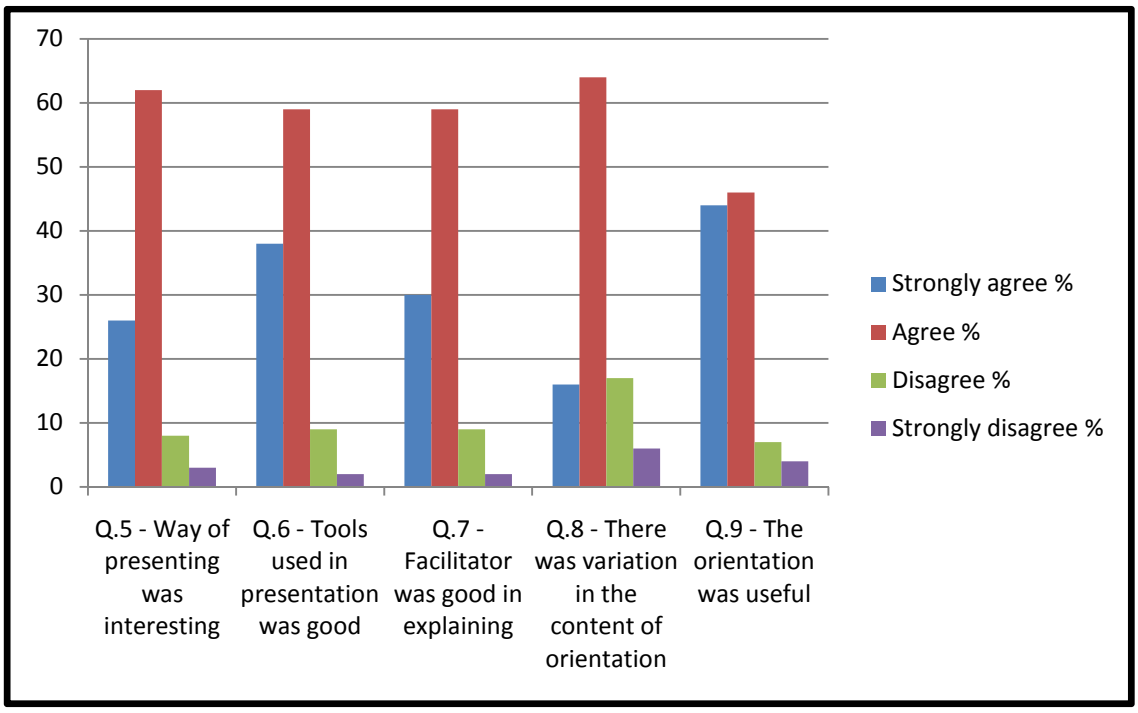

Figure 3.5.2- Students response to Category -II Questions (Evaluation of Presentation)

Students Suggestions:

Some students suggested that the presentation should be delivered in Arabic. One student suggested having the orientation in smaller groups so that they could discuss more on some issues like probation.

B) Seminar on Item Analysis

A seminar on "How to conduct a test item analysis?" was conducted by Dr. Hussain Alkharusi, Assistant Professor of Measurement & Evaluation, Department of Psychology & Assistant Dean for Undergraduate Studies College of Education, Sultan Qaboos University. The seminar was given to the lecturers of the Department of Applied Sciences as an action to the suggestion of QAD in their audit visit and as an initial step towards improving the assessment and moderation procedure / process in the department. The seminar was evaluated by using a feedback form that was internally prepared. In a scale of 1 to 3 where 3 is the highest and 1 is the lowest, the participants of the seminar rated the four items namely, usefulness of the seminar for professional development, the speaker meets the expectation of the participants, conduct of the seminar and, the venue. Analysis of the results of evaluation is presented below (Figure 3.5.3):

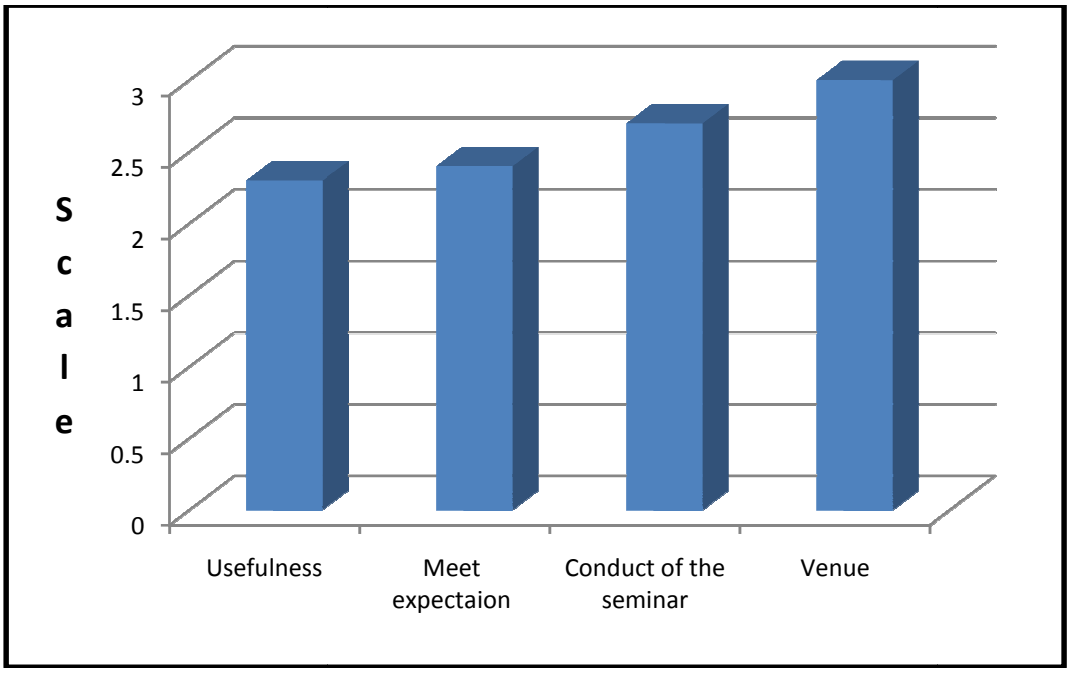

Figure 3.5.3 – Results of the evaluation of the seminar on item analysis

C) Seminar on Health and Safety

A seminar on health and safety was conducted as an action on one of the suggestions of QAD in their recent audit – visit. The seminar was evaluated by using the evaluation tool that was newly prepared by the QAC. Results analysis of the evaluation showed a 4.5 average which may be interpreted that the conduct of the seminar as perceived by the participant is, very good. Most of the respondents are recommending that a follow up training and an actual safety procedure like fire drill and earthquake drill should be conducted. Moreover, the participants are also recommending that it should be done as a college-wide activity.

3.6 Course Evaluation

The courses that are offered by the different sections and unit of the department were evaluated by the lecturers in order to find out if they are still relevant, meet the market demand and the need for revision.

The course evaluation by the staff was conducted by using the evaluation tool that was prepared by the department which was based primarily from the tool that was proposed by the former QAEC. Results analysis of the evaluation by the different sections / unit is presented in Figure 3.6.1. It is important to note that the said results analysis will be considered in the revision and preparation of course delivery plan for the next academic year, 2012 -2013.

3.6.1 Courses of Biology Section

Based on a 4-scale summary of evaluation where 1 is the lowest and 4 is the highest, and considering the average of the results of evaluation which is 3.2 as represented by the solid / bold centreline in Figure 3.6.1, majority of the courses are within the ***good to very good*** category. The following final scale interpretation was used in the analysis:

1 – 1.5 = Poor
1.6 – 2.5 = Fair
2.6 – 3.0 = Good
3.1 – 3.5 = Very Good
3.6 – 4.0 = Excellent

Course number 6 (Microbiology) and course number 20 (Plant Biotechnology and Pathology) should be given priority in the course review and revision to address the issues identified in the evaluation.

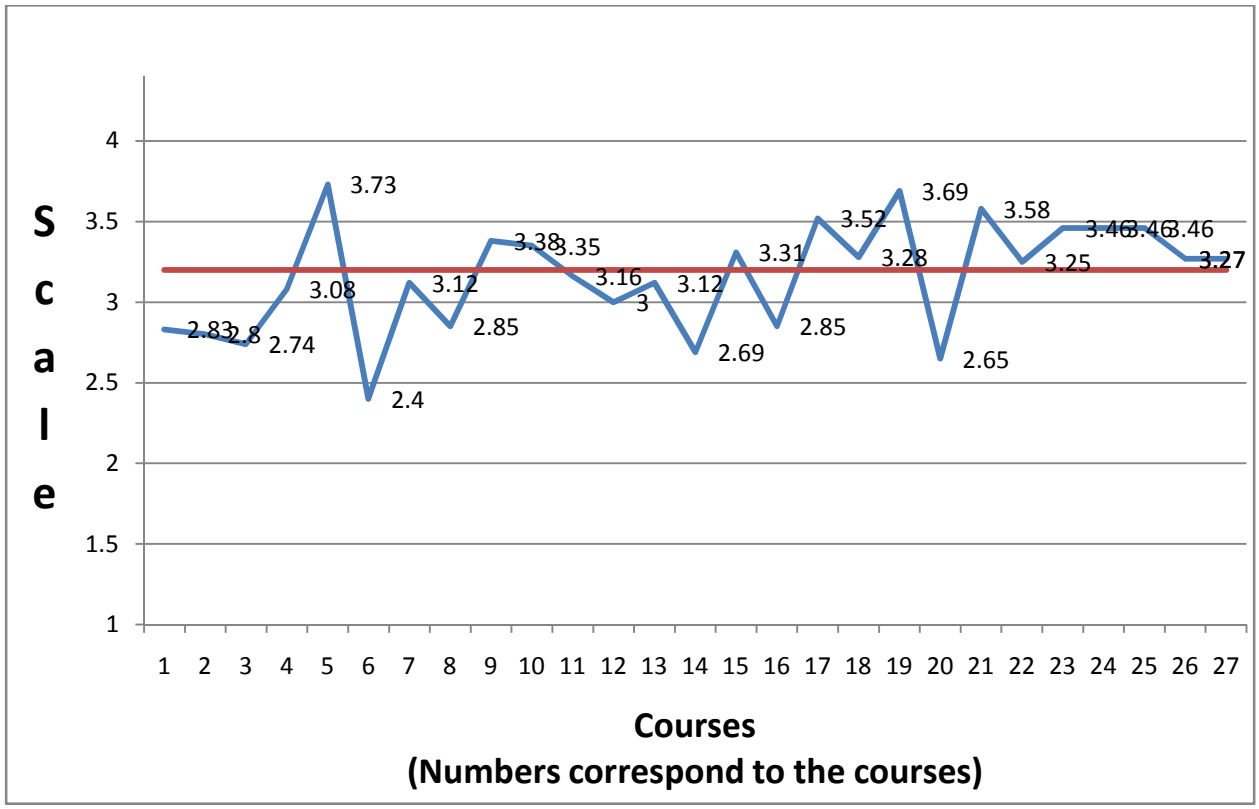

Figure 3.6.1 – Results of the course evaluation by the staff of Biology Section. List of courses is in Appendix 1

3.6.2 Courses of Chemistry Section

As shown in Figure 3.6.2, fifty percent (50%) of the courses that were evaluated are below the mean which is 3.02 and represented by the bold / solid centerline. These courses should be given priority in the review and revision of courses. The comments that were given by the respondents on these courses as their response to the open ended questions should be reviewed to identify the areas of improvement and or revision. It is worthy to mention however, that all the courses evaluated under the Chemistry Section fall within ***good to very good*** category based on the scale presented above.

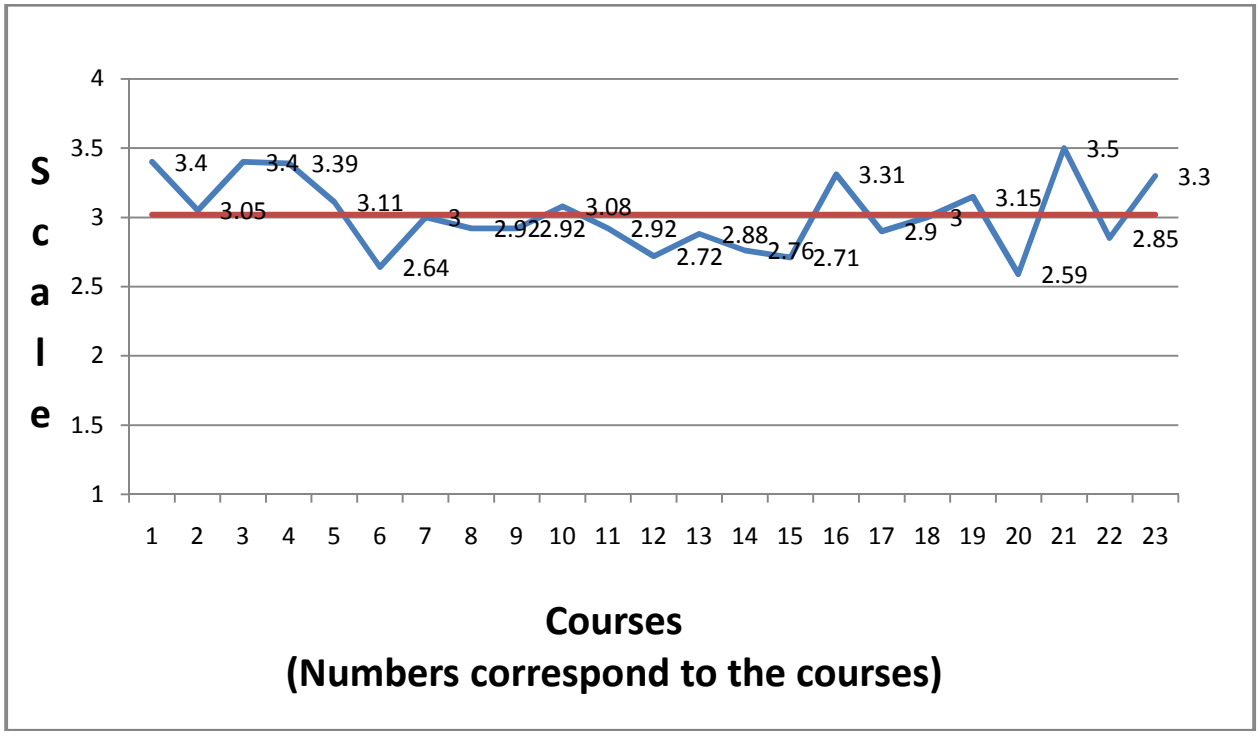

Figure 3.6.2 – Results of the course evaluation by the staff of Chemistry Section. List of courses is in Appendix 2

3.6.3 Courses Handled by the Physics Unit

Figure 3.6.3 shows the result of the evaluation of courses handled by the Physics Unit. The figure shows that the mean or average of the evaluation is 3.22 and all the courses fall within the ***very good*** category. It is important to note however, that the comment regarding updating of learning outcomes and course objectives for the course called Instrumentation should be seriously addressed because learning outcomes and course objectives are very essential in the delivery of the course contents. Since Instrumentation is a course in the curricula of Biology and Chemistry sections, the review and revision of the course should be initiated by the two

sections. The revised delivery plan of the course should be handed over to Physics Unit for execution or implementation

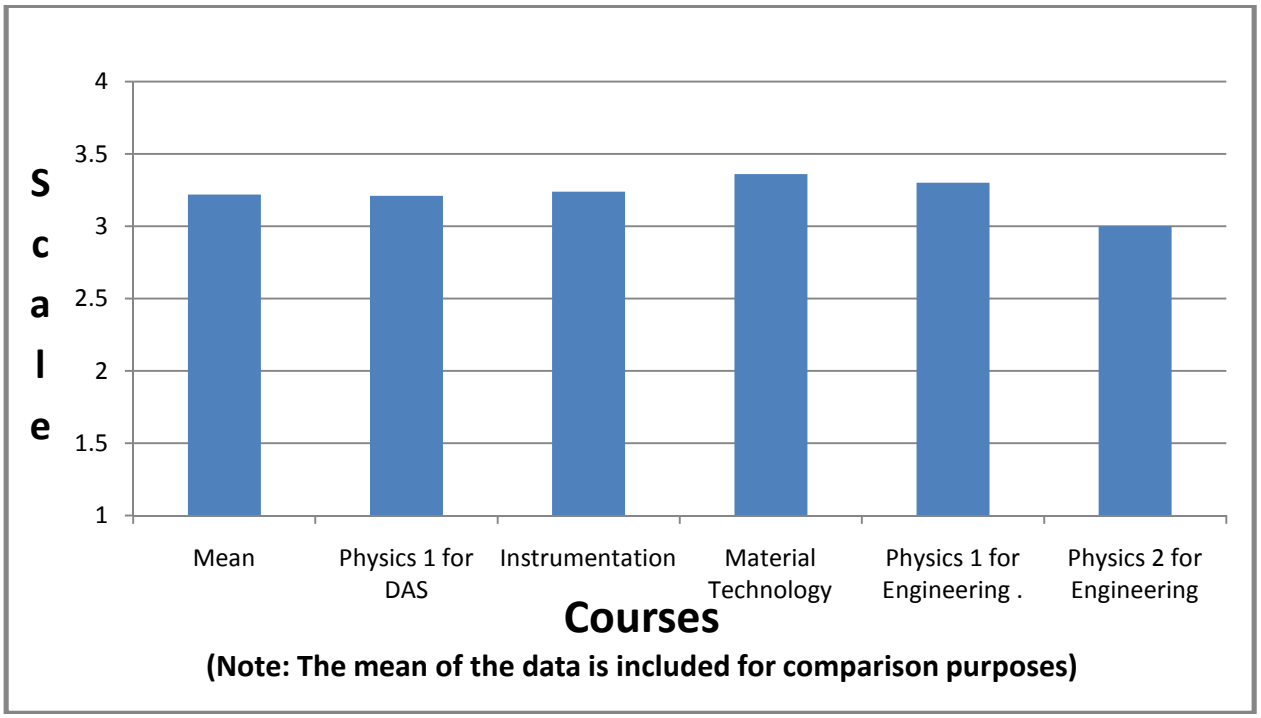

Figure 3.6.3 – Results of the course evaluation by the staff of Physics Unit.

3.6.4 Courses Handled by the Environmental Sciences Section

Only two courses are handled by the Environmental Sciences section (ESS) namely Principles of Environmental Chemistry and Environmental Chemistry since its academic program has not started yet. As shown in Figure 3.6.4, the mean / average of the results of evaluation is 3.3. The averages of evaluations for both courses (3.60 and 3.00, respectively) fall within the ***good to very good*** category based on the scale presented in section 3.6.1. However, the comment regarding overlapping / similarities of topics discussed in both courses should be seriously addressed and given priority in the review and revision of the delivery plans of the two courses.

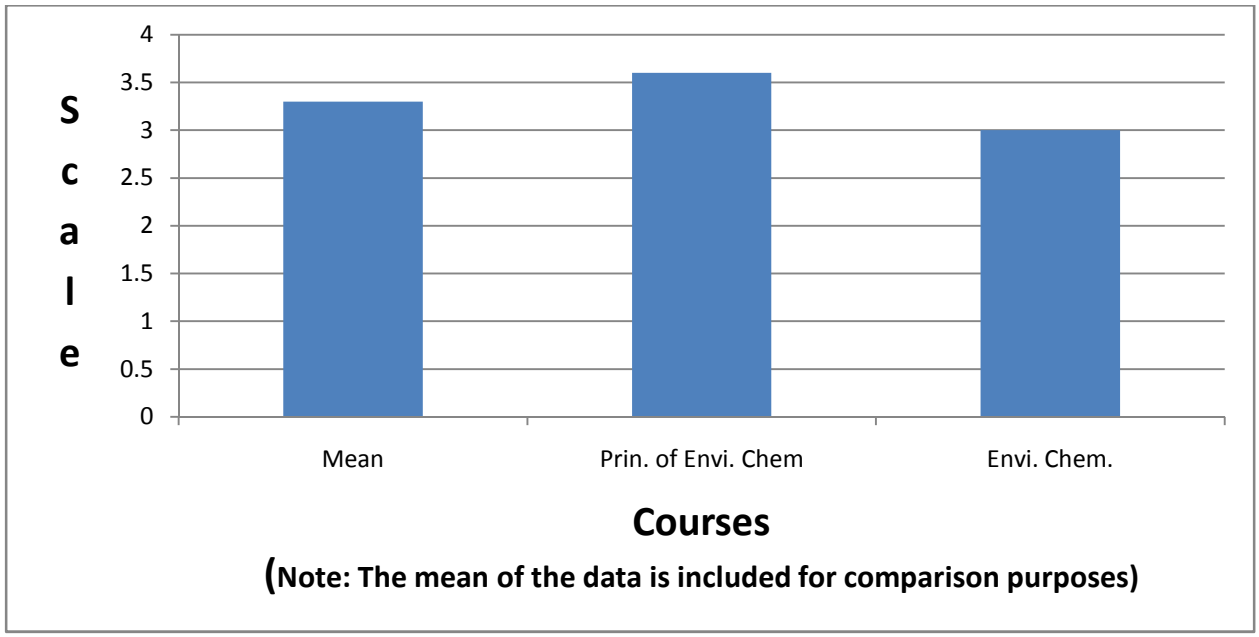

Figure 3.6.4 – Results of the course evaluation by the staff of Environmental Sciences Section

3.7 Program Evaluation

3.7.1 Biology Program

Program evaluation by the industries, alumni, staff and graduating students was also conducted. Summary results of alumni, staff and students evaluations of the Biology Program are shown in Figure 3.7.1. Based on the scale presented below, the result of alumni evaluation of the Biology Program is ***poor*** (2.57) while the results of staff and graduating students evaluations is ***fair*** (3.25 and 2.97, respectively). These results of evaluation are quite alarming and must be given due consideration and serious attention in the program review and revision. Comments and feedback to the open ended questions should be given enough attention.

0 – 2.74 = Poor
2.75 – 3.4 = Fair
3.5 – 3.9 = Good
4.0 – 4.4 = Very Good
4.5 – 5.0 = Excellent

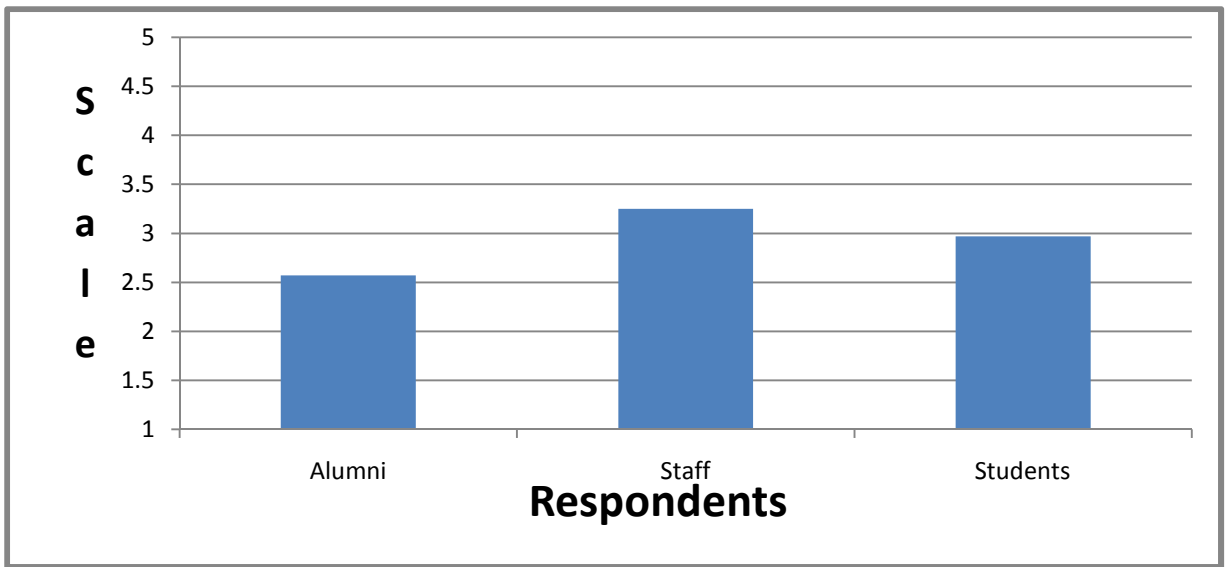

Figure 3.7.1 – Results of the program evaluations by the alumni, staff and graduating students of Biology Section

3.7.2 Chemistry Program

Summary results of staff and graduating students' evaluation of the Chemistry Program are shown in Figure 3.7.2. The section failed to conduct alumni evaluation of the program. As shown in Figure 3.7.2, the summary results of the evaluation falls under the ***fair*** category (3.28 and 3.01, respectively). Although the result is fair, serious consideration of the comments and feedback to the open ended questions must be taken in the program review and revision.

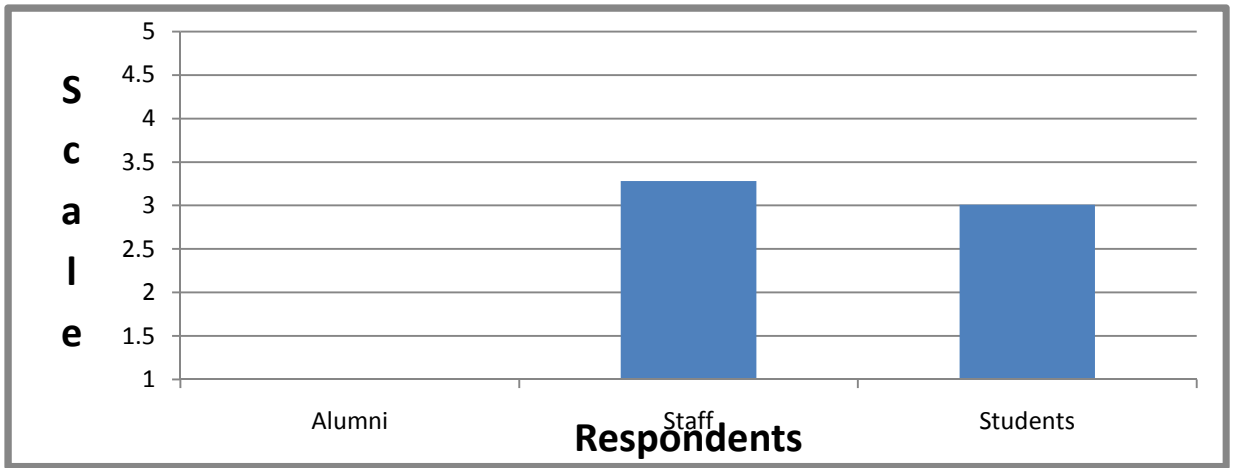

Figure 3.7.2 – Results of the program evaluations by the staff and graduating students of Chemistry Section

3.7.3 Industry Evaluation of the Biology and Chemistry Programs

Figure 3.7.3 shows the results of the industry evaluation of the Biology and Chemistry Programs. Only 5 respondents returned their evaluation of the Biology Program while 10 respondents who evaluated the Chemistry Program returned their evaluation. Based on the following scale and its qualitative interpretation, the evaluation results for both Biology and Chemistry Programs are ***good*** (2.96 and 2.77 for Biology and Chemistry Programs, respectively). Suggestions provided by the industries in the retrieved evaluation forms should be reviewed and considered in the review and revision of the program

1.0 – 1.5 = Poor
1.6 – 2.5 = Fair
2.6 – 3.0 = Good
3.1 – 3.5 = Very Good
3.6 – 4.0 = Excellent

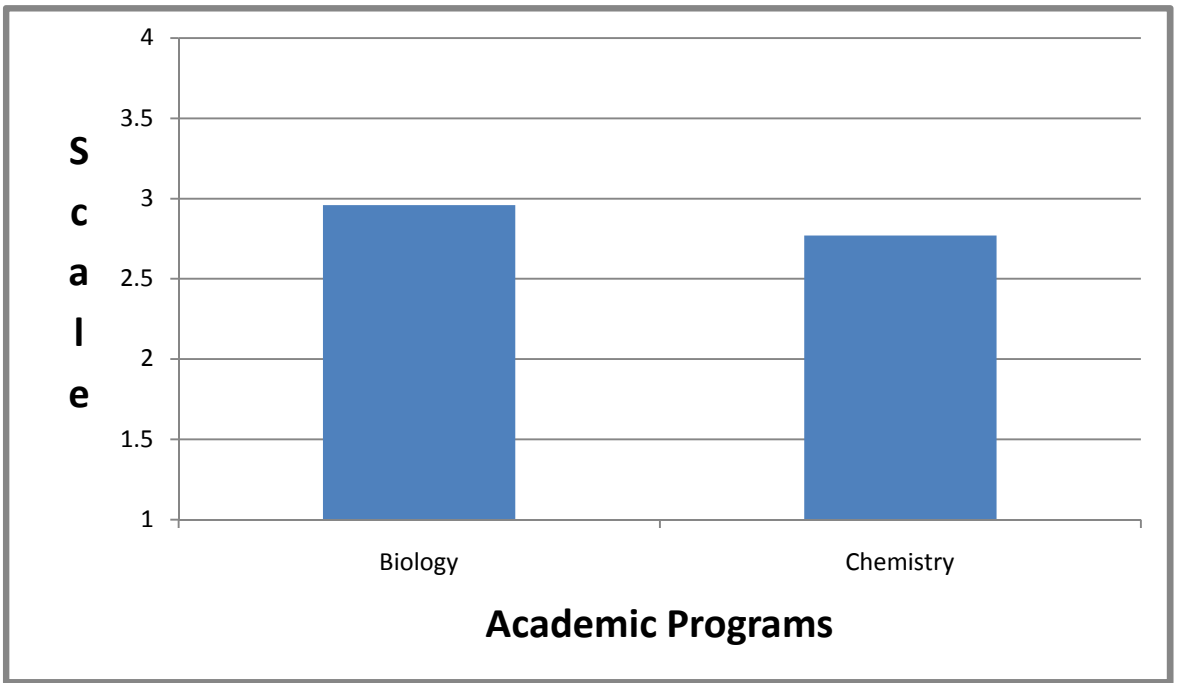

Figure 3.7.3 - Results of the program evaluations by the industries

3.8 Result of Management Review of DAS Operational Plan for 2011 - 2012

As shown in Table 3.8.1, three (3) of the four (4) strategies that were identified under governance and management were implemented either fully or partially by the department, while three (3) of the twelve (12) strategies under the domain, student learning by coursework

were not implemented by the department. The implementation of the nine (9) strategies under the said domain is either partial or full. It is important to note that the basis of partial or full implementation of a strategy is on how the department perceived the strategy should be implemented at the departmental level with less consideration on the stipulated targets in the Strategic Plan or Operational Plan.

It is also reflected in Table 3.8.1 that all of the eleven (11) strategies under the academic support services were partially or fully implemented. Only one (1) of the three strategies under the domain, student and student support services was not implemented. On the other hand, only two (2) of the seven strategies under staff and staff support services were not implemented. The two (2) strategies that fall under general support services and facilities were not implemented.

In conclusion, seventy five percent (75%) of the strategies that are stipulated in the DAS Operational Plan for 2011 – 2012 was partially or fully implemented. In spite of their partial or full implementation, they may still be considered in the next operational planning of the department for continual improvement purposes. The twenty five percent (25%) which were not implemented will definitely be carried over and given priority in the next operational planning of the department

Table 3.8.1 - **Results of the implementation of DAS Operational Plan for 2011 – 2012**

Strategy	Target	Results
1. Governance and Management		
1) Ensure information is documented and disseminated properly	By-laws, QAM, SP, and self-assessment reports available for stakeholders on the intranet by June 2012 and updated as needed	Webpage of DAS in the College website is regularly updated. Public documents of the department are posted for information dissemination and transparency
2) Incorporate ADRI into quality management and activities	Annual decrease in number of relevant recommendations from 2009-2012 Affirmation of implementation of ADRI	Not implemented.
3) Require an annual self - assessment report coupled with internal audit for all	80% of recommendations for improvement are included in the OP for the next academic	Internal Audit was conducted by the department through the QA Coordinator before the

Strategy	Target	Results
units covering all areas of College activity	year	QAD visit. Annual Report of the department is prepared based on the results of QAD visit, self assessment using internally prepared evaluation tools, recommendations and affirmations of OAAA and the department operational plan
4) Improve health and safety awareness among students and staff in the Department of Applied Sciences	Policy available on the website by October 2011 At least one per semester for HCT and one per dept	Partially implemented Laboratory technicians have undergone a seminar on health and safety. Students are informed about health and safety in the laboratory as a part of their orientation
2. Student Learning by Coursework Programs		
1) Devise and conduct student-focused assessment	Increase in the number of student-centered assessment components such as presentations, papers, or projects produced by student as part of course work from 2010 to 2012 Positive teacher feedback on the quality of work produced in student-centered activities from 2010 to 2012	Partially implemented. This is implemented in course project but not in other courses. Presentations, research paper or projects are not included in the assessment plan of the other courses. The department is still using the traditional method of assessments and moderation of assessment.
2) Encourage the use of technology that assists student self-directed learning	Coverage of all Foundation, certificate, diploma and common courses Annual improvement in utilization statistics Annual improvement from 2010 to 2012	Implemented Majority of the lecturers are using the e-learning portals. Seminars and trainings on e-learning are arranged by the e-learning coordinator of the department
3) Collect and critically analyze student feedback on the quality of learning	Average response of ≥ 3.5 out of 5 on a 5-point scale for 70% of the sample	Implemented. Questions for student evaluation of course and

Strategy	Target	Results
experience	Annual decrease in proportion of courses receiving a rating of ≤ 2.9	learning experience are integrated in the student evaluation of the teacher. Analysis of the results of the said evaluation are presented and discussed by the HoS with the lecturers.
4) Improve teaching quality	Average response of ≥ 3.5 out of 5 on a 5-point scale for 70% of the sample -Annual decrease in proportion of courses receiving a rating of ≤ 2.9	Implemented Results of the evaluation are presented and discussed by the HoS to the lecturers
5) Activate career counseling	Annual increase in percentage from 2010 to 2012	Not Implemented
6) Conduct seminar and invite guest lecturer	≥ 6 annually > 60% of staff attend the events in total A satisfaction response of ≥ 3 on a 5-point scale by ≥ 70% of the sample for each event	Partially implemented. The staff Activity Coordinator arranged sessions / seminar on item analysis where a speaker from Sultan Qaboos University was invited. A session on a result of a scientific research was also conducted
7) Collect student and teacher feedback on courses or programs	≥ 3 rating of a survey construct on 5-point scale by ≥ 60% of the sample	Implemented. Course Evaluation by the staff and program evaluation by the graduating students, alumni, staff and industries where the DAS students are having their OJT, were conducted. Results of course evaluation have been analyzed while the results of program evaluation are being retrieved for analysis.
8) Increase and facilitate the direct involvement of the profession and industry in	Increase from 2010 to 2012	Implemented Professionals and industries were involved in the

Strategy	Target	Results
program and course development		curriculum review of the Environmental Science Program. Professionals and industries were also involved in the market demand analysis of the other new programs of the department that will soon start. Program evaluation by industries was also conducted so that they can assess the current programs of the department. Results of the evaluation will be used as input and basis for any revision or enrichment of the Biology and Chemistry programs
9) Ensure national standards (Oman Qualification Framework) are met through curricular and pedagogical process	National requirements in PEOs and POs met in HCT programs by 2012 90% of recommendations are implemented	Not Implemented. Program curricula of the department are based on the requirements of the Directorate General of Occupational Standards & Curriculum Development (DGSO & DC)l
10) Link graduate attributes with teaching, learning and assessment processes	The mapping process is published in the QAM by June 2012 Process is applied in courses (design and implementation) starting 2012	Partially Implemented. A proposal regarding the format of delivery plan which will include graduate attributes that are aligned to the topics and learning outcomes has been submitted to MoM
11) Recognize student leadership potential	Student representatives from each department by Oct 2011 At least 2 students annually	Implemented. Students are actively involved in the activities of Science Club. Leaders are selected by the club members
12) Encourage membership in professional bodies where appropriate	Increase in number of staff and student members in professional bodies from 2009 to 2012	Partially Implemented. List of professional bodies where the staff can join or be a member are posted in the webpage of

Strategy	Target	Results
	Increase in number of staff and student members in boards of national professional bodies from 2009 to 2012	the department for information dissemination and awareness
13) Publish a department /newsletter featuring DAS events, staff, students and alumni	Newsletter issued in December and May every year	Not implemented. Two Omani staff members represent the department in a College-wide endeavor relative to this objective.
3. Academic Support Services		
1) Improve the quality and quantity of educational and reference materials in the library	Number of new titles/items added User satisfaction with quality of materials (from completed feedback questionnaire)	Books were bought by each section using the funding that was awarded to the department by MoM. The fund was equally divided by the HoD to the different sections
2) Require academic units to submit requests for learning resources as an annual standardized procedure	One per academic department by November every year	Implemented. Each section / unit in the department prepared list of textbooks references and e-books and was submitted to MOM by the HoD
3) Develop e-learning content (and provide flexibility in teaching and content management to allow for such development)	90% of courses provided by HCT have e-learning material available by 2012	Implemented. Majority of the lecturers have posted their teaching materials in the e-learning portal. They are also posting some of their assessments like assignments in the e-learning.
4) Provide and improve training for staff on the use of educational technology	≥ 1 workshop every semester 70% of staff receive the needed training by 2012	The e-learning coordinator of the department had scheduled several trainings that are sponsored by ETC and where some staff have attended
5) Provide Advisor's training	One program per year for the	Partially implemented. A

Strategy	Target	Results
	College and at least one workshop per department	session on academic advising was held to properly orient and teach new advisers and would be advisers
6) Disseminate information to students (e.g. induction, forums and electronic means, etc.)	≥ 3 on a 5-point scale for 70% of the sample annually	Partially implemented. Induction / orientation of new intake are regularly conducted through the Certificate / Diploma Level Coordinate that was designated by the HoD to oversee the activity. The webpage of the department is regularly updated so that the students are updated of the different activities, events and information that they must know. E-mails and SMS are sent to students by their advisers to inform students on some urgent matters
7) Improve advising environment	≥ 3 on a 5-point scale for 70% of the sample annually	Implemented. Measures have been taken by the department to improve academic advising. Some of these are: a) training conducted by the advising committee to re-orient the advisers on the new academic policies and guidelines of the College, b) new advisers are assigned to ensure that the number of advisees per adviser will be within the prescribed and ideal number of advisees per adviser. c) the department's registrar constantly inform advisers on the latest directives and changes related to advising and registration.
8) Prepare learning support staff for learning support	At least one session per semester and as needed	Implemented The laboratory technicians are

Strategy	Target	Results
task		regularly given training or seminars that are related to their work (i.e. Health and safety seminar, In-house training on the use of laboratory equipments)
9) Develop a policy for the utilization and maintenance of physical resources	Policy published in QAM in June 2012	Implemented. E- memo from the HoD regarding guidelines in using the rooms where LCD projector, desktop computers and projector screens are installed, were sent to all staff of the department. Internal policies of each section in the department regarding reserving, using and returning materials and equipments that are assigned to them or they have acquired, are disseminated to the staff during section meetings. The staff members are required to disseminate the information to the students.
10) Conduct regular training of Staff on the use of learning resources	90% of teaching staff receive such training/induction by June 2011	Implemented. e-learning coordinator of the department have scheduled several trainings on the use of e-learning portal and other related matters
11) Control the use of printing and materials reproduction services by establishing policies and procedures	90% of staff aware of the policy by April 20112 Full compliance by Summer of 2010/2011	Partially implemented. Each section is required by the HoD to prepare and fill up a table that shows their printing requirements for the teaching materials / course handouts.
4. Student and Student Support Services		
1) Display Honor List in academic departments every semester and Dean's List every Year a	An Honors List in each academic dept every semester and a Dean's List every academic year	Implemented The Registrar of the department through the instruction of the HoD

Strategy	Target	Results
		prepared the list and displayed the Honor List on the bulletin boards of the department
2) Use intrusive advising with some students as needed	≥ 3 on a 5-point scale for 70% of the sample annually	Implemented A session on intrusive advising was conducted by the Department's Registrar where advisers are encouraged to give preference to their advisees who have some academic and social c problems
3) Reward model student behavior	At least one in a College recognition event every year from 2010 to 2012	Not Implemented
5. Staff and Staff Support Services		
1) Establish a College Policy and clear procedure for severance including appeals and exit interviews	Policy approved and published in QAM by June 2012	To be implemented subject to the plan of CAB
2) Retain and seek the recruitment of staff as per the college needs	Annual decrease in proportion of vacant positions with no applications/nominations Annual decrease	Implemented The HoD through the help of HoSs and heads of unit are conducting interview of applicants for vacant lecturer and technician positions. Moreover, the heads of sections are reviewing CVs' of applicants that are sent by several employment agencies through the MOM
3) Identify potential Omani faculty given the decline in their population	I Increase from 2010 to 2012 Annual increase Annual decrease in total departures by staff with less than 3 consecutive years of employment	Implemented Omanis are given priority in the the hiring of staff and in sending staff for professional development

Strategy	Target	Results
4) Improve the caliber of support staff through proper evaluation and training	Annual improvement in average performance evaluation	Implemented. The performance and qualifications of Laboratory technicians are periodically evaluated by their HoS, Laboratory technician Supervisor and Senior Lecturer. Training needs of staff were also determined through "Training Needs Analysis" (TNA) by the Staff Activity Coordinator
5) Establish clear job description and requirement for candidates	Comprehensive job description list available by June 2012	Implemented. Job descriptions for key positions in the department and also for lecturers and support staff are explicitly laid down in the Department's sub manual in addition to what are stipulated in the College By-laws
6) Design and implement comprehensive induction program to new staff with proper emphasis to the different categories of employees	New program launched and implemented starting April 2012 ≥ 3.5 on a 5-point scale for 70% of the sample annually All staff joining after April 2012 receive induction (sample statistics drawn in 2012 end)	Partially Implemented Induction of new staff is taken cared by the HoS or a staff assigned by the HoS. The DAS submanual may also served as induction manual
7) Link appraisal with professional development	Professional development included in the criteria for appraisal in the revised set of Oct 2011 Annual increase from 2010 to 2012	Not Implemented

Strategy	Target	Results
6. General Support Services and Facilities		
1) Put in place effective policies and procedures for maintenance, replacement and upgrading of facilities	policies and procedures for maintenance, replacement and upgrading of facilities published in the QAM in June 2012	Not implemented
2) Ensure that all laboratories are assessed annually for adequacy of space, numbers of machinery and need for upgrading.	≥ 3 on a 5-point scale by 70% of the sample 90% of the recommendations are implemented annually	Not implemented

Section Four: Key Strengths

The key strengths of the department based on the perception of the sections and unit of the department are as follows:

- Teamwork despite differences and diversity in opinions.
- Transparent governance and management.
- Majority of the teaching staff are Ph.D. holders and are teaching their field of specialization.
- Efficient and hard-working technical staff as evidenced by the result of evaluation.
- Strict implementation of polices and guidelines of the department.
- Consultative decision-making.
- Regular training sessions provided to academic and technical staff for acquisition of skills/expertise in various fields.
- Technology-based teaching and learning process.
- Up to date curricular programs and courses as a result of periodic program and course evaluation.

Section Five: Key Areas for Improvement

Recommendations and opportunities of improvements that can be addressed within the department:

- Incorporate ADRI in quality management and activities.
- Student – focused assessment should be used in the department.
- Career counseling to students should be conducted.
- Curriculum should be aligned to Oman Qualification Framework.
- Names of students with exemplary academic performance (Honor List) should be displayed in bulletin boards and in the Department webpage and should be given due recognition.
- Students of good behavior should be given due recognition, too.
- Link staff appraisal with professional development.
- Put in place effective policies and procedures for maintenance, replacement and upgrading of facilities.
- Ensure that all laboratories are assessed annually for adequacy of space, numbers of machinery and need for upgrading.
- Team-building activities for staff and administrators.
- Training workshop on test construction and moderation.
- Formalizing consortium with other higher education providers (HEP) like SQU and other technology colleges and universities.
- Forming closer ties with alumni and other stakeholders.
- Setting up a database of alumni and their employers.

Recommendations and opportunities of improvements that require support / intervention by college administration / DGTE:

- Installation of LCD projector and desktop computer system in the classrooms and laboratories.
- A more attractive salary package in order to recruit highly qualified staff.
- More slots for Omani staff professional development.
- Additional free access computer laboratory for students with printing facilities.

Section Six: Planned Action for Improvement

Governance and Management

- **The Annual report where results of self assessment is integrated will be posted in the department's webpage subject to the approval of the DAS Council**
- **A re-orientation on the principles of ADRI is needed among administrators and staff. This should be conducted by QAD and an aggressive follow –up during internal audit can be done by QAC**
- **Submission of self assessment report by the different sections in the department should be strictly implemented and considered in the performance evaluation of HoSs / unit heads**
- **A more serious, aggressive and realistic planning and implementation of health and safety activities like actual earthquake and fire drills, first aid and rescue operation should be collaboratively done in the department.**

Student Learning by Coursework Programs

- **A training or workshop on assessment and evaluation that are student- centered should be conducted by a credible and competent speaker/s.**

- **Lecturers and students should be continuously encouraged to use and maximize the benefits in using the e-learning portal.**

- **A standard evaluation tool for this purpose is developed by QAC and it is being reviewed by CAB and soon be computerized and piloted**
- **A standard evaluation tool for this purpose is developed by QAC and it is being reviewed CAB and soon be computerized and piloted**
- **The Student Activity Coordinator will consider this strategy in the next planning of student activities for academic year 2012 -2013**
- **A training need analysis was conducted by the Staff activity coordinator. The results will be used in the planning of staff activities for next academic year 2012 – 2013.**
- **Results of the two evaluations will be used as basis in the revision of the course delivery plan and the curriculum of the DAS academic programs.**
- **The results of the program evaluation by the industries that was conducted this academic year will be used by the specialization subcommittees of the department in their revision / enrichment of the two current programs of the department.**
- **The ADAA should discuss this issue with the DGOS & DC to decide on the action that must be taken by the College on the requirements of Oman Qualification Framework**

- **The graduate attributes of HCT should be posted in the College webpage for information dissemination or awareness**
- **Student leadership training should be conducted so that potential student leaders will have the opportunity to enhance their capability and be identified**
- **Incentives like some points added to the evaluation results of staff who are members or officers of professional bodies or organizations can be used as a form of encouragement for staff and students to join.**

- **Instead of a newsletter, the department will regularly update its webpage in the College website through the webpage coordinator of the department. Hopefully, this will keep the staff, students, alumni of the department and other stakeholders being updated of the activities, developments and plans of the Department of Applied sciences**

Academic Support Services

- **The department will implement the procedure in lending and borrowing books that are acquired by the department. Moreover, the department will continue to follow-up from MOM the textbooks and references that it proposed to be purchased. The department will continue to maintain the systematic cataloging of books and posters in its bookstore (M219).**
- **Since each department is given funds for the purchase of books, there is no need to submit list of books to be purchased by the library. The department has a bookstore where the books are stored. Books are distributed to the students. A documented procedure is designed for this purpose.**
- **Continuous maximization of the of the e-learning portal by the staff and students**
- **The department through its e-learning coordinator sustain its activities which are conducted in collaboration with ETC**
- **Use the new evaluation tool developed by QAC to assess the performance of the academic advisers and plan for an appropriate training for advisers based on the result of the evaluation**
- **The department will use the evaluation tool developed by QAC to assess the effectiveness of the different means of information dissemination that are used by the department**
- **Satisfaction of advisees on the performance of their advisers will be assessed by using the evaluation tool developed by QAC**
- **The result of training need analysis for technicians will be used as the basis of the Staff Activity Coordinator in preparing the Staff Activity Plan for next academic year, 2012 – 2013.**

- **A documented policy on the proper utilization and maintenance of the physical properties of the department will be included in the sub manual. Systematic procedure in reserving, borrowing and returning materials and equipment will also be included.**
- **The Department Staff Activity coordinator will include regular training of staff on the use learning resources**
- **A proper coordination between the Printing Office (AVR) and the department on the strict implementation of the use of the form that is supposed to be filled up by the lecturer or technician and signed by the HoD / HoS of the department before a printing request is accepted and granted by the staff in the AVR.**

Student and Student Support Services

- **The Student Activity Coordinator of the department in collaboration with the heads of section will request the HoD to include in the DAS webpage the Honor List of the department. Criteria on the selection of Honor List will have to be set and approved first by the DAS Council.**
- **An evaluation to determine student satisfaction on the intrusive advising will be conducted by using the Evaluation Tool that was developed by QAC**
- **The student activity coordinator of the department will consider this as a top priority in the planning of activities for next academic year.**

Staff and Staff Support Services

- **To avoid being under staffed or over staffed, the department will carefully plan the number of courses to be offered each academic year and the number of staff to be recruited and hired by preparing a five-year development plan**
- **Deserving Omani Junior staff should be given support and opportunities to develop further their potentials and, incentives to attract them to stay in the teaching profession**
- **Training Activity plan for the support staff will be prepared and designed by the Staff Activity Coordinator**
- **The sub manual of the department where the job descriptions are incorporated will be reviewed, finalized and approved by the the DAS Council in September 2012.**
- **Formal induction program of new staff is one of the activities that will be included in the activity plan of the Department Staff Activity Coordinator.**
- **Attendance or participation to professional development will be included as one of the items to be considered in the staff appraisal**

General Support Services and Facilities

- **Maintenance, calibration and upgrading of laboratory equipments will be one of the items that will be audited during the internal audit**
- **Health and safety coordinator will include in his plan of activities for next year the internal audit of laboratory facilities and equipment**

Appendices

Appendix 1– Results analysis of the course evaluation of Applied Biology Section

Course Code	Course Title	Average Result of Evaluation (1 – 4)	Suggestions for Improving the Course / Comments / Feedback
ASAB 1100	Fundamentals of Biology	2.83	Students at this level can tolerate a more advanced biology material than what is used now. Some of the student's language are bad; need some skills like speaking and writing. The classrooms must be well-equipped with LCDs and computers so that the lecturer will have more time & effort to give more in the lecture since it is taking a long time to be connected and sometimes these devices do not work.
ASAC 1203	Laboratory Technique (Biology)	2.80	The laboratory needs more sophisticated equipment and more space for the equipment (its congested right now). Microtomy which is very important equipment should be repaired or replaced. As the microtomy is not in working condition, we are forced to skip that practical, which is not good for the students. Pre-lab quiz will allow the students to prepare for the class in advance. Microscopes should be serviced at frequent intervals.
ASAC 1307	SLOM	2.74	Page 42 (Previously)- Page 41 (Currently) – The table of different types of fire extinguisher has missing parts which clarifies the meanings of stars*, and the other signs (Nothing has been done about it). Page 43 (Previously)- Page 42 (Currently) – The pictures are not matching with comments mentioned below them (Needed changes have

Course Code	Course Title	Average Result of Evaluation (1 – 4)	Suggestions for Improving the Course / Comments / Feedback
			been done) Page 44 (Previously)- Page 43 (Currently)- Fire Risk Assessments One step is missing which is the fourth step (Needed changes have been done) Page 53 (Previously)- Page 52 (Currently) – Guarding needs to be explained by a clear way and the bullet points mentioned below it are not well clear as they have been copied and pasted from internet. (Nothing has been done about it). Page 70 (Previously) –Shifting the toxicological properties to after common safety symbols (Needed changes have been done) Page 74 (Previously) – Shifting the glassware safety to the end of the chapter. (Needed changes have been done)
ASAB 2101	Cell Biology	3.08	The number of teaching weeks is not enough to cover the objective and outcomes. The number of teaching weeks needs to be increased.
ASAB 2102	Biology Laboratory Techniques	3.73	Enhancements of the course with up-to-date e-tools like videos, PPTs, games, flash cards, online quizzes and mini-reports. Hands-on application can be given priority by simulation, role-playing and several encouraging related activities in-house (labs) and outdoor (linkages).
ASAB 2103	Microbiology	2.40	Duration of the semester is very short. The course objectives and outcomes are not matching with the course content. The handouts for both theory and practicals need to be revised.

Course Code	Course Title	Average Result of Evaluation (1 – 4)	Suggestions for Improving the Course / Comments / Feedback
			Some topics can be made more comprehensive. Semester duration is very short and as a result, could not cover all the materials.
ASAB 2207	Biochemistry	3.12	Duration of the semester is very short including the holidays especially last semester. If the length of the semester is increased, then all the objectives and outcomes can be covered. This will help the students take all the information required for the other courses at higher levels.
ASAB 2308	Introduction to Biotechnology	2.85	The course should be in the higher diploma level and molecular biology should be a prerequisite for the course. More practicals are required but due to the shortage of facilities, the number of practicals has been cut down. Change the outcomes of course to include the introduced practical. Provide sufficient number of textbooks for students; the current number is 9 books. The current laboratory for biochemistry is not suitable for biotechnology use, thus facilitated laboratory will be recommended if possible. The laboratory should be facilitated with equipment and materials to run the practicals relevant to biotechnology.
ASAB2413A	Project IA	3.38	Some basic courses on internet surfing, and excel working can enhance the performance of students.
ASAB2413B	Project IB	3.35	Should introduce concept of statistics in biology.
ASAB 3110	Plant Science	3.16	The objectives and outcomes of the course have been prepared for 12

Course Code	Course Title	Average Result of Evaluation (1 – 4)	Suggestions for Improving the Course / Comments / Feedback
			weeks, but we have an average of 10 weeks per semester. The objectives and outcomes need to be rewritten.
ASAB 3111	Molecular Biology	3.00	Course outcomes cannot be covered in one semester. The course content is very good and the last topics are essential for the overall understanding of the subject. The lab is covering for essential materials and services such as PCR and vortex devices. The two hours practical sessions are not sufficient; it should be three hours. There should be flexibility given to lecturers for the assessment parameters of the subject.
ASAB 3112	Food Microbiology	3.12	The objectives and outcomes are not matching with the contents of the handouts. The semester just gives around 9-10 teaching weeks whereas the syllabus is based on 13 weeks. The objectives and outcomes need to be rewritten taking into consideration the knowledge that the students attained from the prerequisite. The current modern applications in food microbiology need to be included. The handouts needs to be modified.
ASAB 3205	Mammalian Physiology	2.69	Course outcomes are not covered due to the short duration of the semester (10 effective teaching weeks only). Prerequisites are not covered totally. Course is preferred to be placed in the first semester of higher diploma level and not in the second semester. Due to the short duration of the semester, the number of hours is not sufficient.

Course Code	Course Title	Average Result of Evaluation (1 – 4)	Suggestions for Improving the Course / Comments / Feedback
ASAB 3213	Ecological Sampling & Environmental Toxicology	3.31	Some outcomes are not covered during the semester.
ASAB 3215	Genetics	2.85	Explaining concepts takes longer. Practice problems needs to be done and on an average semester lasts only for 10 weeks whereas outcomes are based on 13 weeks. Textbooks should be adopted instead of handouts. Practical handout needs to be updated.
ASES 2205	Ecology	3.52	This course is very desirable and engrossed the students. All the teaching materials are available; however, the nature of the course needs some field work. To improve the course and to obtain better yield, it needs some portable equipment such as oxygen meter., light meters, hygrometer, etc.
ASAB 4116	Plant Physiology	3.28	Credit hours should be four with theory contact hours being three instead of two. The number of practical contact hours should be three instead of two. The course needs more equipment and apparatus such as sensitive balance, pH meters, desiccators, filtration section, soxhlet, rotary evaporator
ASAB 4117	Histology & Haematology	3.69	Incorporate course innovation, flexibility and all available tools for learning should be applied. Examples, more activities, demos, videos, simulations, etc.
ASAB 4118	Plant Biotechnology & Pathology	2.65	Pathology part is a separate branch, so most topics are not completed in the theory class. The outcomes cannot be covered in 2 contact hours per week. There should be a plant tissue culture lab, to run the practicals.

Course Code	Course Title	Average Result of Evaluation (1 – 4)	Suggestions for Improving the Course / Comments / Feedback
			Textbooks and reference books should be provided for the students. Students should inculcate the habit of reading textbooks. Pathology part should be kept as a separate branch and not along with plant biotechnology. Pathology part could be covered only in the practical class due to the number of contact hours.
ASAB 4210	Biological Control	3.58	4 hours (twice a week) lab is required to cover the course practical requirements (and increase the number of experiments).
ASES 3111	Pollution and its Control	3.25	There are no pre-required courses. One hour more is required as was given before to cover the entire subject; it could be given as a tutorial. It is very necessary to increase the lab time to 3 hours instead of 2 hours per week. Assignments should have 10 marks instead of 5 marks; 5% of practical exam within the final written exam should be implemented. For most universities in Europe and US, this course is being given as a required course (compulsory not elective). Thus it is recommended that this action should also be taken. Increasing the contact hours from 3 to 4 hours is required to cover the course's content. Lab work is very important to the students in this course given that this is a technical college.
ASES 4201	Food Analysis	3.46	The course requires an additional theoretical contact hour. Lab equipment and materials are not available or in shortage.
ASES 4202	Zoology	3.46	If the duration of the semester is

Course Code	Course Title	Average Result of Evaluation (1 – 4)	Suggestions for Improving the Course / Comments / Feedback
			increased, it will help the students to complete the syllabus i.e. finish all the objectives and outcomes.
ASES 4301	Nutrition	3.46	Theoretical contact hours need to be increased. The course requires an additional of one hour per week. Lab equipment and other chemicals are needed to perform the practicals perfectly well.
ASAB4223A	Project IIA	3.27	Students should have more time to fulfill their work; six hours per week is not enough. It is suggested that the practical contact hours be nine hours per week to fulfill their project requirements and performance. Students should be given more time and fewer courses to let him have a good chance to perform better. This will build up his career in the field of technology especially after his graduation. Offering the course in the summer is not healthy because summer semester is very short (six weeks) and not quite enough to cover the project requirements.
ASAB4223B	Project IIB	3.27	Students should have more time to fulfill their work; six hours per week is not enough. It is suggested that the practical contact hours be nine hours per week to fulfill their project requirements and performance. Students should be given more time and fewer courses to let him have a good chance to perform better. This will build up his career in the field of technology especially after his graduation. Offering the course in the summer is

Course Code	Course Title	Average Result of Evaluation (1 – 4)	Suggestions for Improving the Course / Comments / Feedback
			not healthy because summer semester is very short (six weeks) and not quite enough to cover the project requirements.

Appendix 2 – Results analysis of the course evaluation of Applied Chemistry Section

Diploma Year 1

SNo.	Code	Title	Score (max 4)	Feedback & Suggestions for Improvement
1	ASAC1100	Fund. Of Chemistry	3.40	• Language skills of students are inadequate • More semester length required to cover all outcomes • The credit hours may be increased
2	ASAC1203	Lab. Tech. (Chem)	3.05	• Duration of semester is much too short to impart much-needed basic skills • Some experiments may be performed only as demonstrations • Restructuring of the course may be required without affecting objectives/outcomes • Postponed outcomes should not be removed completely • Tutorial sessions can be held • Better library facilities • Practical mid-term exam • Pre-labs may be given to students to foster self-study • Science-oriented English language course to be part of the Foundation
3	ASAC1204	Chemistry I	3.40	• Increase in the number of theory contact hours
4	ASAC1212	Gen. Org. Chemistry	3.39	• Language of the students should be improved
5	CHEM1100	Fund. Of Chem (Engg.)	3.11	• Portions more relevant to engineers to be included • Organic Chemistry content to be more focused on hydrocarbons • Smaller class strengths • Increase in the number of contact hours by increasing credit hours • Conduct tutorials • More experiments to be designed • Industrial visits to be co-opted as part of the coverage of outcomes

Diploma Year 2

SNo.	Code	Title	Score (max 4)	Suggestions for Improvement
1	ASAC2105A	Chemistry II	2.64	• The number of students in a practical group should be limited to 20

				• Some outcomes are irrelevant and should be removed • Students need more time to practice – theory contact hours should be increased
2	ASAC2109	Industrial Chemistry I	3.00	• Include GOC as a prerequisite • If the time for covering the course is not increased, some outcomes should be cut short
3	ASAC2313	Analytical Chemistry	2.92	• Replace handout with proper text-book • Acquire more instruments to cater for increasing student numbers • Less emphasis on power-points to enable students to learn from text • More emphasis on chromatography • Do not run the course in summer
4	ASAC2106	Chem. Lab. Tech. I	2.92	• No. of weeks are not sufficient to cover this course • Large number of students per section creates over-crowding, difficulty in teaching and unsafe atmosphere • Teaching assistants can help in proper training • Continuous assessment should be given greater weightage although this goes against the by-laws • Preliminary courses need to be better in order to place students on firm footing • Course could be redesigned without affecting objectives/outcomes • Better library facilities • Pre-labs may be given to students to foster self-study • Science-oriented English language course to be part of the Foundation • Better training in mathematics to be imparted as part of the foundation program • Fixed calendar to allow planned delivery of courses • Practical mid-term exam to be conducted
5	ASAC2413 A & B	Project I A & B	3.08	• One lab dedicated to project students

Higher Diploma

SNo.	Code	Title	Score (max 4)	Suggestions for Improvement
1	ASAC3116	Inorganic Chem. I	2.92	• Three theory contact hours are needed • It is better if the same teacher deals with theory & practical

2	ASAC3112	Organic Chem. I	2.72	• 2 contact hours for theory are not enough • More textbooks are required as number of students is increasing • Restructuring of outcomes with Org II is needed
3	ASAC3217	Organic Chem. II	2.88	• More time needed to cover outcomes & provide adequate practice for students • More outcomes need to be covered in Org I to ensure better coverage in this course • Manual & handout to be improved
4	ASAC3115	Phys. Chem I	2.76	• The number of weeks is not sufficient to cover all outcomes • Students need a an additional calculus course • Theory contact hours should be increased • Electrochemistry should be moved entirely to Phys II instead of covering it in two courses • Phys I can be run as a fully theoretical course with a common practical for Phys I & II
5	ASAC3218	Chem. Lab. Tech. II	2.73	• No. of weeks are not sufficient to cover this course • Org. Chem. I to be a pre-requisite for this course • Credit hours to be increased so that the contact hours are enough to complete open-ended experiments • Some basic knowledge pertaining to Qualitative Organic Chemistry is lacking in students • Continuous assessment should be given greater weightage although this goes against the by-laws • Better library facilities • Pre-labs may be given to students to foster self-study • Science-oriented English language course to be part of the Foundation • Better training in mathematics to be imparted as part of the foundation program • Fixed calendar to allow planned delivery of courses • Increase 3-hour exam to 6-hour duration to allow proper testing
6	ASAC3219A	Computers in Chemistry	3.31	• Outcomes to be modified to include applications • Tutorials to be revised and updated

B. Tech.

SNo.	Code	Title	Score (max 4)	Suggestions for Improvement
1	ASAC4122	Inorganic Chem. II	2.90	• Not enough time to cover all outcomes • The new outcomes suggested by Inorganic team should be implemented • There should be 3 theory contact hours
2	ASAC4224	Industrial Chem. II	3.00	• Some outcomes may be revised to make it more clear • Some chemical industries and their unit processes and applications may be included • The course should be supported by industrial visits which is very difficult to carry out in the present scenario
3	ASAC4121	Analytical Chem. II	3.15	• Better scheduled in the early part of the day when students are less fatigued • More instruments required
4	ASAC4225	Phys. Chem II	2.56	• Additional calculus course required to overcome weakness in mathematical background among students • 3 hours per week required
5	ASCE 0115	Petroleum & Petrochemicals	3.50	• Completed theory & practical handouts are to be printed on time
6	ASCE4301	Food Chemistry	2.85	• Textbooks (already requested) are not yet available • Some chemicals & equipments are also requested • Students require more organic background
7	ASAC4223 A & B	Project II A & B	3.30	• Access to internationally reputed journals published by ACS, Elsevier, RSC, etc. • Better equipments & chemicals • Power-point presentation about statistics should be used

Appendix 3 – Results analysis of the course evaluation of Physics Unit

Courses for Diploma Year 1

SNo.	Code	Title	Score (max 4)	Feedback & Suggestions for Improvement
1	ASAC1205	Physics-1 For Science Students	3.21	• Time is not enough to cover the full course • Students language skills must be improved • The subject content is too much to cover in one semester. This course must be divided in to two semester: Physics for Science-I and Physics for Science-II • Language Skill is not enough to reach the subject contents

Courses for Diploma Year 2

SNo.	Code	Title	Score (max 4)	Feedback & Suggestions for Improvement
1	ASAC2210	Instrumentation	3.24	• Update the course objectives and outcomes • Additional equipment is required in the laboratory to perform the experiments.
2	ASAC2108	Material Technology	3.36	• A separate laboratory with equipment and apparatus (which was already suggested and requested and included in Tender 39) as this course will be helpful to upcoming industries especially METAL and POLYMER industries.

Courses for engineering students

SNo.	Code	Title	Score (max 4)	Feedback & Suggestions for Improvement
1	PHYS1100	Physics-1 for Engineering Students	3.30	• Short semester, lot of holidays • Two hours more is needed as a tutorial per week to solve problems on each topic, to

				develop students skills
2	PHYS1211	Physics-11 for Engineering Students	3.00	• Short Semester not enough to cover the whole course • The knowledge gained by the student during the semester is not 100% as it requires more number of weeks to cover the syllabus • Preferably there should be 2 semesters which will improve the quality of students outcomes • Most of the students are very weak in English. It is difficult when the strength of the class is too high. Lecturers have no flexibility. • In a normal semester with 10 to 11 teaching weeks, the course outcomes are just about accomplished but never completely finished. So a two semester system with at least 15 teaching weeks would be good • Physics is a conceptual subject it's need more tutorial work • 2 semester is preferred than 3 semesters per annum. This will improve the quality of students/outcomes • The scientific content of this course is not sufficiently detailed and deeper especially for engineering students who should study and learn more • The majority of the student present serious weakness in mathematics • Student should study more mathematical courses as physics and math are highly correlated • 50 minutes or one hour for each theoretical teaching session is not enough. At least 90 minutes should be allocated to each session, because with given time, it is not enough to study properly and in detail a physics without being interrupted by the end of the session that last effectively less than 50 minutes • Less chapters should be studied by

				engineering students to provide them with the opportunity to study the most important chapters in more details as they are supposed to be the future engineers.

Appendix 4 – Results analysis of the course evaluation of Environmental Sciences Section

SNo.	Code	Title	Score (max 4)	Feedback & Suggestions for Improvement
1	ASES 2104	Principles of Environmental Chemistry	3.60	The objectives, outcomes and the course contents are to be aligned. The content of the theory material is to be updated Lack of sufficient time to teach the entire content of the course is a major obstacle in covering all outcomes
2	ASES 3109	Environmental Chemistry	3.00	A brief discussion on plar and non polar substances should be included in the course Soil analysis with reference to organic pollutants and metal ions should be included in the topics The practical activity on COD (Chemical Oxygen Demand) should be reviewed and revised if needed Determination of nitrates for water quality analysis should be included in the practical The learning outcomes on remote sensing (learning outcome 6) should be reviewed and checked if it must be included in the topics to be discussed in the said course should be given priority> This will prepare the students for the next course which is Environmental Chemstry

Appendix 5 – Management Evaluation of Lecturer

Date:

Lecturer	Name:			
	Department:			
	Section:			
	Time-base:	☐ Full time	☐ Part time	
	Year:			
	Semester:	☐ 1st Semester	☐ 2nd Semester	☐ Summer

No.	Statement	Please Tick (✓) the Appropriate Box				
		4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	NA
Professional Qualifications & Development						
1.	The lecturer has appropriate training and education in the subject matter	☐	☐	☐	☐	☐
2.	The lecturer has good mastery of knowledge in the subject matter	☐	☐	☐	☐	☐
3.	The lecturer is up to date regarding the subject matter	☐	☐	☐	☐	☐
4.	The lecturer actively pursues professional development	☐	☐	☐	☐	☐
Course Design & Planning						
5.	The lecturer has good knowledge of pedagogical techniques	☐	☐	☐	☐	☐
6.	The lecturer is up to date regarding pedagogical techniques	☐	☐	☐	☐	☐
7.	The lecturer makes effort towards continuous improvement in teaching	☐	☐	☐	☐	☐
Course Delivery						
8.	The lecturer possesses good linguistic skills	☐	☐	☐	☐	☐
9.	The lecturer assigns a sufficient number of office hours to students	☐	☐	☐	☐	☐
10.	The lecturer schedules the office hours reasonably convenient to students in assigned classes	☐	☐	☐	☐	☐
11.	The lecturer is consistent and fair in grading students	☐	☐	☐	☐	☐
12.	The lecturer is able to complete course material within the allotted time	☐	☐	☐	☐	☐
13.	The lecturer maintains the course file properly	☐	☐	☐	☐	☐
Personal Attributes & Attitudes						
14.	The lecturer treats students with respect	☐	☐	☐	☐	☐
15.	The lecturer has an acceptable attitude towards students	☐	☐	☐	☐	☐

	within the norms of the lecturer-student relationship					
16.	The lecturer has good relationships with subordinates	☐	☐	☐	☐	☐
17.	The lecturer has good relationships with colleagues	☐	☐	☐	☐	☐
18.	The lecturer has good relationships with seniors	☐	☐	☐	☐	☐
19.	The lecturer is organized in conducting his/her work	☐	☐	☐	☐	☐
20.	The lecturer is able to work independently	☐	☐	☐	☐	☐
21.	The lecturer is able to work within a team	☐	☐	☐	☐	☐

No.	Statement	Please Tick (✓) the Appropriate Box				
		4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	NA
22.	The lecturer is always willing to accept instructions from his/her superior	☐	☐	☐	☐	☐
23.	The lecturer is always willing to accept instructions from his/her seniors	☐	☐	☐	☐	☐
24.	The lecturer is always willing to accept guidance	☐	☐	☐	☐	☐
25.	The lecturer is always willing to accept advice	☐	☐	☐	☐	☐
26.	The lecturer is fully engaged in the department and college	☐	☐	☐	☐	☐
27.	The lecturer has a positive attitude towards work	☐	☐	☐	☐	☐
	Extra-curricular Activities					
28.	The lecturer provides appropriate advice to his/her advisees regarding their study plan	☐	☐	☐	☐	☐
29.	The lecturer provides good information to his/her advisees regarding the college bylaws	☐	☐	☐	☐	☐
30.	The lecturer provides timely information to his/her advisees	☐	☐	☐	☐	☐
31.	The lecturer properly maintains the advising file	☐	☐	☐	☐	☐
32.	The lecturer actively participates in the department committees	☐	☐	☐	☐	☐
33.	The lecturer actively pursues departmental goals	☐	☐	☐	☐	☐
34.	The lecturer regularly provides suggestions for improvement to the department	☐	☐	☐	☐	☐
35.	The lecturer has positive contributions towards the department and college	☐	☐	☐	☐	☐
36.	The lecturer participates in college activities	☐	☐	☐	☐	☐
37.	The lecturer participates in community activities	☐	☐	☐	☐	☐
	Overall Evaluation					
38.	Overall, the lecturer is meeting expectations	☐	☐	☐	☐	☐

If you selected “Disagree” or “Strongly Disagree” for question 38, provide comments below to justify your answer (attach additional sheets if necessary).

SIGNATURE OF HOS

SIGNATURE	PRINT NAME	TITLE	DATE

Appendix 6 - Lecturer in- Class Evaluation

Date:

Lecturer	Name:	
	Department:	
	Section:	
	Time-base:	☐ Full time ☐ Part time
Course	Title:	
	Code:	
	Year:	
	Semester:	☐ 1st Semester ☐ 2nd Semester ☐ Summer
Evaluator	Name:	
	Department:	
	Section:	
	Position:	

No.	Statement	Please Tick (✓) the Appropriate Box				
		4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	NA
	Enthusiasm					
	The lecturer speaks expressively or emphatically	☐	☐	☐	☐	☐
	The lecturer moves about while lecturing	☐	☐	☐	☐	☐
	The lecturer uses humor once in while	☐	☐	☐	☐	☐
	The lecturer is confident in his/her delivery	☐	☐	☐	☐	☐
	The lecturer speaks loud enough for all students to hear him / her clearly	☐	☐	☐	☐	☐
	The lecturer actively engages students in the class	☐	☐	☐	☐	☐
	Clarity					
	The lecturer uses appropriate examples of concept	☐	☐	☐	☐	☐
	The lecturer speaks clearly	☐	☐	☐	☐	☐
	The lecturer points out practical applications	☐	☐	☐	☐	☐
	The lecturer stresses important points	☐	☐	☐	☐	☐
	The lecturer uses more than one way to explain difficult concepts	☐	☐	☐	☐	☐
	Interaction					
	The lecturer addresses students by name	☐	☐	☐	☐	☐
	The lecturer encourages questions and comments	☐	☐	☐	☐	☐

	The lecturer encourages students to consult him / her during office hours, if it is needed					
	The lecturer praises students for good ideas					
	Task Orientation					
	The lecturer proceeds at good pace for topic					
	The lecturer stays on the theme of the lecture					

No.	Statement	Please Tick (✓) the Appropriate Box				
		4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	NA
	The lecturer varies the delivery methods in the class					
	The lecturer uses educational aides (LCD Projector, OHP, Videos, smart board, etc.)					
	The lecturer uses class assessment techniques to ascertain students' understanding of topics					
	The lecturer exercises good class control					
	The lecturer takes attendance					
	Rapport					
	The lecturer is friendly and easy to talk to					
	The lecturer encourages students' participation in the discussion					
	The lecturer is tolerant of other viewpoints					
	Organization					
	The lecturer outlines the lecture					
	The lecturer gives a preliminary overview of lecture					
	The lecturer presents and discusses the topic in an organized and clear manner.					
	The lecturer starts and ends class on-time					

Suggestions for improving the lecture (attach additional sheets if necessary):

SIGNATURE OF EVALUATOR	
SIGNATURE	**DATE**

This evaluation was adapted from the form by Harry Murray, "Classroom teaching behaviors related to college teaching effectiveness." In J. Donald and A. Sullivan (eds.) *Using Research to Improve Teaching*. San Francisco: Jossey-Bass, 1985, p. 25.

Appendix 7 – Student Evaluation of Lecturer

Date:

Course	**Code / Title**			
	Section			
Lecturer's Name				
	Year			
	Semester	☐ **1st Semester**	☐ **2nd Semester**	☐ **Summer**
Section / Department		/		

No.	Statement	Please Tick (✓) the Appropriate Box				
		4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	NA
	Lecturer					
	Enthusiasm					
	The lecturer speaks expressively or emphatically استطاع المحاضر أن يشّد انتباهي للمادة بأسلوبه الواضح المعبر	☐	☐	☐	☐	☐
	The lecturer actively engages students in the class قام المحاضر بإشراك الطلبة في المناقشة بطريقة مشوقة و فعّالة	☐	☐	☐	☐	☐
	Clarity					
	The lecturer uses concrete examples of concept استخدم المحاضر الأمثلة المناسبة أثناء شرح أفكار المقرر	☐	☐	☐	☐	☐
	The lecturer gives multiple examples قام المحاضر بإعطاء أمثلة مختلفة أثناء شرح المقرر	☐	☐	☐	☐	☐
	The lecturer points out practical applications تطرق المحاضر للجوانب العملية المتعلقة للمقرر أثناء شرحه	☐	☐	☐	☐	☐
	The lecturer stresses important points قام المحاضر بالتركيز على النقاط المهمة أثناء شرحه لهذا المقرر	☐	☐	☐	☐	☐
	The lecturer uses more than way to explain difficult concepts قام المحاضر بإستخدام طرق متعددة لشرح الأفكار الصعبة	☐	☐	☐	☐	☐
	The lecturer communicates in clear and understandable English كانت اللغة الإنجليزية للمحاضر واضحة و مفهومة	☐	☐	☐	☐	☐
	Interaction					
	The lecturer is not gender biased كان المحاضر غير منحاز لجنس دون الآخر	☐	☐	☐	☐	☐
	Orientation					
	The lecturer proceeds at good pace for topic كانت سرعة المحاضر في سرد و شرح أفكار المقرر مناسبة جدا	☐	☐	☐	☐	☐
	The lecturer checks that students understand a topic before moving to the next one حرص المحاضر على استيعاب الطلبة للموضوع قبل انتقاله لموضوع آخر	☐	☐	☐	☐	☐
	Rapport					
	The lecturer is friendly and easy to talk to كان المحاضر طيب التعامل و سهل المخاطبة	☐	☐	☐	☐	☐

	The lecturer offers to help students with problems لم يتردد المحاضر في تقديم العون عند حاجة الطالب إلى ذلك	☐	☐	☐	☐	☐
	Organization					
	The lecturer gives preliminary overview of lecture قام المحاضر بإعطاء النبذة التمهيدية الشاملة عن كل محاضرة	☐	☐	☐	☐	☐
	The lecturer signals transition to new topic يكون انتقال المحاضر من موضوع إلى آخر واضحا	☐	☐	☐	☐	☐

No.	Statement	Please Tick (✓) the Appropriate Box				
		4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	NA
	Course					
	Course Design					
	The lecturer clearly communicates the policy on grading, academic misconduct, late work and absence to students قام المحاضر و بشكل واضح بإخبارنا عن الأنظمة المتعلقة بالدرجات و سوء التحصيل العلمي و قوانين الغياب و تأخير في تسليم الواجبات	☐	☐	☐	☐	☐
	The lecturer's grading criteria is fair for this course طريقة تقسيم الدرجات لدى المحاضر في هذه المادة كانت عادلة	☐	☐	☐	☐	☐
	The lecturer provides students with clear descriptions of assignments and due dates قام المحاضر بإعطاء التعليمات الواضحة بكل ما يتعلق بالواجبات و مواعيد تسليمها	☐	☐	☐	☐	☐
	The lecturer communicates the course outcomes and objectives in a clear manner to students early in the semester أهداف هذا المقرر و نتائجها المرجوة قد تم عرضها من قبل المحاضر بشكل واضح في بداية الفصل	☐	☐	☐	☐	☐
	The lecturer's handouts are suitable for this course كانت الملخصات التي قدمها المحاضر للطلبة ملائما مع طبيعة هذا المقرر	☐	☐	☐	☐	☐
	Course Delivery					
	The lecturer provides the course delivery plan at the beginning of the semester قدم المحاضر الخطة الشاملة للمقرر عند بداية الفصل الدراسي	☐	☐	☐	☐	☐
	The use of Educational technology (LCD, OHP, …etc) enhances the students' learning استخدام تقنيات التعليم من قبل المحاضر يزيد من مستوى فهم الطلبة	☐	☐	☐	☐	☐
	The lecturer holds classes regularly as scheduled كان المحاضر منتظما في مواعيد المحاضرات كما خطط لها	☐	☐	☐	☐	☐
	The lecturer utilizes class time properly استغل المحاضر وقت المحاضرة الاستغلال الأمثل	☐	☐	☐	☐	☐
	The lecturer exercises good control of the class استطاع المحاضر فرض السيطرة الحسنة على الفصل	☐	☐	☐	☐	☐
	The lecturer is always prepared for class كان المحاضر مستعدا الاستعداد الأمثل قبل إلقاء محاضراته	☐	☐	☐	☐	☐
	The lecturer is available to students outside of scheduled class	☐	☐	☐	☐	☐

	times كان المحاضر دوما متواجدا للطلبة أثناء الساعات المكتبية					
	The lecturer provides timely feedback to students قام المحاضر بإعطاء النتائج و الملاحظات المتعلقة بالاختبارات و الواجبات في الوقت المناسب	☐	☐	☐	☐	☐
	The lecturer follows the course delivery plan قام المحاضر باتباع الخطة التي أعدها للمقرر	☐	☐	☐	☐	☐
	The lecturer exhibits mastery of knowledge of the subject matter أبدى المحاضر تمكنه و إلمامه بهذه المادة العلمية المقررة	☐	☐	☐	☐	☐
Overall Evaluation						
	Overall, the lecturer is meeting expectations بشكل عام يعتبر هذا المدرس جيدا لهذا المقرر	☐	☐	☐	☐	☐

If you selected “Disagree” or “Strongly Disagree” for question 31, provide comments below to justify your answer (attach additional sheets if necessary.

Appendix 8 – Management Evaluation of Laboratory Technician

Date: _____

Laboratory Technician	Name:			
	Department:			
	Section:			
	Time-base:	☐ Full time	☐ Part time	
	Year:			
	Semester:	☐ 1st Semester	☐ 2nd Semester	☐ Summer

No.	Statement	Please Tick (✓) the Appropriate Box				
		4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	NA
	Professional Qualifications & Development					
	The laboratory technician has appropriate training and education related to his assigned work / task	☐	☐	☐	☐	☐
	The laboratory technician has good mastery of knowledge and skill in laboratory techniques (i.e. preparation of solutions, specimen etc.) and equipment use and maintenance	☐	☐	☐	☐	☐
	The laboratory technician is up to date regarding laboratory techniques, safety, maintenance and operation	☐	☐	☐	☐	☐
	The laboratory technician actively pursues professional development	☐	☐	☐	☐	☐
	Personal Attributes, Attitudes and Performance					
	The laboratory technician treats students with respect	☐	☐	☐	☐	☐
	The laboratory technician has an acceptable attitude towards students within the norms of the college staff - student relationship	☐	☐	☐	☐	☐
	The laboratory technician has good relationships with his / her superiors	☐	☐	☐	☐	☐
	The laboratory technician has good relationships with colleagues	☐	☐	☐	☐	☐
	The laboratory technician has good relationships with seniors	☐	☐	☐	☐	☐
	The laboratory technician has good relationship with the lecturers	☐	☐	☐	☐	☐
	The laboratory technician is organized in conducting his/her work	☐	☐	☐	☐	☐
	The laboratory technician is able to work independently or with less supervision	☐	☐	☐	☐	☐
	The laboratory technician is able to work within a team	☐	☐	☐	☐	☐

	The laboratory technician is always willing to accept instructions from his/her seniors and from the lecturers					
	The laboratory technician is always willing to accept guidance					
	The laboratory technician is always willing to accept advice					
	The laboratory technician has a positive attitude towards work					
	The laboratory technician ensures that health and safety procedures are followed in the laboratory					
	The laboratory technician knows how to keep and update inventory records of all the materials and equipment in the laboratory					
	The laboratory technician regularly implements the equipment maintenance schedule					
	The laboratory technician cooperates actively with teaching and technical staff in the preparation and production of course materials					
	The laboratory technician is keen in receiving materials from suppliers and makes sure of their compliance with the specifications and marking entries					
	The laboratory technician is always willing to carry out other tasks assigned by the head of the department or section					
Co-curricular Activities						
	The laboratory technician actively participates in the activities set by the department committees					
	The laboratory technician actively pursues departmental goals					
	The laboratory technician provides suggestions for improvement to the department					
	The laboratory technician has positive contributions towards the department and college					
	The laboratory technician participates in college activities					
	The laboratory technician participates in community activities					
Overall Evaluation						
	Overall, the laboratory technician is meeting expectations					

If you selected “Disagree” or “Strongly Disagree” for question 30, provide comments below to justify your answer (attach additional sheets if necessary).

OTHER COMMENTS AND SUGGESTIONS:

NAME AND SIGNATURE OF HoS

PRINT NAME	SIGNATURE	TITLE	DATE

Appendix 9 – Peer Evaluation of Laboratory Technician

Date: _____

Laboratory Technician	Name:			
	Department:			
	Section:			
	Time-base:	☐ Full time	☐ Part time	
	Year:			
	Semester:	☐ 1st Semester	☐ 2nd Semester	☐ Summer

No.	Statement	Please Tick (✓) the Appropriate Box				
		4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	NA
	Personal Attributes, Attitudes and Performance					
	The laboratory technician treats students with respect	☐	☐	☐	☐	☐
	The laboratory technician has an acceptable attitude towards students within the norms of the college staff - student relationship	☐	☐	☐	☐	☐
	The laboratory technician has good relationships with his / her superiors	☐	☐	☐	☐	☐
	The laboratory technician has good relationships with colleagues	☐	☐	☐	☐	☐
	The laboratory technician has good relationships with seniors	☐	☐	☐	☐	☐
	The laboratory technician has good relationship with the lecturers	☐	☐	☐	☐	☐
	The laboratory technician is organized in conducting his/her work	☐	☐	☐	☐	☐
	The laboratory technician is able to work independently or with less supervision	☐	☐	☐	☐	☐
	The laboratory technician is able to work within a team	☐	☐	☐	☐	☐
	The laboratory technician is always willing to accept instructions from his/her seniors and from the lecturers	☐	☐	☐	☐	☐
	The laboratory technician is always willing to accept guidance	☐	☐	☐	☐	☐
	The laboratory technician is always willing to accept advice	☐	☐	☐	☐	☐
	The laboratory technician has a positive attitude towards work	☐	☐	☐	☐	☐
	The laboratory technician ensures that health and safety procedures are followed in the laboratory	☐	☐	☐	☐	☐
	The laboratory technician knows how to keep and update	☐	☐	☐	☐	☐

	inventory records of all the materials and equipment in the laboratory					
	The laboratory technician regularly implements the equipment maintenance schedule					
	The laboratory technician cooperates actively with teaching and technical staff in the preparation, presentation and production of course materials					
	The laboratory technician is keen in receiving materials from suppliers and makes sure of their compliance with the specifications and marking entries					
	The laboratory technician is always willing to carry out other tasks assigned by the head of the department or section					
Co-curricular Activities						
	The laboratory technician actively participates in the activities set by the department committees					
	The laboratory technician actively pursues departmental goals					
	The laboratory technician provides suggestions for improvement to the department					
	The laboratory technician has positive contributions towards the department and college					
	The laboratory technician participates in college activities					
	The laboratory technician participates in community activities					
Overall Evaluation						
	Overall, the laboratory technician is meeting expectations					

If you selected "Disagree" or "Strongly Disagree" for question 26, provide comments below to justify your answer (attach additional sheets if necessary).

Other Comments and Suggestions:

NAME AND SIGNATURE OF EVALUATOR

PRINT NAME	SIGNATURE	TITLE	DATE

Appendix 10 – Program Evaluation by Staff, Students and Alumni

Date:	
Program Title (Pls. tick):	⬭ Biology ⬭ Chemistry ⬭ Envi. Sci. ⬭ Lab School
Evaluator Name:	
Section:	
Position:	

No	Items to be Evaluated	Please Tick (✓) the Appropriate Box				
		5 Excellent	4 Very Good	3 Good	2 Fair	1 Poor
1	Structure of the program	☐	☐	☐	☐	☐
2	Flexibility of the program	☐	☐	☐	☐	☐
3.	Easiness of the program	☐	☐	☐	☐	☐
4	Usefulness of the program	☐	☐	☐	☐	☐
5.	Knowledge gained from the program	☐	☐	☐	☐	☐
6.	Assessment method	☐	☐	☐	☐	☐
7.	Program delivery methods	☐	☐	☐	☐	☐
8.	Availability of classrooms	☐	☐	☐	☐	☐
9.	Availability of well equipped laboratories	☐	☐	☐	☐	☐
10.	Availability of references and textbooks	☐	☐	☐	☐	☐
11.	Availability of e-learning materials	☐	☐	☐	☐	☐
12.	Availability of internet access	☐	☐	☐	☐	☐
13.	Teaching staff	☐	☐	☐	☐	☐
14.	Support Staff	☐	☐	☐	☐	☐
15.	Satisfaction with teaching process	☐	☐	☐	☐	☐
16.	Course registration	☐	☐	☐	☐	☐
17.	Program calendar semesters duration	☐	☐	☐	☐	☐
18.	Weightage of credit hours	☐	☐	☐	☐	☐
19.	Fitness of program to the level	☐	☐	☐	☐	☐
20.	Grading work for CGPA calculations	☐	☐	☐	☐	☐
21.	CGPA requirement before a student is allowed to move / continue to a higher level	☐	☐	☐	☐	☐
22.	CGPA criterion to join specialization	☐	☐	☐	☐	☐
23.	Minimum TOEFL score (500) to join B. Tech	☐	☐	☐	☐	☐

Please answer the following questions:

All the courses included in the program are relevant

⬡ Yes ⬡ No

If your answer is *No*, please list the courses which you believe are irrelevant.

_____
_____
_____
_____

What are the course/s you think are relevant and useful but not included in the program?

_____
_____
_____
_____
_____
_____

What do you think are the Weakness/es of the program?

_____
_____
_____
_____
_____
_____
_____

What do you think are the strength/s of the program?

_____
_____
_____
_____
_____
_____

Proposal for program development

_____
_____
_____
_____
_____
_____

Appendix 11 – Course Evaluation by the Staff

Course	Code			
	Year:			
	Semester:	☐ 1st Semester	☐ 2nd Semester	☐ Summer
Evaluator	Name:			
	Department:			
	Section:			
	Position:			

No.	Statement	Please Tick (✓) the Appropriate Box				
		4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	N A
	Course Design					
	The course outcomes are clear	☐	☐	☐	☐	☐
	The course outcomes are coherent	☐	☐	☐	☐	☐
	The course is suitable to the level of the program	☐	☐	☐	☐	☐

If you answered with "Disagree" or "Strongly Disagree" to question 3, please provide comments

_____

_____

	The course outcomes can be reasonably covered within one semester	☐	☐	☐	☐	☐

If you answered with "Disagree" or "Strongly Disagree" to question 4, please provide comments

_____

_____

	The prerequisites specified for the course are suitable	☐	☐	☐	☐	☐

If you answered with "Disagree" or "Strongly Disagree" to question 5, please provide comments

_____

_____

	The course is properly placed within the program of study	☐	☐	☐	☐	☐

If you answered with "Disagree" or "Strongly Disagree" to question 6, please provide comments

_____

_____

	The course is suitable to the level of students	☐	☐	☐	☐	☐

If you answered with "Disagree" or "Strongly Disagree" to question 7, please provide comments

_____

_____

Course Delivery						
	The course properly integrates theory and practice	☐	☐	☐	☐	☐
	The number of credit hours assigned to the course is reasonable	☐	☐	☐	☐	☐
	The number of theoretical contact hours assigned to the course is sufficient	☐	☐	☐	☐	☐

If you answered with "Disagree" or "Strongly Disagree" to question 10, please provide comments

_____

_____

No.	Statement	Please Tick (✓) the Appropriate Box				
		4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	N A
	The number of practical contact hours assigned to the course is sufficient	☐	☐	☐	☐	☐

If you answered with "Disagree" or "Strongly Disagree" to question 11, please provide comments

_____

_____

	The students communication skills are acceptable for the course	☐	☐	☐	☐	☐
	The number of students enrolled in the section is reasonable	☐	☐	☐	☐	☐
	Taking into consideration the number of students, the time provided for reporting the marks for this course is adequate	☐	☐	☐	☐	☐
	The course used industry visits/guest speakers/case studies, etc.	☐	☐	☐	☐	☐
	The flexibility provided to the lecturer in assessing students in this course is reasonable	☐	☐	☐	☐	☐
	The underpinning knowledge the students gained from pre-requisite course/s is adequate	☐	☐	☐	☐	☐

If you answered with "Disagree" or "Strongly Disagree" to question 17, please provide comments

_____

_____

Course Resources						
	Text and reference materials for the course are available to lecturers and students	☐	☐	☐	☐	☐
	Instructional materials for the course are available	☐	☐	☐	☐	☐
	The classroom and lab spaces available for the course are sufficient	☐	☐	☐	☐	☐

	Well-equipped classrooms and lab facilities for the course are available	☐	☐	☐	☐	☐
	The lab equipment available for the course are sufficient and meet the basic quality standard	☐	☐	☐	☐	☐
	Class tutors/teaching assistants/lab technicians are available for the course	☐	☐	☐	☐	☐
	The administrative support for the course is appropriate	☐	☐	☐	☐	☐
	The IT support systems (e-learning) for this course are reliable	☐	☐	☐	☐	☐
Overall						
	Overall, this course meets your expectations	☐	☐	☐	☐	☐

Suggestions for improving the course (attach additional sheets if necessary):

EVALUATOR SIGNATURE	**DATE**

Glossary

(Definitions are taken from HCT Quality Assurance Manual version 5)

Academic quality: Academic quality has three main components. Academic programs should be: effective in terms of their usefulness to students; appropriate in terms of enabling students' learning and development through the educational process; and comparable in terms of meeting national, regional and international expectations for academic content and coverage in the relevant subject area.

Action plans: Detailed documents, drawn up at department or College level, which list actions to be taken in a given timeframe by a department or an individual or the College as a whole. Action plans (or 'work plans') are designed in line with the recommendations, affirmations or suggested actions to be taken

ADRI: Approach, Deployment, Results, Improvement.

Plagiarism: Plagiarism is the technical term for forms of academic cheating, usually involving copying from a published source or from another student's work and claiming the work to be one's own copying sections from a published source or from another student's work and changing a few words and phrases.

Policy: Policies are relatively general statements of intent. For example, a 'health and safety policy' for an institution will set out in general terms the institution's intentions and responsibilities in promoting health and safety among its staff, students and visitors.

Procedures: Procedures show in more detail how particular policies will be carried out in routine practical terms. For instance, 'health and safety procedures' will itemize specific day-to-day actions to be taken in order to safeguard health and safety in the institution.

Quality: Quality is inherently variable ('high quality', 'low quality') and refers to the extent to which processes and activities in an institution are fit for purpose and meet the requirements of all stakeholders.

Quality assurance: Planned and systematic mechanisms to ensure that specified requirements are met and that responsibility for quality and standards is properly discharged.

Quality assurance manual: A document, available in hard and soft copy, which sets out the College approach to quality assurance and enhancement, and specifies how this translates into practice through a rigorous set of policies, procedures, guidelines, forms and regulations.

Stakeholders: This term refers to all the individuals, groups or formal bodies that have a legitimate interest in the success or failure of an educational institution. In relation to the Higher College of Technology, stakeholders include students, staff, the Ministry and the communities in which the Colleges are situated.

Strategic planning: It refers to the process of developing strategies in pursuit of agreed goals. In general, planning is 'strategic' when it operates on a grand scale and takes in 'the big picture'.

Strategy: A strategy is a long term plan of action designed to achieve a particular goal or goals.