

Quality System of Academic Programs at Qassim University

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Chapter 1

Introduction

1.1 Quality assurance of the Educational Process

Quality assurance is defined as the set of activities that should lead to the identification of sources that cause problems or defects in the educational process, and to deal with these sources to avoid problems or defects in the educational process before they actually occur. This is in contrast to the monitoring of the educational process, which tests the outputs of the educational process to determine its shortcomings after problems and defects have already occurred.

Emphasizing the quality of the educational process requires studying all aspects, activities and steps of the process and achieving quality in each. This requires the following:

- Clarity and transparency of all academic programs, providing clear and accurate information to internal and external (relevant) stakeholders.
- Defining clear and precise objectives for the academic programs offered by the College which must be consistent with the mission of these programs and which must be in accordance with the College's mission.
- Ensuring that the necessary conditions are met to achieve the objectives of the academic programs effectively and continue to maintain them.
- Ensuring that academic program learning outcomes are consistent with labor market requirements and meet community needs.
- Ensuring that academic programs meet the requirements of academic accreditation, whether these are required by the National Center for Academic Accreditation and Assessment (NCAAA) or by international accreditation bodies (e.g. ABET, AACSB, ASI | N, ACPE).
- Strengthening bridge of cooperation with the community, and improving the quality of services provided by the college to the community.
- Commitment of all faculty members and their involvement in quality assurance processes, and their active participation in all activities.

1.2 Organization of the Guide

This guide should be read in conjunction with “Policy and System of Quality in Qassim University” handbook.

This guide contains six chapters:

- Chapter 1 provides an introduction to this guide.
- Chapter 2 includes the planning and review cycle for program quality.
- Chapter 3 discusses the quality assurance system for academic programs in the faculties of Qassim University.
- Chapter 4 discusses processes of measurement and evaluation of QU academic programs outcomes.

Chapter 5 reviews new NCAAA standards for programs, abridged from the following NCAAA publications:

- Administration of Quality Assurance Processes
 - Internal Quality Assurance Arrangements
 - Standards for Accreditation and Quality Assurance.
- Chapter 6 introduces the Daman platform (NCAAA)

1.3 Quality Terminology/Glossary

To help achieve a common understanding of the important concepts and terms used in the accreditation and quality assurance system, we introduce a definition of some commonly used terms.

number	Term	Definition
1	Quality	There is a lot of definitions for academic quality, one brief definition is: achieving the accuracy and high standards with continuous improvement.
2	Total Quality Management	It is a philosophy with tools and techniques that aims to achieve the culture of continuous improvement which is achieved by all the institution workers in order to make the clients happy.
3	Accreditation	It is a recognized certificate issued from an approved organization that approves that the educational program or the institution is following a specific required set of standards and criteria.
4	Institutional Accreditation	Overall assessment the quality of the educational level of the university according to a specific set of standards and criteria from an external authority; a recognition that the institution complies with at least the minimum quality requirement
5	Assessment	A diagnostic formula for reviewing quality and evaluating the learning and the teaching process and programs by examining the course curriculums, the organization and infrastructure and the mechanisms of assessing the internal quality in the university.
6	Correction	Measuring the performance according to set of

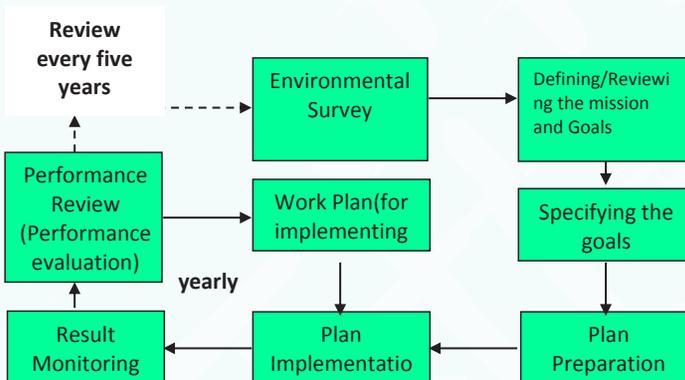
7	Referenced comparison	standards and predefined criteria. The comparison points or the performance levels used to determine the goals and evaluate the outcomes.
8	External Quality assurance	The processes of assessing and evaluating the institutions, activities and its programs by an external authority.
9	Standards/Criteria	A diagnostic formula for reviewing quality and evaluating the learning and the teaching process and programs by examining the course curriculums, the organization and infrastructure and the mechanisms of assessing the internal quality in the university.
10	Targets	General statements that describe and provide a guide on putting goals and detailed plans
11	Internal Quality Assurance	The processes done by the educational system to ensure quality in all the activities.
12	International Accreditation	Accrediting an institution or its programs through an accreditation agency operating in a different country.
13	KPI(s)	Selected performance indicators used in assessing the performance.
14	Learning Outcomes	Knowledge and skills gained from participating in a specific program or taking a specific course.
15	Institution Mission	It is a general short announcement that states the main strategies of the institution
16	Goals/Objectives	Goals: general statements that reflect the mission and giving strategic direction. Objectives: specific statements that translate missions or desires of the institution into specific procedures. Objectives must be SMART: Specific, Measurable, Attainable, Realistic, and Time-bound.
17	Outcomes	The results of the learning, teaching and research in the institution. Skills expected by programs' graduates.
18	Program Accreditation	Accrediting a program by providing the program a certificate that explains that it applies the proper standards of being acceptable as a valid educational program in a certain area with the required level.
19	Programs	An academic program is a combination of courses (curriculum) and requirements leading to a degree or certificate.
20	Quality Management	specify and implement the quality strategy and dedicate the recourses and activities towards achieving quality. Inputs and Outputs should be continually subject to ongoing improvement.
21	Quality Control	Includes the process of controlling the quality, the mechanisms, operational activities that aims to control the system.

Chapter 2 Planning and Review

2.1 Planning and Review Cycle

The quality assurance process should be applied at the level of courses and programs, and managed at the level of academic departments or colleges. Quality assurance and improvement must be integrated into an ongoing cycle of strategic planning, following-up, evaluation and review. While following-up should be continuous, there are usually two time periods for more formal calendars: an annual period where performance is monitored and adjusted where necessary, and a longer cycle where major adjustments are made periodically. These periodic evaluations should be planned to conform to the external audits performed by the Center every five years.

Although this planning and review cycle is presented as a set of steps in a linear sequence at specific times, steps can be repeated or changed in a flexible manner in practice in response to feedback and changing circumstances. For example, a performance review can lead to the conclusion that targets need to be cleared, and then a new development plan is prepared.



In dealing with these phases, we must recognize that they are related to a number of different levels of activity, for example, for the University as a whole, for the academic and administrative units of the University, for individual programs or for groups of programs run by the department or college.

When applied to quality improvement planning, some of these steps have a special meaning. For example, the initial environmental survey should include a comprehensive assessment of the current quality of performance, and analysis of constraints and opportunities for development. SWOT analysis can be a useful planning tool following the initial evaluation.

Annual Planning and Review:

The main development strategy is usually divided over a five-year period with implementation, following-up and adjustments during the annual work plan. The following suggestions may apply to both near-term plans and stages in the long-term strategy.

Implementation:

It is important to take notes on implementation to ensure that planning steps are carried out according to schedule and to note any discrepancies. Any unforeseen events or problems that should be taken into account in interpreting the results should be recorded.

Monitoring results:

Results should be monitored when plans are implemented on an ongoing basis and adjustments should be made to strategies where necessary if circumstances change, or if desired results are not achieved. Any modifications to the strategy and its reasons should be kept in a special file for use in reviews and further analysis and planning.

Performance evaluation:

Performance evaluation is a key task and should be a formal step in which the plan and events are analyzed during the implementation period so that progress is noted, and there is an opportunity for adjustments in strategies or revision of targets if needed.

Brief observations on performance appraisals should be kept, which can provide much information for more general and extended evaluation in the longer term.

Work plan:

Based on the performance appraisal, the action plan should be prepared with specific wording for any necessary changes in the initial plans for the next period. The term “work” includes the emphasis that specific recommendations and actions are required. The implementation of those recommendations should be followed up and reviewed.

Periodic reviews:

It is important to periodically provide feedback and conduct a thorough and accurate review of the relevance and effectiveness of WFP operations. Periodic review should be comprehensive and include a re-examination of the environment in which the program operates and any changes or expected developments of program activities. These audits, as well as any changes in university policies, can lead to changes in medium-term objectives, or even in extreme cases, message modifications. A report should be prepared that includes an analysis of changes in the original plans that may have occurred during the period, assessments of the degree of success in achieving the objectives, and assessments of the strengths and weaknesses that need to be addressed in future planning, and planning responses to these assessments.

The initial purpose of periodic reviews is to support WFP's own efforts to improve, but reports developed for this purpose are also used as the basis for external reviews by the Commission.

Arrangements for planning and reviewing the quality of academic programs:

Various specifications and reports should be prepared showing details based on the following elements of quality planning and review applicable to academic programs:

- Each program prepares specifications for defining program development plans (using NCAAA templates) - its mission and learning objectives, the courses it covers, the key learning outcomes in the form of targeted learning outcomes, what educational strategies should be used to develop this learning, how teaching and learning assessment will occur, and the quality of the course should be assessed. After the preparation of these specifications, they are followed continuously, although they may be modified from time to time as a result of experimentation or changing circumstances.

- For each course, specific specifications are prepared (using NCAAA templates) so that it is clear to the course teachers what they will teach, what their contribution to the whole program, and how their effectiveness should be measured. Course specifications are also applied consistently according to the changes required as a result of the trial. In programs with components of field experience (e.g. cooperative training), field experience specifications are developed to determine planning, organizational arrangements and processes for evaluation.

- At the end of each year (or each time the course is repeated) reports are prepared by the professor who has studied each course that identifies what happened during the course, and provides a summary of the students' results. These reports should be submitted to the Program Coordinator.

- When the Program Coordinator receives the reports of the course, the Program Report prepares the main information on the program delivery in the year concerned, with notes on any recommendations for improvement to be made to the specifications.

If, for any reason, important components of the course could not be covered, or there were other unexpected developments, details should be provided to the Program Coordinator so that any necessary adjustments could be made in subsequent decisions to compensate them. Adjustments to the decision may also be required for other reasons, and the program coordinator must be in a position to address any such proposals, taking into account their impact on the overall program.

- Any modifications to the program or courses made in both the program specifications and the course must be noted, with reasons for these changes.

Figure (1) shows the sequence of planning and documentation mentioned above.

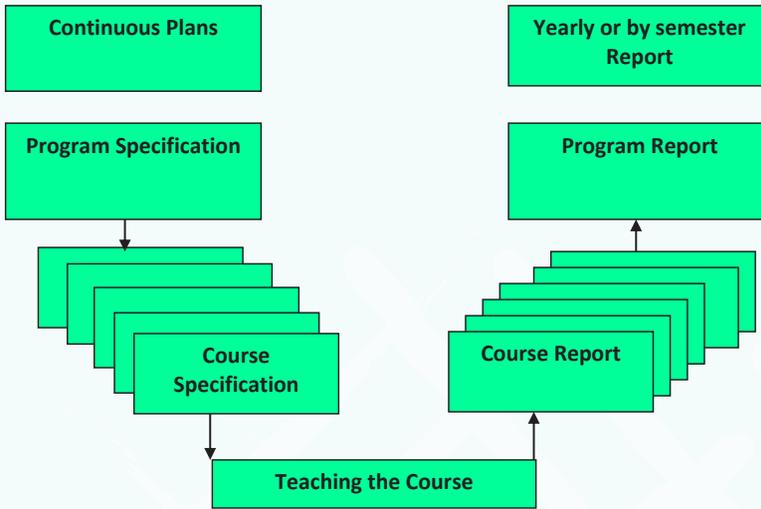


Figure 1: Sequencing of planning and documentation processes

These documents, along with any other appropriate material such as course or program calendars, or information on other matters affecting the program must be kept in the course portfolios and program portfolio, so they can be consulted whenever they are needed later on.

In addition to the annual cycle, a five-year cycle of periodic self-study of the program must be conducted to meet the Commission's academic re-accreditation requirements. These periodic self-studies include receiving feedback from ongoing processes and reviewing all aspects of the program in the light of developments over a period of time and changes in the environment in which students learn.

2.2 Types of Comprehensive Review

2.2.1 Internal Auditing

This is done, by Deanship of Development and Quality, in two phases, the first stage is an electronic stage through the Daman platform (see Chapter 5), where academic programs information uploaded on the platform is examined along with programs quality documents. The second stage involves site visits to all academic programs Teams formed by members carefully selected by Deanship of Development and Quality and the Standing Committee of Quality. Internal audit

teams are often involved in workshops on QU internal auditing requirements prior to the yearly internal audit. Site visits during internal audits involve meeting and interviews with programs' stakeholders (e.g. students and faculty) to ensure that reality is well reflected in the programs' quality documents. Internal audits always end with a full report sent to the colleges/programs containing a number of strengths and action recommendations for improvement, of which programs managers are asked to respond with action plans. Progress in these action plans is evaluated in the next internal audit round.

In order to motivate colleges/programs, an annual ceremony where the university president personally rewards outstanding and promising programs at the university depending on the internal audit results and reports. Deanship of Development and Quality also employs internal audit results to determine the readiness and validity of programs that intend to apply to NCAAA for accreditation.

More information about internal auditing processes and the organizational structure of quality in QU can be found in the "Policy and System of Quality in Qassim University" handbook.

2.2.2 External Auditing and Independent Opinion

These reviews are conducted periodically (usually every 3-5 years) by independent reviewers with expertise brought by colleges for this matter. An independent opinion should be provided about all the operations, activities and outputs/outcomes of the program. A major evidence of independent opinion is a independent report of the results of the evaluation which is presented to the dean of the college or the quality unit of the faculty, and which includes strengths, areas of improvement and action recommendations. During internal audit rounds, Deanship of Development and Quality should examine these independent reports and should examine the extent to which programs responded to the independent action recommendations.

Documents that external auditors/reviewers may request:

- 1) Minutes of the department council meetings that contain items related to educational activities and quality work.
- 2) Minutes of the meetings of the committees of the department (the committee to develop plans in the department, the quality committee, etc.).
- 3) The manual of the college written in both Arabic and English languages.
- 4) The manual of the department in both Arabic and English.
- 5) A file containing the curricula vitae of the faculty members in the department written in both Arabic and English languages.

- 6) A file containing the research published by the faculty members in the department during the last three years.
- 7) Copies of books written and translated by faculty members during the last three years.
- 8) Reports on the attendance and participation of faculty members in conferences, seminars and workshops.
- 9) A report on the workshops and training programs conducted by the faculty members in the department.
- 10) A file for each course containing (syllabus written in Arabic or English language)
- 11) Examples of quarterly and final exams, reports, assignments, and typical answers with samples of corrected exams, assignments, research etc.).
- 12) A copy of the textbooks reviewed and approved and references to the department courses.
- 13) A copy of the questionnaires of students, graduates and employers and report the results of the various questionnaires.
- 14) Progress in operational/action plans.
- 15) Benchmarking and KPIs report.
- 16) Self-evaluation scales and Self-study report (SSR-P).

Chapter 3

Quality Assurance Criteria for Academic Programs at Qassim University

3.1 College Mission and Educational Objectives

The quality assurance process for an academic program begins with defining the College's/Program's mission and objectives. The mission reflects the reason / purpose of the college's/program's existence. It answers: what do we do? Who are we targeting? Why do we do what we do? The mission is a comprehensive, detailed and easy to understand statement, describing the reason for the existence of the college and its main areas of activity and the most important stakeholders.

Goals/Objectives of the college/program state what the students will gain as a result of learning/teaching and how the mission should be achieved. The college's/program's mission and objectives should be consistent with QU's mission and objectives. It is particularly preferable to read the QU's strategic and operational plans prior to formulating/re-formulating/reviewing the college's/program's mission.

3.2 Quality Assurance Cycle

Each academic program should identify its graduate attributes in alignment with its mission, the labour market expectations, its stakeholders' expectations. More importantly, programs' graduate attributes should be carefully aligned with QU graduate attributes (which are approved by the Standing Committee of Study Plans and consistent with the Saudi Qualification Framework, or SAQF for short):

1. Possessing of Knowledges and Information

- 1.1- Possessing the facts, information, ideas, issues, trends, theories, knowledges related to the speciality of the program.
- 1.2- Having the systematic understanding and erudition in the specialty subjects.
- 1.3- Ability to analyze and critically evaluate the information, concepts, methods and theories related to the specialty.
- 1.4- Ability to develop new knowledges, which are acquired through novel scientific research contributing to the specialty field.

2. Possessing of Cognitive and Professional Skills related to the specialty

- 2.1- Possessing the cognitive and technical skills which enable analyzing and treating the data and information.
- 2.2- Ability to communicate, innovate, design and implement independently search operations.

3. Possessing of Competences related to the specialty

- 3.1- Ability to take the suitable decisions, act as a leader and find solutions for the problems.
- 3.2- Having the skills of solving the practical problems in the field through relating the knowledge and its applications.
- 3.3- Awareness of the profession and scientific research ethics and the ethics of the technology and its tools.

Next, the program learning outcomes (PLOs) that indicate what the student will gain as a result of learning in the academic program should be identified. PLOs should be directly express the knowledge, understanding, skills, abilities, competencies, values and ethics that the student will gain after graduating from the academic program in the three (SAQF) domains: **knowledge**, **skills** and **competencies**.

The curriculum, assessment methods and criteria used to evaluate performance must be consistent with these learning outcomes.

The quality assurance cycle of programs usually takes five years. The cycle begins with the preparation of the Program and Course Specifications. Half-yearly Course reports and annual program reports (ARPs) should be completed during the cycle, taking into account the relevance of the program/course to the mission and objectives of the program. Improvements to course specifications from feedback can be made from the course report each semester.

In parallel program reports should be used as the basis for ongoing improvement and review. For instance, improvements can be made to the Course s' Specifications and Program Specifications due to feedback from the annual Program Report.

At the end of the fifth year, the quality assurance cycle ends. Figure (2) shows the quality assurance course for academic programs.

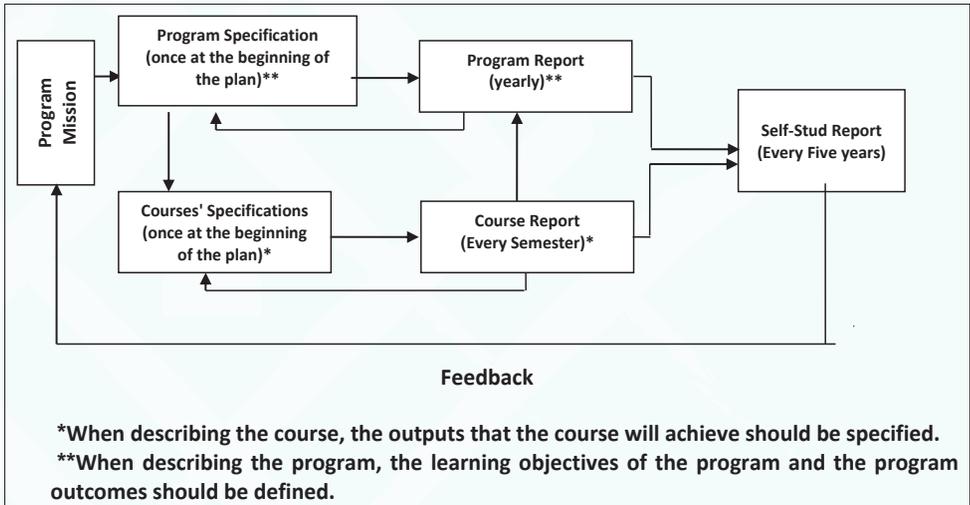


Figure 2: Quality Assurance Cycle for Academic Programs

3.3 Contents of Reports

The contents of each of the above reports are described below:

First: Program Specification (see Program Specifications Guide)

The Program Specifications include the following:

A- Program identification and general information

1. The headquarters of the program and its branches
2. The reason for the need for the program
3. Program hours
4. Occupations / jobs for which students are qualified
5. Program paths and exit points if any
6. The relationship of the program (if any) with other programs offered by the college, university or department.

B. Mission, Goals and learning outcomes

1. The mission
2. Goals
3. Relationship between program mission and goals of the institution/college
4. Graduate Attributes
5. Learning Outcomes

C. Curriculum

1. Curriculum structure: Includes the requirements of the university, college and program
2. Program study plan: Basic and elective courses, as well as a statement of credit hours requirements, in addition to full details about the courses to be taught in each semester or academic year.
3. Course Specifications.
4. Program learning outcomes mapping matrix: The program learning outcomes are linked to the three levels (x = foundation level, t = practice level, c = mastery level).
5. Teaching and learning strategies to achieve the learning outcomes of the program: Describe the teaching and learning policies and strategies, experiences and different educational attitudes, including classroom and extra-curricular activities appropriate to achieve the targeted learning outcomes in each of its areas.
6. Methods of assessment of learning outcomes of the program: Describe the policies, methods and methods of evaluation used (direct and indirect) to verify students' acquisition of the targeted learning outcomes in each of its areas.

D. Student admission and support

1. Admission requirements
2. Orientation and preparation programs for new students
3. Counseling services: (academic, vocational, psychological, social)
4. Supporting people with special needs:

E. Teaching and administrative staff

1. Requirements of faculty, administrators and technicians.
2. Professional development
 - Preparation of newly appointed faculty: briefly describe the procedures for qualifying newly appointed faculty (including part-time or visiting)
 - Professional development of the faculty: briefly outlines the plan and procedures for the professional and academic development of the faculty (such as: the field of learning and teaching strategies, student assessment, professional aspects etc.)

F. Learning resources, facilities and equipment

1. Learning resources: mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)
2. Facilities and equipment (Library, laboratories, medical facilities, classrooms, etc.).
3. Arrangements to maintain a healthy and safe environment (According to the nature of the program)

G. Program Management and Regulations

1. Program management
2. Organizational structure of the program (including councils, departments, units, standing committees, etc.)
3. Participation of beneficiaries: Describe the mechanism of representation and participation of beneficiaries in the planning and development of the program (students, professional bodies, scientific societies, employers, etc.)
4. Program Regulations: A list of the relevant program regulations and their electronic link: admission and registration list, study and examination, employment, discipline and grievance etc.

H. Program quality assurance

1. Quality assurance system in the program: Put the link to the quality assurance system manual
2. Program quality control procedures.
3. Procedures for controlling the quality of program decisions taught through other scientific departments.
4. Procedures to ensure the achievement of parity between the headquarters of the program (two parts: students, students) and other branches.
5. Procedures for applying the institutional controls of the educational and research partnership (if any)
6. Program plan in measuring learning outcomes at the level of the program and mechanisms to take advantage of its results in the development process.
7. Program Quality Evaluation Matrix
Evaluation areas (program leadership, teaching and evaluation effectiveness, learning resources, services, partnerships, etc.)
Evaluation source (students, alumni, faculty, program leaders, administrators, staff, independent references, etc.)
Evaluation method (polls, interviews, visits, etc.)
Timing of the calendar (beginning of semester, end of academic year etc)
8. Program performance indicators

The period of time to achieve the targeted performance indicators is determined. The performance indicators including the key indicators from the National Center for Academic Accreditation and Assessment are determined. The method of measurement, targeted value and time of evaluation are to be determined.

I. Specification Approval Data

J. Attachments

Second: Program Report (see Program Report Guide):

The program report is prepared annually, which includes the following information:

A. Implementation of the previous plan

B. Program Statistics

1. Student statistics (in the year of the report)
2. Analysis of the current batch/cohort (for graduates of the year for which the report was prepared):
3. Analysis of the results of the program statistics

C. Program Learning Outcomes Assessment

1. Results of evaluation of the learning outcomes of the program
2. Analyzing the results of evaluating the learning outcomes

D. Summary of course reports

1. Teaching planned courses / units
2. Courses with variations
3. Analysis of the results of the courses results

E. Program activities

1. Student Counseling and Support
2. Development activities of the teaching staff and the supporting body
3. Scientific research and innovation
4. Community partnership
5. Analysis of the results of the evaluation of program activities

F. Program Evaluation

1. Evaluation of Courses
2. Students Evaluation of Program Quality
3. Other Evaluations
4. Key Performance Indicators (KPIs)
5. Analysis of Program Evaluation

- G. Difficulties and challenges faced program management**
- H. Program improvement plan**
- I. Report Approving authority**
- J. Report attachments**

Third: Course Specifications (see Course Specifications Guide):

(For all divisions of the department and/or program courses)

The specifications of the course include the following:

A – Course identification

B - Course objectives learning outcomes

1. General description of the course
2. The main objective of the course
3. Learning outcomes of the course

C – Course content

D - Teaching and assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods
2. Assessment Tasks for Students

E – Student academic counseling and support

F - Learning resources and facilities

1. List of learning resources
2. Facilities and equipment required

G - Course quality evaluation

H – Specification approval data

Fourth: Course Report (see Guide to Course Report)

(For all divisions of the department's courses, and / or program)

The report of the course includes:

A – Course identification

B – Course delivery

1. Course contact hours (per semester)
2. Topics not covered
3. Teaching strategies
4. Activities/Assessment Methods
5. Verifying the credibility of the students' results
6. Recommendations

C - Students' results

1. Distribution of grades
2. Comment on the results of students
3. Recommendations

D – Course Learning Outcomes (CLOs)

1. Course Learning Outcomes Assessment Results
2. Recommendations

E - Evaluation of course quality

1. Students Evaluation of the Quality of the Course
2. Other Evaluations
3. Recommendations

F - Difficulties and challenges

G - Course Improvement Plan

- 1- Course Improvement Actions
- 2- Action Plan for Next Semester/Year

Fifth: Field Experience Specifications (see Field Experience Specifications Form)

The specifications of field experience include:

A- Introducing the field experience course and its general information

It includes the name, number of credit hours (if any), level or year in which it is offered, times of submission, location of field experience sites and information about them.

B - Learning outcomes of the field experience course

It contains the following points:

- Measurable learning outcomes in the field allocated to each area.
- Supportive teaching strategies that are compatible with the targeted learning outcomes and methods of evaluation.
- Appropriate assessment methods that accurately measure and evaluate learning outcomes. Learning outcomes, teaching strategies and assessment methods should be consistent and work together as an integrated teaching and learning process.

C. Characterization of field experience activities

It includes the following:

1. Main student activities during field experience
2. Assignments, projects and reports assigned to students
3. Procedures for obtaining feedback from students about their experience in field experience
4. Organizational structure and decision-making responsibilities of field experience (including dispute resolution mechanism)
5. Mechanisms for determining the differences between the assessments: When the supervisor of the field experience with other faculty members in the responsibility of the evaluation of students

D. Planning and preparation

1. Field positioning: Procedures for deciding on the location of appropriate field experience
2. Identification of professors and field supervisors: Procedures for decision-making regarding the identification of appropriate faculty and field supervisors
3. Identification of students: Procedures for deciding whether a student is eligible for field experience
4. Safety and Risk Management: Procedures for decision-making on protection and risk reduction
5. Resolve differences in assessment. If the field supervisor and faculty member share responsibility for student assessment, what are the procedures for resolving any differences in assessment?

E. Evaluation of field experience

1. Describe the procedures for evaluating field experience activities and recommendations for improvement by:
 - Students: Describe assessment procedures
 - Field Supervisory Staff: Describe the evaluation procedures
 - Supervisory staff of the teaching staff in the educational institution:
 - Others (alumni, collaborators, independent evaluator, etc.): Describe assessment procedures

Sixth: Field Experience Report (see Field Experience Report Template)

The Field Experience Report includes:

A. General information about the field experience course

It includes the name, number of credit hours (if applicable), the person responsible for the course, the level or year in which it is offered, the time of submission, and the place of the locations of field experience.

B. Changes or modifications applied contrary to the description of field experience

This includes the following: Students enrolled in field experience, field supervisors, faculty or staff in the program, organizational arrangements, student support and guidance, learning outcomes, etc.

C. Results

1. Number of students who have registered since the beginning of field experience:
2. Number of students who have completed field experience
3. Distribution of students' grades
4. Analysis of the factors that affected the results (if any):

D. Administrative matters, including:

1. Administrative difficulties that have been monitored either in the institution or in the field locations.
2. The impact of any of these difficulties on the learning outcomes of students.
3. Proposed measures to avoid such administrative difficulties in any future implementation of field experience.

E. Evaluation of field experience activities

- Description of the procedures used to evaluate the field experience by:
 - 1- Students: Procedures used to evaluate students for field experience:
 - 2- Field Supervisory Staff: Procedures used to evaluate the Field Supervisory Staff of the field experience with recommendations for improvement
 - 3- Supervisory staff of faculty members in the educational institution: procedures followed to evaluate the supervisory staff of faculty members of the field experience with the recommendations for improvement

4- Others (alumni, independent evaluator, etc.): procedures used to evaluate other field experience with recommendations for improvement

- Students' evaluation of field experience: (Attach the summary of the survey results)

Mention the most important strengths and recommendations for improvement

The Field Experience Professor or Field Experience Team responded to this assessment:

- Other assessments (by department head, peer feedback, independent evaluator, review of accreditation, or calendar from other relevant parties). Mention the most important strengths and recommendations for improvement

The Field Experience Professor or Field Experience Team response to this assessment:

F. Planning for development

- The extent to which the proposed procedures for the development of field experience have been met in previous reports (if any) and those proposed in the last reports of field experience

- Action taken, results and analysis

- Describe additional actions taken to improve field experience (based on past experience, reports, surveys, independent opinions, or evaluation).

- Work plan for the next year / semester

Seventh: Self-study report (see self-study report guide)

- Program self-study is a thorough examination of the quality of the program according to NCAAA standards/criteria.
- This study is a research report on the quality of the program and should include sufficient information to familiarize the reader with the nature of the investigative procedures and the collection of evidence on which the results are based, creating confidence that the results are credible.
- The findings should be supported by evidence, verifying the analysis of evidence by an experienced independent person or persons, who are able to give an independent opinion.
- This report should contain all the information necessary to be read as an integrated report covering all aspects of program quality.

- After completing the analysis and including the required information, KPIs, Benchmarking results, Surveys results etc. the program shall submit the complete self-study - with appendices - to NCAAA.

The report begins with the executive summary which must include:

- a brief about the program (3-4 paragraphs)
- main achievements for the last few years such as publications, awards, students' achievements etc.
- main findings of the self-study report (major strengths, major points of improvement)

The report sections are as follows:

1- Program file

- 1.1 Program Mission
- 1.2 Program Goals
- 1.3 Summary of Program History
- 1.4 Program's Internal and External Environmental Changes
- 1.5 A List of the Program Achievements, Awards, and Significant Accomplishment
- 1.6 Program's Accreditation Status
- 1.7 Total Credit Hours: (.....)
- 1.8 Preparatory or Foundation Program (if any)
- 1.9 Major Tracks/Pathways
- 1.10 Intermediate Exit Points/Awarded Degree
- 1.11 Branches Offering the Program
- 1.12 Program Statistical Data
 - 1.12.1 Students Enrolment
 - 1.12.2 Classification of Students Based on Mode of Study
 - 1.12.3 Graduation Rate
 - 1.12.4 Apparent Completion /Graduation Rate
 - 1.12.5 Number of Teaching Staff
 - 1.12.6 Classification of Teaching Staff According to Mode of Study
 - 1.12.7 Overall Assessment of Program Statistical Data:

2. Self-study of the program

- 2.1 Self-study processes, including:
 - * A brief description of the procedures and administrative arrangements for self-study
 - ** A diagram representing how quality assurance procedures are organized
 - *** A description of the membership of the committees and their functions and structure

2.2 Key Performance Indicators (KPIs) and Benchmarking

2.2.1 Methodology of Identifying Program Internal and External Benchmarking

2.2.2 Summary of KPIs and Benchmarks

3. Evaluation in Relation to Quality Standards

Standard 1. Mission and Goals

Standard 2. Program Management and Quality Assurance

Standard 3. Teaching and Learning

Standard 4. Students

Standard 5. Teaching Staff

Standard 6. Learning Resources, Facilities, and Equipment

4. Independent Evaluations

- Describe the process used to obtain independent opinion on the quality of the program and the validity of the analyses used in the report.
- Provides a list of recommendations and issues raised by the independent evaluator (s)
- Shows the program's response to recommendations or issues raised in the independent opinion report.

5. Conclusion

- List the most important Program aspects that are particularly successful or that demonstrate high quality.
- List the most important program aspects that have priorities of improvement.

6. – Action Recommendations

Action recommendations should be based on the priorities for improvement and other matters identified earlier in the SSRP. Persons responsible, timelines, and resources required must be stated as well.

7. Attachments

1. A copy of the previous external review or accreditation visit report (if any) and the program's response to its recommendations
2. A detailed list for teaching staff including the following (name, gender, nationality, degree, mode of study (on-campus, distance education), academic rank, general and specific specialty, institution graduated from, list of current courses taught in the current academic year)
3. A report on self-study process (including membership and terms of reference for committees, sub-committees, working teams, and process for the preparation of each standard).

4. A complete analysis report of the Program KPIs (including trends and comparisons based on gender and branches/locations)
5. Report(s) by independent evaluator (s) on the program self-evaluation

Chapter four

Cycle of Measuring the Outcomes and Evaluation of Academic Programs

Learning outcomes are stated by specific sentences showing what the student can demonstrate at the end of the program of knowledge, set of thinking and problem-solving skills, abilities such as the ability to work effectively in groups, the ability to lead, the ability to communicate with different types of audience, and the ability to investigate new and unexpected problems using diverse sources of information, and a commitment to lifelong learning. The goal is to make graduates be able to keep up with the rapid developments of knowledge in their fields, personality traits such as honesty and reliability, and competencies such as proficiency in specific areas. Like program objectives, PLOs and CLOs are preferably SMART: Specific, Measurable, Attainable, Realistic and Time-bound. (See section 3.2 above).

Assessment of learning outcomes is an ongoing process, and does not end with the end of the cycle. At the end of the session, an evaluation shall be made to make any amendments to it by examining its previous session. Thereafter, a new cycle shall commence including the suggested modifications.

Assessment of PLOs and CLOs should be aligned with assessment of graduate attributes. In other words, results of PLOs & CLOs assessment should be used as indicators of the extent to which program's graduate attributes are achieved. Assessment of programs' graduate attributes is main tool for the assessment and evaluation of QU graduate attributes. Various methods of assessment must be used (including direct assessment e.g. exams and indirect assessment e.g. employer surveys).

1.4 PLOs and CLOs measurement/assessment tools

Program learning outcomes measurement tools may include:

- (1) Results of self-evaluation scales, which should depend on evaluations by focus groups including students, faculty, employers, alumni and other stakeholder when preparing the self-study report.
- (2) Benchmarking which is used to compare program outcomes and some external benchmarks e.g. similar programs' PLOs/CLOs in other universities (for more on benchmarking, see “program benchmarking” handbook).
- (3) Independent evaluation of external reviewers.
- (4) Questionnaires completed by students, graduates and employers, including:
 - Course survey
 - Student experience survey
 - Program survey
 - Alumni survey
 - Employers survey
- (5) Performance Indicators (see KPIs handbook).
- (6) Use of Rubrics (a clear, gradual set of criteria to assess the achievement of learning objectives and learning outcomes) at the program level.
- (7) direct assessment methods e.g. exams, exist exams, student portfolios

2.4 – Cycle of PLOs and CLOs assessment

According to the general guidelines provided by the National Center for Academic Accreditation and Assessment, and experiences of some other universities, PLOs and CLOs assessment cycle is proposed to achieve the following objectives:

1. To Obtain sufficient and accurate information about the performance of each program in the college to help make decisions and make the right recommendations that support student learning and improve the effectiveness of programs and faculty.
2. To Make measurement and evaluation of results an organized process that follows the stages of well-defined knowledge according to a clear timetable.
3. To Ensure that all stakeholders involved in the learning and teaching process (students, faculty, administrators and faculty) participate in all activities and phases of evaluation of program outcomes.

4. To emphasize that the active participation of faculty members in the process of evaluating the program outcomes as an important responsibility/task of faculty members.
5. To help department heads and college deans focus on supervising the core activities of students' academic experience.
6. To integrate all courses (CLOs) in one learning experience under the umbrella of the whole program (PLOs).

Figure (1) shows the cycle of measuring and evaluating outputs.

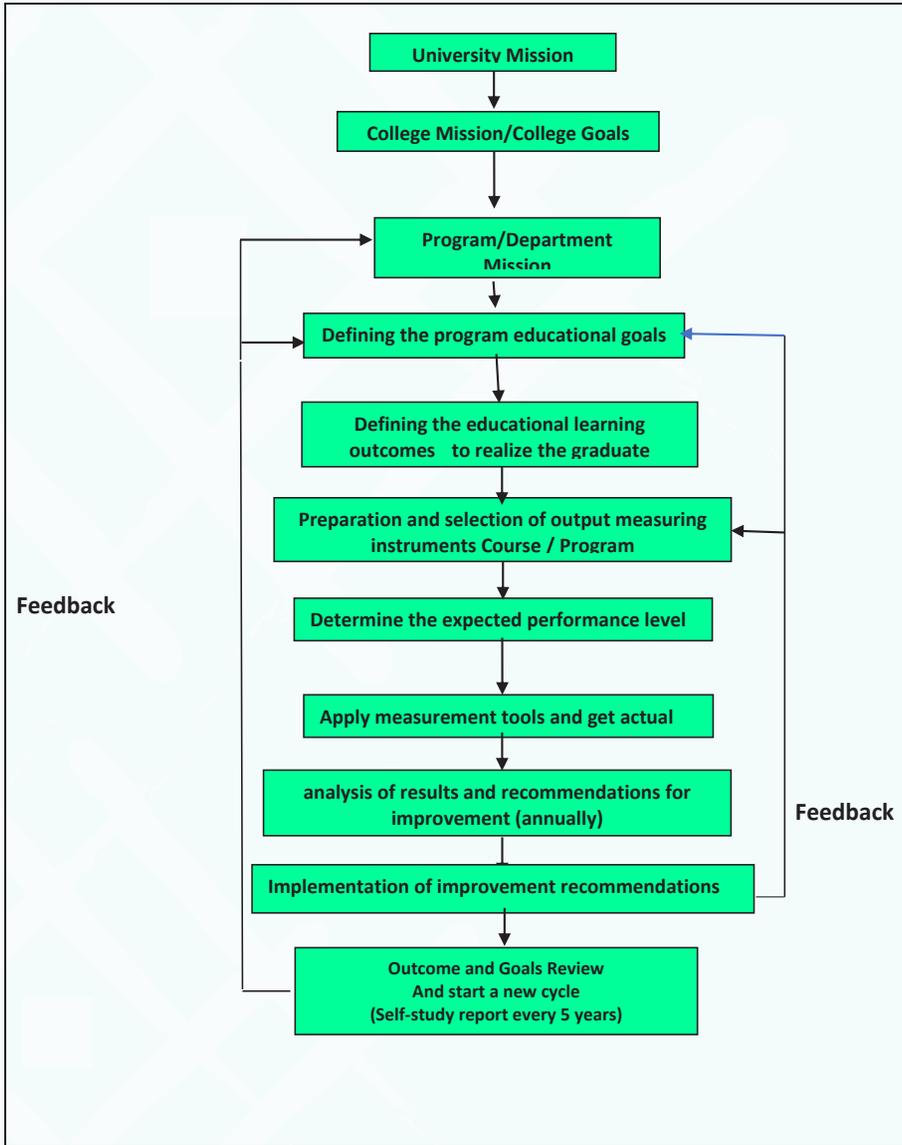


Figure 1: Learning Outcomes measurement and evaluation cycle

Chapter Five

National Academic Accreditation by NCAAA

5.1 Requirements for Program NCAAA Accreditation Criteria

	Eligibility Requirements	Notes
1	Program final licensing or establishment decision	<ul style="list-style-type: none"> Decision to establish the program (for public institutions) • Final program licensing decision (for private institutions)
2	consistency with Saudi Arabia qualifications framework (SAQF)	<ul style="list-style-type: none"> A report on program consistency with Saudi Arabia Qualifications framework (SAQF)
3	Availability of institutional accreditation requirements	<ul style="list-style-type: none"> Accredited institution or the institution has met the eligibility requirements (review visit has been scheduled)
4	Student and staff manuals	<p>Introductory guides available for students and faculty members:</p> <ul style="list-style-type: none"> Introductory guide for a program. Acceptance and registration. Regulations of study and tests. Academic orientation and advising services Rights and duties. Complaints and grievances.
5	Program's quality assurance system and its performance report	<ul style="list-style-type: none"> Student and staff manuals including: • Program Handbook • Admission and Registration • Study Regulations and Tests • Guidance and Counselling Services • Rights and Duties • Complaints and Grievances
6	Program and courses specifications	<ul style="list-style-type: none"> Program specification according to the national center template. Course specifications of the program courses classified according to the study levels.
7	Program learning outcomes assessment plan and reports	<ul style="list-style-type: none"> Program learning outcomes assessment Plan • Program learning outcomes assessment reports
8	Students graduated (One cohort at least)	<ul style="list-style-type: none"> A report on the number of graduated cohorts and the number of students in each cohort
9	Program advisory committee	<ul style="list-style-type: none"> Composition and functions of the Committee • Report on the Committee's performance and outcomes
10	Key performance indicators and benchmarking	<ul style="list-style-type: none"> A report on program's key performance indicators' measurement and benchmarking for

		the last three years.
11	Self-study report of the program	<ul style="list-style-type: none"> • program self-evaluation scales (taking into consideration that the level of evaluation is not less than three points for each of the main criteria identified by the Center and for each standard) • program self-study report • Evidence for the self-study report.
Additional requirements for the graduate program		
13	Operational plan for scientific research and its follow-up	<ul style="list-style-type: none"> • Operational Plan for scientific research in the program (depending on the nature of the program) • System for monitoring and documenting the scientific research activities of the program • Periodic performance reports of the scientific research plan
14	Scientific supervision system on theses, projects, or vocational training	<ul style="list-style-type: none"> • Guides, regulations, and procedures for scientific supervision of theses, projects or vocational training • Follow-up scientific supervision reports in the program

5.2 Program Accreditation Standards

In 2018, the National Center for Academic Assessment and Accreditation (NACAA) developed new quality standards and criteria (6 standards for bachelor/diploma and 7 standards for postgraduate programs. Brief descriptions of the new standards are given below.

Standard 1: Mission and Objectives

The mission of the program should be consistent with the institution's mission. The mission of the program should be applied to the objectives and requirements of the program under consideration. The mission should be clearly and appropriately defined for the programme's core objectives and priorities, and should be influential in guiding its planning and implementation.

The consistency of the program mission with the institution mission does not mean the need to include all the axes in the mission of the university, as the mission of the university is realized with all the efforts of programs, deanships and support units and departments in the university, and planning and decisions must be all in the direction of achieving the mission. There must also be a mechanism to develop and improve the mission.

Standard 2: Program Management and Quality Assurance

Program leadership is the responsibility of the head of the department, and academic leadership is the responsibility of the head of the department and the quality coordinator (program manager for quality). Program management must demonstrate effective leadership, and must reflect an appropriate balance between responsibility to senior management, the institution providing the program, and the flexibility to meet the specific requirements of the program in question. Stakeholders (such as students, professional bodies, employers, and faculty) should be involved in planning procedures, setting goals and objectives, and reviewing and responding to results achieved.

If there are separate female student departments, the resources provided to them should be identical to the male students' departments, and there should be an effective communication mechanism between the two bodies. As a whole and continuously make adjustments quickly in response to feedback and according to developments in the external environment affecting the academic program.

The second criterion includes the following sub-criteria:

2.1 Program Management

2.2 Quality assurance of the program

Standard 3: Teaching and Learning

The learning outcomes of the program are formulated to indicate the student's knowledge, information, abilities, skills and values upon graduation, and the learning outcomes of the course are formulated to show the knowledge, information, abilities, skills and values gained by the end of the course.

Students' learning outcomes should be clearly defined and in line with the Saudi Qualifications Framework (formerly the National Qualifications Framework) and the requirements of work or professional practice. The quality of education and the effectiveness of programs are assessed by assessing student performance, surveying graduates and employers, and using feedback from those parties as a basis for future development plans.

If the program has a male and female section, the quality standards and learning resources should be the same, and calendars should include separate data for each department. Provide a description of the quality assurance response procedures used to verify that the regulatory framework and arrangements for verifying that teaching and learning are working properly (for example, if measures are taken to verify student achievement levels against appropriate external references, state what were the results of these actions?)

The teaching and learning standard includes the following sub-criteria:

3.1 Designing the graduates attributes and learning outcomes

Procedures to ensure that the target learning outcomes are consistent with the Saudi Qualifications Framework (formerly the National Qualifications Framework), and the requirements for career or vocational work as defined by the experts' recommendations or the requirements of the relevant professional bodies or accreditation bodies include:

- Careful review of the National Qualifications Framework.
- Periodic survey of the knowledge, skills, abilities and values needed by the labor market.
- Quoting from the output determined by some accreditation bodies.

3.2 Curriculum

Components of the curriculum of university requirements, college requirements, program requirements, graduation project and field training /year of excellence with the identification of mandatory and elective parts.

3.3 Quality of teaching and assessment of students

This sub-criterion includes information on the teaching strategy plans for the development of targeted learning outcomes of the program, assessment of teaching quality, procedures for the preparation of course reports and program reports, and how to utilize them. This part should include a table showing the proportion of faculty members whose teaching is regularly assessed through student feedback (or through other mechanisms).

It also includes teaching aids for students such as office hours, peer education, and educational courses.

The conclusions reached on the quality of the program as a result of the use of program evaluation and review procedures are presented and, where appropriate, reference to information on indicators and survey results should be noted.

Students are also evaluated and their outputs are evaluated by means of direct and indirect measurement.

Standard 4: Students

Admission procedures should be effective, fair and responsive to the needs of students enrolling in the academic program. Dispute resolution and appeals mechanisms are clearly set out and published, fairly administered, and career guidance should be provided to students regarding jobs related to the areas of study that the program deals with.

Much of the responsibility for achieving this standard lies with the institution's management rather than program management, while the program is responsible for evaluating the quality of this standard.

Standard 5: Faculty

Faculty should be optimally qualified and have the appropriate expertise to carry out the teaching responsibilities assigned to them, to use appropriate teaching strategies for different types of learning outcomes, and to participate in activities to improve the effectiveness of education.

The Qualifications and experience of faculty members associated with program requirements should be indicated. The qualifications and experience of faculty members should be highlighted and a report with a list of strengths, recommendations for improvement and implementation priorities should be provided.

Standard Six: Learning Resources, Facilities and Equipment

Educational resource materials and associated services should be sufficient to meet the program requirements and courses offered, accessible to students when needed, and information on academic program requirements should be provided by faculty in time to provide the required resources. Teachers and students in evaluating the resources provided, and the requirements for references and data sources on the Internet and computer rooms and assistance in the use of these equipment will vary depending on the nature of the academic program and methodology of teaching.

Facilities should be appropriate, create an atmosphere for the smooth running of the learning process and facilitate program activities.

Procedures for securing the necessary learning resources for the program should be clarified, including opportunities for staff or program administrators to provide the necessary resources, as well as information on the services provided and when they are available. The extent to which the learning resources are equally available between the two parts of the school. The suitability of facilities and services

(classrooms, laboratories, study places, international network equipment, libraries, etc.) available for program activities should be clarified.

Standard Seven (for Postgraduate Programs): RESEARCH AND PROJECTS

The (postgraduate) program must adhere to the implementation of the institutional plan for research and play a prominent role in encouraging faculty members and students for the production of research and innovation, publishing their results in specialized scientific journals, and pursuing research activities. The program must implement mechanisms to evaluate, develop, and improve these activities.

Chapter Six DAMAN Platform

6.1 Introduction

The National Center for Academic Accreditation and Assessment is keen to contribute to achieving the Kingdom's Vision 2030 and the National Transformation Programs, supporting national trends in the higher education sector, keeping pace with the global changes in the field of quality assurance and academic accreditation. DAMAN is an integrated system that digitalizes and automates accreditation processes and procedures, and acts as an electronic link between educational institutions and the National Center for Academic Accreditation and Assessment. It aims to gradually get rid of the traditional paper-based system, and replace it with an integrated electronic system that saves time and Efforts and resources, as well as facilitating communication and answering of all queries electronically, as well as the management of academic accreditation processes for teams of external reviewers used in the accreditation processes. Currently, DAMAN is restricted to bachelor programs.

6.2 The role of Deanship of Development and Quality

In order to achieve the requirements of the electronic platform, the Deanship of Development and Quality through a team of consultants has carried out the following tasks:

- Completed the organizational structure of the university (active) programs: where the faculties of the university were addressed to obtain the program data for registration on the electronic platform, where data of 120 Bachelor and Diploma program were recorded.
- Created a user name and secret number for all program managers and quality unit directors in all colleges.
- Prepared a fixed schedule for uploading program data including the program file, key performance indicators and the five surveys on the electronic platform.
- Set up a Group on WhatsApp for program managers to answer queries related to the electronic platform.
- Opened a technical support line throughout the week to answer queries of quality members or those charged with completing the electronic platform data.
- Feeding DAMAN with program data, KPIs, survey results annually is mandatory for all QU academic programs (bachelor/diploma).
- Prepared "MS Excel" tables to facilitate the first evaluation process and determine the extent to which programs meet each of the following: program file – KPIs- questionnaires/surveys – self-evaluation scales, self-study) on DAMAN.

6.3 Steps to Use the DAMAN platform

To access DAMAN:

daman.ncaaa.org.sa

You will then be presented with a login screen where you enter your user name and password from the National Accreditation Authority. The main screen will appear as in Figure 6.1. From this screen, there are several screens that facilitate all the operations available to you through the platform. For example, Figure 6.2 shows the Accreditation Progress screen where you can apply for program accreditation or follow the stages of accreditation of a program that has already been submitted. The link to the annual assessment elements is also shown in Figure 6.1. For example, Figure 6.3 shows the performance indicators input screen. Figure 6.4 shows the self-assessment report entry screen. For example, Figure 6.5 shows reports for faculty members. Finally, Figure 6.6 illustrates the user manual for national accreditation. You can find out more of the capabilities available on the platform by browsing the various sub-screens.

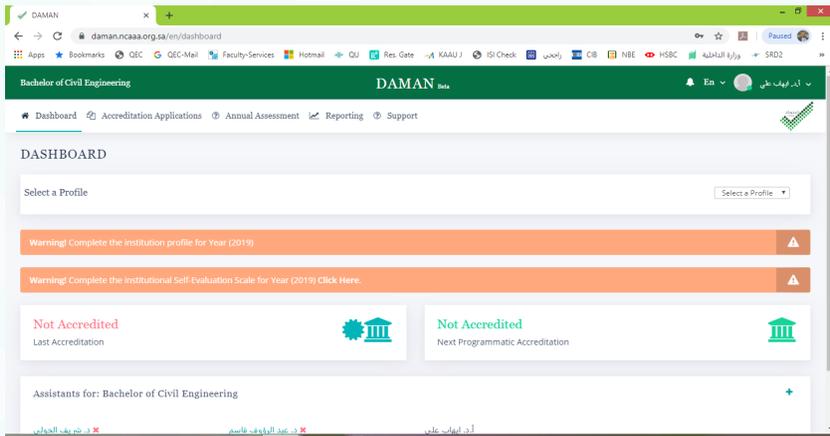


Figure 6.1: Daman main screen

The following screens (6.2-6.6) illustrate the steps to upload data and information through the platform

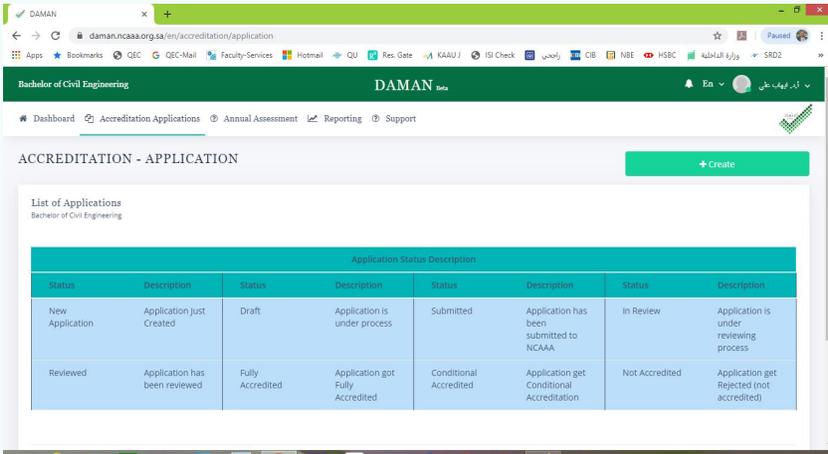


Figure 6.2: Accreditation application screen

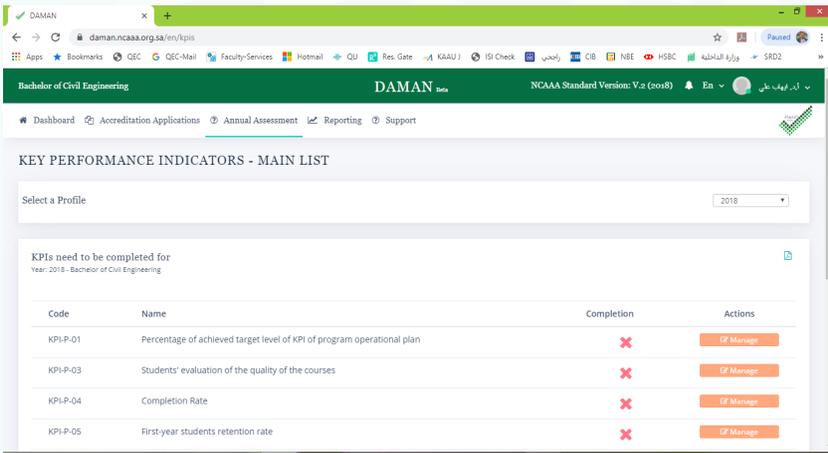


Figure 6.3: KPIs

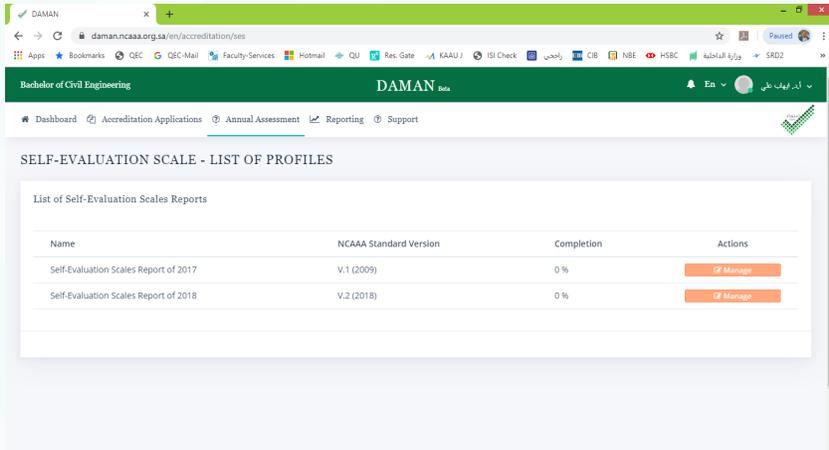


Figure 6.4: Self-Evaluation

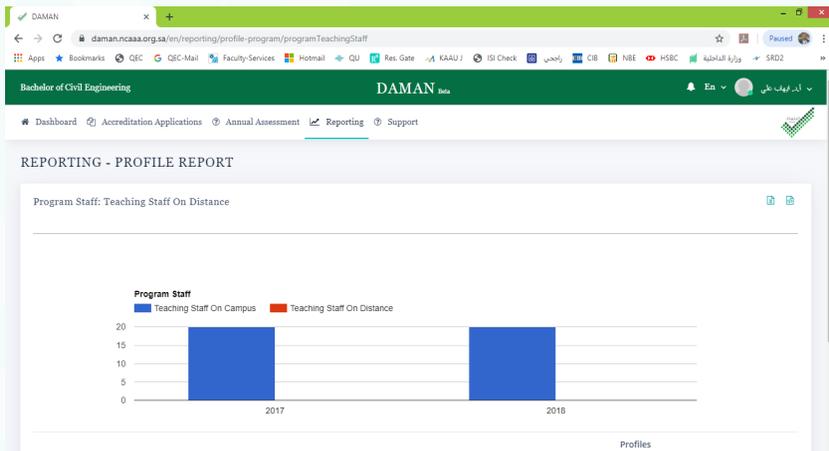


Figure 6.5: Reports: Faculty

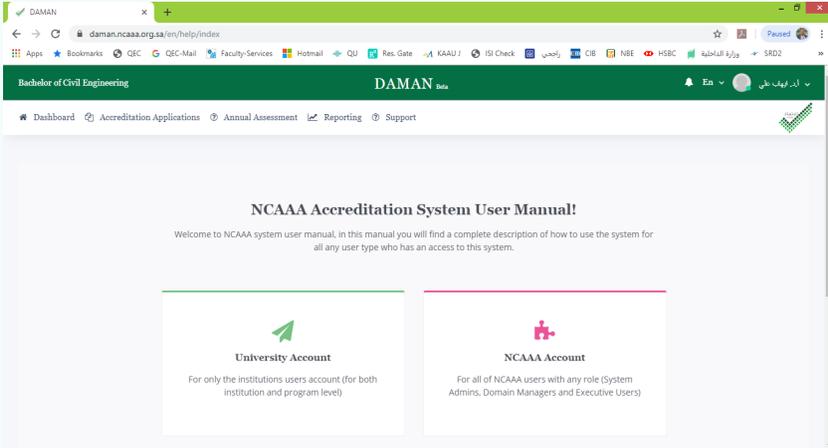


Figure 6.6: User Guide for Dhaman Platform

Appendices

Appendix 1: NCAAA Surveys (Mandatory for all QU undergrad/postgrad academic programs)

- 1- Course evaluation survey (CES)
- 2- Program evaluation survey (PES)
- 3- Student experience survey (SES)
- 4- Employers evaluation survey (EES)
- 5- Alumni evaluation survey (AES)

Surveys can be accessed at (the Deanship of Development and Quality webpage):

<https://qa.qu.edu.sa/>

Course Evaluation Survey

Measures	Statements	Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree
Questions about the start of the course	The course outline (including the knowledge and skills the course was designed to develop) was made clear to me.					
	The things I had to do to succeed in the course, including assessment tasks and criteria for assessment, were made clear to me.					
	Sources of help for me during the course including faculty office hours and reference material, were made clear to me.					
Questions about what happened	The conduct of the course and the things I was asked to do were consistent with the course outline.					

during the course	My instructor(s) were fully committed to the delivery of the course. (Eg. classes started on time, instructor always present, material well prepared, etc)				
	My instructor(s) had thorough knowledge of the content of the course.				
	My instructor(s) were available during office hours to help me.				
	My instructor(s) were enthusiastic about what they were teaching				
	My instructor(s) cared about my progress and were helpful to me.				
	Course materials were of up to date and useful. (texts, handouts, references etc.)				
	The resources I needed in this course (textbooks, library, computers etc.) were available when I needed them.				
	In this course effective use was made of technology to support my learning.				
	In this course I was encouraged to ask questions and develop my own ideas				
	In this course I was inspired to do my best work.				
	The things I had to do in this course (class activities, assignments, laboratories etc.) were helpful for developing the knowledge and skills the course was intended to teach.				
	The amount of work I had to do in this course was reasonable for the credit hours allocated.				
	Marks for assignments and tests in this course were given to me within reasonable time.				

	Grading of my tests and assignments in this course was fair and reasonable.					
	The links between this course and other courses in my total program were made clear to me.					
Evaluation of the Course	What I learned in this course is important and will be useful to me.					
	This course helped me to improve my ability to think and solve problems rather than just memorize information.					
	This course helped me to develop my skills in working as a member of a team.					
	This course improved my ability to communicate effectively.					
Overall Evaluation	Overall, I was satisfied with the quality of this course.					

Program Evaluation Survey

Measures	Statements	Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree
Help and Support for my Learning	Adequate academic and career counselling was available for me throughout the program.					
	The instructors were available for consultation and advice when I needed to speak with them.					
	The instructors in the program inspired me to do my best.					
	The instructors in the program gave me helpful feedback on my work.					

	The instructors in the program had thorough knowledge of the content of the courses they taught.					
	The instructors were enthusiastic about the program.					
	The instructors cared about the progress of their students.					
Resources to Support my Learning	Study materials in courses were up to date and useful					
	Library resources were adequate and available when I needed them.					
	Classroom facilities (for lectures, laboratories, tutorials etc.) were of good quality.					
	Student computing facilities were sufficient for my needs.					
	Adequate facilities were available for extracurricular activities (including sporting and recreational activities).					
	Adequate facilities were available for religious observances.					
	Field experience programs (internship, practicum, cooperative training) were effective in developing my skills. (Omit this item if not applicable to your program)					
Evaluation of my Learning	What I have learned in this program will be valuable for my future.					

	The program has helped me to develop sufficient interest to want to continue to keep up to date with new developments in my field of study.					
	The program has developed my ability to investigate and solve new problems					
	The program has improved my ability to work effectively in groups.					
	The program has improved my skills in communication.					
	The program has helped me to develop good basic skills in using technology to investigate issues and communicate results.					
	I have developed the knowledge and skills required for my chosen career.					
Overall Evaluation	Overall, I was satisfied with the quality of my learning experiences at this institution.					

Student Experience Survey

Measures	Statements	Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree
Advice and Support	It was easy to find information about the institution and its programs before I enrolled at this institution for the first time.					
	When I first started at this institution the orientation program for new students was helpful for me					
	There is sufficient opportunity at this institution to obtain advice on my studies and my future career.					
	Procedures for enrolling in courses are simple and efficient.					
Learning Resources and Facilities	Classrooms (including lecture rooms, laboratories etc.) are attractive and comfortable.					
	Student computing facilities are sufficient for my needs.					
	The library staff are helpful to me when I need assistance.					
	I am satisfied with the quality and extent of materials available for me in the library.					

	The library is open at convenient times.					
	Adequate facilities are available for extracurricular activities (including sporting and recreational activities)					
	Adequate facilities are available at this institution for religious observances.					
Learning and Teaching	Most of the faculty with whom I work at this institution are genuinely interested in my progress					
	Faculty at this institution are fair in their treatment of students					
	My courses and assignments encourage me to investigate new ideas and express my own opinions.					
	As a result of my studies my ability to investigate and solve new and unusual problems is increasing					
	My ability to effectively communicate the results of investigations I undertake is improving as a result of my studies.					
	My program of studies is stimulating my interest in further					



	learning.					
	The knowledge and skills I am learning will be valuable for my future career.					
	I am learning to work effectively in group activities.					
Overall Evaluation	Overall, I am satisfied with my life as a student at this institution.					

Alumni Evaluation Survey

Measures	Statements	Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree
Program Mission	Students were briefed about the program mission which is consistent with institution mission					
Program management and quality assurance	Students are aware of the program policies					
	information about the program and its courses were provided for the students					
	program provides academic advising to the students before registration					
	The program takes the graduates feedback regarding program future plans					
Teaching and Learning	Field training programs for students and/or					

	internships are consistent with the student major					
	The program emphasized the importance of continuous long-life learning					
	The program has helped me in developing the knowledge and skills necessary for my profession					
	The program has prepared me ethically for the job market					
Students	program provided all students with a manual containing all conduct codes that determines the student rights and liabilities					
	Complaining students are not subject to punishment or injustice or discrimination against them					

	because of their grievance					
	Evaluation of the student by the staff members is fairly done					
	Staff members allowed the students to discuss their exam performance					
	Guidance were available for me (if needed)					
Faculty	Staff members manifested enthusiasm and interest in what they teach					
Learning Resources And facilities	Appropriate facilities were available for extra-curricular activities (religious-cultural, social and sporting).					
	Computer labs are up to date and appropriate for students					

	Classrooms were fit for learning					
	Available health services were meeting my needs					
	Appropriate restaurants were available					
	Facilities for special needs students were available					
Overall Evaluation	In general, what is your overall evaluation for the program					

Employer Evaluation Survey

Measures	Statements	Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree
Knowledge	Graduate has high technical education level in the area of work					
	Graduate understands the ethical and professional liabilities in the major					
	Graduate comprehends the role and the impact of the discipline in the national context					
	Graduate has good English language skills (if demanded by employment)					
Perceptual Skills	Graduate can identify and describe the problems and recommend appropriate solutions to them					
	Graduate can gather and analyze information and give alternatives solutions to solve the problems					
	Graduate have the ability to relate theory with application in the domain of work					
Communication Skills	Graduate is able to orally communicate and converse in the field of work					
	Graduate is able to prepare reports in the field of work					
	Graduate is able participate in group discussions and work in a team					
	Students were briefed about the university mission which goes well with the nature of its activities					
	Students services and university resources are consistent with the university mission					

Personal Proficiencies- Competencies	Graduate has leadership skills					
	Graduate has loyalty to the institution					
	Graduate has the skills of understanding and grasping					
	Graduate enjoys the capacity of independent thinking					
	Graduate enjoys the capacity of critical thinking					
	Graduate has the drive to work and develop continuous learning in the domain of work					
	Graduate can adapt to modern technology					
	Students are aware of the university policies					
	Institution provides information about the programs, offered courses and its services to the students before registration					
	Institution provides academic advising to the students before registration					
Employment Skills - Competences	The institution takes the graduates feedback regarding university future plans					
	Graduate has the capacity to grasp the nature of the institution work					
	Graduate can undertake efficiently the tasks assigned to him/her					
	Graduate provide creative ideas that enhance the work					
	Graduate accepts the duty for overtimes					

	Graduate respects the due dates and job discipline					
	Graduate is able to manage time efficiently					
	Graduate has adequate knowledge of safety and security fundamentals in the area of work					
	Graduate has creativity skills and innovative thinking in the domain of work					
	Field training programs for students and/or internships are consistent with the student major					
	The institution emphasized the importance of continuous long life learning					
Overall Evaluation	Would you employ graduates from this institution again?					



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2030
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KINGDOM OF SAUDI ARABIA

Quality System of Academic Programs