

Kingdom of Saudi Arabia
Ministry of Education
Majmaah University
College of Education- Zulfi
Physics Department



المملكة العربية السعودية
وزارة التعليم
جامعة المجمعة
كلية التربية بالزلفي
قسم الفيزياء



Self Assessment Report of B.Ed. in Physics Program

Physics Department

College of Education - Zulfi

Majmaah University

Kingdom of Saudi Arabia

2015-2016

Contents:

A About the Accreditation Procedure.....	6
B Characteristics of the Degree programme/s.....	7
C Self-assessment for the ASIIN-Seal	
1. The Degree Programme: Concept, content & implementation.....	8
<u>Criterion 1.1 Objectives and learning outcomes of a degree programme (intended qualifications profile)</u>	
1.1.1 General Objectives of the Bachelor’s in Education in Physics Program.....	10
1.1.2 Specialist Goals and Objectives of Physics Program:.....	11
1.1.3 Intended Learning outcomes of the program According to NCAAA Domain.....	12
1.1.4 The Intended Learning Outcomes of The Courses:.....	14
<u>Criterion 1.2 Name of the degree programme</u>	14
<u>Criterion 1.3 Curriculum</u>	15
<u>Criterion 1.4 Admission requirements</u>	17
<u>Criterion 1.5 Job Market Perspectives</u>	19

2. The Degree Programme: Structures, Methods & Implementation.....	20
<u>Criterion 2.1 Structure and modules</u>	20
<u>Criterion 2.2 Workload and credits</u>	21
<u>Criterion 2.3 Teaching methodology</u>	23
<u>Criterion 2.4 Support and assistance</u>	24

3. Exams: System, Concept & Organisation.....	26
<u>3.1 What is assessment?</u>	26
<u>3.2 Process and Steps in Assessment:</u>	26

<u>3.3 Assessment Plan of College of Education</u>	28
<u>3.4 Components of College of Education Assessment Plan</u>	28
3.4.1 Program Assessment Plan.....	28
3.4.2 Plan of achievement assessment in College of Education.....	30
<u>3.4.3 Types of assessment</u>	30
<u>3.5 Program Assessment</u>	33
3.5.1 Concept:	33
3.5.2 Objectives of Program Assessment.....	34
<u>3.6. Program Development process at College of Education:</u>	34

4. Resources.....	35
<u>Criterion 4.1 Staff</u>	35
<u>Criterion 4.2 Staff development</u>	38
<u>Criterion 4.3 Institutional environment, financial and physical resources</u>	39
4.3.1 Institutional environment description of the institution.....	39
4.3.2 Committees responsible for teaching in the degree program.....	40
4.3.3 Physical Resources.....	41
4.3.4 Computer facilities.....	42
4.3.5 Library.....	42
4.3.6 Student Laboratories:.....	47
<u>Criterion 4.4 Funds and equipment</u>	51
4-3-1. General resources:	50
4-3-2. Private resources:.....	51
4-3-3. Electronic resources:.....	52

5. Transparency and Documentation.....	54
<u>Criterion 5.1 Module descriptions</u>	54
<u>Criterion 5.2 Diploma and Diploma Supplement</u>	54
<u>Criterion 5.3 Relevant rules</u>	55

Self-Assessment Report of B.Ed. in Physics Program.

6. Quality Management: Quality Assessment and Development.....	55
6.1 Quality assurance and further development.....	55
6.2 Comment and General Description of Quality Assurance.....	56
6.3 The quality management (QM) unit tasks.....	60
6.3.1 Core tasks of the Units.....	60
6.3.2 Contact officials and information sources:.....	60
6.4 Quality assurance at physics program.....	61
6.5 Instruments, methods and data.....	62
6.5.1 Monitoring of Study Plan:.....	63
6.5.2 Courses Development.....	67
6.6 Evaluation of the success of the degree program.....	70
6.6.1 Competence of graduates.....	70
7 Equal Opportunities and Diversity Statement.....	74
7.1 Services to students and graduates.....	74
7.2 Access to guidance services.....	75
7.3 Countering discrimination.....	75
7.4 The College's Commitment.....	75
7.5 Responsibilities.....	77
7.5.1 College Council Responsibility.....	77
7.5.2 Departments Responsibility.....	77
7.5.3 The Domestic Bursar.....	77
7.5.4 All staff and students.....	78
7.5.5 Complaints.....	78
7.6 Corrective Procedures.....	79
7.6.1 Discipline & Monitoring.....	79
7.6.2 Positive Action.....	79
<u>APPENDICES</u>	80

List of Tables:

Table (1.1): Program Intended Learning Outcomes.....	13
Table (1.2): Percentage of courses.....	15
Table (2.1): Workload per semester of study and periods; Physics Program.....	22
Table (2.2): Academic Guidance Methods.....	24
Table (3.1): Types of evaluation methods.....	31
Table (3.2): Courses distribution Grades.....	32
Table (4-1): Staff Contributing to the Degree Program (2015).....	36
Table (4-2): Staff member tasks.....	37
Table (4-3): Student numbers.....	37
Table (4.2): The appropriate description of the physics Labs.....	50
Table (6.1): The percentage of marks, grade and value obtained by the student in each course, which is used to calculate the points.	64
Table (6.2): Calculating the grade of the first semester.....	66
Table (6.3): Calculating the grade of the second semester.....	66
Table (6.3). Course feedback in physics	68
Table (6.4). Final grades of the graduates:	70
Table (6.5): Number of graduate during the year 2014 –2015.....	71
Table (6.6): Number of expected graduate during the year 2015 – 2016.....	71
Table (6.7): The graduate employ ratio.....	72
Table (6.8). Students per teacher per year College of Education- Zulfi Physics Department.	73
Table (6.9). Feedback from graduated B.Ed. of Education in 2011 -2014	73

A About the Accreditation Procedure

Contact Person

Website of the Higher Education Institution	https://www.mu.edu.sa/en http://goo.gl/3Jc6fo in English Language. http://goo.gl/aStHji in Arabic Language.
Faculty/Department	College of Education- Zulfi/ Physics
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Seals applied for

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for ¹	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) ² (will be completed by ASIIN)
بكالوريوس التربية في الفيزياء	Bachelor of Education in Physics	ASIIN	Still in progress	TC 13 – Physics

¹ [delete as necessary] ASIIN Seal for degree programmes; EUR-ACE® Label: European Label for Engineering Programmes; Euro-Inf®: Label European Label for Informatics; Eurobachelor®/Euromaster® Label: European Chemistry Label

² TC: **TC 13 – Physics.**

B Characteristics of the Degree Programme

a) Name	Final degree (original/English translation)	b) Areas of Specialization	d) Mode of Study	e) Double/ Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
B.Ed. in Physics.	بكالوريوس التربية B.Ed.	Physics	Full time	No	8 Semester	240 ECTS/ 144CH (KSA)	September, 2011

C Self-assessment for the ASIIN-Seal

1. The Degree Programme: Concept, content & implementation

Criterion 1.1 Objectives and learning outcomes of a degree programme (intended qualifications profile)

The establishment of University, which is deemed as a newly established one, came as a result of the decree of the Custodian of the Two Holy Mosques King Abdullah Bin Abdul Aziz Al-Saud and the Prime Minister and Chairman of Education in Ramadan 3rd, 1430 - 24th of August, 2009.

Majmaah University slogan is comprised of three integrated parts that are based on golden ground. The golden color in the slogan represents the desert of the Kingdom of Saudi Arabia where the Islamic dau'a has started.



Majmaah University is established to serve a wide area including Zulfi, Remah, Ghat and Hotat Sudair. It will also help in achieving the Ministry of Education's objective in expanding the university education across the country. Therefore, University will meet the growing number of high school graduates in the region, which will reduce the pressure on universities in big cities. Another significant reason for the establishment of Majmaah University is the value it will add to the people of the region in various aspects including social, cultural and awareness service. Inevitably, this shall help in upgrading the level of performance appraisal of government sectors via providing advanced courses and consultations. With regard to scientific research, the University will provide programs of high quality that will be in compatible with the University strategic objectives.

The royal decree no: 194/A on Zul Hijjah 30th, 1430 – 17th of October, 2009 to appoint Dr. Khalid Sa'ad Al-Mogren as the Rector of Majmaah University with higher rank accelerated the development process at the University. Dr. Al-Mogren focused on developing the existence colleges as well as building new ones in order to increase the number of majors that will meet the market demands. The concern of Dr. Al-Mogren is to make Majmaah University a beacon of knowledge and enlightenment that is capable of offering education of high quality.

The Physics Department belongs to College of Education at Zulfi that operates under the administration of Majmaah University. College of Education – Zulfi coordinates many degree programs as Islamic Studies, Arabic Language, English language, Chemistry, Mathematics, Computer, Educational Sciences, Special Education and Kindergarten.

Physics program mission reflect the mission of College of Education in Zulfi which both mission are reflecting the mission of Majmaah University ([MUP01](#)).

Self-Assessment Report of B.Ed. in Physics Program.

The mission of the College and the program are:

Mission of College of Education in Zulfi :

College seeks to prepare qualified educators, academics and professionals to compete in building a society of knowledge in accordance with the quality standards.

B.Ed. in Physics Program Mission:

The Physics Department seeks to prepare qualified graduates academically and educationally with high efficiency to meet the needs of the community according to quality standards.

There is a great Consistency between, college of Education in Zulfi and Physics Program Mission ([MUP02](#)).

1.1.1 General Objectives of the Bachelor's in Education in Physics Program.

The Educational Bachelor Program in Physics:

- Rehabilitation of the student-depth knowledge of the extent of scientific maturity, he can participate effectively in the scientific and technical aspects of the development and planning programs.
- Prepare qualified cadres scientifically to meet the needs of the labor market public and private sectors. In accordance with the quality standards.
- Prepare students appropriate preparation paid to continue his studies at the graduate programs at various universities in the KSA and abroad.
- The development of students' skills and developed to address the problems in a scientific manner based on the principles of the survey and analysis and conclusion substantive solutions to the raised problems.

- Work effectively individual and within a team.

There is a great Consistency between, Physics Program Mission and general objectives of the program ([MUP03](#)).

1.1.2 Specialist Goals and Objectives of Physics Program:

1) Goals

1. Providing students with the concepts and fundamental principles and theories in various fields of basic Education.
2. Providing students the skills and the use of information technology and numerical skills and quantitative ability and efficiency in Oral and written communication in various fields of basic Education.

2) Objectives:

1. Provides an opportunity for a female student to deepen her knowledge in the branches of physics so that she can views on the outskirts of modern scientific research.
2. Compete in Labor Market, or secure acceptance in Postgraduate studies in Physics.
3. Explain Physics ideas with a professional and ethical responsibility.
4. Transmit Physics ideas both orally and in writing.

1.1.3 Intended Learning Outcomes of The Program According to NCAAA Domain.

Learning outcomes for B.Ed. Program in physics are define and published in the study guide and it is available on the MU web site.

Associate and assistant professors of the B. Ed. Program in physics and course teachers have participated in the development of the intended learning outcomes.

The requirements of the labor market are transmitted into the development the intended learning outcomes of the degree program. In addition, the requirements of the post-graduate studies have been taken into account in the definition of the learning outcomes.

The Students intended learning outcomes of the B.Ed. Program in physics are defined as follows in Table 1-1.

Table 1.1: Program Intended Learning Outcomes According to NCAAA.

NCAAA Domain		Code	Intended learning Outcomes
by successful completion of this program, students would be able to:			
A	Knowledge	a1	<u>Recognize</u> the basics, principles, and theories of physics, in the different branches.
		a2	<u>Name</u> the basic concepts in Science Education, the Arabic language, and Islamic studies.
		a3	<u>Define</u> the basic concepts in physics, Education Assistance, such as mathematics, chemistry, and computer.
B	Cognitive Skills	b1	<u>Use</u> the principles and theories of mathematics <u>in solving</u> physics problems of different branches.
		b2	<u>Use</u> of various hardware components of the physical laboratory to conduct physical experiments.
		b3	<u>Apply</u> the knowledge gained and the use of modern teaching strategies in explaining the physical systems.
C	Interpersonal Skills and Responsibility	c1	<u>Take into account</u> the ethical and professional principles in the discussion of issues related to the teaching profession.
		c2	<u>Apply</u> the professional and ethical principles to the teaching profession.
		c3	<u>Develop</u> the cooperative learning through discussions and collaborative work in the classroom.
D	Communication and Numerical Skills	d1	<u>Use</u> computer programs in physical systems applications.
		d2	Take responsibility for self-learning and lead the team.

All students in the Educational Bachelor Degree Program in Physics have the same subject.

1.1.4 The Intended Learning Outcomes of The Courses:

The intended learning outcomes of the program are put into practice within the individual courses of the program. The intended learning outcomes for individual courses are defined in the Program Handbook, which is available on the university web pages in course specifications. The descriptions of learning outcomes of the courses are written by teachers of the courses. The [Teacher's Quality](#) was used as help to describe knowledge, skills and competences acquired in the courses.

The contribution of the individual course in intended learning outcomes of the program indicated in the Objective Matrix ([XYZ matrix](#)).

The courses' contribution within the intended learning outcomes of the program were classified in Levels **Introduce (I), Reinforce (R), and Emphasis (E)** ([I-R-E matrix](#)). Teachers of the courses participated in the description and classification work.

The B.Ed. Program in physics in KSA is considered as a way to M.Sc. degree studies. Degree in Physics, introducing students to the scientific thinking and methods. The B.Ed. degree starts ([study plan](#)) with special studies, in Physics with Mathematics, Chemistry, and university requirements. According to ASIIN's criteria, the B.Ed. degree in Physics consists of:

- **4.17 %** **General Educations,**
- **6.94 %** **University requirements**
- **1.39%** **Computer Skill**
- **1.39 %** **Arabic Language,**
- **63.88%** **Physics Courses,**
- **18.06%** **Educational Courses and**
- **4.17 %** **Field Training.**

Table 1.2: Percentage of courses:

Requirement	Type	C. H. KSA.	ECST	Percentage
University	Optional	12	20	8.33
College	Compulsory	26	43.5	18.06
	Optional	6	10	4.17
Department	Compulsory	90	150	62.5
	Optional	4	6.5	2.77
Free Courses	-	-	-	-
Bachelor's Project	-	-	-	-
Field training	-	6	10	4.17
Total		144	240	100%

The portion of elective studies is 8-11 %. The student may include any courses taught at MU in the elective studies.

Criterion 1.2 Name of the degree programme

the Bachelor's in Education in Physics Program.(B.Ed. In Physics).

Criterion 1.3 Curriculum

The target of the curriculum work process is the production of a high-level curriculum in terms of both content and communication. The curriculum lays the foundation for teaching and the planning ([B.Ed. in Physics study plans](#)) and implementation of studies. The Dean of the college and Heads of programs are responsible for the curriculum work.

The curriculum work ensures the production of high-quality degrees: the expertise obtained from the degree studies is based on current, key research-based knowledge in the field of Education in question, and on the development of general

Self-Assessment Report of B.Ed. in Physics Program.

competencies as a part of the degree. The curriculum work takes into account the expertise required in the increasingly diverse and international world of work and the perspective of lifelong learning. Degree programs collaborate in curriculum work in order to secure synergy benefits as extensively as possible.

The objectives of programs and courses defined as learning outcomes. The learning outcomes courses based on the mission of a given program. Descriptions regarding instruction (e.g. learning outcomes and number of ECTS credits) follow regulations and are realistic.

The process results in degree program and course descriptions, which are published annually in the study guide on the university web site. Publication is coordinated by the Student Affairs Office.

The quality of the process evaluated by examining the curriculum process and program development. The quality indicators for the curriculum process are the continuous development and professional relevance of curricula and degree structures, true-to-life course descriptions that follow guidelines and the publication of the study guide on schedule. Changes to study guide are handled by the college councils.

The executive group and the advisory group managed by the Head of the program make curriculum work processes in the program. The professors, study coordinator and students belong to the groups.

The curriculum allows the students to achieve the intended learning outcomes in order to obtain the degree.

The overall objectives and intended learning outcomes for the degree programme are systematically substantiated and updated in its individual modules. It is clear which knowledge, skills and competences students will acquire in each module.

Criterion 1.4 Admission requirements

Saudi Universities Act no. (M/8)/ 1414) (2685/23) in 1994 (MU01) rules the entry requirements for the Bachelor's degree. According to the KSA Universities Act, the board of the university decides the number of new students to be selected each year. Rector decides annually the selection process and basis of the selection criteria of the prospective students after hearing the opinion of the faculties.

In practice, student selection into the Bachelor's program for KSA secondary school examination graduates is mainly organized by a joint universities application system.

Prospective students applying in the Bachelor's degree in universities are:

1. He should have obtained a general high school certificate or its equivalent from within or without the Kingdom of Saudi Arabia.
2. His high school certificate or its equivalent should not be older than five years. The University Council may make some exceptions if convincing reasons are provided.
3. He should be of a good conduct.
4. He should successfully pass any test or interview assigned by the University Council.
5. He should be medically fit.

Self-Assessment Report of B.Ed. in Physics Program.

6. He should provide a permission for study from his reference, if he works in government or private sector.
7. He should satisfy any other conditions the University Council determines, announced during application.
8. He should not be dismissed from any other university for disciplinary or academic reasons. If that became clear after investigation, his acceptance shall be deemed cancelled from the day of his admission.
9. A student dismissed from the University for Academic Reasons may be enrolled in some programs that do not award a Bachelor Degree, as decided by the University Council, or whomever it delegates. This shall not be allowed for the transitional program.
10. Those who already had obtained a Bachelor Degree or its equivalent shall not be admitted to obtain another Bachelor degree. The University Rector has the right for exceptions.
11. A student registered for another university degree or below, shall not be admitted, either in the selfsame university or in another.

KSA Universities applicants have three different quotas where they can be selected in:

1. Success in secondary school examinations;
2. Success in entrance examinations.
3. Medically applicable.

The entrance examinations are organized by the joint application procedure.

The entrance examination is based on the KSA secondary school curriculum in,

Mathematics and Physics. There are three separate examinations. Prospective students must pass the entrance examination to be selected even if there are fewer applicants than places attained. This guarantees minimum knowledge level in Education of all selected students. There are no extra aptitude tests in the Bachelor's degree.

Students applying in the Bachelor's Program are not supposed to have any former work experience or industrial placements; neither do they help in the applying process for the Bachelor's Program.

2.5 Job Market Perspectives

The Ministry of Education defines the fields of education of the KSA universities. The Board of Majmaah University decides the total number of new entrants. College Council decides the contents of the degree program.

The content of the B.Ed. Program in physics is determined based on the general requirements concerning the education of Physics, the needs and expectations of the schools and universities.

The amount of employees within the Physics research will increase during the next decade. The proportion of university graduates will increase, because the increasing renewable information revaluations require new knowledge and skills in the companies within the application field.

The courses in the B.Ed. Program in physics involve laboratory and home works as well as practical training in order to provide an adequate connection to the professional practice and to prepare the students to commence work in existing

Self-Assessment Report of B.Ed. in Physics Program.

or foreseeable professional fields. The courses in the degree structure are also closely linked to the research conducted in the department and provide a path to post graduate studies.

In the B.Ed. Program in physics, most assignments can be included applications from the life. This assignment has a more general purpose. After completing the courses, the student is able to define and explain, what it is like to be working as an employee, and what are the basic rules in working life from the view of an employee.

2. The Degree Programme: Structures, Methods & Implementation

Criterion 2.1 Structure and modules

The study program consisted of clearly structured courses fully complying with the Bachelor's level and organized to start with general studies which include for instance Physics, mathematics, language and communication studies. The program can be completed in four academic years (8 semesters). Theoretically, the program concepts allowed time to be spent at another higher education institution or on a practical placement without loss of time.

The Degree Program in physics standard duration is four years

All students in the Program in Physics have the same major subject; Physics.

The students work a field-training period in local schools under the supervision and evaluation of supervisors of College as shown in table 2.2.

Academic load refers to the total credit hours for the courses the student registers for in the semester. It is determined in accordance to the following regulations: 1.The minimum academic load is 12 credit hours for a semester, and the maximum

academic load is 20 credit hours per semester and 10 credit hours for the summer semester.

2. The student who has an academic probation shall not be allowed to increase his academic load to more than 14 credit hours.

3. The student who has a Pass Grade shall not be allowed to increase his academic load to more than 16 credit hours.

4. The student on the threshold of graduation is allowed to exceed the maximum, the increase being not more than three credit hours.

Criterion 2.2 Workload and credits

The normal study load for each regular semester for the Undergraduate Program is limited to a maximum of 18 credit hours KSA. According to the self-assessment report, the normal workload for each regular semester is limited to average 816 hours, corresponds to 18 credit hours (27.2 ECTS). (Conversion factor 1 KSA credit hour correspond approximately to 1.67 ECTS points).

Lecturer gives reasonable workload proportional to the course's credits including face-to-face teaching hours, individual studying, as well as preparation for and taking part in the examinations. (Appendix PHYS 02).

The Degree Program is composed so that by following the study guide (Appendix PHYS 06), the degrees can be completed within the standard period of study (i.e., it is possible to take 60 credits per year on average (Appendix PHYS 02).

If a student conducts studies in another university or educational institute in KSA or

Self-Assessment Report of B.Ed. in Physics Program.

abroad, he can request the head of the degree program to credit the studies taken elsewhere. A student can credit and replace study courses.

The workload for the Bachelor's degree is presented in Table 2.1. The detailed workload analysis can be found in Appendix PHYS 08. The academic year consists of two semesters.

Table 2.1: Workload per semester of study and periods;

Level (Semester)	Level hours/week (Semester)	(class hours)/week		Average of independent Study hours/week	Total workload/ week	Total workload/ semester	ECTs (cu)
		Lectures	Tutorials or Labs				
1	18	15	6	27.63	44.12	840	30
2	18	14	8	29.84	46.42	882	30
3	18	15	6	30	44.21	840	30
4	18	14	8	29.36	43.57	828	30
5	18	14	8	22.1	47.36	900	30
6	18	15	8	26.36	40.57	771	30
7	18	14	8	25.57	50.4	39.78	30
8	18	9	18	24.31	43.26	822	30
Grand total	144					6639	240

The study weeks is equal to 19 week, 15 for study (Lectures –Labs- Tutorials.....) and four for practical and theoretical exams.

Criterion 2.3 Teaching Methodology

The teaching methods applied in the B.Sc. Degree Program in Physics include lectures, classroom and laboratory exercises, assignments, and seminars (Appendix PHYS 07). The courses also involve group work, which trains the social competences of the students. Computer-based Active board and learning environments are widely used in the courses. The teaching methods are chosen so that the student has time for self-study (Appendix PHYS 08). As an average the student has 2 hours of independent study per contact teaching hour. The calculation of the self-study and contact hours for each course is presented in Appendix (PHYS 08).

In the Degree Program, practice-oriented, problem-based learning are applied in some courses. To support the educational activities, the College of Education publishes the Teacher's Quality Manual (Appendix ZCE 02 and ZCE 08) that provides the teaching staff with guidance, for instance, on the following issues:

- teaching planning
- defining learning outcomes of a study course
- determining the content of a study course
- deciding the appropriate methods to evaluate the achievement of the learning outcomes
- selecting suitable methods of teaching

Criterion 2.4 Support and Assistance

In the College of Education in Zulfi, the individual student support and counselling is, guaranteed by the following persons and regulations: All members of the teaching staff provide educational advice during their office hours (some of them 2 hours per day). Additionally, the Student Guidance Committee and the Deanship of Academic Affairs are responsible for counselling students. Students who have failed a course are obliged to make use of specific additional assistance.

College of Education in Zulfi offers academic guidance actions that together cover the entire span of studies and efficiently support studies and learning (Appendix ZCE 10). With this guidance, students are able to complete their studies by following an appropriate study plan that they have prepared themselves and to graduate within the desired time. The roles and duties of study guidance personnel and units are listed in Table 2.2 below.

Table 2.2: Academic Guidance Methods

Peer tutor	Introduces new students to the university, studies and the student community, and helps them with practical arrangements at the start of studies. A peer tutor introduces new students to the university facilities, study guidance staff and other students. A peer tutor makes sure that students know the most important practices related to studies: registration for courses, attending lectures, taking examinations, preparing a course schedule, social aspects.
Tutoring coordinator	Coordinates and develops the university's peer tutoring together with faculties, Student Services and the student union.
Student adviser	Student advisers are Majmaah university students who work part-time while they study. They provide information and guidance in studies, see to the choice of tutors, arrange their training together with the study coordinator, and take part in arranging briefings for students.
Study counseling psychologist	Counsels students in problems related to studies and learning and provides expertise in issues involving learning and guidance, supporting other study guidance personnel.
Study coordinator	Coordinates study guidance for students. The duties include study and degree guidance for students, from applicants to postgraduate and partly even mature students. The study coordinator helps students in preparing their individual study plan (including the recognition of prior learning and studies outside Majmaah University, e.g. through the flexible right to study) and provides guidance in administrative issues related to graduation.
Head of degree Program	Is in charge of evaluating and developing study guidance. Grants acceptance of courses not offered by the university.
Head of study affairs	Is responsible for organizing study guidance in the faculty. Is responsible for administration of studies and partly also for study guidance related to administrative affairs.
Teacher/tutor	Helps students prepare their individual study plan and follow its progress. Teacher/tutors provide guidance in the selection of compulsory and elective subjects from the viewpoint of career guidance. They are study guidance personnel appointed for a department or degree program. Students may turn to them with any issues involving studies.
Teachers	Are responsible for study guidance related to the completion of the courses/courses they are responsible.
Introductory course/module	Introductory courses are arranged in all degree programs to help students get started with their academic studies. Introductory courses usually also guide in preparing an individual study plan.
Professors	Provide guidance in the selection of a research topic, and in preparing final theses for undergraduate and postgraduate studies.
Career Services	Guides students in career planning and searching for employment.
Library	Provides guidance in information retrieval and instruction in information literacy.
Origin helpdesk	Supports services for the use of information and communication technology in studies.

At the beginning of their studies, students prepare an individual study plan on the Introductory Course.

The study plan is made for the entire duration of the studies in the Bachelor's program completed. An independent study plan is a tool that helps the students plans their studies. Its purpose is to help students to see their studies as a whole from the beginning, and to support students in choosing courses. The aim is also to avoid delaying graduation unnecessarily. It also awakens students to realize their own responsibility for their studies motivates and encourage them to make a commitment to their studies. Based on the individual study plan drawn by the student, in the degree physics program, the student and the teacher adviser will have a discussion on the plan (Appendix PHYS 13).

Teacher advisers are experts of the various fields in physics who provide the students with content related tutoring regarding the individual study plan. Teachers are responsible for the courses they teach, as well as supervision concerning contents of their own subjects. Persons in charge of the courses are required to have a doctorate. Teachers are available at the university mainly during office hours, but students may have guidance and individual supervision also out of these hours by fixing the time with the teacher.

3. Exams: System, Concept & Organisation

3.1 What is assessment?

Assessment is systematic process of documenting and analyzing the effectiveness of the teaching and learning process, administrative and support services, and research and community engagement activities, to ensure that the expectations and standards are met in fulfilling the mission of College of Education (Appendix CEZ 12).

3.2 Process and Steps in Assessment:

The assessment process has the following steps (Appendix PHYS 10):

- a) Formulating a statement of outcomes and objectives as derived from Program and College of education mission
- b) Establishing the tools and methods of measurement of extent of achievement
- c) Determining the criteria for successful achievement as KPI's
- d) Observe, document and analyze the results against the predefined KPI's
- e) If the criteria are met/objectives achieved, the results are documented
- f) If the criteria are not met/objectives not achieved, results are referred to the appropriate entity (committee, department or administrator) for action plan development and implementation
- g) The action plan for improvement and action taken is provided to the assessment committee for future assessment
- h) All action taken and results are documented to stakeholders through an annual

report (Appendix PHYS 12)

- i) All the data regarding a particular area (program, administration, research, community engagement etc.) are gathered and reported to the appropriate committee (Curriculum Development Committee, Committee or Strategic Planning) (Appendix CEZ 01).
- j) In the case of successful achievement of objectives and goals in a particular area, forward planning with revised specified objectives/goals/ to achieve a revised mission in the next strategic plan is undertaken.
- k) Revising specific goal/objective based on the information learned during the assessment cycle, consistent with relevant change in the strategic plan and other areas of need, as determined by the assessment results or stakeholders input.

3.3 Assessment Plan of College of Education

Excellence in Physics education and research, with community engagement and appropriate quality and administrative measures are College Education of goals derived from College of Education mission, which is in line with that of Majmaah University. To fulfill this mission, College of Education offers a quality B. Ed. in physics program, while all other mission related areas support the program and contribute towards achievement of institutional goals and mission of Majmaah University.

Assessment Committee of College of Education in collaboration with the Study plan Committee has developed its assessment plan for self-assessment of and accountability for all the actions and procedures leading toward achievement of the College of Education mission through achievement of the B. Ed. in Physics Program outcomes and College of Education strategic plan goals and objectives, pertaining to mission related areas, to determine the extent of achievement and to provide input to the concerned sections for progress to comply with the Quality Standards of National (NCAAA).

3.4 Components of College of Education Assessment Plan

3.4.1 Program Assessment Plan

1. Assessment of extent of achievement of terminal program objectives

Current forms of assessment are based on the analysis of the student result for learning outcomes call attention to the need for additional criteria to establish the validity of score use and interpretation, particularly the quality and nature of the performance that emerges in an assessment situation.

Claims that performance assessments measure higher order thinking skills and deep understanding, for example, require detailed cognitive analysis. Detailed cognitive analysis should illustrate the kind of performance actually elicited from students in alternative assessment situations and document the relationship between those performances and the problem-solving activities that contribute to differential performance. That is, the level and sources of task complexity should match those of the construct being measured and be attuned to the level of developing expertise of the students assessed.

2. Assessment of Program Effectiveness

In addition to the assessment of achievement of terminal program outcomes, following strategies are included to strengthen the data to determine the effectiveness of the program:

1. Job placement data
2. Data regarding the number of College of Education graduates securing scholarship for graduate studies
3. Quantitative and qualitative data program and its outcome (graduates) from:
 - External preceptors,
 - Graduating students.
 - Alumni(Appendix MU 09)
 - Stakeholders.
 - Employers

Self-Assessment Report of B.Ed. in Physics Program.

4. Benchmarking the students/graduates' achievements with those of peer national programs.

3.4.2 Plan of achievement assessment in College of Education

This component of the plan aims to assess the achievement of all the College of Education strategic plan objectives in the mission related areas, as well as in relation to quality standards :

- 1) Student support, and development
- 2) College of Education Administration
- 3) Resources and facilities for successful program administration
- 4) Staff recruitment, development and retention
- 5) Community engagement
- 6) Research

3.4.3 Types of assessment

The staff at College of Education in Zulfi are committed to the ongoing process of assessment of student learning, characterized by the following steps:

1. Define learning outcomes
2. Collect evidence
3. Evaluate evidence
4. Improve programs

There are two types of assessment:

a. Direct assessment:

Assessments that involve examination of student work or performance, there are various types of evaluation methods (see table 3.1) are widely used. Courses are not often evaluated by the final examination only. Assignment, laboratory work, homework, seminar etc. may contribute to the final grade of a course (Appendix PHYS 09). The final examination also can be substituted for written intermediary tests in some courses. Examinations are typically written including essays, problem-solving or case-based questions and calculation problems. The evaluation method used in the course is described in program Handbook (Appendix PHYS 02) and program learning outcomes matrix direct assessment (Appendix PHYS 15a).

Table (3.1): Types of evaluation methods.

Schedule of Assessment Tasks for Students During the Semester					
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment		
1	Mid-Term Exam	8 or 9	20 %		
2	Final Exam	16	40 %	50 %	60 %
3	Laboratory	Lab. Reports	5 %	-	-
4	Laboratory	In-lab. Evaluation	weekly	5 %	-
		Final practical exam	15	20 %	-
5	Homework	weekly--	5 %	10 %	10 %
6	Exercises	weekly--	5 %	10 %	10 %
7	Seminar or Discussion in course		-	10 %	-
Total			100 %		

Self-Assessment Report of B.Ed. in Physics Program.

Examinations are arranged according to the curriculum. Examinations outside the schedule can also be arranged.

Courses are usually evaluated on the scale as shown in table 3.2:

Table (3.2): Courses distribution Grades.

Grade Points	Grade Meaning	Latter Grade	Percentage Grade
95-100	Excellent+	A +	5.00
90-94	Excellent	A	4.75
85-89	Very good+	B +	4.5
80-84	Very good	B	4.00
75-79	Good+	C +	3.50
70-74	Good	C	3.00
65-69	Pass+	D +	2.50
60-64	Pass	D	2.00
< 60	Failure	E	1.00
0.00	Debarred	H	0.00
0.00	Withdrawal	W	0.00
0.00	Incomplete	I	0.00
0.00	Transferred	TR	0.00

The maximum score for each course is 100 points, and 60 points is required to pass the course. (Appendix ZCE 04).

Grades obtained in courses are listed in the university website of data system, and transferred to the student website, that students use to enroll to courses and examinations. Students can view their grades and the weighted average of their studies at any time. Grades included in the degree, and their weighted average (GPA), are listed in the report that complements the diploma. The assessment matrix is presented for the students in the first lecture as in table (3.1).

b. Indirect Assessment: Assessments:

This assessment approach is intended to find out the quality of the learning process by getting feedback from the student or other persons who may provide relevant

information. It may use surveys of employers, exit interviews of graduates, focus groups, or any number of Classroom Assessment Techniques.

Both of these assessment approaches provide useful information in improving student learning. Indirect assessment can give us immediate feedback, which can be employed in a course to bring direct improvement to student learning. Unfortunately indirect assessment does not provide reliable evidence that learning objectives have been achieved. The use of surveys and focus groups may lead to improvements in a program but do not directly provide evidence of student learning.

Indirect assessments gave indications of learning success, but no evidence. We may improve learning by following the information provided by indirect assessment but it does not prove that learning has achieved our expected standards. We can learn from indirect assessment but we must also use direct assessment (actual student work product) to provide real evidence that learning has been achieved (Appendix PHYS 10).

3.5 Program Assessment

3.5.1 Concept:

Program assessment is an on-going process designed to monitor and improve student learning. College members, led by the Curriculum Development and Assessment Committee:

- a. Develop explicit statements of what students should learn.
- b. Verify that the program is designed to foster this learning.
- c. Collect data that indicate student attainment.
- d. Use these data to improve student learning

3.5.2 Objectives of Program Assessment

- a. To improve
 - i. Study plan, courses, and course objectives
 - ii. Instructional strategies, methodology and practice
 - iii. Student services
- b. Accountability (also measuring effectiveness of program)
 - i. Benchmark with peer program outcomes/student achievements
 - ii. Feedback from stakeholders regarding academic product and its utility
 - iii. Graduates pursuing further studies, compete for national and international scholarships
 - iv. Justification for resources being used by College of Education

To secure Accreditation:

Program Accreditation by NCAAA: which will certify that the resources and facilities provided, processes of teaching and support services, and the quality and extent of students learning in terms of knowledge, skills and abilities needed for Physics practice meet required standards for the qualifications that is offered.

3.6. Program Development process at College of Education:

- a) Development and revisiting the program mission and the curriculum, according to Vision and Mission of the University and the College of Education (Appendix, MPU 01 –MPU 03).
- b) Mapping the course objectives with terminal program outcomes. Accomplished by course instructors, in consultation with departmental coordinators and the curriculum committee.
- c) Mapping of course objectives (Appendix PHYS 10) with:
 - i. Teaching and Assessment Methodologies

ii. Terminal Objectives. Blueprinting of courses

d) Mapping of Course ILO's with teaching and assessment methodologies at the start of each semester (Appendix PHYS 01 & 07).

1. Benchmarking of study plan with similar national and international programs:

National (College of Education, King Saud University) and International (United Arab of Emirates University and University of California, Santa Barbra, USA) (Appendix PHYS 17).

4. Resources

Criterion 4.1 Staff

To appointment in a job as a staff member, it is required to get a degree (Bachelor, Master, and Doctorate) from an accredited University for Saudis ([MU07](#)) and non-Saudis ([MU07](#)). In addition, upgraded staff member occurs according to the list of the employees of the Saudi universities, staff members, and the like ([MU05](#)).

The number of teaching staff in the Department of Physics in the College of Education in Zulfi is about 14 members, of whom: one Associate Professor, five Assistant Professors, two Lecturers, and five Demonstrators ([Academic staff](#)). Each member have a teaching task of lecturing and administrative tasks, which is in the work of the committees in the department, and sometimes in the units at the College of Education in Zulfi. In addition, every staff has its opportunity to declamation a non-course lectures ([Academic staff non-course lectures activities](#)).

Table (4-1): Staff Contributing to the Degree Program (2015)

Position Type	Islamic of Islamic Studies Dept.	Arabic Language Dept.	English Language Dept.	Mathematic Dept.	chemistry Dept.	Physics Dept.	Home Economics Dept.	Educational Sciences Dept.
Professors	3	0	0	0	0	0	0	1
Associate Professor	5	3	0	0	1	1	0	0
Assistant Professor	24	13	5	3	4	6	6	32
Lecturer	7	3	16	3	4	2	2	14
Demonstrator	12	8	11	5	4	5	0	7
Total academics staff	51	27	32	11	13	14	8	54

Furthermore, every staff member do his work of academic advising to help students and advise them during their studies in the department. Table (4-1) introduce a staff members tasks and the distribution ratios.

Table (4-2): Staff member tasks.

Staff Member \ Tasks	Associate Professor	Assistant Professor	Lecturer	Demonstrator
Teaching Tasks	34%	40%	46%	46%
Administrative Tasks	55%	38%	32%	32%
Academic Advising	-----	11%	11%	11%
Office hours	11%	11%	11%	11%
Total	100%			
Staff load (credit hour)	12	14	16	16

In addition, every staff member do a scientific researches works, which is related to the field of specialization. Deanship of scientific research, one of structure of Vice Rector for Graduate Studies and Scientific Research, which supports the staff researches.

Teaching staff in the Department of Physics have research activities, which is related to the degree program ([Academic staff research activities](#)).

The number of the students who involved the physics program since it was established every year. Table (4-3) illustrate the student numbers every year.

Table (4-3): Student numbers.

Year	Expected intake	Actual intake	Graduated	Total in all levels
2015-2016	50	12	22	91
2014-2015	50	18	5	101
2013-2014	50	10	-	83
2012-2013	50	31	-	73
2011-2012	50	42	-	42

Evidence:

- [Staff handbooks](#)
 - [Academic staff research activities](#)
 - Deanship of scientific research
<https://www.mu.edu.sa/en/deanships/deanship-scientific-research>
 - Vice Rector for Graduate Studies and Scientific Research
<https://www.mu.edu.sa/en/departments/vice-rector-graduate-studies-and-scientific-research>
-

Criterion 4.2 Staff development

Majmaah University offers a number of training and rehabilitation programs to help in increasing the efficiency of its staff. The University has established the King Salman Institute for Studies and Consulting Services, which is considered the main representative for management of research, studies, advisory services, scientific research and training provided by Majmaah University to foreign sectors (governmental and private) in financial or moral return. The Institute is working on coordination and integration between the University of the academic and administrative units to perform its tasks, and make full use of the university potential.

In addition, Deanship Of E-Learning and Distance Learning providing a number of workshops that will serve conventional education in the university. Education system using an electronic interactive technology through education and communication technology training courses. The deanship aims at upgrading the educational operations in the university, in addition to providing and facilitating the education and learning operations for students and staff members by direct and indirect contacts through communication techniques and Internet and other modern techniques. It also

aims at making the digital educational material available for students at any time and place.

Furthermore, Deanship of Quality and Skills Development at the university offers a number of training courses and workshops through which it seeks to develop the educational process and raise the efficiency of teaching staff, administrators, students. Which falls under to promote awareness among all the university employees of the importance of quality and the necessary strategies to achieve them.

Furthermore, the quality center in College of Education in Zulfi, involves four units: Academic Accreditation Unit, Planning and Development Unit, Training Unit, and Quality Assurance Unit. Each of units providing a number of a training courses and workshops in vocational field and career development for teaching staff and students.

4.3 Institutional environment, financial and physical resources

4.3.1 Institutional environment description of the institution

College of Education in Zulfi applies the Regulations on Education and the Completion of Studies ([Appendix MU 03](#)) approved by the Rector. The Regulations define the basic ways of action concerning the teaching and studying at the college and the degree programs provided by the University. The Regulations are published on the University's web pages www.mu.edu.sa

The university council decides the strategic long-term goals of the university teaching and education, and the degree programs provided by the University. The council also decides the number of new entrants accepted to the University's degree programs.

Self-Assessment Report of B.Ed. in Physics Program.

The University consists of 13 Colleges which the evaluation and administrative are controlled by the Dean. In addition, each degree program has a chairman. The Dean organizes a meeting between the heads of the degree programs once in every month to discuss the leading, evaluating and developing principles of the degree programs. The decisions of the meetings are published on the University web site, which are available to the committee members. The Vice Rector also leads the University's supervisory and development committee for teaching appointed by the Rector. The objective of the group is to promote the internal cooperation within the University in developing the teaching customs.

The student representation in the University's administrative bodies is determined by the Universities Act and the Administrative regulations of the University. In accordance with the statutory representation in the administrative bodies, the students also have a representation in the University's supervisory and development group for teaching.

4.3.2 Committees responsible for teaching in the degree program

The Department of Physics is a part of the College of Education in Zulfi Governorate in Majmaah University. The head of the college is the Dean, and the chairman of the college is the college council. The Dean acts as the chair of the college council. The Dean manages the college and is responsible for the results of its instruction, research and societal influence. The college council makes decisions regarding the curricula. A study guide presents the aims and organization of the education, and the course descriptions and learning outcomes of courses in the degree[2]

The College of Education has a Quality Unit for teaching appointed by the Dean of the College. The unit is responsible for developing the quality of teaching and the contents of the degree programs within the College. The unit has representation from each degree program provided by the College. The unit also has three student representatives that are appointed on the basis of the recommendations of the Students Guidance Unit.

The College Council is responsible for supervising the quality of teaching. The Council also decides the study plans and the degree requirements. In addition, the Council makes the proposal to the Rector concerning the entry requirements and the number of new entrants accepted to the degree programs.

The College is responsible for the equipment needed in teaching and research. The Dean of the College is responsible for the resources needed in teaching. The Dean also appoints the heads of the College's degree programs.

The heads of the Departments are responsible for managing, evaluating and developing the degree programs. The heads of the degree programs accept the topics of the Bachelor of Education students. Each degree program of the College also has an advisory group to support the work of the head of the program.

Teachers in charge of the study courses are responsible for executing, evaluating and developing

their own teaching. The College has published Teacher's Quality Manual to support the teaching activity [3].

4.3.3 Physical Resources

The Physics department has 3 classrooms, and 16 Computer in distributed six Labs and work premises for group work. The library provides services for students and

Self-Assessment Report of B.Ed. in Physics Program.

staff, and for outside customers. In the College premises, there is a restaurant and a cafe available for students, staff and other people. Four rooms have been reserved for students' activity. There is also a student health center.

4.3.4 Computer facilities

University offers laptop computer for all staff. Printers and scanners are available. The computers for personnel are equipped with special programs used in research and teaching purposes. Special program for smart boards and research are available.

Students can use the computers that are in common use in the library area, or in the computer laboratories. The University's Information Services and Technology (IT) Unit is responsible for the computers, software and data base systems.

Centralized services, such as the learning environments can be accessed also outside of the campus. The University offers LAN services to enable the use of students' own computers at the campus. Students enroll on the courses and see their credit points through <http://edugate.mu.edu.sa/mu/init> Web data system. They get the course information, learning material and assignments of the courses through Portal Websites staff members.

There is also a computer lab, high quality service, to have e-learning training, where it is available in times of workshops and training. The time schedule is available and setting by the Deanship of E-Learning in Majmaah University.

4.3.5 Library

The Libraries are full of interesting materials that can supplement your course and your Moodle sites such as images, articles, eBooks, videos, music and more.

View examples within Moodle: <http://sdl.edu.sa/SDLPortal/EN/Publishers.aspx>

Library information:

Library lies in Zulfi Campus in the second floor. There are 16622 Arabic and 500 English Books. The numbers of day entries are 80, approximately. Where the borrow books from the library are 60, approximately. Inside the library there is an internet lab. , which is offered for the students and staff. The numbers of students connected to the SDL library are approximately 100 student/day.[4]

Library Departments:

1. Library Administration
2. Beneficiary Services
3. Electronic Index

Library's Possessions:

Library possess a range of various information sources estimated with a number of 135 titles and 253 copies and volumes in all physical Educations.

Library Systems:

Management of the library and its indexes will be through its coding system which is considered to be among the modern systems used in the library management.

Library Services:

1. Internal reading service
2. Automatic Search in the library indexes.
3. Reference Services
4. Photography
5. Continuous Updating
6. Internet Service

Why use links through the Libraries in your courses?

- Make use of the large, high-quality collections of the University Libraries
- Don't make your students pay for the same article/source twice by requiring course packets
- Ensures all students (both on-campus and off-campus) have access to the desired source
- Conforms to the University licensing agreement for use of database subscriptions
- No need to worry about potential copyright issues

Note: Just grabbing the URL in your browser bar won't work (or it will only work for a short time or not for off-campus access) due to the complex way the links are generated.

How to link to articles from Moodle:

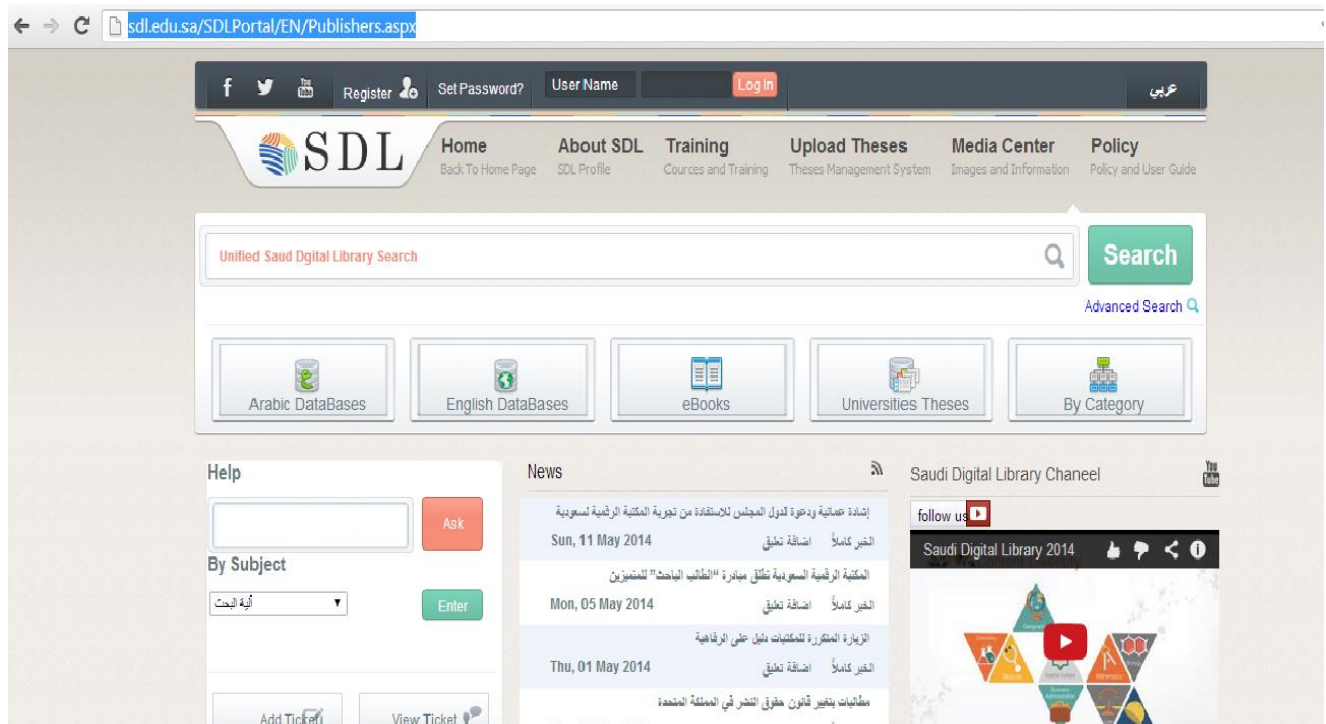
Learn how to get to the "persistent" link to add to your Moodle:

<http://sdl.edu.sa/SDLPortal/EN/Publishers.aspx>

OR let us do it for you: University Libraries Course Reserves Service Send us your syllabi or reading list and we will:

1. Get the materials if needed and
2. Post electronically or put on reserve through the Libraries. You will get an access code to share with students.

<http://sdl.edu.sa/SDLPortal/EN/Publishers.aspx>



There are no restrictions to the number of download books and papers. The database includes information about both printed and electronic books as well as the storage information of printed journals. Electronic books can be accessed via a link to the Library catalogue. The Library provides its customers with library and information services both on-site and online. Information literacy education for the entire University is also arranged and given by the Library personnel.

The Library is open to College staff, students, and public during terms on workdays: Sunday-Thursday 8:00–18:00. In summer and during the holiday season the Library closes at 14:30 on each workday.

Inside the library was constructed an advanced computer laboratory. It is available free to the students in the same library open time. This lab connected to the internet and supplier of some programs.

College of Education Library (female departments)

The library lies in the first floor building A, and it provides easier access to read and to access the required books, on a space approximate 70 square meters. The library has many copies of up-to-date editions of the important references and periodic needed by all the departments. This is a major task of the committee of Education and Learning Resources. The library or resource center managed efficiently to provide required services in a secure environment conducive to effective study. Library collections and materials are bought on a regular basis based on submitted requests from various academic departments, which take into account the teaching and learning needs. These materials are catalogued and referenced in international basis consistent with the coding systems.. All books are magnetized and bar-coded to ensure secure systems for borrowing. Moreover, a powerful computer network is available. Library consist of : Library Administration, Beneficiary Services and Electronic Index. Fig5.2. College Library Library's Possessions Library possess a range of various information sources estimated with a number of 6809 titles and 16622 copies and volumes in all physical sciences. It contains 6559 books in native language (Arabic) and 250 books in foreign language (English). The total entrance (student visiting) is about 50 daily. The number borrowing of books each semester is about 20 . The number of students entering daily for using Internet is about 75 students. The number of total Mathematics and Physics books is nearly 200.

Library Systems

Management of the library and its indexes is done through its coding system which is considered to be among the modern systems used in the library management.

Library Services:

- 1- Internal reading service
- 2- Automatic search in the library indexes.
- 3- Reference services
- 4- Photography Continuous updating
- 5- Internet service

The database includes information about both printed and electronic books as well as the storage information of printed journals. Electronic books can be accessed via a link to the Library catalogue. Information literacy education for the entire University is also arranged and given by the Library personnel.

The Library is open to faculty staff, students, during terms on workdays (8:00 am to 2.00 afternoon.).

4.3.6 Student Laboratories:

The physics program should have students engaging in classroom and laboratory activities that involve the processes of Education, employing an inquiry approach. These activities involve groups of students working together to solve a problem, measure an important value or find a relationship among variables.

In Physics Department, there are *six* laboratories were established. Every year laboratories were modernization according to the fund available. The student groups in the laboratory are 25 or less according to the laboratory size.

Those six laboratories are served the student during the B.Ed. There are two lab. For general physics; Lasers and optics are studying in one laboratory; Electronic and Electricity are studying in one laboratory; Modern Physics, nuclear physics, solid-

Self-Assessment Report of B.Ed. in Physics Program.

state physics and atomic and molecular spectroscopy are studying in one laboratory and lab for simulation.

The Resources of physics Laboratories in College of Education- Zulfi was discussed as:

Since effective high school physics learning requires active participation in laboratory activities to support classroom instruction, laboratory facilities are essential. In some schools, the laboratory is part of the regular classroom, and in some schools, it is a separate room. In either case, the size of the physics laboratory must be large enough so that all students can participate in real, hands-on laboratory activities. There should be adequate ceiling height and means for hanging laboratory equipment.

Most physics experiments Sinks, water, gas, and electricity should be provided safely and convenient to the tables (e.g., around the perimeter of the room). Adequate lighting with light-dimming capabilities should be available. The ability to darken the laboratory thoroughly is required for most optics laboratory activities.

Safety equipment should include items such as a fire blanket, fire extinguisher, safety goggles, and any other safety equipment required by local codes. This might be very important if physical Education is to be taught in the same laboratory. Safety procedure checklists should be developed for the physics laboratory. Safety checks should include electrical equipment, suspension systems, lasers, radioactive sources, radiation-monitoring equipment, etc. There should be a maximum of one year between safety checks. This is often done at the beginning or end of the school year.

Adequate storage space must be available for laboratory equipment and materials. The storage space with cabinets and shelves of various sizes is essential to accommodate

the variety of laboratory equipment used in a physics program. Basic tools (e.g., drill, hammer, pliers, screw drivers, soldering iron, etc.) should be available and maintained. Essential supplies should be kept in stock. Adequate storage prevents unnecessary breakage or loss of laboratory equipment and allows immediate accessibility. If special student projects are encouraged, space to store and work on projects should be provided. Adequate workspace must be available for both teacher and students.

Appropriate laboratory equipment is essential for teaching and learning physics. The opportunity for active student engagement with laboratory equipment in a laboratory or experimental setting should reflect the curriculum. Examples of active student engagement include using computers to gather and analyze data, using standard measuring devices (e.g., electronic balance, force meter, graduated cylinder, protractor, voltmeter, etc.), using ripple tanks to illustrate wave phenomena, using a photo-gate to time the motion of a pendulum, etc . The appropriate description of the physics laboratories are presented in table (4.3). Inside each Lab. is a Storage room and Technician office except of Modern Physics and Electromagnetic Labs. In Nuclear Physics Lab. there is a Container of radioactive sources.

Table (4.2): The appropriate description of the physics Labs.

Lab. Name	General Physics and Thermal Lab.	Laser lab.	Optics Lab.+ Electronic Lab.+ Electromagnetism Lab.	Computational phys. Lab.	Modern Physics Lab.+ Nuclear Physics Lab.+ Solid State Lab. + atomic and molecular spectrum Lab.
Bulletin board	1	1	1	1	1
Active Board	1	1	1	1	1
Band-Aid	1	1	1	1	1
Alarm	2	2	2	2	2
Fire pump	1	1	1	1	1
Light number	20	20	20	22	23
Door number	1	1	1	1	1
Windows number	6	4	3	4	4
Height (m)	3.10	3.10	3.10	3.10	3.10
Width (m)	6.60	6.75	6.25	6.3	7.85
Length (m)	13.80	9.70	9.5	9.4	17.5

Physics Software:

- CPU (Constructing Physics Understanding)
- LOGAL Software
- Physics Academic Software

Evidence:

1-King Salman Institute for Studies and Consulting Services
<http://www.mu.edu.sa/en/departments/king-salman-institute-studies-and-consulting-services>

2- Deanship Of E-Learning and Distance Learning

<https://www.mu.edu.sa/en/deanships/deanship-e-learning-and-distance-learning>

3- Deanship of Quality and Skills Development

<http://www.mu.edu.sa/en/deanships/deanship-quality-and-skills-development>

4- Quality center in College of Education in Zulfi

<http://www.mu.edu.sa/ar/node/34720>

Criterion 4.4 Funds and equipment

There are three resources in College of Education in Zulfi, serve the staff members and students in the educational process, which are general, private, and electronic resources.

4-4-1. General resources:

It means the sources that are available in total for all academic departments and confined to classrooms and the library. All the needs of the staff member and the students are available in the classroom to do the educational process: ordinary blackboard, smart blackboard and projector. The library also provides a number of books and references in

Self-Assessment Report of B.Ed. in Physics Program.

all disciplines in both Arabic and English languages, computers and the Internet, for staff and student to carry out the scientific researches.

4-4-2. Private resources:

It means the sources that are available in the college for physics department only, and represented in the student labs. There are five labs, serves all practical courses in physics.

4-4-3. Electronic resources:

It means the sources available electronically, whether at the university or college website. The University provide electronic sources serving students and staff members in education and communication process, including e-learning system D2L, Online Academic Portal, digital electronic library SDL, Microsoft outlook and websites for staff members. All of these of all resources are free.

The libraries affairs deanship offer its services to all staff members, students and individuals. It's no doubt that information in this area has become the pillar in progress of any country. Accordingly, Deanship of libraries affairs in Majmaah University started to develop its libraries. The University libraries provide information sources and storages in all its types and shapes. It also provide the academic curricula and services for beneficiaries within a proper learning atmosphere. In addition to that, the libraries affairs deanship sought after providing a number of electronic and database sources for its libraries visitors so as support the academic process. Also, the one who schemed the deanship, which will be soon applied, has to train students and researchers on using such electronic sources.

In the college of Education in Zulfi have a general library includes, material and software appropriate to serve the attendees the library. Internet and indexes through the Koha library management and provides gateways protection for books from unauthorized use .Library furniture is modern shelves of book and desks for reading and retreats internet and retreats to read. Sections of the Central Library:

1. Library Management.
2. Services beneficiaries .
3. The electronic catalog.
4. Hall of free viewing and reading .
5. Periodicals
6. References and foreign books.

Evidence:

1- Unified index for libraries Majmaah University

<http://maktabat.mu.edu.sa/>

2- [Physics Lab.](#)

3- [E-learning system D2L](#)

4- Online Academic Portal

<http://edugate.mu.edu.sa/mu/ui/home.faces>

5- Saudi Digital Library SDL

<http://www.mu.edu.sa/en/deanships/deanship-library-affairs>

6- Microsoft outlook

<http://soo.gd/yOCq>

7- Websites for staff members

<http://faculty.mu.edu.sa/>

5. Transparency and Documentation

Criterion 5.1 Module descriptions

The module descriptions are accessible to all students and teaching staff and contain the following:

- Module identification code
- Person responsible for each module
- Teaching method(s) and [work load](#)
- Credit points
- Intended learning outcomes
- Module content
- Planned use/applicability
- Admission and examination requirements
- Form of assessment and details explaining how the module mark is calculated
- Recommended literature
- Date of last amendment made

All these data found in Module handbook of B.Ed. in Physics program and in NCAAA template of program and course specification.

Criterion 5.2 Diploma and Diploma Supplement

Diploma supplement is formulated by following the directions of the College Council and always attached to the B.Sc. degree certificate ([Appendix PHYS 13](#)). Diploma supplement is attached to the degree certificate along with the transcript of records. It includes the information about the College, Courses included into degree, as well as the grades of the Courses and the structure of the degree ([Appendix MU 03](#)). Compulsory, elective and free subjects are given as an overall grade. The overall grade is the average of all courses completed by the student in the subject in question, weighted according to the credit hours of each course (Appendix ZCE 04).

Criterion 5.3 Relevant rules

To receive the Degree of Bachelor of Physics from College of Education, at least 80% credit hours including the Bachelor's project, have to be passed in this university (total degree 144 credits). The head of the degree program makes the decision of the courses included in the degree of an individual student.

Detailed regulations of the degree are given in the University Regulations on Education and the Completion of Studies ([Appendix MU 03](#)).

6. Quality Management: Quality Assessment and Development

The key aim in the quality management and development is to incorporate quality management (Appendix PHYS 11) into the normal activity of the university, with the basic idea of continuous improvement. The quality targets have been derived from the university strategy. The university's quality management system covers the entire range of education provided by the university (undergraduate education), research, societal and regional interaction, and support services.

Quality Management Unit (QMU) (Appendix PHYS 11) established and developed by the Department of Physics in the continuously University's mission improvement of its programs.

To manage and develop quality assurance, the unit will accomplish the following:

- 1) Evaluation of the documents and evidence of quality assurance and development.
- 2) Submit a proposal plan for unfinished requirements.
- 3) Submit a report to assess of the standard requirements

6.1 Quality assurance and further development

The university's quality management system is described in the university quality handbook and the regulations of organizational units (e.g. support services). These quality regulations include also process descriptions and procedures for key processes. The university's quality management documents and other related material are available on the Majmaah University internet (Appendix CEZ 11).

The main quality handbook depicts the university's quality policies and goals, key resources, the university's management practices, the university's key processes and their quality management, and practices related to the assessment, measurement and development of activities. The main quality handbook lays a foundation for describing the entire quality management system of the university and gives both internal and external stakeholders a comprehensive picture of the quality management throughout the university's different activities.

The college of Education has set quality goals that have been derived from the college strategy (Appendix CEZ 01).

The following quality goals apply to academic education.

- Students at the collage will obtain high-level academic knowledge, including specialist skills of his own field and transferable skills needed to utilize these skills.
- The employers and the graduates of Majmaah University are satisfied with the contents and implementation of the courses study. The teaching staff is satisfied with the conditions provided by the University for teaching.
- The possibilities for lifelong learning are diverse and flexible; and education is produced according to the needs of the target groups.

The quality management system was described in Teacher's Quality handbook in order to guide teachers to good practices. As well as Quality Guide for Studying and Learning in the college to strengthen the students' role in the quality of education (Appendix CEZ02 & CEZ 03).

Self-Assessment Report of B.Ed. in Physics Program.

Dean is in charge of education at the college. He manages the educational affairs and development of education of the university in cooperation with the heads of degree program and steering and development committee for teaching.

The Dean and the heads of degree programs have regular meetings, where they evaluate and discuss about procedures concerning education and needs for development. The steering and development committee for teaching, in an advisory capacity, aids the Dean in decision-making. The committee, headed by the Dean, coordinates and promotes the development of College education, and prepares the application procedure for the quality bonus for teaching and prepares the allocation decision for rector.

6.2 Comment and General Description of Quality Assurance

- A high quality institution should regard itself as a learning organization, one that systematically studies the quality of its own activities on a continuing basis and uses what it learns from that study to improve its operations.
- The central focus in these assessments should be the quality and extent of students' learning considered as outcomes; what students understand and can do as a result of their studies whether that learning is appropriate to their field, and how well has it been learned. Other important outcomes are research (for institutions with that responsibility) and broader contributions to the community.
- A wide range of other activities that provide supporting infrastructure must also be evaluated and progressively improved, and the relative emphasis on these will vary over time in response to the institution's mission, the circumstances in which it finds itself, and its strategic priorities for development.

- Senior members of College should be given responsibility for leading the quality assurance processes, and a committee drawn from all parts of the organization should be appointed to provide advice and assistance, and oversee what is done. An office should be established within the central administration to coordinate and lead quality assurance activities. Self-assessment and planning for improvement should occur regularly in all parts of the institution, with benchmarks for comparisons of performance selected for the various programs and administrative units. The objectives for each administrative unit should be demanding, but appropriate and achievable.
- Quality improvement should be integrated into the institution's normal planning processes in a continuing cycle of planning, implementation, evaluation and review. The system should involve continuous monitoring of evidence about performance and independent advice on interpretations of that evidence, with adjustments made in activities to ensure that quality of performance meets the benchmarks that have been established. Internal reporting of performance and adjustments in strategies should take place at regular times, normally at least once each year, with more extensive reviews of programs and broader institutional activities at least once every five years.
- While rigorous standards should be applied, the institution should have an atmosphere of encouragement and support in which weaknesses are openly acknowledged and assistance provided to overcome them.

6.3 The quality management (QM) unit tasks

6.3.1 Core tasks of the Units

1. Determine the nature and sources of information.
2. Repository of components, measurement instruments and associated subsidiary criteria.
3. Preparation of action plan to achieve the objectives.
4. Design and collect information forms from different sources.
5. Collect the information from responsible authorities and analysis it.
6. Reveal the evidence of finished requirements.
7. Restrictions on the unfinished requirements.
8. Introduce the plan process, which enables the department to finish the requirements.
9. Preparation of the reports.
10. Follow-up the implementation of the recommendations of unfinished requirements and collect the evidences.

6.3.2 Contact officials and information sources:

1. The senior managements of the University.
2. The Deans of colleges.
3. Heads of departments.

4. Deans of deanships and specialized centers.
5. Managers and staff.
6. College members.
7. Quality colleges units.
8. Students.
9. Community

6.4 Quality assurance at physics program

In physics program, there is an advisory steering committee for the program. It supports the head of the program in producing, assessing and developing the program. The advisory steering committee meets and handles issues related to the degree program's teaching, research, and economy, as well as the development of the program.

Further development of the program. The key areas in terms of developing the quality of education at college of Education are the following:

- a) Development for education,
- b) Development for research,
- c) Support services for education and research.

College of education is actively use several education tools. The Dean decides on development projects that college of Education engages in and starts to promote.

The university grants quality bonuses for the development of education for a year at a

Self-Assessment Report of B.Ed. in Physics Program.

time. The quality bonus is a reward for development measures taken and an incentive for the further development of education and teaching. The Excellence unit for education prepares for the application procedure and the decision to grant a quality bonus, and the dean appoints the recipients of the bonus (Appendix CEZ 06).

The employment of the teaching staff is based on scientific qualifications and their development. The development of teaching skills and the variety of teaching duties, and responsibility for one's field of Education and its development.

The support services for education allow teachers to focus on actual teaching and study guidance. The support services provide administrative services related to instruction, as well as technological support e.g. in setting up web-based instruction. The responsibility for these support services is shared by Student Services and Information Services and Technology, which operate within the context of University Services, and by college support services. Desire2Learn, a web-based learning environment, is in use on nearly all courses of physics. Information Services and Technology will be responsible for the implementation of the new learning environment and training of the personnel (<http://eltest.mu.edu.sa>).

The recognition of teaching qualifications and the adoption of teaching portfolios in the appointment of teaching personnel support the development of teaching. For teaching positions, the university recruits professionals with not only strong scientific expertise in the field in question, but with teaching skills, as well. In the end, applicants for teaching positions must also submit a teaching portfolio or another report on their teaching qualifications. Instructions for compiling a teaching portfolio are available on the web site. In addition, the appointment of professors requires a trial lecture from the applicant. The College in question supplies the applicant with

instructions regarding the trial lecture. Instructions are also available from the university registrar's office (Appendix PHYS 16).

6.5 Instruments, methods and data

During their study, students fill in several questionnaires with which they can give feedback and tell their opinions concerning the studies and conditions in the university. At the beginning of the studies, freshmen are asked to fill in a questionnaire concerning the progress of studies and tutoring of freshmen. A feedback questionnaire to students and peer tutors helps to evaluate whether the start of studies and initial study guidance has been successful. The Quality Unit, carries out the feedback survey annually. The feedback is discussed with the peer tutors and personnel in charge of study guidance. The feedback combined with practical experiences will be used to develop study guidance for new students and tutor training (Appendix PHYS 10).

The Physics department students compile feedback from each course twice a year. The feedback is published on the education web pages. The feedback is discussed with professors and course teachers and improvement suggestions are reviewed.

The quality committee also compiles student feedback regularly every other year. This questionnaire mainly concentrates on the well-being of the students, and it often points out some needs for development in teaching. The results of the questionnaire are communicated to the university personnel.

6.5.1 Monitoring of Study Plan:

A study plan is an important tool to evaluate the progress of studies of an individual student. All students in physics department prepare a study plan at the beginning of their studies. The study coordinator evaluates all individual study plans. The head of

Self-Assessment Report of B.Ed. in Physics Program.

the degree program confirm plans, which are non-standard. The degree programs are designed and composed so that the completion of degrees is guaranteed within the standard periods of study 4 years. Examples of student study plans for B.Ed. ([Appendix PHYS 13](#)).

The Average and cumulative GPA are calculated every semester for the student automatically by the system (Appendix CEZ 04). To know how to calculate the averages, you should follow the following steps: Calculating the Semester Average:

The GPA is calculated considering the following points:

1. Knowing the number of hours of the courses.
2. Knowing the mark obtained in each course.
3. Knowing the corresponding grade of each mark.
4. Knowing the value of each grade.
5. Knowing the points = number of hours of the course \times value of the grade.
6. Determining the total points obtained in all courses of the semester.
7. Determining the total number of hours registered in the semester.

The average was calculate every semester according to the following equation:

Calculating the Average Cumulative:

Table 6.1: The percentage of marks, grade and value obtained by the student in each course, which is used to calculate the points.

Grade Points	Grade Meaning	Latter Grade	Percentage Grade
95-100	Excellent+	A +	5.00
90-94	Excellent	A	4.75
85-89	Very good+	B +	4.5
80-84	Very good	B	4.00
75-79	Good+	C +	3.50
70-74	Good	C	3.00
65-69	Pass+	D +	2.50
60-64	Pass	D	2.00
< 60	Failure	E	1.00
0.00	Debarred	H	0.00
0.00	Withdrawal	W	0.00
0.00	Incomplete	I	0.00
0.00	Transferred	TR	0.00

The GPA semester average is calculated as follows:

Table (6.1) shows the grand total of points (for all semesters that have been studied) .

The grand total of credit hours (for all semesters that have been studied) .The cumulative average is calculated according to the following equation:

$$GPA = \frac{\text{Grand Total of Point}}{\text{Grand Total of Credit hours}}$$

Self-Assessment Report of B.Ed. in Physics Program.

Table (6.2): Calculating the student grade of the first semester

Course	Credits	Mark	Grade	Grade value	Points
PHYS111	2	85	B ⁺	4.50	2x4.50=9.0
CHEM 111	2	67	D ⁺	2.5	2x2.50=5.0
MATH 111	2	55	F	1.00	2x1.00=2.00
EDU 116	2	86	B ⁺	4.50	2x4.50=9.0
EDU 117	2	71	C	3.00	2x3.00=6.00
EDU 118	2	92	A	4.75	2x4.75=9.50
SALM 101	2	92	A	4.75	2x4.75=9.50
Total	14				50.0

Here is an example of how to calculate the grades above:

$$GPA = \frac{\text{Grand Total of Point}}{\text{Grand Total of Credit hours}} = \frac{50}{14} = 3.57$$

Table (6.3): Calculating the grade of the second semester:

Course	Credits	Mark	Grade	Grade value	Points
SOCI101	2	90	A	4.75	2x4.75=9.50
EDU 126	2	78	C+	3.5	2x3.50=7.0
MATH 111	2	87	B+	4.5	2x4.50=9.00
PHYS 121	4	91	A	4.75	4x4.75=19.0
PHYS 124	3	80	B	4.00	3x4.00=12.0
PHYS 126	2	92	B	4.00	1x4.00=4.00
Total	14				60.5

Calculating the grade of the second semester:

$$GPA = \frac{\text{Grand Total of Point}}{\text{Grand Total of Credit hours}} = \frac{60.5}{14} = 4.32$$

To calculate the average cumulative:

$$GPA = \frac{\textit{Total of Point}}{\textit{Total hours of semesters}} = \frac{110.5}{28} = 3.95$$

6.5.2 Courses Development

Student feedback for courses is collected for courses in accordance with a college-wide procedure. Quality unit is responsible for collecting student feedback. The electronic feedback questionnaire applies the same assessment criteria to the courses. The survey include the expediency of the course and a general impression of the course (Appendix PHYS 15b & PHYS 10).

The following questions deal with the fulfillment of these criteria:

1. The applied working methods were appropriate for the purposes of the course and they supported my learning during the course. Answers on a scale of 1-5 (five = strongly agree, one = strongly disagree).
2. Overall evaluation of the course (scale of 1-5).
3. Open feedback on the course.

The results of the students' feedback (the average of the courses for study year) are presented in Table 6.3. An example of the course feedback is included in Appendix PHYS10

Table (6.4). Course feedback in physics

Course Code	PHYS111	PHYS213	PHYS124	PHYS223	PHYS222	PHYS313	PHYS312	PHYS322	PHYS321	PHYS413	PHYS387
Question 1	4.00	4.40	4.67	4.20	3.56	3.89	4.14	3.88	4.43	4.10	4.17
Question 2	4.10	4.60	4.50	4.00	3.00	3.78	3.57	4.25	4.29	4.38	3.83
Question 3	3.60	4.20	4.50	4.00	3.38	3.67	3.43	3.63	4.67	4.00	3.25
Question 4	3.90	4.40	4.56	4.07	3.31	3.78	3.71	3.92	4.46	4.00	3.75
Question 5	4.10	4.60	4.33	4.00	3.33	3.89	4.29	3.50	4.67	4.30	3.83
Question 6	4.60	4.80	5.00	4.20	3.50	4.00	4.43	3.75	4.67	4.30	3.83
Question 7	4.80	4.60	4.67	4.20	3.63	4.11	4.71	3.88	4.17	4.27	3.83
Question 8	4.30	4.80	5.00	4.10	3.56	4.11	3.57	3.86	4.29	4.30	4.17
Question 9	4.50	4.80	4.67	4.30	3.78	4.22	4.71	3.88	4.57	4.30	4.17
Question 10	4.20	4.60	5.00	4.00	3.56	4.00	4.57	3.88	4.67	4.30	3.33
Question 11	4.20	4.33	4.67	4.00	3.33	4.13	4.38	3.38	4.60	4.00	4.00
Question 12	3.70	4.40	5.00	3.60	3.50	3.75	4.13	3.63	4.67	4.23	3.83
Question 13	3.60	4.40	5.00	3.50	3.44	4.00	4.25	4.13	4.50	4.22	4.50
Question 14	4.10	4.40	4.67	3.90	3.60	3.88	3.86	3.50	4.67	4.10	4.33
Question 15	4.10	4.60	4.33	3.80	3.67	3.67	4.00	3.75	4.29	4.38	3.67
Question 16	4.10	4.40	4.33	4.00	3.38	3.67	3.63	3.63	4.17	4.00	3.33
Question 17	3.70	4.60	4.33	3.82	3.44	4.11	4.25	3.75	4.17	4.00	3.50
Question 18	4.30	4.80	4.33	3.70	3.22	4.00	4.25	3.88	4.67	4.30	3.67
Question 19	4.20	5.00	5.00	4.10	3.56	3.30	4.00	3.75	4.67	4.30	3.50
Question 20	4.00	4.60	5.00	4.10	3.22	3.78	4.29	4.13	4.50	4.27	3.50
Question 21	4.16	4.61	4.71	3.96	3.48	3.91	4.21	3.76	4.49	4.30	3.81
Question 22	4.10	4.40	4.67	4.10	3.56	3.67	4.29	4.14	4.00	4.30	3.50
Question 23	3.90	4.40	4.6	3.90	3.56	4.7	3.9	3.75	4.50	4.30	3.50

The feedback system also allows teachers to add questions to the questionnaire, thus collecting feedback for their own purposes. This, combined with the open feedback field in all of the questionnaires, supports the teachers' own professional development. Students are motivated to give feedback by preparing course-specific questions in addition to the general ones.

The Quality Unit recapitulates the feedback for each course every semester with a general reporting form. The reports are forwarded to the head of degree program and to the quality manager, who then submits the reports to the Dean before the performance and development discussions between the university management and faculties. The units' performance target negotiations deal with student feedback, and if the average assessment for a course is very low (e.g. 2.5 or lower), the Dean will intervene and discuss about the topic with the College concerned. In addition, the pass/fail record of each course is followed and discussed in the meeting between the heads of the degree programs organized by the Dean.

The students of degree program make a summary of the open feedback for each course. A conversation of the feedback between the student and the teachers of the courses and the head of the degree program is organized twice a year (Appendix PHYS 11).

The university teaching studies and the Teacher's Quality Manual provide the teachers with methods to develop their courses.

6.6 Evaluation of the success of the degree program

The College management and heads of departments shall ensure that the education provided by the university is efficient and of a high standard. Success of the degree program is evaluated in many ways, which are described in the following.

6.6.1 Competence of graduates

Skills and knowledge accumulated by students during the entire education process are demonstrated in a project, which is prepared by all Bachelors' level students. The distribution of the grades of the B.Ed. in Physics is demonstrated in Tables 6.4. In 2014, the most common project grade has been four. The students who had started to study in a university before autumn 2005 had a right to continue studies in the Master's degree programs without a B.Sc. degree and had to graduate not later than in July 2010. This might be the main reason for some low grades in 2009 and 2010 (Appendix CEZ 05).

The distribution of the final grade (weighted mean) of the graduates in 2010- 2014 is presented in Table 6.4

Table (6.4). Final grades of the graduates:

Degree Program		0 – 1.99	2 – 2.74	2.75 – 3.74	3.75 – 4.49	4.5 – 5
Bachelor year 2014/2015	1st Semester	-	-	-	-	-
	2nd Semester	0	0	4	1	0

Quantitative results of a degree program

In four year, eight semesters the bachelor courses covers the basic physics area. The first B.Ed. graduated in 2014/2015, the number of graduates has been rather stable during the last four years. The information on the number of graduates and the time in which their degree was completed are in table (6.5). There are number of graduates are completed their degree at four year. In other hand, there are other graduate are expected to complete their degree this year in table (6.6). (Appendix CEZ 09).

Table (6.5): Number of graduate during the year 2014 - 2015

Year	Semester	Graduate numbers
2014/2015	1 st semester	0
	2 nd semester	5

Table (6.6): Number of expected graduate during the year 2015 - 2016

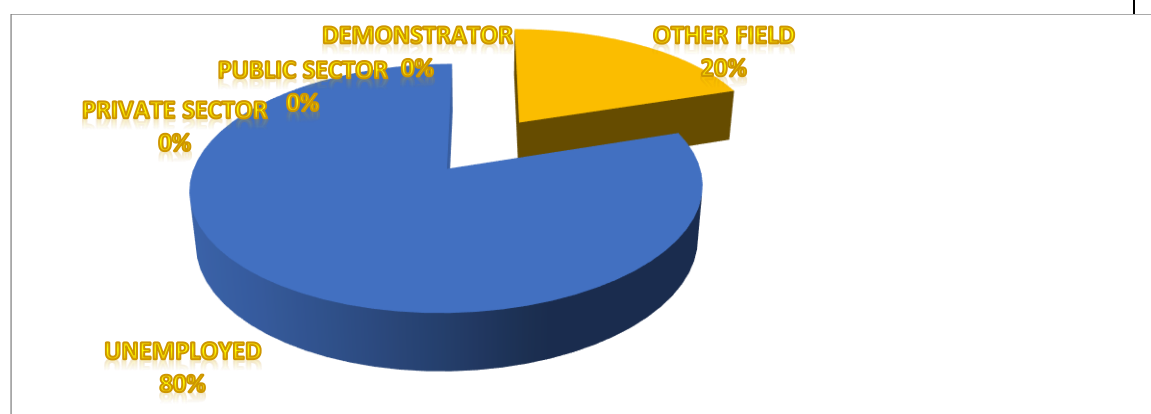
Year	Semester	Graduate numbers
2015/2016	1 st semester	8
	2 nd semester	14

The graduate employ ratio was survived in the interval from 2014 – 2015. It was tabulated in the table 6.7 and diagram (Fig. 6.1.)

Table (6.7): The graduate employ ratio.

Number of graduate occupied	Employed				Unemployed
	Work in physics field			Work in other field	
	Demonstrator	Private sector	Public sector		
	0	0	0	1	4
Percentage	0	0%	0	20%	80%
Total percentage					100%

Fig (6.1): Employed and unemployed ratio



Staff-student ratio

The table (6.8) below presents the teaching staff ratios for the degrees organized by the Majmaah University, College of Education in Zulfi, which hosts the physics department. The teaching staff comprises Associate professors, Assistant Professors, and Lecturer.

Table (6.8). Students per teacher per year College of Education- Zulfi Physics Department.

	2014	2013	2012	2011
Student-staff ratio	1: 14	1:20	1:10	1: 11

Satisfaction in the education:

As a part of this self-assessment report, student feedback of the degree programs is in (Appendix PHYS 11)

Satisfaction in College of Education- Zulfi (CEZ) education is surveyed among CEZ graduates at the time of graduation, after five and fifteen years in the world of work, and among their employers.

Graduates feedbacks are collected from all CEZ students at the time of their graduation (Table 6.9) both What Finnish students. The feedback is gathered together annually in February March, and the results are reported on the university level on the intranet and divided and delivered into the degree program. Quality manager is responsible for this process together with Student Services.

Table (6.9). Feedback from graduated B.Ed. of Education in (2011 -2014)

Satisfaction of the graduate on...	2014
Course content	3.6
Professional abilities	3.5
Transferable skills	3.7
Knowledge on my own field	3.9
The ability to apply theoretical knowledge into Practice	3.8
Study guidance and atmosphere in the Department	3.6

7 Equal Opportunities and Diversity Statement

The Careers and Employment Service Unit (CES), at Majmaah University, promotes and celebrates the required diversity in employments. CES works as a service provider and interacts with students to ensure that all graduates are able to access employment opportunities. In spite of that recognizing, some graduates experience barriers when looking for employments.

Majmaah University is committed to supporting mass participation in higher education as part of its contribution to equality and social justice. The University provides quality higher education through a curriculum which embodies the central values of equality. It aims to increase learning opportunities for all students especially for those who have traditionally been denied access to higher education.

However, CES interests in creating equal opportunities to all Majmaah University students and graduates.

7.1 Services to students and graduates

CES is committed to offering a high quality service to all of our clients and supporting their transition into the world of work. CES aim to help all students and graduates compete on equal terms in the marketplace by the following (*Appendices ZCE09, ZCE10*):

1. guide students and graduates through their career choices and the application process for jobs and further study
2. offer guidance regarding strengthening and enhancing these applications
3. Give advice and support to counter any discrimination faced.

7.2 Access to guidance services

The CES is interested in developing a service that can be accessed easily by all Majmaah University students and graduates. In this regard, CES aim to make our services disability friendly and to offer services at times to meet the needs of all students. CES, therefore, runs an open access Careers Resource Area on the Zulfi Campus; an evening service by appointment and e-mail guidance.

7.3 Countering discrimination

Graduate employment and training has become an increasingly competitive area; hence, students -from a non-traditional background- can often feel disadvantaged when making career choices and entering the job market.

If you feel that CES has not addressed issues of age, gender, color, race, nationality, ethnic or national origin, religion, disability in any of the services we provide to students and graduates, then please let us know.

7.4 The College's Commitment

No prospective or actual student or member of staff will be treated less favorably than any other. Whether before, during or after their study or employment at College of Education- Zulfi on one or more of the following grounds, except when such treatment is within the law and determined by lawful requirements: age; color; disability; ethnic origin; marital status; nationality; national origin; parental status; race; religion or belief; gender; or length or type of contract (e.g. part-time or fixed-term).

With regard to students, this policy applies to (but is not limited to) admissions, to teaching, learning and research provision, to scholarships, grants and other awards under the College's control, to student support, to accommodation and other facilities, to health and safety, to personal conduct and to student complaints and disciplinary procedures.

The College will also avoid, in the fields of employment, education and provision of goods, facilities, services and premises the use of ostensibly neutral criteria which have disproportionate adverse impact on those of a particular age; color; disability; ethnic origin; marital status; nationality; national origin; parental status; race; religion or belief; gender; or length or type of contract (e.g. part-time or fixed-term).

In order to realize its commitment, the College will:

- promote the aims of this policy;
- be proactive in eliminating discrimination, including harassment and bullying, through training and the production and dissemination of codes of practice and guidance;
- have regard to its obligations under relevant legislation, including the requirement to carry out impact assessments in certain areas, and for its policies, codes of practice and guidance to mirror the same and be changed to meet the demands of new legislation;
- whilst acknowledging that they are not legally binding, have regard to any Codes of practice issued or adopted by the Commission for Equality and Human Rights;

- make this policy, as well as all codes of practice and guidance available to all staff and students;
- regularly review the terms of this policy and all associated codes of practice and guidance.

7.5 Responsibilities

7.5.1 College Council Responsibility

The **College Council** is the main body in College dedicated to delivery of the College's diversity and equal opportunities objectives. The **College Council** is convened by the Bursar and meets once per Term, regularly in seventh week and reporting to the third Governing Body meeting of Term. The **College Council** Terms of Reference read as follows:

The **College Council** is responsible for the development, implementation, monitoring, prioritization and review of policies, procedures and practice to support the College's Equal Opportunities Policy in relation to employees (Fellows and staff) students, visitors and others closely associated with the College.

7.5.2 Departments Responsibility

Heads of program operating departments are responsible for the day to day Implementation and delivery of the department objectives for diversity and equal opportunities in their department.

7.5.3 The Domestic Bursar

The Domestic Bursar has primary responsibility for facilitating the accessibility of the College's buildings for disabled users.

7.5.4 All staff and students

This policy applies to all members of the College, both students and staff, whether permanent, temporary, casual, part-time or on fixed-term contracts, to job applicants, to student applicants, current and former students, to associate members and to visitors to the College.

These members of the College have a duty to act in accordance with this policy, and therefore to treat colleagues with dignity at all times and not to discriminate against or harass other students or members of staff, whether junior or senior to them.

7.5.5 Complaints

The College expects all its staff and students to take personal responsibility for familiarizing themselves with this policy and to conduct them in an appropriate manner at all times to respect equality of opportunity for all staff, students, applicants and visitors. The College regards any breach of this policy by any employee(s) or student(s) as a serious matter to be dealt with through its agreed procedures and which may result in disciplinary action and possibly dismissal. College of education-Zulfi takes seriously any breach of this policy. Disregard of this policy may result in disciplinary action up to and including dismissal. The College encourages any prospective or current student or member of staff who has a complaint concerning a breach of this policy to bring such a complaint to the College. Any member of the College may use the grievance procedures given in the Student Handbook, the Staff Handbook and the Notes for New Fellows to complain about discriminatory conduct. The College is concerned to ensure that staff feel able to raise such grievances and no individual will be penalized for raising such a grievance unless it is untrue and made in bad faith. ([Appendix MU04](#))

7.6 Corrective Procedures

7.6.1 Discipline & Monitoring

Any employee or student who harasses any other employee or student on any of the grounds covered in this Policy will be subject to the relevant College disciplinary procedure. In serious cases, such behavior will be deemed to constitute gross misconduct and, as such, will result in summary dismissal in the absence of mitigating circumstances. Monitoring of the Equal Opportunities Policy is the responsibility of the College Council.

7.6.2 Positive Action

Should inequalities become apparent, as a result of the College's monitoring procedures, positive action will be taken to redress the imbalance, including such measures as:

1. Advertising jobs in ethnic or female interest publications, as appropriate
2. Introducing assertiveness training
3. Introducing English language training
4. Encouraging under-represented groups to apply for suitable training posts

Making contact with disabled people via the local Job Centre.

APPENDICES:

Majmaah University

MU01	The Statute of the council of Higher Education and Universities (University Act)
MU02	Government Decree on Majmaah University & college of Sciences
MU03	Implementation Rules of Undergraduate Study and Examinations
MU04	Discipline Regulations
MU05	Regulations Governing the Promotion of Faculty Member
MU06	Regulations for Universities Financial Affairs
MU07	Regulations for Non Saudi
MU07a	Regulations for Saudi
MU08	Anti-Smoking Regulations
MU09	Study and enrolment

Zulfi, College of Education

ZCE01	Zulfi, College of Education Strategy Plan 2016
ZCE02	Teacher's Quality Manual
ZCE03	Quality Guide for Studying and Learning
ZCE04	The calculation of the Final Grade (GPA)
ZCE05	Practicum Handbook
ZCE06	Excellence Awards for employee
ZCE07	Internal Report from Quality Deanship
ZCE08	Staff Handbook
ZCE09	Graduates Unit Handbook
ZCE10	Academic Advising
ZCE11	Quality Manual
ZCE12	Assessment & Measurement Guide

Physics department

PHYS01	Program Specification
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PHYS02	Program Handbook
PHYS03	Objectives Matrix Models
PHYS04	Study Plan
PHYS05	a. Learning outcomes of the degree program/ASIIN's SSC criteria b. Learning outcomes Matrix
PHYS06	Modules Handbook
PHYS07	Teaching methods and Independent Study
PHYS08	Workload calculations
PHYS09	Course evaluation methods
PHYS10	Course Feedback (example)
PHYS11	Statement of Students
PHYS12	Annual of Physics Program report
PHYS13	Diploma supplement (example)
PHYS14	Facilities and Equipment
PHYS15	a. Direct PLO Assessment & b. Indirect PLO Assessment
PHYS16	Staff C. V.
PHYS17	Benchmark

Consistency

MPU01	Consistency between University & college Missions
MPU02	Consistency between college & Physics Programme Missions
MPU03	MPU03. Consistency between physics program Missions and Objectives
MPU04	Consistency between Student learning Outcomes and program Objectives
MPU05	Consistency between Program Outcomes and NCAA Outcomes.