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Academic Program Quality Manual at Majmaah University

The Developmental Program to Prepare the University for Academic Accreditation
Program Context Committee 2015- 1437 Hij.

المشروع التطويري
لتأهيل الجامعة للاعتماد الأكاديمي



The Developmental Program to Prepare
the University for Academic Accreditation

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Foreword

Praise be to God and peace be upon Prophet Muhammad and his companions.

This manual has been prepared to support the institutional work of the university and its endeavors towards assuring the quality of its outcomes and implementing the requirements of the national academic accreditation.

It demonstrates the commitment of the university (represented by the Program Track Committee of the Developmental Program to prepare the university for academic accreditation) to promote quality at the university and standardizing its quality procedures in all academic programs.

The main purpose of this manual is to provide the needed help to all university staff and employees, especially those in charge of quality assurance and academic accreditation for academic programs.

The five-chapter manual deals with accreditation criteria for academic programs as defined by the national committee for academic accreditation and evaluating NCAAA. It also provides a simple explanation for quality assurance mechanisms at higher education institutions (especially academic programs). The manual then explains gradually how to build academic programs in a way that will meet the needed quality requirements. It starts by explaining how to achieve consistency between the mission, goals and the educational outcomes for these programs and how to measure its educational outcomes through specific indicators. It also presents a brief explanation of Majmaah University procedures aimed at creating course programs and plans. In addition, the manual introduces samples for course descriptions and program descriptions along with evaluating mechanisms for such programs through benchmarking, performance indicators and other evaluating tools such as questionnaires, course reports and program reports. The manual also explains how to prepare plans for ongoing development and improvement. The final chapter of the manual includes academic accreditation requirements for academic programs along with the procedures needed for the national academic accreditation with a view to help and motivate the university's academic programs and their staff to seek academic accreditation once they have the necessary requirements.



The first chapter

Introduction

1-1 Terminology

The presence of a quality culture is considered as the main prerequisite to achieve it within any educational institution. The following is an explanation of all the terms and conceptions used in this manual to guarantee full understanding:

Quality:

Features and characteristics of the provided service to enable it to meet the needs of the society.

Institution:

Every educational institution which offers regular course programs during a specific time after obtaining the high school certificate (or equivalent diploma) leading to a degree award. In this manual, it refers to Majmaah University.

Academic program:

A set of courses and academic elements leading a student to the award of an academic degree upon successful completion.

Course:

Units within the program which help to achieve some of the learning outcomes through hours which students take within the course plan. These courses can be obligatory or optional.

Academic qualification:

A degree awarded to a student upon the completion of an integrated program such as the bachelor's degree.

Temporary accreditation:

A certificate granted temporarily to a new academic program or institution in order to give them the chance to continue their development and improvement to achieve full accreditation.

National Qualification Framework:

A document outlining the nature, quantity and levels or criteria for the education required to obtain certain academic or professional degrees. It can also draw the frame of such degrees in ascending levels of the required skills and knowledge to achieve those skills.

Quality assurance:

Planning, evaluating, and follow-up on the quality of performance to ensure a certain level of outcome quality in relation to that of good practices in recognized institutions.

External review:

The practice of reviewing and evaluating an institution and/or its programs and activities by independent external individuals/departments.

Development:

Change in inputs and practices to improve the quality of performance and the outcome, through a full range of the institution/program activities.

Academic Accreditation:

An official certificate awarded by a recognized body confirming that the educational institution or program has achieved the minimum quality standards set by the awarding body.

International Accreditation:

Accreditation of an institution or a program by an accreditation body established in another country.



Program accreditation:

The accreditation of an academic program by the accrediting body for a specific period of time after the verification of the program quality and achieving the minimum accreditation criteria of the accrediting body.

Institutional accreditation:

The accreditation of an institution by the accrediting body for a specific period of time after the verification of the minimum accreditation criteria in all aspects of the institution.

Evaluating:

Performance measurement process in relation to the adopted criteria or standards.

Evaluating is applied in two different contexts:

The first context:

Evaluating student performance in examinations or other tasks in order to evaluate the desired educational outcomes.

The second context:

Evaluating the quality of the performance within the framework of the institution. It is used for evaluating the quality of education and the effectiveness of a program or a course in achieving their goals.

Learning areas:

Broad categories of learning outcomes expected from a certain program such as the knowledge and skills that students are expected to acquire in the program.

Learning Outcomes:

The knowledge and targeted skills acquired by students in a course or educational program.

Teaching strategies:

Specific methods used to develop students' education in various fields, such as case studies, modeling, simulation and role-playing.

Input:

Resources available to the institution, which are used to provide its programs, such as physical and human resources.

Key performance indicators:

(Quantity / quality) variables to evaluate the performance by identifying the extent of change in the performance or by comparing actual results with the planned ones. The institution can make a short list of key indicators performance along with other indicators chosen by each unit or department in the institution to achieve its own goals.

Quantitative indicators:

Data and information are displayed as numbers and statistics as a way to investigate phenomena through standards.

Qualitative indicators:

Data and information presented with descriptions and explanations. It is a way to investigate the beneficiaries' experience through observation and interviews.

Operations:

A series of activities and correlated communications designed to achieve a specific objective. They may include roles, responsibilities, tools and management control mechanisms necessary to provide the outcomes efficiently. They also include policy outlining, specifications, guidelines, activities and work instructions, when necessary.

Procedures:

A set of instructions and rules that describe the agreed steps to accomplish a certain task or series of tasks.

Criteria:

It is the basis for comparing and evaluating university education in order to ensure its quality and enhance its efficiency and competitiveness.

Vision:

The future approach adopted by the program. Such approach or dream which the program seeks to achieve within five or ten years should be clear to all members of the program.

The mission:

It is a phrase that explains the *raison d'être* of the program. It should be consistent with the vision and define the aim of the program. It should also explain how the program is different from the others.

Academic standards:

The level of requirements that must be met by the educational institution (or academic program) in order to ensure that the graduate has acquired the minimum level of the knowledge, skills and tendencies in line with the institution's mission.

Program Admission requirements:

A set of specific rules and regulations for the admission of students into the program.

Self-evaluation:

A process carried out by a team from the institution along with all its employees in order to monitor the current situation and identify the points of strength and weakness based on the criteria of the National Commission for Evaluation and Accreditation. It seeks to establish an objective or real basis which the program can depend on to formulate its future plans aiming at improving quality and achieving accreditation requirements.



Program evaluation:

Collecting and analyzing information on a regular basis according to specific criteria to identify points of strength and weakness in order to improve performance. It represents the basis for development and quality assurance.

Benchmarking:

A standard tool used by the institution to measure and compare its performance with another recognized institution based on a system of adopted or agreed upon standards in order to determine the quality level of the institution and its outcomes and help draw developmental plans necessary to achieve its goals.

Benchmark:

The entity that is selected for the purpose of benchmarking of the institution or one of its academic programs.

Graduate qualities:

A set of knowledge, skills and competencies that should be acquired by the graduates to join the labor market or pursue post-graduate studies and academic research in the field of specialization or related fields.

Plan:

It is a future vision for a group of processes and procedures that can be carried out by the institution during a certain period of time. It can utilize the material and human resources available to achieve the desired strategic objectives.

Faculty staff:

As defined by the Ministry of Higher Education, it includes teaching assistants, lecturers, language instructors, assistant professors and professors. It does not include researchers and laboratory technicians. It also includes faculty members who oversee the planning and implementation of educational programs, such as Head of Department, the Dean, Vice-Rectors and Rector of the university.



Course:

Scientific content in one of the fields which constitutes a set of knowledge and skills based on appropriate teaching strategies and evaluation tools. It helps achieve the goals and learning outcomes of the program.

Study unit:

It is part of a course to achieve or contribute to the achievement of a goal or a specific educational outcome of the course.

Evaluation:

It is a periodic review of the program which helps to decide whether the outcomes have been fully achieved or they are insufficient. Such insufficiency will be identified in order to start the process of modifying and development.

1-2 Academic program quality assurance:

Ensuring the quality of academic programs is one of the most important goals that the university seeks to achieve in order to guarantee the quality of performance and outputs. The American Society for Quality (ASQ) has defined quality assurance as a "continuous process to review and evaluate performance, using the results to identify the defects and form appropriate solutions for improvement and development". There is no doubt that the program quality management is instrumental in ensuring the quality of performance and outputs for there is a need to identify the various program committee structures, specify the tasks and responsibilities of each committee, and identifying relations between the committees.

The following are some of the functions of the program quality management:

- prepare operational plans for the academic program and follow-up the implementation
- review the academic program specification
- oversee the formulation of academic course description
- consider modifications to the program / course description and submit them to the competent department for approval.
- ensure the quality of performance and the application of quality standards during the implementation of the program
- oversee the measurement of program performance indicators



- annual evaluation of the program
- prepare the annual report for the program
- prepare a self-study for the program with the help of the program/faculty staff.

The following is a review of the most important elements to ensure the quality of the academic program requirements, whether old or new:

First: The quality requirements for new academic programs:

These are the new academic programs which the university intends to start. They should have the following:

A study plan

The following conditions must be available in the study plan:

The plan is prepared by specialists in the scientific field.

The plan preparation should take into consideration the national framework requirements for the qualifications (the name of qualification, the number of hours, targeted learning outcomes).

The program vision and mission should be consistent with those of the college/university. Relevant departments should also be consulted when formulating the vision and the mission.

Program objectives (graduate qualities) should be drawn in line with the program mission.

Program learning outcomes should serve to implement the objectives of the program.

The description of the program and its courses should be built on the model of the National Commission for Evaluation and Measurement as well as specialized professors.

Teaching strategies, evaluation methods, and credit hours distribution should be formed in line with the targeted teaching outcomes.

Preparation of the knowledge and skill matrix for the program and a review should be done by professionals in the scientific field.

Infrastructure

A sufficient number of laboratories and teaching rooms should be prepared in accordance with the scientific courses and their timetables.



HR:

We must ensure the availability of a sufficient number of faculty staff members in the light of scientific specialization, the teaching load and course distribution on school years.

We must also make sure we have the suitable number of human resources (administrators and technicians) to start the program.

General procedures

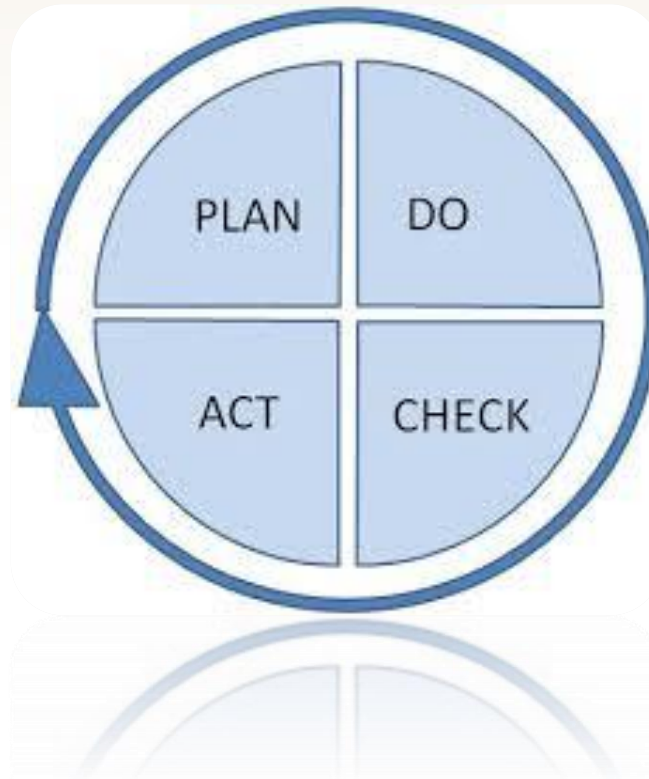
The department / committee should set the program admission requirements (in case they were different from those of the faculty) and they should be consistent with the learning outcomes and the graduate qualities.

Prepare a benchmark of the proposed plan with a similar program

The program must be approved by the relevant authorities after making sure that it satisfies the previous requirements.

Second: The quality management system in academic programs

In order to ensure the quality of academic programs, there should be a fixed system to regulate the sequence of different stages in the planning, implementation and follow-up of the program's academic performance according to Deming model, as indicated by the following figure:



As in the above model, the improvement cycle consists of the following stages:

1. Plan: During this stage, we set up the executive plans for the academic program after conducting various measurements and determining the strength points that must be enhanced and weak points that the plan will work to remedy. (For more information about setting up the program improvement plans, please refer to Chapter IV).
2. Implementation (Do):
During this phase, we begin to implement the planned activities and note the effectiveness of that application in achieving the desired activities.
3. Evaluation (Check):

The performance quality assurance for the program is implemented as in the above figure, which was designed by the National Commission for Academic Accreditation and Assessment. The figure shows two cycles; one is annual and the other is periodical to be done four or five years each depending on the nature of the academic program.

The annual performance review cycle:

It enables us to review performance quality annually through:

1. Program performance indicators as defined by the National Commission for Academic Assessment and Accreditation. They are (.....) indicators.
2. Analyzing students' results and recommendations by discussion at the department meetings.
3. Program annual report which contains course reports and the final reports for the quality improvement annual plan.
4. Recommendations of the department council and the program internal committees such as academic committees, activity committees, and program counseling committees.

These results will help prepare the quality annual action plan for the next year.

Periodical performance review cycle:

Such review cycle is done every four or five years depending on the study plan for the program. It allows for the revision of the program mission, goals and educational outputs through:

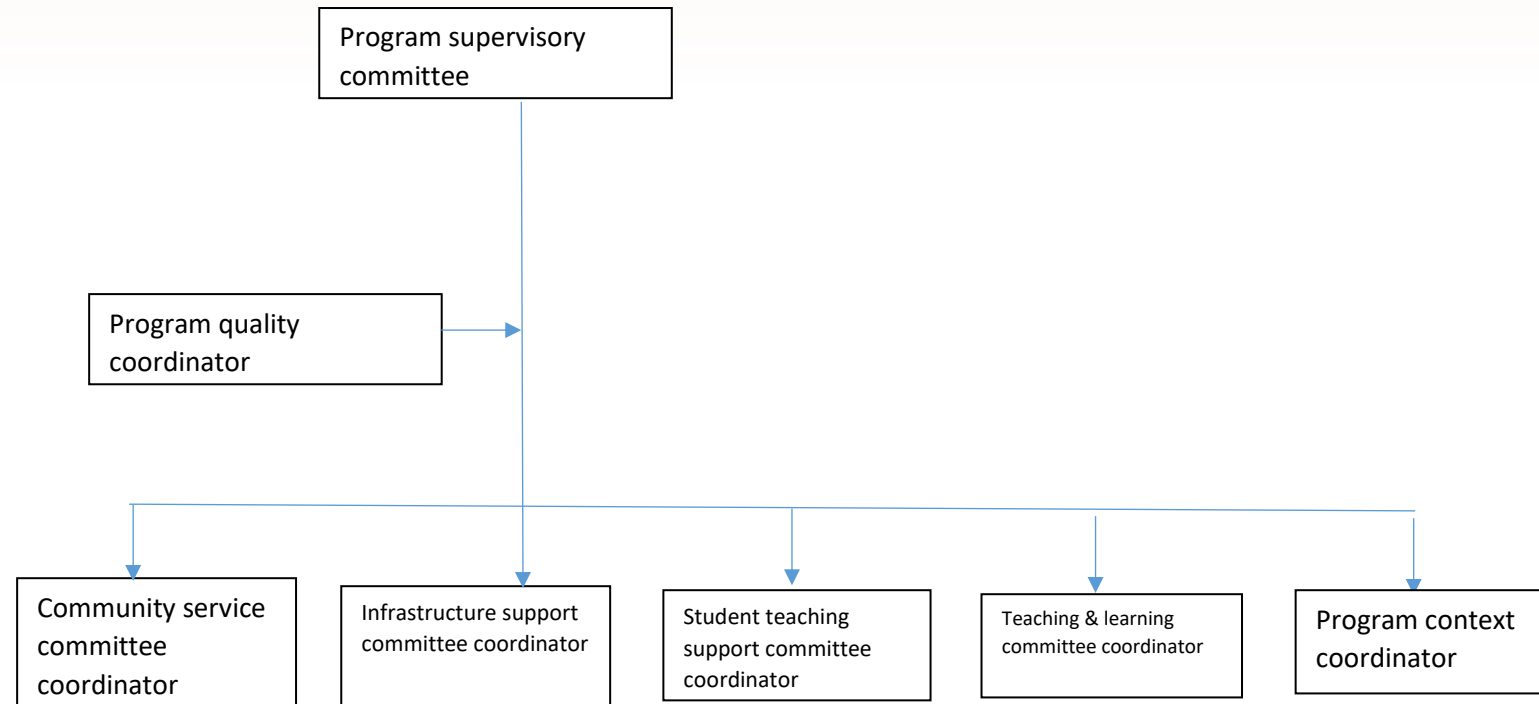
- 1) Program self-study report, which contains a comprehensive evaluation of the program.
- 2) Recommendations of the board of the department and the internal committees of the program.
- 3) Program independent reports must be reviewed by at least two specialized reviewers.

These results will help identify adjustments to the mission, goals, educational outcomes, teaching strategies and program evaluation methods to update the program specification and prepare the quality annual work plan for the following year.

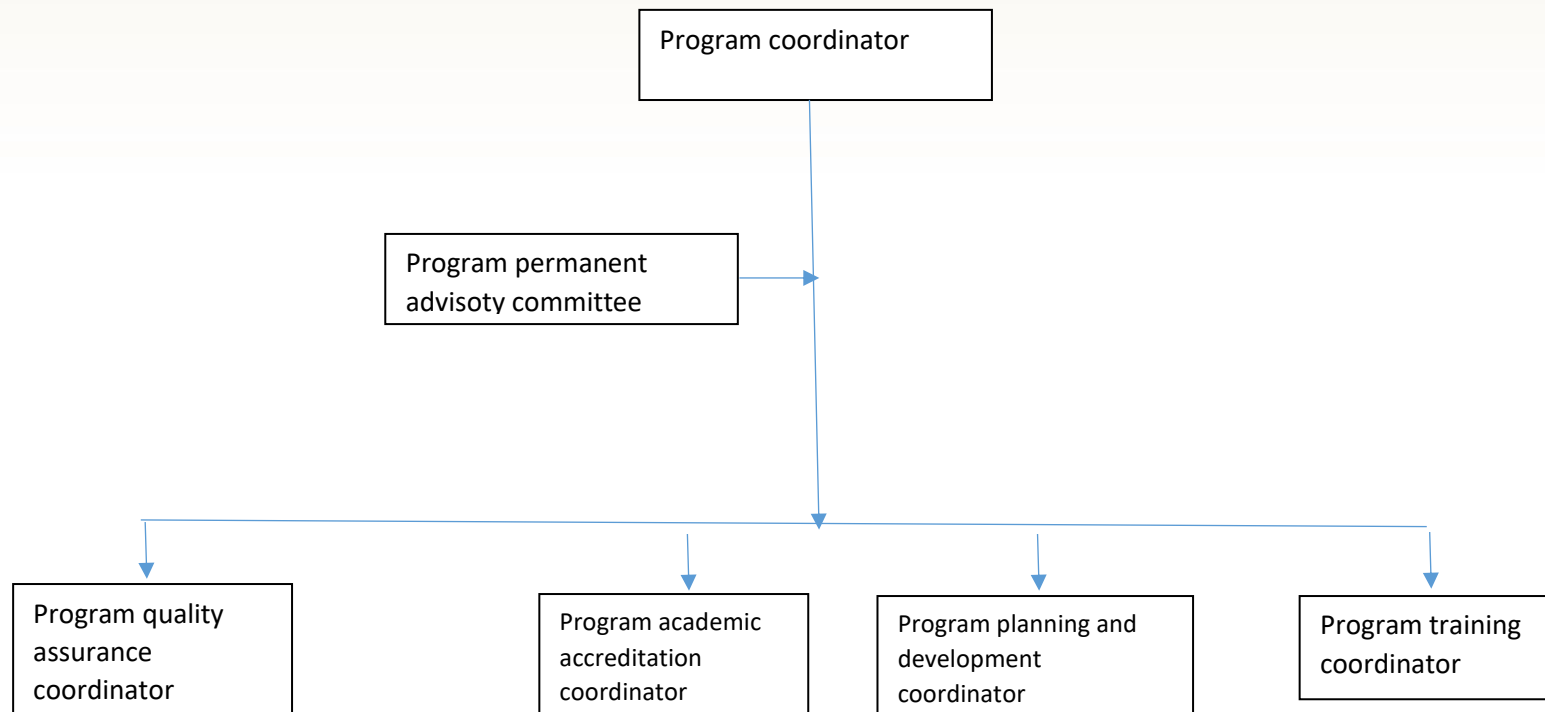


Suggested organizational structure for the program committees:

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A suggested organizational structure for the quality units representing all the faculty quality units under the supervision of the college vice rector for quality and improvement.



Second: Quality assurance for academic program outcomes:



There are six main steps to achieve quality assurance for academic program outcomes at Al Majmaah University:

1. Consistency
2. Identifying skills
3. Curriculum map
4. Measuring outcomes
5. Recommendations
6. Procedures

1. Consistency: means:

- Consistency between the college's mission and the university's mission statement.
- Consistency between the missions of the program and the college.
- Consistency between the program mission and objectives.
- Consistency between learning outcomes and program objectives.
- Consistency between the learning outcomes and the outcomes of the national framework of qualifications.

2. The identification of skills:

It allows for the identification of the learning outcomes, their delivery strategies and methods for measuring students understanding. It has four stages:

- To identify the university foundation skills.
- To identify foundation skills for scientific fields.
- To identify college foundation skills.
- To identify program foundation skills this is the umbrella for all previous skills.

3. Curriculum map: It allows for the identification and development of:

- a rubric for the program learning outcomes.
- ways to measure program learning outcomes.
- program learning outcomes matrix / courses (general x matrix).
- program learning outcomes matrix / courses (detailed I-R-E matrix).
- a table of the selected courses to measure learning outcomes.
- a timetable to measure learning outcomes.
- learning outcomes matrix for all courses and its relation to the program outcomes.

4. Measuring outcomes:

This stage allows us to:

- Monitor the results after measuring learning outcomes in all courses for each semester.
- Analyze the results after measuring the program learning outcomes annually.
- Analyze the results after measuring the foundation skills of the university/sectors/college/program.

5. Recommendations:

This stage allows us to identify:

- Final recommendation for the quality and improvement action plan for the program learning outcomes.
- The final recommendations of the essential skills which are forwarded to the sectors, then the college and the university (University /scientific sectors / college / program).

6. Procedures:

This stage helps to identify responsibilities for the implementation of the annual quality work plan, responsibility to monitor the results, as well as a review of performance through the following:

Improvement of educational outcomes.

Improvement of foundation skills that take place in coordination with the relevant authority (University / scientific sectors / college / program).

Second chapter

Building Academic Programs

This chapter explains how to build academic programs so as to guarantee quality requirements. It also explains how to prepare the program missions and objectives, how to identify the targeted learning outcomes and keep them consistent with each other. It then highlights how to prepare lesson plans and get them approved by the university. It then presents an explanation of how to form the program and course descriptions based on the National Authority for Assessment and Accreditation models. It also shows the most important aspects of quality assurance when creating a new program or the development of an existing program.

This chapter is a guide to meet many of the university required forms regarding the consistency of the mission between the university, the college and the program. Therefore, it is important for all those in charge of the following up and improving the quality of the educational process and the development of the program learning outcomes.

Its relevance can be explained as follows:

For a faculty member:

The course specification is done on a regular basis according to the models of the National Commission for Academic Accreditation by the faculty member in charge of the course. This chapter explains how to prepare the forms needed for that purpose. Because the faculty member is tasked with measuring the appropriate performance indicators for learning outcomes and choosing the method of application and analysis in order to submit a course report at the end of each semester, he/she is primarily responsible for the correctness and accuracy of information and the consequent improvement measures for the program.

Hence, the importance of this chapter with respect to the course description and its contribution to the program description for a faculty member.

Program Quality Coordinator

He should have an overall responsible vision enabling him to review the program specification and course description, ensure the quality and effectiveness measuring the learning outcomes. He can then inform the program officials about the need to make any adjustments to the program (in accordance with the new developments) while maintaining all documents and indicators of the program that will bring in its quality assurance. Hence, the



development of programs and explaining how to build the mission, goals and educational outcomes, as described in this chapter's procedure, will all contribute to facilitating his task in the program development and follow-up.

Head of the academic department

The head of the department and the academic board of the department bear task of following up all measures that affect the quality of the program. The importance of this chapter is highlighted in the information provided by the head of the department such as preparing consistency models and descriptions, allocating their responsibility, forming committees, reviewing and approving committee decisions, developing a new program or modifying the existing one, and verifying program readiness for accreditation.... All of the above may contribute to facilitating his task in the implementation and follow-up.

The student:

Through this chapter, students can see the construction of the study plan, and realize that the program description is done in accordance with its university and college in order to achieve the desired learning outcomes of the program. A student can also compare between his program and those of other universities. It will also benefit students to know about the characteristics and importance of the course description.

The University:

It is important for all the educational programs at the university to know the requirements and means to assure the quality of their programs. It is also important to know the principles of how to prepare the mission and goals of the programs and the need for consistency with the mission and goals of the university in order to ensure that the university has a unified mechanism for all programs and strategies. We can also achieve standard methodology for the university by adopting the procedures to build and develop study plans and program/course descriptions.

2-1 Building Program essentials

2-1-1 program mission

While forming the program missions, goals and learning outcomes; we should take into consideration the necessary technical and procedural concepts for the preparation of these cornerstones of the academic program, while seek to maintain the needed consistency between them and the associated elements at the college and university level.



The mission has a paramount importance for it is the basis and the premise upon which the academic program is built. It states the goal of the establishment of the program, and explains what distinguishes the program from other programs.

The importance of the mission formulation:

Identify the program's identity.

Ensure consistency with the university and its goals.

Provide a good organizational climate within the college / program.

Contribute to the preparation of the college / program objectives.

Guide employees in the program.

The parties involved in drafting the mission:

Within the college:

(Faculty staff / students / staff members).

Outside the college:

(Experts / beneficiaries of the college or program services).

Characteristics of a good mission:

The nature of the programs is clearly spelled out.

It is consistent with the mission of the college and university.

Identify developmental trends that are consistent with the nature of the program.

In order to write a good program mission, check the following questions:

Is the mission clear and concise?

Is the mission distinctive and easy to remember?

Does it clearly state the purpose of the program?

Does it clearly state the main goal and activities of the program?



Does it state the beneficiaries of the program?

Does it support the mission of the department, the mission of the college and the overall mission of the university?

Does it reflect the program values and priorities?

How to write a program mission:

The program mission is a brief phrase identifying the program's values, general characteristics and its recipients. The mission is the source from which we derive the program goals and objectives.

The mission must reflect the educational goals that contribute to the preparation of a good program graduate. It also should reflect the general objectives which the program seeks to achieve and its contribution to the community service.

Example:

The mission of the (program's name) is to achieve (first goal) through (the primary activities or initial steps to achieve this goal). It is aimed at (beneficiaries) in addition to short phrases to clarify.

The Civil Engineering program's mission is to prepare special graduates with excellent scientific background by providing students with the basic knowledge concepts and skills that will enable them to engage in the labor market and contribute to solving the problems of various sectors of their community in the field of construction, water and Environmental Engineering and Transportation Engineering. The program is also keen to inculcate moral values and develop the ability of graduates to continue learning.

Figure 2-1 (an example of the mission's components):

Individuals / entities responsible for ensuring consistency between the program mission, goals and outputs:

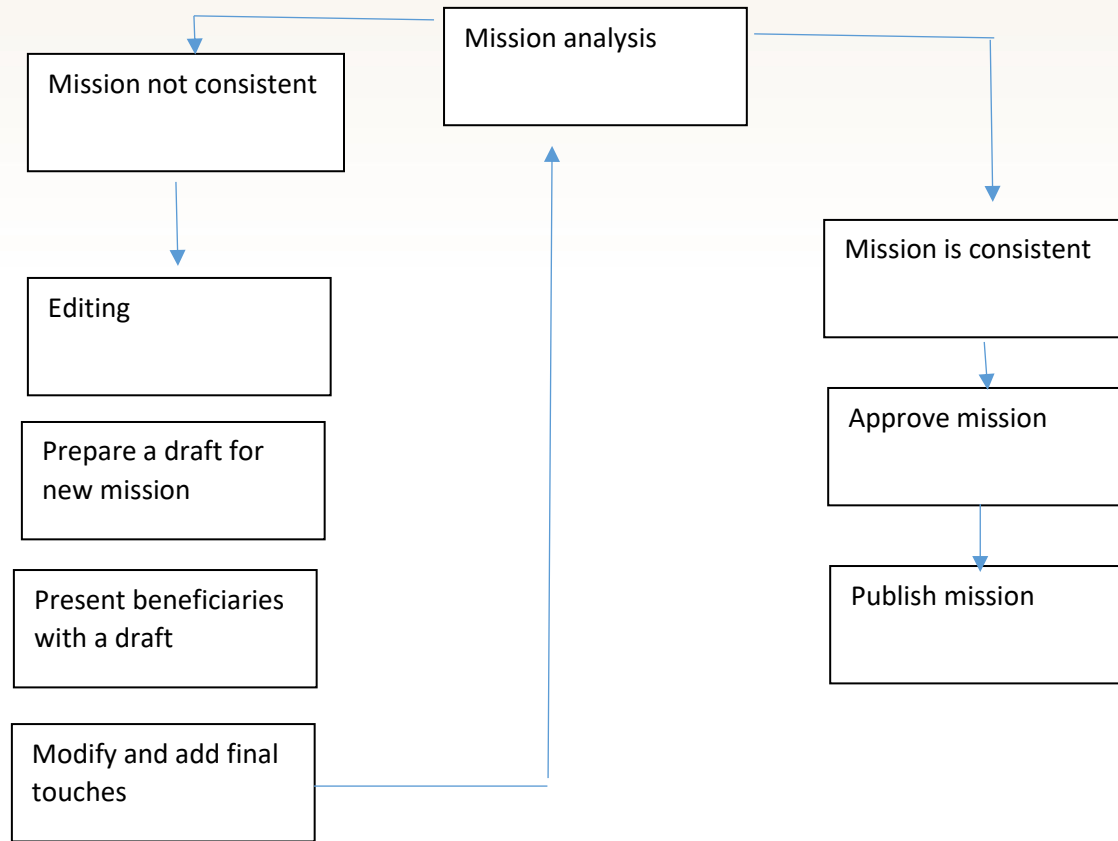
Vice Dean for quality and development.

The program quality coordinators / heads of academic departments.

Quality experts from inside and outside the college (in analyzing/modifying the mission).

Beneficiaries of the college services (in the case of preparing a new mission).

Following are stages for preparing approving a mission (2-2).



Different stage towards mission approval

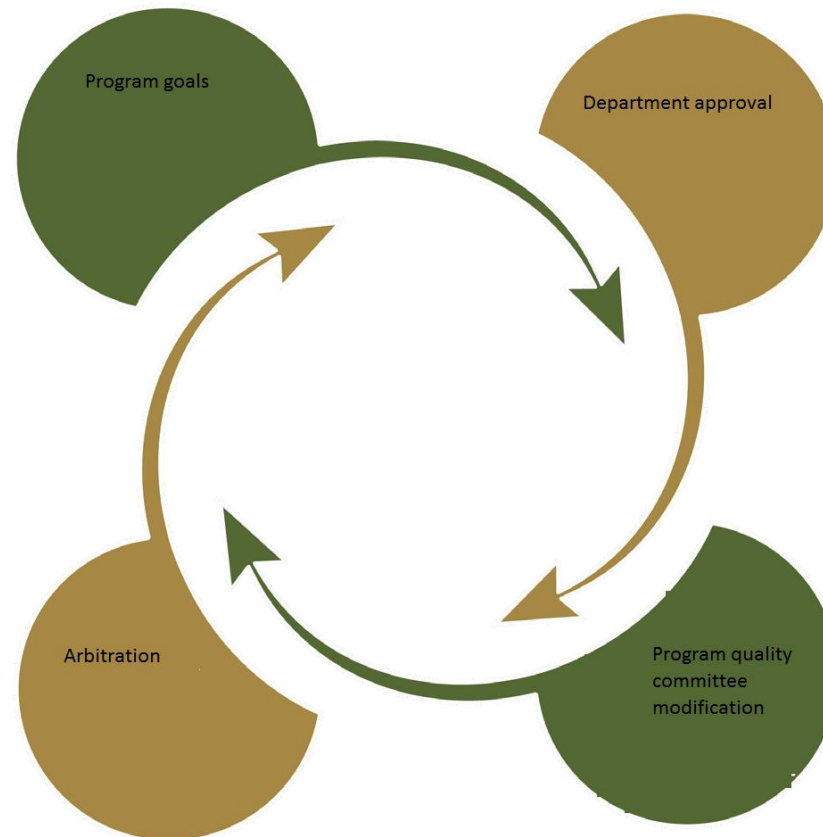
Program goals:

The program goals can be defined as what the program aims to achieve for the student and can be seen in the graduate after completing the study plan and following the approved methods in order to achieve the mission. These goals must be specific and clear. They also must be measurable, which means that they are realistic, and there must be a timeline to achieve them.

Dividing goals:

Goals can be divided into near-term procedural goals and general or the long term goals. Goals are therefore considered as the tool to achieve the mission.

Figure 2-4 explains the review procedures for the program educational goals:





2-1-3 Targeted learning outcomes of the program:

Learning outcomes refer to the actual realization of the academic program objectives. The National Qualification Framework classifies learning outcomes into five areas and describes the learning outcomes at each level for each group, and these areas are:

It is the Knowledge:
ability to retrieve, understand and present information, which includes:
Knowledge of certain facts
Knowledge of specific concepts, foundations and theories
Knowledge of certain procedures.

Cognitive skills

Includes the ability to:

apply conceptual understanding of the concepts, principles, and theories,
apply methods involved in critical thinking and creative problem solving, whether it's at the request of others, or when faced with new and unexpected situations,
study subjects and problems in a certain major using a variety of sources and draw valid conclusions.

Interpersonal skills and responsibility

It includes the ability to:

take responsibility for self-learning and continuing personal and professional development,
work in a group and effectively exercise leadership when needed,

act responsibly in the personal and professional relationships,
behave ethically and commit to high-standard personal and social moral values.

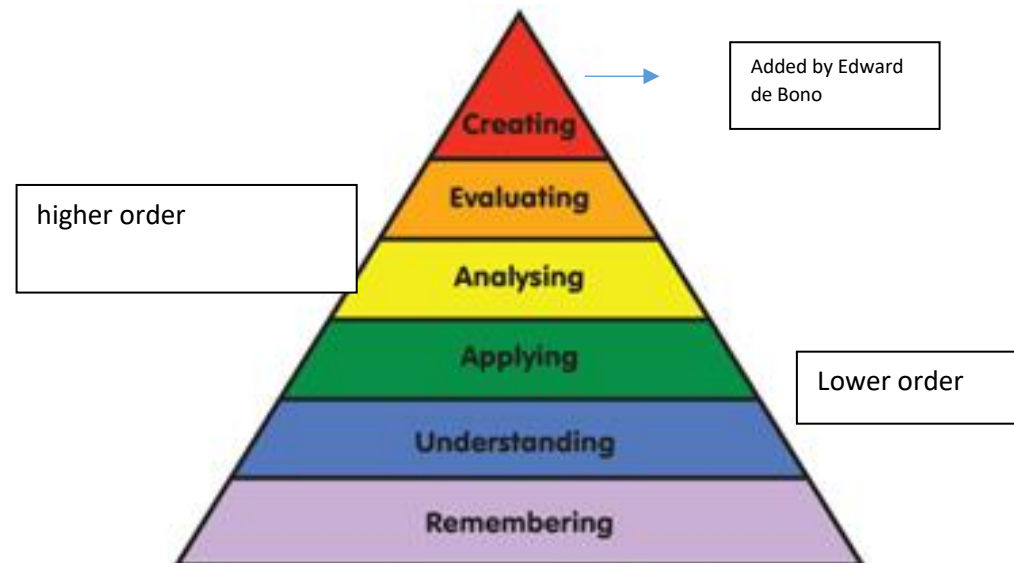
Communication skills, IT and numerical skills

They include the ability to:

use effective oral and written communication,
use communication and information technology,
use basic mathematical and statistical methods.

The psycho-motor skills:

Skills that require synergy between the psyche and body movements. They include the ability to:
use a device or tool, printing, drawing, surgery, teaching during the period of field experience.
pay attention to the different levels of thinking and their relationships to specific knowledge fields.



Knowledge level in Bloom's taxonomy

2-1-4 Program consistency samples completion

In order to unify the academic program developing measures at the university, the committee of the program context has prepared a set of standard models that will be used to guarantee the quality of the academic program learning outcomes and meet the requirements for the 4th criterion of the national academic accreditation criteria.

These models are designed in a simple and hierarchical manner to form a solid basis for the academic program by ensuring the consistency of the program mission with that of the college, which was in turn made to be in line with the university.

The mission needs to also be in line with the program goals and learning outcomes.

These models also assure the consistency between the learning outcomes and the requirements of the national framework of qualifications as specified by the National Commission for academic accreditation and assessment. They also define some indicators to measure these outcomes through the program courses in addition to setting out the procedures to measure these indicators.

Before getting into the details of the standard models, it should be remembered that good preparation for the program mission will positively affect its educational goals and outcomes.

The first set of consistency models assures the consistency between:

the college's mission and the university's mission (model- 1)

the program's mission and the college's mission (model - 2)

the program's objectives and mission of the program (model -3)

the learning outcomes and the program goals (model - 4).

the program learning outcomes and the requirements of the National Qualifications Framework (model - 5).

In these models we should assure the consistency of the program mission well within the overall mission of its college, which in turn must be consistent with the mission of the university. The following is an explanation of how to take advantage of those models, with a focus on the most important points that must be considered when preparing the program missions and goals.



Consistency procedures:

We should analyze the key words in the mission statements for the university, the college and the program in order to make sure they are consistent with each other. After the analysis, the following procedures should be followed as in in figure 2-2: The mission statement is consistent and therefore it is approved without modification.

Modifying the mission statement: If some minor adjustments are done to the current statement. For example, there may not be similar key words in the college's mission statement. Then we add such words, modify the mission statement and approve it.

We should consider the consistency between the mission statement of the university and that of the college. Then we consider the consistency between the mission statement of the program and that of the college and follow the same procedures for approval.

Important points to be considered:

The university mission statement is approved as a part of the university's strategic plan, and therefore, cannot be modified unless by the authorized departments based on clear procedures.

The content of the university/college mission statement is analyzed into key words as per the models mentioned below, which will form the basis for studying the program consistency.

Distinction should be made between the college's mission and that of the program. Consistency between two mission statements does not mean repetition.

Departments with more than one academic program should write each program's mission statement carefully so as to help achieve each program's goals.

A distinction should be made between the department mission statement and that of the program, for an academic department that can supervise programs other than the BA, such as the post-graduate programs.

Following is an explanation of the models used for the consistency stage:

First model: consistency between the mission statements of the university and the college:

Example (1):

Consistency matrix between the mission statements of the university and the college (faculty of dentistry)				Model code MUP01		
university mission key words		university mission statement: Al-Majmaah University offers advanced educational and research services through a competitive academic system based on professional responsibility and effective community partnership				
college mission key words		advanced educational services	advanced research services	Academic competitiveness	Professional responsibility	community partnership
College mission statement	Mouth health	✓	✓		✓	✓
	Teaching quality	✓		✓		
	Qualifying dentists	✓		✓	✓	
	Professionalism	✓		✓	✓	✓
	Research		✓	✓		✓
	Community service					✓
	Professional & scientific partnership		✓	✓		✓

The current mission statement of the college:

The college works to enhance mouth health in the community by providing top-notch education and scientific research in addition to the healthcare service in different dentistry fields. It also seeks to prepare qualified dentists with high professional skills and sound scientific knowledge along with the needed leadership qualities to enable them to participate effectively in scientific research and community service projects. The college hopes to help create better communities from a health perspective by building partnerships and cooperation with different scientific sectors whether governmental or private.

The modified mission statement of the college (if needed):

To improve mouth health in the community with quality education by preparing highly qualified dentists who will help provide the community with the needed health service and will participate in scientific research and building professional and scientific partnerships.

Points to be considered for model 1:

The university mission statement is fixed.

The college's mission should be consistent with the university's mission and the programs run by the college.

The college's mission should be useful in guiding the college decision making regarding the college and program.

The college's mission should be prepared by an advisory committee and must be approved by the College Board.

The college's mission should be reviewed periodically (as in the previous example, reviewing the college's mission has led to some modifications and a better version).

Key words in college's and university's mission statements are the indicator that measures their consistency.

The second set of models includes performance indicators designed to measure the program's targeted learning outcomes. It includes the following models:

Performance indicators to measure the university's key skills (model -6).

Performance indicators to measure key skills for the scientific sector (model -7).

Performance indicators to measure the college's key skills (model -8).

Performance indicators to measure the program's key skills (model -8 B).

How to measure performance indicators for the program's learning outcomes:

Performance indicators are identified for each one of the program's learning outcomes which are in line with the learning outcomes set out by the national commission for academic accreditation and assessment (model- 5). These indicators should also be easy, clear and measurable. Each learning outcomes should be allocated 3 or 4 indicators (model -8 B).



An internal college committee – chosen by the vice Dean for quality and development- is to study all models for all college programs and choose the common learning outcomes in order to identify the college’s foundation skills (model -8). The results will be presented to the Deanship of Quality and Skill Development, which in turn will set up four committees for the university scientific sectors in order to identify the sector’s foundation skills and the relevant performance indicators based on the data provided by colleges within the sector, and then present model -7 to the scientific sector of the Quality and Skill Development Deanship. The Deanship will in turn set up a committee to identify the university’s foundation skills through the four models provided by the sectors and the modification committee of the university foundation skills in the model -6 in line with the university’s mission and strategic plan in addition to the vision of the vice rectorates of the university.

Technical points that must be considered when completing the models:

College foundation skills should be derived from all programs in the college. In addition, the selected skills of sectors should come from all colleges in the sector.

Foundation skills of the university should be present in all sectors, colleges and programs. They are achieved and measured through courses and programs as well as extra-curricular activities within the university.

Performance indicators used to measure a specific program learning outcome are the same indicators used at the level of the college, university or sector. The difference will be in determining the courses that are used to measure the learning outcome of the program, college or university.

the specialized sectors according to the developmental project of Majmaah University are:

Medical sector: Colleges of Medicine, Dentistry, and Applied Medical Sciences.

Scientific sector: the faculties of Science, Engineering and Computer Science.

Educational sector: College of Education in Majmaah and College of Education in Zulfi.

Human Sciences Sector: Other colleges.

It should be noted that there is more than one sector in the programs of faculties of science and humanities. Below is an explanation of one of the models used:

Model - 6, which defines the foundation skills of the university and its performance indicators.



University foundation skills				Model code MUP06	
Performance indicators		Learning outcomes			
		Learning outcome 1	Learning outcome 2	Learning outcome 3	Learning outcome (..)
		Effective team work	Effective oral and written communication		
	Performance indicator 1	Provide the team with important info about a certain topic			
	Performance indicator 2	Perform team tasks fully			
	Performance indicator 3	Team participation in all tasks			
	Performance indicator 4	Listen well to team members			

Points that should be available in model-6:

This model is prepared at institutional (university) level. Therefore, it should consider the foundational skills which the student can acquire from each of the university programs which lead to the college skills, which in turn lead to the sectors' skills, which can define the university foundation skills.

Rubrics for the learning outcomes performance indicators:

Rubrics for the learning outcomes	Model code MUP09
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		Rubrics		
		Poor (0-39)	Average (40-69)	Strong (70-100)
Effective team work	Provide the team with important info about a certain topic	Does not provide any info about the topic	Provides insufficient info about the topic	Provides the basic info about the topic
	Perform team tasks fully	No team activity is performed	Performs tasks inconsistent with the assigned duties	Performs assigned duties well
	Team participation in all tasks	Always depends on others to perform the task	Rarely performs assigned task, often need to be reminded	Usually performs assigned task, rarely needs to be reminded
	Listen well to team members	Always talks; doesn't allow others to talk	Usually does and talkative; rarely allows others to talk	Often listens

For example, if we try to measure this learning outcome and the measurements were as follows:

		Rubrics			
		Poor $40+0/2=$ 20%	Average $40+70/2=$ 55%	Strong $70+100/2=$ 85%	Indicator percentage
Effective team work	Provide the team with important info 40%	30	40	30	53.50
	Perform team tasks fully 20%	20	40	40	60
	Team participation in all tasks 10%	50	10	40	49.5
	Listen well to team members 30%	50	30	20	43.5

If we have 100 students in this course,

Students' absorption of the indicator = (total number of students * indicator rubric) (100/ total number of students)

Students' absorption of the first indicator:

$$= 30*0.20 + 40 * 0.55+ 30 * 0.85= 53.5 \%$$

Students' absorption of the learning outcome = Students' absorption of the first indicator * its weight + Students' absorption of the second indicator * its weight + Students' absorption of the third indicator

$$= 53.5 * 40 + 60 * 20 + 49.5 * 10 + 43.5 * 30 = 51.5 \%$$

Students' absorption of the learning outcome is 51.5%, which is considered average as it falls between 40% and 70%.

Points that should be available in model 9:

This model identifies performance indicators rubrics. It has been agreed to have three categories for such rubrics, namely poor (0-40); average (40-70), and strong (70-100). Each one of these categories has been allocated the suitable learning outcome indicator.

The previous example shows the performance indicator rubrics for a general learning outcome; namely "effective team work" which has been measured by four indicators, with three rubrics for each one of them.

Measuring the program learning outcomes:

There are several ways to measure the program learning outcomes through model 11. The following points should be taken into consideration for that:

There is no one single evaluation tool to measure all expected outcomes.

Before using an evaluation tool, we have to make sure it is accurate, objective and consistent.

An evaluation tool can measure progress, improvement or achievement. However, it cannot bring about any of them.

We should be aware of all aspects of the used evaluation tool.

We should be aware of measurement errors, their causes, and ways to minimize their occurrence.

Learning outcomes measurement tools can be divided into:

Direct evaluation tools:

Sample: student portfolio	Observing student's behavior
Internal evaluation of students' projects	external evaluation of students' projects
external evaluation for practical training	Evaluation of practical training
Case study	Problem-solving
Student's performance in professional tests	Local tests
Standard tests	Oral tests

Indirect evaluation tools:

- Different kinds of questionnaires; such as questionnaires for graduated students, regular students and soon-to-graduate students.
- The ratio of faculty staff to students in the program, used as an input quality indicator.
- Discussion groups.
- Interviewing graduated students.
- Follow-up studies of graduates.
- Percentage of students who have followed their graduate studies.
- The rate of keeping students within the program. (Drop out percentage)

- The employment rate of graduates
- The rate of graduation in 5 years.

We should keep in mind that if there is a way to achieve the learning outcome for the program through the course or not. This is done through the total program matrix model no. (12) where the learning outcomes of the program with various areas in the columns and all courses of the program, including courses of PYP if they are found, would be put in the matrix of rows and determine whether this course can serve a number of learning outcomes of the program. Taking into account that no course will serve all learning outcomes. Moreover, there is no course that does not serve any of the learning outcomes in the educational program.

We must know that if the student is studying the learning outcome for the first time with the course, it will be regarded as the initial course. If the student is studying the course for the second or the third time in this case, the course will be a confirmation of the learning outcomes. If the student studies the course for the last time as in model no. (13) when we measure the outcome, we measure it through the courses of empowerment.

When we measure learning outcomes, we must know that it is not necessary to measure all the courses of the program, but we must choose different courses which represent different levels in the program and up to 10-15 courses every semester. The evaluation should be performed throughout the whole period of the program.

With the process of permutations and combinations of the courses in the following semesters, processes will continue until educational outcome can be measured at least twice during the time plan of evaluation.

Therefore, a time plan must be conducted to measure the learning outcomes of the program through selected courses, and it is distributed on the selection courses over the first and second semester of each school year. The courses will cover four or five consecutive years, according to the nature of the program and we can measure some of the summer semester courses (if they are available)



2.2) Building the structure of the program

2.2.1) Study Plans

The goal and objectives of the program are considered the pillars of the courses from which the study plans can be prepared. When we build the academic plan, we must first determine the objective of building a new study plan or developing it. Two of the main reasons are:

- Developing the plan to cope with the cognitive development and the needs of the labor market.
- Developing the construction of the plan to meet the academic requirements of accreditation.

For more details, you can read The Accreditation and Preparation Guide of the Study Plans, prepared by the educational management of plans and programs, Vice President for Academic Affairs. Web site: Vice President for Education Affairs.



The process of study plans are subjected to many controls by checking what was written in *The Accreditation and Preparation Guide of the Study Plans*:

- The study plans should be based on scientific, theoretical, applied aspects, and developing skills with scientific facts and highlighting its role in the development of students' abilities on the positive interaction based on reflection and absorption and is joined to create a creative environment, and check the depth in the specialty with a diversity of field cognitive.
- To provide scientific material to the courses of the language in which they are taught by the same language.
- The study plan should be able to refine and develop the skills of the student research through the achievement of theoretical and applied research and also to have a training field according to the college and specialization.
- Courses should be distributed to different levels and the limit should be determined with the highs and lows of the units of the courses for each course separately and the number of units total for graduation as a whole in accordance with the Charter of National Qualifications Framework for high Education in the Kingdom of Saudi Arabia.
- To avoid when setting up the plan duplicating courses in the study plan for the same program in the levels or tracks.
- To conduct the survey with the aim of reference comparisons (Benchmarking) for three plans at least for similar programs at universities or colleges have a dependent academically or a good reputation in the field of the plans and programs of study to be developed or created.
- The study plan should be judged by specialists who belong to institutions with scientific distinct internal and external programs and plans.



- To commit to the preparation of plans with quality and academic national and global accreditation standards.

-The courses should be numbered according to a standardized system within the department and the college, making sure the sequence of decision determines the need of any course for precedent requirement or requirements.

The following represents a model for the distribution of courses at different levels including a plan for the studying of the programs in a College of Engineering. (161 units) Civil Engineering Department with notes:

There are courses that are university requirements, college requirements and other requirements other than the requirements of section and track (if any).

The following table shows a model of how to write a distribution courses:

Number &Code course	Course Title	Units of the course	Distribution of hours (Theoretical- Exercise-practical)
101 Salam	An Introduction to Islamic Culture	2	(2 , 0, 0)
101 Chim	General Chemistry (1)	4	(3 , 1, 2)

A table is prepared for each level or semester and also codifies the preceding or accompanying requirements (if any).

Study Plan (161 credits) Department of Civil Engineering

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Level 1

Number	Code	Course Title	Units	Hours	Previous Course
101		Language skills	2	(2 , 0, 0)	-
101		The principles of probability and Statistics (1)	3	(0 , 1, 3)	-
101		General Physics (1)	4	(2 , 1,3)	-
101		Introduction to computers and programming	4	(4 ,1, 2)	-
101		Reading Skills	3	(1 , 0, 4)	-
			16		

Level 2

Number	Code	Course Title	Units	Hours	Previous Course
101		An Introduction to Islamic Culture (2)	2	(2 , 0, 0)	-
122		Writing Skills	3	(1 , 0, 4)	-
123		Listening Skills	3	(1 , 0,4)	-
105		Calculus	3	(0 ,1, 3)	-
101		Basics of Engineering Technology	2	(1 , 0, 2)	-
104		General Physics (2)	4	(2 , 1, 3)	101 Phis
			17		

Level 3

Number	Code	Course Title	Units	Hours	Previous Course
101		Islam & Community Building	2	(2 , 0, 0)	-
126		Report-Writing,	2	(1 , 0, 2)	-
101		General Chemistry	4	(2 , 1,3)	-
104		Basics Engineering Drawing	3	(1 ,0, 4)	-
106		Calculus	3	(0 , 1, 3)	105 Math
107		Algebra and Analytical Geometry	3	(0 , 1, 3)	-
			17		

Level 4

Number	Code	Course Title	Units	Hours	Previous Course
103		Writing Arabic	2	(2 , 0, 0)	-
201		Engineering Mechanics (Statics)	3	(0 , 1, 3)	-
109		computer programming	3	(2 , 1,2)	-
211		Basics Area	3	(2 , 1,2)	-
281		Introduction to Engineering Geotechnical	2	(0 , 1, 2)	105 Math
203		civilian Drawing	3	(1, 0,4)	
			16		

Level 5

Number	Code	Course Title	Units	Hours	Previous Course
103		Economic system in Islam	2	(2 , 0, 0)	-
305		Engineering Mechanics(Dynamics)	3	(0 , 1, 3)	201 EMD
204		Differential Equations	3	(0 , 1,3)	106 MATH
210		Soil Mechanics and Foundations 1	3	(2 , 1,2)	281 SMF
214		Structural Analysis 2	3	(0 , 1, 3)	201 EMD
240		Hydraulics 1	3	(2, 1,2)	107MATH
			17		

Level 6

Number	Code	Course Title	Units	Hours	Previous Course
104		Principles of Political System in Islam	2	(2 , 0, 0)	-
371		Space 2	3	(2 , 1, 2)	211 HMD
217		Design of Armed Concrete 1	3	(0 , 2,3)	214 HMD
212		Properties and Resistance of Materials1	3	(2 , 1,2)	
215		Structural Analysis 2	3	(0 , 1, 3)	214 HMD
241		Hydraulics 2	3	(2, 1,2)	240 HMD
			17		

Level 7

Number	Code	Course Title	Units	Hours	Previous Course
380		Roads and Traffic Engineering	3	(0 , 1, 3)	371HMD
342		Hydraulic Facilities 1	3	(0 , 1, 3)	241 HMD
311		Soil Mechanics and Foundations 2	3	(2 , 1,2)	210 HMD
360		Environment Engineering 1	2	(0 , 0,2)	101CHM
362		Engineering of Potable Water and Sanitation	3	(0 , 1, 3)	241 HMD
313		Properties and Resistance Materials	3	(2, 1,2)	212 HMD
			17		

Level 8

Number	Code	Course Title	Units	Hours	Previous Course
254		Numerical methods	3	(0 , 1, 3)	204 MATH
318		Design of Armed Concrete 2	3	(0 , 2, 3)	217 HMD
320		Design of Metal Facilities 1	3	(0 , 2,3)	215 HMD
372		Geodetic Space	3	(2 , 1,2)	371HMD
381		Materials and construction of Roads	3	(2 , 1, 2)	380 HMD
399		Practical Training	0	Completing 90 units	240 HMD
			15		

Level 9

Number	Code	Course Title	Units	Hours	Previous Course
407		Geometric Economy	2	(0 , 1, 2)	-
400		Computer Applications in Civil Engineering	2	(1 , 0, 2)	109 AAL
419		Design Armed Concrete 3	3	(0 , 2,3)	318 HMD
474		Photogrammetry	3	(0 , 1,3)	372 HMD
445		Hydrology	3	(0 , 1, 3)	241 HMD
498		Graduation – Project Part 1	2	(1 , 0, 2)	-
			15		

Level 10

Number	Code	Course Title	Units	Hours	Previous Course
408		Project Management Engineering	2	(0 , 1, 2)	-
422		Equipment and Methods Construction	2	(0 , 1, 2)	-
423		Contracts and Specifications	2	(0 , 1,2)	-
424		Construction of Buildings	3	(0 , 1,3)	419 HMD
463		Water Purification and Treatment	3	(0 , 1, 3)	362 HMD
499		Graduation – Project Part 3	3	(1 , 0, 2)	498 HMD
			14		

(2-2-2) Program specification:

The prepared models from the National Commission for Academic Accreditation & Assessment are used for course description. The course description does not change, except with the change of the study plan for the program. We can develop or modify the program or study plan for the program through the specific channels by the university. The course description often requires a set of data and information about the program as follows:

1) Basic data:

Including direct data such as: (the institution - college - section – name and program code –name of the dean of the college - Coordinator name – accredit number of hours required to complete the program-degree awarded upon completion of the program,....etc.)

Here are the top notes:

The program type:

If the program is mono, unilateral (specialization follows one track) or joint (has a double major) or multidisciplinary (has more than two disciplines) . Disciplines may come from two different departments at the same college or more than one college.

Program name:

It is not necessary as the name of the program is the same name of the department that supervises of the program. Some departments include more than one program.

Example: Department of Electrical Engineering program includes, “Engineering communication”, as well as another program “Electric Power Engineering”

Program Coordinator:

He is appointed by the board of the department and he is responsible for the follow-up program and does not necessarily have to be the head of the department. If there is a program coordinator for male students and another for female students, it should be clearly stated to the students.

Number of Credit Hours:

It is the number of units in the study plan that is necessary for the completion of the program,

It is calculated since the enrollment of the student in the program.

Degree awarded:

It is accurately stated if it’s a bachelor or was another degree. And if there was a degree

Interfaces, for example, a student graduating from the program after two years with the degree of diploma or he can graduate or complete a bachelor's degree, considering everything ,there should be consistency between the name of the degree with national qualifications framework.

The administrative structure of the program:

It is required in item 4 of the basic information, to list the simplified form of the program that shows the structure for the program management.



The study site:

It shows where the program will be studied, and it must be shown if there was more than one building or more than one branch. It also shows the kinds of the programs and if they are for male or female students.

Review:

It is required in item 7 in the model to clarify if the program has been revised or not and if he is an internal or external reviewer.

Tracks:

Some programs include more than one track for the student after a number of a certain amount of credits, such as in the Civil and Environmental Engineering program which includes tracks "Engineering Construction"

- Roads and Surveying Engineering
- Water and Environmental Engineering

We should mention all the tracks are contained in each program.

Dates of accreditation:

This includes the accreditation dates from the Council of the Department and the College Board and the Board of the University and the ministry, and there is a table included in the model that specifies this.

2) The context of the program

It is the identified part in the model with the code B (and inside it we are to answer questions

Such as: Why is the program set up? What are the goals of the program? And ... etc.

Why is the program set up?

It describes the economic, social and cultural reasons that prompted the creation of the program, linking them with the national educational policy, and can be added

Any other reasons. (Item b-1).

The consistency of the program's message with the college's message:

Due to the model no. (2) of the consistency models in the guide aimed to complete the item (Item b-2) where the program message must be consistent with the college's message, which in turn must be consistent with the mission of the university.

The relationship of the program with the other programs:

It clarifies whether there were courses taught within this program that serves other programs in the educational association. (Item B2-a). It illustrates whether the students of this program must study courses from other programs. Making sure that the other programs must meet the goals of the program, (item b - 2 - b).



The special needs for the students of the program:

Are the students of this program in need of special needs courses such as: (computer skills, language skills, evening classes, and the needs of the disabled....etc?) (Item b- 3). It mentions any modifications or special equipment that the program requires to satisfy the special needs, if any. (Item b-4)

Vision, mission and goals of the program:

In item (c), vision, mission and goals of the program are inserted as they have been approved by the College Board. It is noted that the goals of the program are taken from the consistency model no. 3 or 4. In item (c -2), it is written goals and objectives of the program in the specified table with indicators of performance and methods of measurement, which they can be taken from the consistency models no. 9 and 10.

3) The structure and content of the program:

It is a known part of the model with the code labelled (D) and in it; the structure of the program is clarified as follows:

Program Description:

All courses are listed and distributed through different semesters, including primary or preparatory year. The attached tables are for the program as the study plan for the program as item (2-2).

Field experience requirements:

Summary for practical training or field experience is required to complete the program, if any.

Credits:

Credits are required to complete the program in accordance with the National Qualifications Framework, which determine the number of hours for not less than 12 credit hours and not more than 18 credit hours per semester,(including lectures, exercises, practical lectures and others) and the number of semesters are not less than eight semesters.

- Distribution of credit hours in the form of mandatory, additional and optional.

The number of hours and the percentage of the total hours of the program are divided successively as follows:

- | | |
|--------------------------|---|
| 1- Basic science courses | 2- The social sciences and humanities courses |
| 3- Major courses | 4- other courses |

- Levels of the program (for the system of credit hour which approved to be applied all university programs)

- If the program has different levels, these levels will be mentioned and the requirements of moving from the lowest level to the highest level (ascending order).

- It is mentioned further that there is a certificate awarded to complete each level.

- Duration of the program: The minimum number of years required to complete the program and get a qualification is also written.



The required projects or research:

It includes six inquires which are related towards research or projects required for the program. These inquires include: To mention any projects or scientific reports which are required for some courses other than graduation project - to identify the expected learning outcomes for any additional project – To state the levels and years that the student will study these projects - To mention the number of project modules if any – The description of the academic support and counseling, which can be submitted in this regard – To mention the mechanism and method of evaluation of projects.

Education outcomes and assessment methods:

When editing this part ,we must take into account that the education outcomes, teaching strategies and methods of assessment are all connected together and they should be presented as one package and consistent with one another. There are some tables that describe the different types of knowledge that must be acquired by the student, including:

- Targeted education outcomes:

To write learning outcomes, they must be written in the future tense form by identifying learning needs that are important and outcomes that can be achievable and evaluated with the use of clear language so students can understand it easily.

To write learning outcomes well:

- Start program outcomes with words:

"When the learner completes or passes the program successfully he will be able to....."

- Start learning outcomes at the level of courses with the phrase:

"After the learner completes this course successfully, he will be able to"

- Phrases will lead to the use of practical and direct verbs hence the students can make sure that the learning outcomes have been achieved.
- Be sure to use only one verb for each outcome, and thus the sentence be built in a simple and direct form and to avoid their misunderstanding.
- Avoid unnecessary language and unless it's absolutely necessary, use not more than one sentence to ensure clarity.
- Be careful that the choice of verbs are appropriate with the nature of the outcomes and are compatible with the learning outcomes rankings in the classification of the approved National Qualifications Framework.

Good learning outcomes should be:

Realistic: define what students can do

Attractive: the students want to achieve them.

The concept: the students know what they are.

Suitability: suitable for the student's current goals and their future career plans as set by the program.

Achievable: students can achieve them with reasonable effort.

Evaluation and measurement: the need for verification of the learning outcomes achieved.

Stated: they must be printed in the program guide as well as courses guide for each course.



Admission requirements of the program:

General controls and specific regulations to accept students in the program should be written.

The level of which the program starts should be stated. There is a booklet specifying acceptance in the program, and is accompanied by admission requirements which is prepared by the Admission and Registration Deanship or the college for admission to the program.

The requirements of attendance and progress in the program:

The program defines the conditions in attendance rates and the rules of the transition from one level to a higher one. Laws and regulations clarify the move from one level to the next level in the system of credit hours and also set the withdrawal or transfer laws from one program to another or from one college to another as well.

4) The systems of students' assessment and verification of standards

What are the ways in which the evaluation should be followed to verify the access of targeted educational outcomes to students? Are they comprised through direct or indirect methods or both? Are they carried out through internal review of the program or by an independent assessment by another?



5) Support and students affairs

It is divided into two units:

Academic counseling:

It explains how to direct advice to the student through direct academic counseling (referring the student to the appropriate academic advisors) and attaching tables for the distribution of office hours for staff members, attached to their schedules of teaching and a list of students names who are under their direct supervision, and models of supervisors for students when choosing courses, deletions and addition and how to plan to end the study plan for student successfully. Describing the counseling plan and how to apply them and how the program takes care of the outstanding and struggling students including those with special needs.

The student's right to appeal:

Students have the right of appeal to any score that was evaluated by them. There are some governed ways of appeal, where they have the right to appeal to the Head of the Department or the Vice Dean of academic affairs within two weeks of the announcement of the result and the appeal will be investigated and the student will be informed with the result.

6) Learning resources, facilities and equipment

Learning resources refers to things such as libraries, references, and computers which the institution (university) is keen to provide according to the needs of the offered programs, and also provide the availability sufficient quantity of books and references appropriate for the program. The facilities and services available at the library or resource center must meet the needs of the program. To achieve this, the resource center must:



1- Provide the library with books, scientific journals, and other references and services, including internet services in order to satisfy the needs of the programs.

2- Provide the library with computer technology with sufficient levels to meet the needs of the programs and to support the availability of electronic services in the library.

3- Provide the library with books, scientific journals and other sources of information, with both Arabic and English languages to meet the needs of the programs that are provided by the institution and the research that are based on these programs.

4- The library provides services that are needed for study and research for use of both individuals and small groups, and in line with the number of students in the institution.

As for the facilities and equipment: the program should make sure that the institution provides it with a sufficient number of classrooms, laboratories, equipment and research equipment for students and faculty members, as well as the availability of sufficient places for other services such as restaurants, extracurricular activities, and student housing, if possible.

To achieve this:

- The provision of adequate devices that is for the program is required.
- Consultation with the teaching staff before the acquisition of the hardware must be done to ensure their current and expected needs are met.
- To plan for the acquisition and maintenance of hardware and their replacement according to the specific timetable.

7) Teaching staff and their assistants

The choice:

A brief explanation of the way in which the selection of faculty members and their assistants are carried out, and how to make sure their competence and experience to carry out their tasks within the program will be monitored.

Participation in planning, monitoring and reviewing of the program:

It the role of the faculty members in the planning of the program and suggestions for change and adjustment and their participation in the follow-up and monitoring of figures of the program, as well as their participation in the development of the annual plan for the program and review it and develop improvement plans for the program should be clarified. If there is any new members of the advisory committee for the program, how it is selected and its functions is clarified.

Professionalism:

What are the arrangements that have been taken to develop the capabilities and skills of teaching staff? Is there training courses for developing the skills of teaching staff in assessing students and modern methods of teaching? When mentioning of any other arrangements for developing the capabilities of faculty members in the fields of specialization and research.

Preparing the new teaching staff:

It explains the methods used in preparing and directing new faculty members immediately after joining the program, including teaching staff who are partially teaching (or visitors) visiting professors .

The temporary teaching staff or visitors:

It is a brief explanation of what is practiced by the department, college or university with the selection of faculty members from universities or other bodies to work according to a partial system of teaching (or visiting professor), also stating the percentage of temporary staff to the proportion of members in the program.

8) Program evaluation and improvement processes

Taking into account the means by which the evaluation of a program, conducted on a regular basis aimed at identifying the beneficiaries grouped from the program and those who specifically made the evaluation, and mentioning the methods used in the evaluation, including the function of the external reviewer (if applicable).

The effectiveness of teaching:

What methods are used to evaluate and improve the strategies intended towards developing learning outcomes in the different educational levels? (Example: evaluating learning results every year - to give advice on the consistency between theoretical study and scientific applications – evaluating the methodology used by the faculty members for teaching various courses)

Assessment of teaching skills:

What are the processes that are used to evaluate the skills of staff members teaching when they follow the planned teaching strategies in advance?

Comprehensive evaluation of the program:

What are the strategies that are used in the program for comprehensive evaluation, program quality and achieving targeted learning outcomes?

It contains three points:

- Who are the current students and graduates of the same program?
- Who are the independent reviewers or who will evaluate the program?
- Who are the employers or beneficiaries?

The model concludes with a set of tables that state the performance indicators as already explained in the beginning of this chapter as well as the necessary signatures to approve the model of course description as defined by the National Commission for Academic Accreditation and Assessment.

2.2.3) Course description

There are special models for each course prepared by the National Commission for Academic Accreditation and Assessment. You can read them on the website of *DEANSHIP OF QUALITY & SKILLS DEVELOPMENT*

Before starting in the preparation of this form, we must collect all the required data of the course, content of the course, number of hours and the method of distribution of them (Theoretical - exercises – practical) through the study plan as well as objectives of the course and expected educational outcomes through models 12 and 13 as well as references through the program specification.

The model contains:

Basic data:

As it is shown in the following table. It is noted that there is a coordinator for each course unlike the coordinator of the program. The date of the approval of the course description from the College Board should be written.

College:
Department:
Name of program:
Course title:
Course coordinator :
Program coordinator:
Date of course description approval: / /H

Introducing the course and general information about it :

It includes general information about the course. The following table shows the data and information required. It is noted:

- The number of credit hours of the course may differ from the number of contact hours for the same course. For example: The name of the course " space 1" ,followed by the number of credit hours which are three credit hours, while the number of contact hours for the same course is 5 hours, which are distributed (2 hours theoretical - 1 hour exercises – 2 hours practical)
- The following courses mean: The accompanied courses that the student will study alongside the main course in the same semester.
- The need for writing the percentage of various methodologies for the course,
For example, traditional lectures percentage may be 70%, while the total of the other methods is 30%, and the total ratio should not exceed 100%.



1-Course Title :	.....	Course Code :	
2-No.Credit hours	.....	Credits	
3- Program/s including the course	.....	
4- Course coordinator's name	.....	
5-Academic level or the year of teaching the course	.....	
6-Previous requirements for the course (if any )	.....	
7- Recent requirements for the course (if any )	.....	
8- The site of teaching if it is not in the main campus	.....	

9- Methods of teaching					
a- Traditional lecture		percentage	%.....		
b-Mix (Traditional-Distance learning)		percentage	%.....		
c-E- Learning		percentage	%.....		

d- corresponding		percentage	%.....		
e- Others		percentage	%.....		
Notes					

B- Course Objectives

It states the main objectives with a brief description of the most important plans and the methods used to develop and improve the curriculum, including the period that it the content of the course is to be reviewed regularly.

<p>1--1 What is the main objective of this course?</p> <p>.....</p>
<p>2- Briefly describe any plans that can be implemented to develop and improve the course:</p> <p>.....</p>

C - Course descriptions:

It includes 6 items as follows:

Topics that will be discussed in the course

List of Topics	No. Weeks	Teaching Hours

Course components:

(Total number of teaching hours per semester): It is noted that the number of hours allocated to lecture is calculated with its same number. As for the amount of hours spent in laboratory or practical, every two hours are calculated with one credit hour according to the National Qualifications Framework / NQF.

	Lecture	classes	Laboratory	Practical / Field Training	Others	Total
Teaching Hours						
Credit Hours						

Additional private study hours / learning hours expected to be met by the student weekly, if any, are clarified.

Learning targeted outcomes according to the fields of learning according to the National Qualifications Framework and suitability with the methods of assessment and teaching strategies:

This is an important part and should be done carefully. The following table shows the required information. The table includes a set of targeted learning outcomes, as set by the National Qualifications Framework, and they are: knowledge, cognitive skills, skills of dealing with others and taking responsibility, communication skills, IT and numerical skills as well as psychomotor skills.

It is not necessary that each course contains all of those elements, but those must be taken into account in the event that any scope to be determined will be questioned later as well as questions on how it is to be measured and its own performance indicators.

	Areas of the National Qualifications Framework (Targeted learning outcomes for the course)	Strategies of Teaching	Assessment methods
1.0	Knowledge		
1.1			
2.0	Cognitive skills		
2.1			
3.0	Skills of dealing with others and take responsibility		
3.1			
4.0	communication skills - IT and numerical skills		
4.1			
5.0	psychomotor skills.		
5.1			

Table of tasks for student's assessment during the semester

Tasks of assessment are the tasks that will be performed to evaluate the student through the various weeks of the semester with stating the rate of final assessment.

	Evaluation	Week	Ratio of final evaluation
1			
2			
3			
4			

D) Support and academic counseling to students:

It determine the means of support offered to the students to serve the completion of the course such as providing books and references, as well as the academic counseling which is related to office hours and training courses (if any).

.....

E) Learning Resources

It includes; books, reference, electronic references and Internet sites and other learning resources that must be written and dedicated towards the course. It can't be changed without the approval from the council of the department. The requested data are described in the following table:

1- Required textbooks :

2- Main references:

.....

3- Recommended books and references :

.....

4- Electronic references, web sites ... etc.:

.....

5. Other educational materials:

.....

.....

e) Necessary facilities:

They include buildings, classrooms, laboratories, computer and internet points

1- Buildings:

.....

2- Computer sources:

.....



g) Evaluating the curriculum and its developing processes:

The following table shows the methods of course assessment, development processes and methods of verification of achieving the learning outcomes of students. :

3-2 (introduction / modification of academic programs)

1- Strategies to get feedback from students regarding the effectiveness of Teaching:
2 -Other strategies to evaluate the teaching process by the teacher or department:
3-Processes of developing teaching :
4- Processes of verification of achievement standards of the student:
5-Describing procedures of planning for periodically reviewing the effectiveness of the course and planning for its development :

2-3) Creating and modifying academic programs:

2-3-1) Creating new program:

Planning Departments and Study Programs in the vice Rectorate for Educational Affairs issued a guide on how to create a new academic program, you can read about it in the website: <http://mu.edu.sa/ar>

The criteria that must be considered in the preparation of the course:

The course will be able to achieve its prepared goals.

The mission, vision and objectives of the course should be clear, simple, comparable and measurable.

The message of the course should be documented, generalized and is consistent with the message of the program.

The prepared objectives of the program should be consistent with the intended learning outcomes and they should be linked to educational objectives of the department, the college and university.

The objectives and strategies used in the content, design and development of the program must be presented in the form of clear points and consistent with its mission, objectives and outcomes to enable students to get targeted learning outcomes with a statement of the national and international terms of reference for the program.

The existence of a detailed plan for the program indicates courses, classification (theoretical, practical, exercises, etc.), sequencing, and the approved and actual number of credit hours as well as their requirements, class or classes that implement it.

The existence of a detailed plan for each course includes: general description of the course, the language of teaching, learning goals, strategies, evaluation methods, learning sources, and development and improvement processes.

Distribution of courses according to what is being followed (mandatory, optional) and what it is divided into (university, faculty, and department).



Chapter III

Evaluation of Programs

This chapter deals with three main parts, namely:

1- Evaluation mechanisms of the programs, benchmarking, and performance measurement indicators.

The first part:

Deals with the definition of the evaluation, its aim, its requirements as well as the principles of the regular evaluation of the programs and models of evaluation as well as its elements and planning for it.

It deals primarily with the mechanisms for evaluation of the programs, which include:

- Internal benchmarking (done annually)
- Regular self-evaluation and external benchmarking (done every five years).

The second part:

Deals with benchmarking (its definition, patterns, a litmus test, comparative partner, how to be conducted and the procedures of comparative selection)

The third part:

It deals with the key performance indicators for programs (its definition, importance and types) also elaborate the key performance indicators for the programs.

This chapter is of great importance because the evaluation of the program is essential toward following up on performance and is an important pillar for the development and improvement.

All that will affect the benefiting categories from the program and they are as follows:

A member of teaching staff:

He is one of the most important pillars in the educational process. He is a partner in the management, organization, quality assurance and improvement of the educational process. so, it is necessary to be fully informed of the mechanisms for evaluating the program and how to choose the benchmarking, as well as performance measurement indicators.

The official of quality program

He is the engine and the operator of the management of quality activities for the program therefore he must be fully aware of the processes of the evaluation of the program.

The head of academic department:

This chapter provides information for the head or the supervisor of the department as well as provides views on mechanisms, evaluation and its devices, benchmarking and how to conduct and assess performance.

Measurement indicators - its importance and types of indicators, and this is one of the important aspects of evaluation.

The president or the supervisor of the department section is entrusted with the management of the implementation of all activities relating to the educational process and quality assurance and improvement.

The student:

Is one of the main users of the educational process and is also the main beneficiary of it. He must be familiar and calmed to the presence of mechanisms to evaluate the program to ensure that he has a distinguished educational service of high quality.

The university:

It is the sponsor of the educational program and supervises the educational service and in doing so provided the service with devices of evaluation that follow-up of that service,

This chapter provides a comprehensive view of the mechanisms of benchmarking and performance measurement indicators for the management of the university.



3-1 Programs evaluation mechanisms:

Evaluation of programs is an ongoing process which collects and analyzes data periodically to ensure that the program achieves its objectives and to identify its strengths and weaknesses in order to improve performance and represents the basis for the development of quality assurance. The evaluation process for courses is after the end of each semester. While the program evaluation process is conducted yearly through the program, there is a self-evaluation of the program at the end of each session of the study plan of the program; after the graduation of groups of learners after four or five years. According to the nature of the program it serves to verify that the program outcomes correlate with the targeted educational outcomes of graduates and that they have been achieved. Also, the analysis of the results is done for the sake of their development and improvement.

3-1-1 The evaluation: Knowledge and Concepts

1- Aims of evaluation:

The evaluation of programs aims at finding out:

- The rate of achieving the goals of the programs and verification of the feasibility of programs and their continuation.
- Measuring the extent to which the programs succeeded in the preparation of efficient high scientific graduates, by providing them with scientific knowledge and specialized skills that will enable them to conduct their professional work effectively and develop their personalities and prepare them for lifelong learning.
- Programs keep up with better current educational and scientific practices in respect of the quality of teaching and learning in higher education.

- To determine the level of the quality of performance by the program in accordance with key indicators of performance compared to other universities on a regional and global level.
- To follow up to date content, homogeneity and integration of the program, as well as balance in terms of it meeting the requirements of the university and college,
- To prepare graduates to keep up with developments and requirements of the labor market as well as basic requirements for specialization and specialization is needed and how to keep track of recent developments in the specialty and professional development areas of improvement.
- The quality of career choices and job opportunities provided by the program for the graduates.
- The availability of resources that will help in achieving the high quality of the program; and to what extent is being exploited in the academic quality development of the program guarantees its quality.

2- Evaluation requirements:

Evaluation process requires the following steps:

- To identify the beneficiaries of the program outcomes.
- To determine the mission of the university, college and academic program to be corrigible and study consistency among them.
- To set goals and learning outcomes for academic programs.
- To identify performance indicators to measure the program.

- To determine the appropriate means to measure the educational goals and outcomes
- To collect the necessary information, analyze it, prepare developing recommendations and implementing them.

3 - Principles periodic evaluation of programs:

- The implementation of the periodic evaluation program is a fundamental and important source for gathering evidence. It is an indication of the strength and effectiveness of the quality management for periodic review programs.
- Taking into account the validity, comprehensive and transparency in the periodic evaluation process and allowing the officials to know the level of performance in the program.
- The periodic evaluation process is based on evidence provided by the previous annual and periodic evaluation of the program, the feedback about the program from students, graduates, employers, and the advisory committee for the program especially, for professional programs and statistical data from admission and registration as well as all other documents in support of the evaluation process.
- Using the evaluation results to prepare a plan for improvement and development of the program and quickly taking remedial action on the points that are in need for improvement.
- Publishing the results of evaluation with the appropriate means to the employees of the program.



4 – Elements s of evaluation of the program:

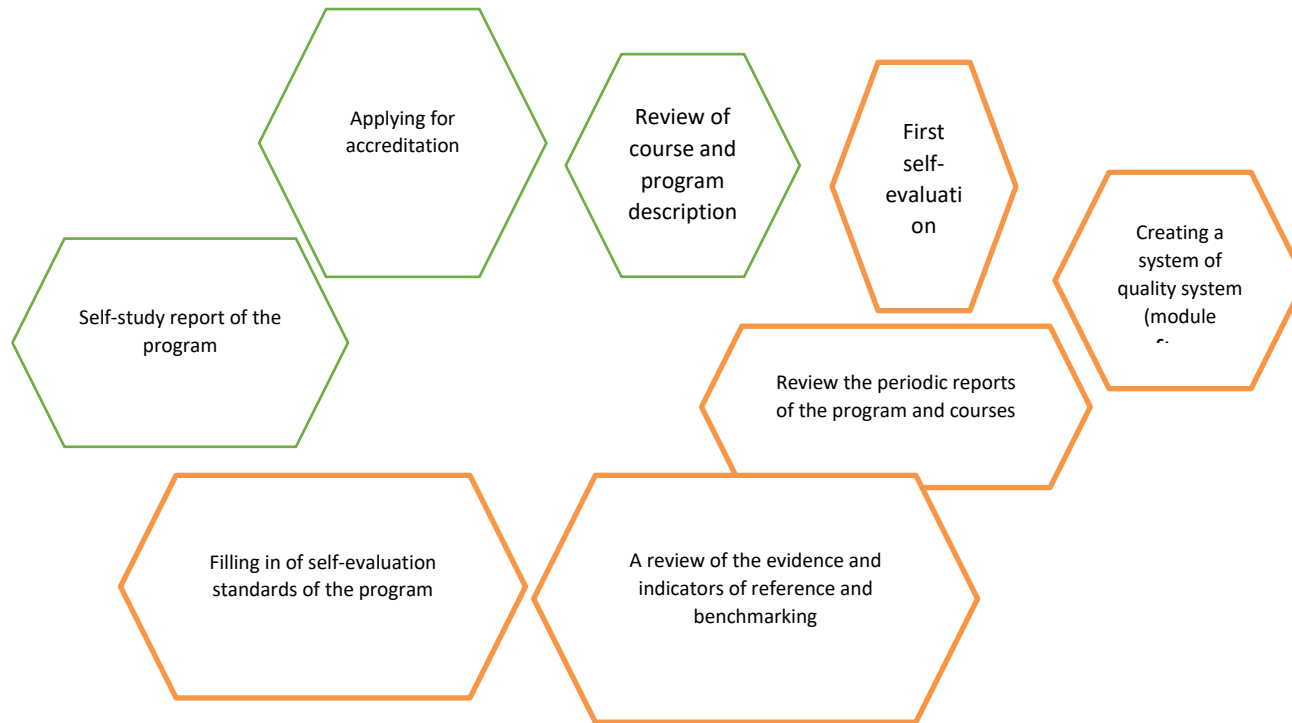
In order to evaluate the program, a combination of elements must be achieved that starts to establish a system of quality intended to establish an organizational structure to ensure quality in the program according to the nature of the program, guided by the organizational structure of the program in the first chapter which is about the Vice Dean of the College for the Quality and Development Unit as well as the formation of committees of five basic criteria, followed by conducting initial self-evaluation of the program to determine the level of quality performance of the program and then followed by six steps or consecutive processes for evaluating the program, as shown (3-1)

They are:

- Review of program and course description according to the changes in the labor market and meeting its requirements - teaching the course.
- Review of the periodic reports of the program and courses to ensure continuous improvement in the quality of the program and courses.
- Review of the evidences and indicators of reference and benchmarking as they are important tools in the evaluation of the program.
- Filling in self-evaluation standards of the program: They are a set of criteria and indicators that must be filled in accurately and objectively through documents and interviews and observation, used as supportive tools of the evaluation process.



- The report of self-study of the program: This includes the most important strengths and weaknesses and the priorities of improvement for each criteria.
- Applying for accreditation in the case of the minimum requirements being met for all criteria.



Shape (3-1) (Elements of Evaluation of program)

3.1.2) Planning for evaluation program:

When you begin the evaluation process, the following must be noted:

- Periodic reports of programs and courses
- Previous self-study of programs
- Former applying for academic accreditation, if any.

Basic requirements for the evaluation process:

- Evaluations are based on evidence and proof
- The indicators of the performance of the program in previous years
- Procedures of internal and external benchmarking.
- Recourse to an external evaluator for the program
- Report of the Advisory Committee of the program especially for professional programs.

3.1.3 Report of courses in the program:

- Each teacher prepares a report about the process of teaching the course
- The report is prepared at the end of each semester, describing how to implement the plan of teaching the course and any future recommendations for improvement (model of report form of the course)

The report form deals with seven key elements:

General Information about the course:

1- Course Title	.....	Course Code	
2- Name of the coordinator of the course	..... .....	
3-Date of doing the report: / / H semester.....			
4- The number of students Who start the course	..... .....	
- The number of students Who completed the course			



5-- Course components(the total number of teaching hours per semester)

	The lecture	Classes	Laboratory	Practical field/ Training	others	Total
Actual Hours						
Credit Hours						

..

Deals with basic information about the course (Course name, code-symbol, The instructor, name of the course.....)

B) The implementation of the course.

1- Topics covered

Topics addressed	Number of planned hours	Number of actual hours	The reason for the difference if it is more than 25% than planned

2- Effects of not teaching some subjects in the course.

To comment on the importance of these issues and what you think lacks in its teaching that affects the learning outcomes of course, or does it later affect learning outcomes of the program proposal for the work of some compensatory measures.

Topics that have not been studied	The impact on targeted educational outcomes	Possible compensatory procedures
		Topics that have not been studied



2- Methods of measuring the targeted learning outcomes

	(Learning targeted outcomes to course)	Methods of evaluation	Analysis of the evaluation results
1.0	Knowledge		
1.1			
1.2			
1.3			
1.4			
2.0	Cognitive Skills		
2.1			
2.2			
2.3			
3.0	Interpersonal skills and responsibility		
3.1			
3.2			
3.3			
4.0	Communication skills, IT and numerical skills		
4.1			
4.2			
4.3			

	(Learning targeted outcomes to course)	Methods of evaluation	Analysis of the evaluation results
4.4			
5.0			
5.1			
5.2			
5.3			

Summarizing the procedures that are recommended to improve the teaching strategies as a result of the assessments contained in the above table.

4- The effectiveness of planned teaching strategies towards desired learning outcomes that are in the specifications of the course.

Refer to the planned teaching strategies in the specifications and the description for learning outcomes in the National Qualifications Framework.



Determine the list of teaching methods in the specification of the course	Was it effective?		Difficulties in the use of strategies (if any) and the proposed procedures to deal with those difficulties.
	Yes	No	
Traditional lectures			
e-learning			
Correspondent			
Other			

Note: In order to analyze the evaluation of the students' achievement for each learning outcome

Of course, the results of student performance can be measured and evaluated using performance indicators; KPI, rubrics, or some of the classification systems that are consistent with the students' work or exam grades, or other indicators of successful learning.

The implementation of the curriculum teaching process includes subjects which are actually taught in line with the number of proposed teaching hours according to course description. The clarification and analysis for the reasons for the difference when it becomes, between them, more than 25% between the two, as well as discussing the impact of not teaching any part of the course on the educational targeted outcomes and how to compensate for this, must be documented. This is done by the assessment of learning outcomes contained in all the learning outcomes and methods of evaluation and the ratio of accomplishment for each outcome with a summary of any recommendations to improve the used teaching strategies according to the results of the evaluation of outcomes.

The effectiveness of the used teaching methods to achieve learning outcomes contains a list of all the used teaching methods and how they are effective, and mentioning any difficulties that have been encountered during the application of that strategy and how to overcome them.



(C) Analysis the results of students.

Distribution of scores

Evaluation code	No. of students	Percentage of students	Comment on the results of students
A			
B			
C			
D			
F			
Didn't join			
Joined			
Not completed			
Succeeded			
Failed			
Withdraw			

Analysis for Some of factors that influenced the results

Here is the analysis of the results for a group of students and the discussion as to whether the results are higher or lower than expected.

The differences from the processes of planned evaluation for the students (if any, look at the course description)

Differences, if any, look at the table, with special attention to the methods of the planned assessment. (Look at course description)

Differences	Reasons
.....

Differences, if any, of the planned evaluation processes in the fields of learning must be stated.

(Look at the course description)

Differences	Reasons
.....

The ascertainment of the achievement degree of the student

For example, through the degree validation by independent evaluation. (External examiner).

Differences	Reasons
.....

It deals with the results of the students (the distribution of students' grades, analysis of special factors affecting the students' results "if any", explaining any of the differences in the proposed assessment methods in the course specification, "if any," explaining any of the differences in the proposed evaluation dates in the course specification and "if any," explaining ways of reviewing the assessment grades of the students.

D) Resources and facilities

Difficulties in obtaining resources or the use of facilities, (if any)	The consequences of any difficulties for student learning in this course (the opinion of other professionals)

D) It deals with facilities and equipment (explaining any difficulties in the provision of facilities and equipment and the impact of both of them on the course itself).

E) Administrative matters

Difficulties in obtaining resources or the use of facilities, (if any)	The consequences of any difficulties for student learning in this course (the opinion of other professionals)

E) The administrative system deals (explaining any regulatory and administrative difficulties and their impact on teaching course)

F) Course Evaluation

Student Assessment for the course (Attach the survey results report)
A- list of the most important recommendations for improvement and strengths
B- The reply from the teacher or the team of the course on this assessment
C- Other evaluations - For example; through the head of department, colleagues notes, reviewers of the accreditation and other stakeholders.
Student Assessment on the course (Attach the survey results report)
A- List of the most important recommendations for improvement and strengths
B- The reply from the teacher or the team of the course on this assessment

(F) Course Evaluation will be conducted using a questionnaire whereby, the most important strengths and recommendations for improvement are listed. The assessment by the teacher or the teaching team should accompany this evaluation. Evaluation can be conducted by other bodies such as the head of the department, peer observation, accreditation bodies, employment and beneficiary associations.

G) Planning for improvement.

1-Progress of proposed actions for the improvement of the course from previous reports. (if any)			
The recommended improvements from the last report of the course	Actions taken	Results	Analysis

2 - List of reasons why no action was taken to improve the course according to the previous report, surveys and independent opinions.

-
-

3 -. Improvement plans for the next semester / year

Recommended improvements	Recommended improvement points	The beginning	The end	The official

The improvement plan explains the actions to be taken for the improvement based on the previous report which includes proposed recommendations and procedures for implementation and the analysis of the previous results, explaining the procedures that have been taken for improving the course according to the previous course report and former questionnaires and independent views. The improvement for the next semester also includes the start and end date and the official implementation.

The ratification of the report from a teacher (coordinator of the course and coordinator of the program or the head of the department) to take some of these recommendations in the optimization of the program plan.

Course Coordinator

The name:

Signature:

Date:/...../.....H

3-1-4 Program Annual Report :

The annual report of the program is prepared according to the recommendations of National Commission for Academic Accreditation & Assessment at the end of the school year. Bearing in mind the following:

- The teaching staff's course reports from during the year that includes student's results, constraints of teaching each course, weaknesses, and ways of improvement.
- Student's opinions about the program, courses and performance indicators of the program.
- Learning outcomes that have been achieved in the program can be determined using the performance indicators.
- The availability of learning resources, potentials and the extent of their development and feasibility.
- The efficiency of teaching staff through self-study to all faculty members.
- A comparison between the current program report and the previous one and stating advances and obstacles.
- It should be the basis for future work and the operational plan for the following year.
- It should include recommendations and suggestions for improvement.



- The members of supervisory committee of the program should take part in the preparation of the report

The Annual model of the report includes nine key elements:

(A) To present all data used in the program:

(B) To produce document and analyze all statistical information:

1- Number of students who joined the first year of the program.

2- Number of students who completed the program, ie. The number of students who completed the required level to obtain an intermediate certificate as a precondition for early graduation. (if any)

3- Completion percentage: special observation which might have influenced completion percentage (such as students changing from an intermediate or incomplete track, or students changing from other programs).

4- Students' progress percentage

5- Graduate questionnaires: this explains the significance of some of the ratios and percentages (such as comparing with previous results, results of similar programs).



Program Context

- 1- Explain significant changes in the institution that affect the program, if any (during the previous two years).
- 2 –Explaining the effected programs and significant changes outside the University e.g. labor market requirements and changes on the program, if any (during the previous two year).

Courses information summary:-

1- **Courses outcomes:** attach a list of all courses that have been taught during the year, adding the number of each student who enrolled in each course and the number of those who completed course and marks distribution.

2 -**Analysis of unusual results:**

Attach list of decisions of extraordinary results (low or high) including the steps taken to find out the causes and what do you do about it.

3- **Study of proposed courses:**

A) Courses and topics which supposed to be taught but not studied are listed with the reason and what is required to compensate if need be.

B) Explaining the countervailing measures and procedures required for units that have not been studied in the courses offered that should be taught if those units are important and need to completed. .

Programme Management

- | |
|--|
| 1-Suggested procedures to avoid future difficulties. |
| 2- Explain the impact of these difficulties on the achievement of objectives of the program. |
| 3- List the difficulties in the program management, if any. |

Programme assessment summary

Graduated students assessment

1-Write a comment on any procedures that have been taken from the graduated students' survey.

2-Write important points that need improvement, ie. Improving areas of weaknesses and documenting suggestions for improvement.

Employment and beneficiaries' assessment

1-Write a comment on any procedures that have been suggested through employment views, beneficiaries and consultants committees.

2-Write important points that need improvement, ie., Improving areas of weaknesses and documenting suggestions for improvement.

Evaluation of the program based on quality standards

1-Attach educational and learning evaluation and any standards used to assess the program.

2-Choosen sub-standards should be mentioned to observe the annual programs. (With priority standards to improve program). Mentioning the performance improvement suggestions procedure, (If any).

Quality of teaching

*List the courses that have been taught through the year mentioning student evaluation in each course, besides quality of teaching standards, mentioning the improvement suggestion procedures strategy of teaching.

*Effective teaching strategies, explains the effectiveness of teaching strategies which are suggested to be used in all teaching courses.

The response to the suggesting comments (Example: training and assistance- used strategies amendment).

Teacher evaluation or any feedback explaining the effective of teaching strategy. Mentioning any difficulties facing the application of the strategies and improvement suggestions.

Independent opinion about program quality after consideration of the draft report

(Example: a department director in the same specialization has to comment on the consequences after reviewing the evidence. The permanent program committee's annual recommendations need to be considered as well.

The executive plan for the program

You should consider the following points when preparing program executive plan for the current year:

1-The progress of implementation of the plan for the previous year.

2-Suggestions to develop the program.

- a- Change suggestions in building the program.
- b- Change suggestions in all courses.
- c- Development activities for teaching and teachers.

3-The new executive plan.

Comparing the result of the performance indicators for the program 3-1-4-1

At the end of the year the quality program has to compare the program performance with the performance reports for the previous year's performance of other programs of the college and the corresponding programs outside the



College and the development of some of the proposals through those comparisons of improvement plans.

Feedback 3-1-4-2

The quality committee department should apply the following students' surveys.

According to a schedule as shown in the key performance indicators for the program:

*A form of data of graduates' recruitment for previous years.

*Evaluating program students surveys (students levels VI, VII, VIII).

*Evaluating students' experience surveys (students levels VI, VII and VIII).

*Courses evaluating surveys (course scientific content –teaching aids and learning methods-the course book-the teacher course).

*The satisfactions of teaching staff and students' surveys about the effectiveness of learning resources to achieve certain goals.

*The satisfactions of teaching staff and students' surveys about the application of special mechanism (guidance academic – follow up underachieving students-follow up brilliants students- students' complaints-the effectiveness of E-learning)

A model of assessment of the teaching staff and academic leadership performance in the program.

3-1-5 Self-assessment:

The self-assessment periodically should be done every four or five years through self-assessment scales “the eleven standards which set in the form of discretionary measures and would help to make the process of Self-assessment accurately”.

The institution and department can undertake the self-assessment process of any program.

In the periodic self-assessment, the examination of the program can be executed to verify the extent of its effectiveness in achieving its objectives and planning of any changes that are required. The program files, curriculums and important resources are needed for this evaluation because it necessarily includes details of the developments on the extension of the period of the program, the causes of these developments, assessments of the curriculum and programs and ideas based on learning and educational experts. The periodic self-assessment is considered as the main source of external audit for the adoption of any program.

Self- assessment scales 1-5-1-3

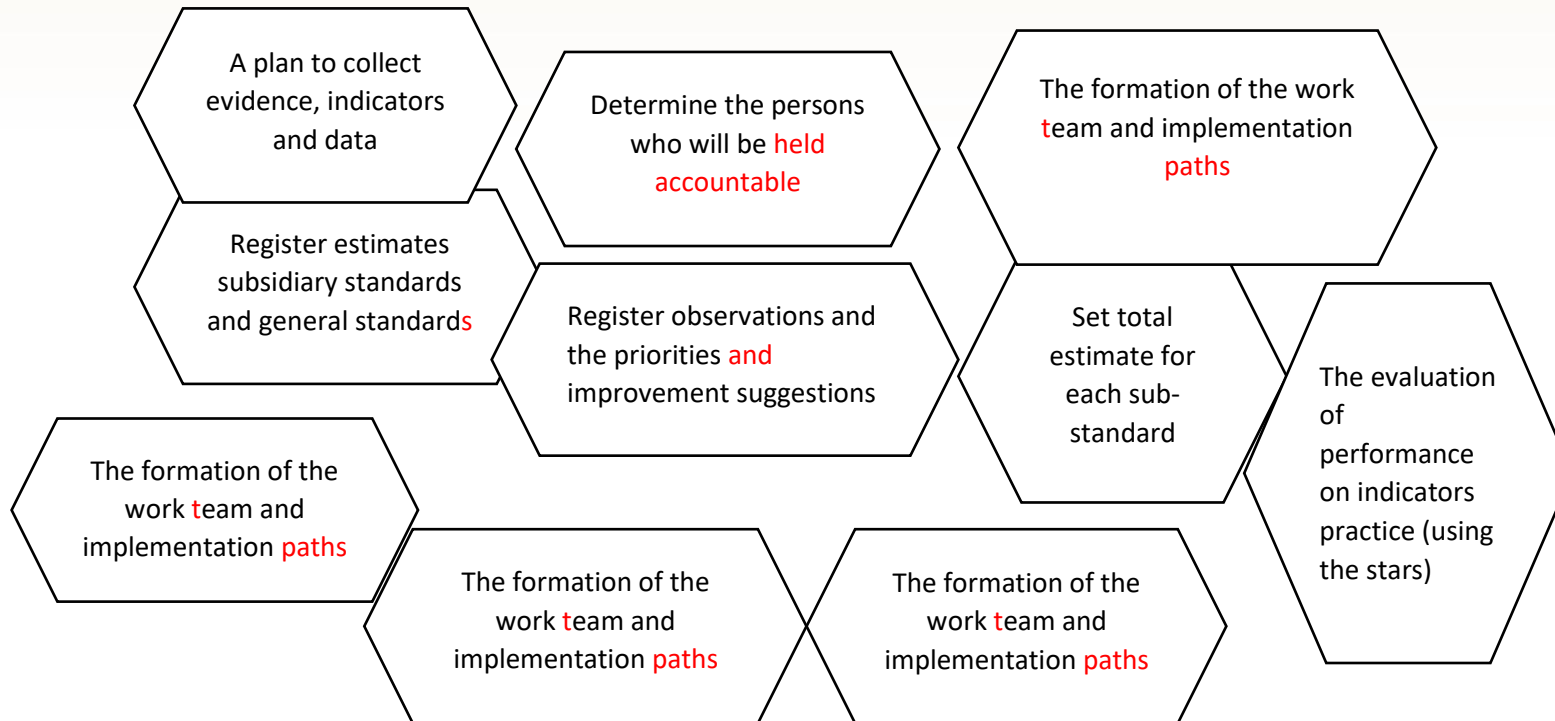
There is an importance of the use of the self-assessment scales. It is a tool used for the continuous monitoring of the program's quality performance, which builds on it the review of performance of the program and the work of the self-study program, which can evaluate the assessment of the program by the external auditor or academic accreditation.





The form (3-2) the use of measures of self-study

How to use measures of self-study?



Star standard assessment:

* Zero indicates that, despite the importance of the practice and its relationship to the activities of the educational institution, but it did not apply at all.

One Star (). According to the practice of sometimes applied, but the quality of the application is weak or it did not do.

*2-star (**). According to the practice applied mostly, but quality is not satisfactory.

Good performance

*Three star (***) . According to the applied practice in most cases, activity usually proved its effectiveness, also indicates that levels (standards) achievement was normally satisfactory performance, with improvement possibility. In addition, the educational institution plans to improve quality, besides monitoring the progress in the implementation of these plans.

High-quality performance

*Four Star (****). Indicates that practice is applied continuously, and the quality performance measure indicators have been built, these indicators showed that the performance is of high quality, although there is still an area for improvement. In addition, the educational institution has developed plans to improve quality and needs to be applied. With the monitoring of progress in the implementation of these plans, regular submission of reports thereof needs to be written.

* Five-star.(*****) - indicating that practice is applied continuously at a high level, as evidence suggests and clear indicators or independent evaluation of high quality in the performance comparing to similar institutions. In addition to the evidence of high level of performance, the educational institution has additional plans to improve quality distinctive with their realistic strategies and specific timetables for the implementation of those plans.

Self- Study:

Self-studies periodically end after four or five years according to the nature of the program. Goals need to be reviewed and detailed objectives are likely to change over time. The completion basis on the results of the Periodic evaluation process which precede the self-study for the actual adoption, which will always be made accessible in the file of the educational program. The periodic self-study study will take into account:

*The mission and the objectives of the program.

*License requirements of professionals teaching in The Kingdom of Saudi Arabia.

*The requirements of the career training program to get the license of the Profession in the Kingdom of Saudi Arabia.

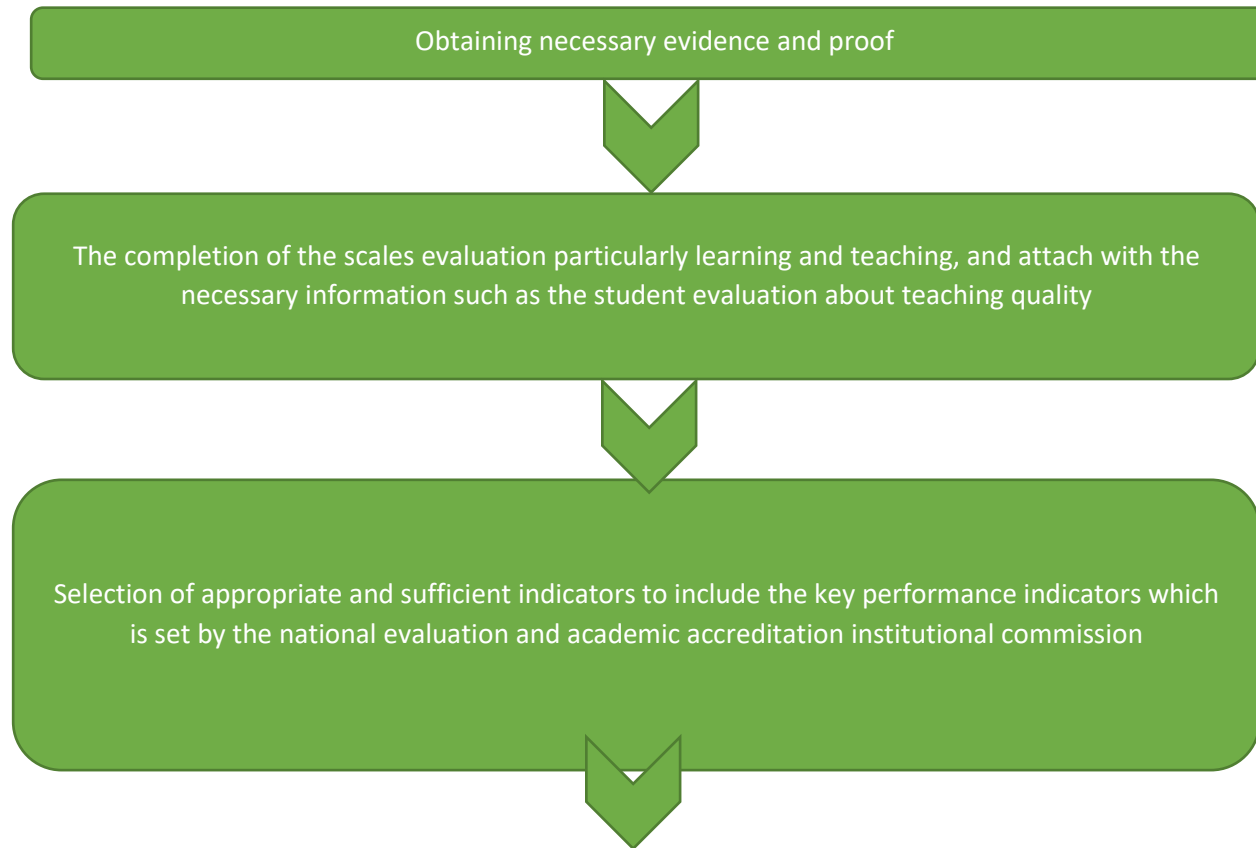


*Standards of quality control and accreditation as defined by the national assessment academic accreditation, and included in a document of the national qualifications framework.

*Results of the study should correlate to the evidence, making sure that the analysis and conclusions of all comments from all stakeholders are legit and contribute to the quality of the program.

Self-study Procedures

The following figure shows the suggestion of the procedures of the self-study implementation of the program.

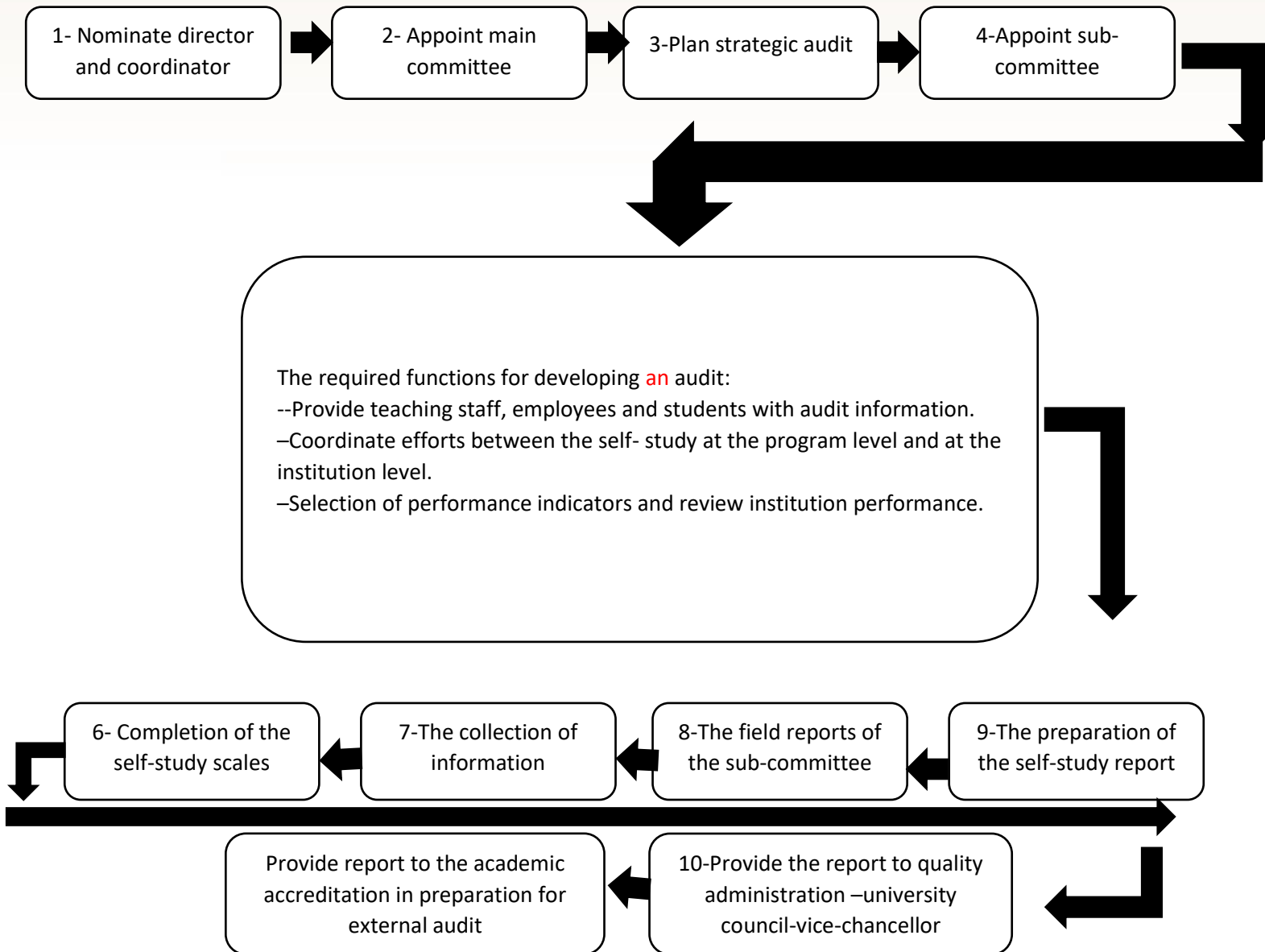


Self-study management program

The implementation of self-study program must first work with the necessary preparation questionnaire models. All tools should be used in the implementation of the study. Teams will be formed together with a work plan. It is the task of the teams to start collecting information, evidence, proof, writing assessments and the initial copy of the report. In the case of female student sections, two separate reports should be written, which will eventually be compiled into a final report.



Steps to conduct self-study program procedures:



The preparation of the report of the self-study:

The elements of the report:

The Self-study process should involve preparing an objective critical detailed report reflecting the recent situation whereby the positive aspects can be determined as well as aspects that need to be improved in accordance with the methodology based on evidence. The report should include the following elements:

- *The executive summary to make self-study.
- *The background against which the report highlighted the influential factors in the structure of the report.
- *A clear description of the steps and mechanisms that have been followed in the implementation of the study.
- *Present results which have been reached with the determination of the strengths and weakness.
- *Provide a summary of the evidence and proof that supports the results which were mentioned in the report.
- *Measures of self-study of program evaluation should be attached (attach Supplements required).

Reference Comparison (Benchmarking)

Is a systematic means to measure and compare the performance of any educational institution on the basis of the system of standard scales adopted or agreed upon, with the aim of determining the extent of the institution quality outputs and necessary development plans to achieve its objectives.



Patterns of reference Comparisons :(Benchmarking Patterns)

Reference comparisons can be divided into three types:

Internal Comparisons reference (Internal Benchmarking)

Where the educational institution compares every section or department with other similar sections in the light of certain standard, and collect required information with multiple tools measurement, this kind consider the easiest comparisons of reference.

External Comparison reference (External Benchmarking)

A comparison here takes place between higher education institutions and other counterpart institutions and competition for locally or globally. Data and information should be collected directly (through agreements with the corresponding institutions) or indirectly.

Comparisons of jobs reference (Benchmarking Jobs)

The educational institution has to compare the jobs undertaken, such as teaching, scientific research or community service comparing the same jobs in institutions of higher education corresponding to distinct regional or international, to upgrade these jobs, within this type compared with the joint actions between all types of institutions such as the obligation to attend and leaving the system of work and wages and the use of modern technologies and other aspects.



Selection of comparable partner (Comparative reference)

- 1-The similarity in the educational system.
- 2- Similarities in mission and goals.
- 3- Capacity to provide data.
- 4- Cultural, social and economic conditions.

Comparison reference can be done as follows:

- *Determine the reason that the educational institution wish to make comparison reference process.
- *The determination of pioneer universities in the same field, the mission and programs similar aspects.
- * The study of good practices that pioneer universities have.
- *The implementation of the good practices and develops an executive plan.
- *The repetition of the implementation of the previous steps to achieve development and continuous improvement.

Performance indicators scales:

- *Scales provide information and statistical data allow comparing and determine progress towards the goal.
- *Significant management tools in monitoring progress towards the achievement of strategic objectives.

The importance of performance indicators scales



At the university level:

- 1-Performance monitoring for the purpose of comparison with the programs of other universities.
- 2- To facilitate the process of institutional evaluation and program.
- 3- To provide information for accreditation.
- 4- To provide information to the Educational body for the purpose of transparency and accountability.
- 5- Set to measure the extent of progress toward strategic objectives achievement.
- 6- Help the decision makers in making decisions based on accurate information.

The types of performance indicators scales

- 1- Indicators of inputs-Indicators of process-the output indicators and they may vary according to the quality:
 - *Quantitative indicators e.g. Statistics and digital data.
 - * Qualitative indicators e.g. to measure the level of the beneficiary satisfaction.

The key performance indicators of the university

The University appreciated the importance of those indicators, his Excellency the Rector Dr. Khalid Bin Saad al-Muqrin has issued the administrative decision to form a committee under the chairmanship of his Excellency the Dean of Quality and skills development Khalid Bin Mohammad AL-Gar Allah on behalf of the performance measurement indicators committee at Al Majmaah University for the academic year 1433 – 1434. It included all sectors of those who were interested in indicators and experts in the same field. The committee completed its work in the same year. Twenty-eight indicators of measurement were used, covering the requirements of quality control and accreditation. Desired goals and measurement procedures for each indicator was determined and used to measure and implement and the minimum target for each

indicator was set. To facilitate the measurement process and data supplementation, the data measurement level has been determined, whether at the level of the program or college or university. Emphasizing the continuous improvement, the University Presidency Academic Affairs exerted more effort expanding the circle of indicators including strategic goals to the university targets and about the national level, where three primary sources of indicators for measuring the performance of the university were adopted. The first source of performance measurement is suggested performance measurement from the national academic- accreditation. The second source of indicators is the future plan of higher education in the kingdom "Afaqu ". The third source is the key performance indicators contained in the university's strategic plan.

The university's key performance indicators have been adopted from the previous three sources through the central supreme committee and academic accreditation in its first university year 34 / 1435 meeting. These indicators covers all the indicators sources and have selected seventeen major indicators to the university table (3. 1). It illustrates the university's key performance indicators.

M	Indictor	Indicator followers
1	Total expenditures for each student (without the amounts of student's rewards and housing)	Vice Rectorate
2	* The assessment of administrative officers and members of the teaching staff of the Manual Policies and the organizational skeleton and job description in the university	Vice Rectorate
3	** The level of annual performance to implement strategic goals of the University.	Vice Rectorate
4	** Number of the visitors who look for knowledge content on the university website on a monthly basis. (The ratio of local visits. The percentage of the world visits.)	Vice Rectorate
5	**The adequacy infrastructure.	Vice Rectorate
6	*** The number of annual programs of partnership and cooperation with institutions of society and the private sector.	Vice Rectorate
7	** The level of satisfaction of the teaching staff and students about the operational efficiency of the facilities and services.	Vice Rectorate
8	* The number of community cultural programs provided to the number of sections.	Vice Rectorate

9	* The overall evaluation of the students of the quality of the learning experiences in the university.	Educational Affairs
10	* The proportion of students entering the bachelor's degree programs who have completed the program in the minimum duration.	Educational Affairs
11	* The proportion of graduates from the bachelor degree programs who hired or registered in postgraduate programs during the six months of graduation.	Educational Affairs
12	** The rate of the students' enrolment in the university.	Educational Affairs
13	* The overall rate for students to the teaching staff.	Educational Affairs
14	** The student's satisfaction regarding the services provided to them at the university.	Educational Affairs
15	** The rate of programs approved internally and externally.	Educational Affairs
16	* Number of published scientific journals last year for each member of the full-time teaching staff of the university.	Studies and Scientific Research
17	The rate of spending on scientific research of the total operational budget of the university.	Studies and Scientific Research

TABLE (3-1) Key performance indicators of the university.

Handbook :(*) National Academic Accreditation & Assessment commission indicator.

(**) Afaq indicator.

(***) University strategic plan indicator.

Key performance indicators for each program:

The National Commission for Academic Accreditation & Assessment recommended that the following key performance indicators should measure the level of each program. Institutions for three previous years to get program accreditation and noted that the key performance indicators of the Majmaah University helps to achieve accreditation for each academic program of the university. Table (3. 2) illustrates the key performance indicators of the program and its relationship to the accreditation standards. The level of measurement of each indicator and table (3. 2) illustrates the key performance indicators for each program with the note that each program has the right to increase the performance indicators to achieve its goals



Standard	Key performance indicators	The level of data
Mission, targets and objectives	1- The evaluation of the stakeholders' knowledge to the concept of the mission and the objectives of the program.	The program, Faculty, Institution
Program management	2-The assessment of the chief administrative officer and members of the teaching staff of the manual Policies and the organizational skeleton and job description of the program.	program, Faculty, Institution
3-The management of quality assurance improvement	3- Students' overall evaluation about the learning experiences contributes to the quality of the institution (students average estimation on annual estimation scale consist of five points for final-year students).	program, Faculty, Institution
	4- The percentage of courses that students evaluate them through the year.	Faculty, Institution
	5- The percentage of programs which have independent certification for the standards (Levels). Students' comments are considered.	
	6- The percentage of programs which have independent certification for the standards (Levels). Students' comments are considered.	Faculty, Institution
	7-The percentage of students for the teaching staff (full-time or equivalent	program, Faculty, Institution

4- Education and learning	8-Students estimation about the quality of courses. (Average estimates of students on estimation scale from five points to overall courses evaluation.	program, Faculty, Institution
	9-The ratio of members of the teaching staff who have the qualifications of validated doctorates.	program, Faculty, Institution
	10- The percentage of students entering the programs who successfully completed the first year.	program, Faculty, Institution
	11- The percentage of students entering the bachelor's degree programs who have completed in the minimum duration.	program, Faculty, Institution
	12- The percentage of students entering the postgraduate programs who have completed in time.	program, Faculty, Institution
	13- The percentage of graduates of the Bachelor's degree programs who in the duration of 6 months of graduation: a. got hired b. registered in study C - did not seek recruitment or study.	program, Faculty, Institution
	14- The percentage of students in administration.	program, Faculty, Institution
5- The management of the students' affairs and support services.	15- The proportion of the operating budget (without the amounts of the emoluments of the students and housing) for the provision of student services.	program, Faculty, Institution
	16-Students evaluation to the career advising vocational and academic.(average estimates of the extent to which psychological guidance and career appropriate on the annual estimate scale from	program, Faculty, Institution

	five points for students in the final year).	
	17- The assessment of the stakeholders of the library services and media center -	6- Sources of learning
7-The facilities and equipment	18- The number of subscriptions in databases on the Internet according to issued proposed programs.	program, Faculty, Institution
	19- The assessment of the stakeholders of the digital library services.	program, Faculty, Institution
	20-Annual spending on information technology according to the number of students.	program, Faculty, Institution
8-Planning and Financial Management	21- The assessment of the beneficiaries to the technical services information (service availability - Security - maintenance and technical support-program and devices).	program, Faculty, Institution
	22-The assessment of the beneficiaries from the services of the E-education.	Program, Faculty, Institution
	23- The total operational expenses for each student allowance, (Without the amounts of the students' emoluments and housing).	Institution
	24- The percentage of the teaching staff that left the university in the previous year for other reasons than retirement the advanced ages.	program, Faculty, Institution
	25-The percentage of the participants teaching staff in the professional development activities over the past year.	program, Faculty, Institution
	26- The number of the published scientific magazines in the previous year for each member of the teaching staff of the full-time or equivalent.	program, Faculty, Institution

10- Scientific Research	27- The number of the reference citations last year due to the total members of the teaching staff.	program, Faculty, Institution
	28- The ratio of members of the teaching staff (full-time) who have at least one arbitrator search in the previous year.	program, Faculty, Institution
	29- The number of working papers or reports provided in conferences during the past year of each of the members of the teaching staff of the full-time or equivalent.	program, Faculty, Institution
	30- Search income from external sources in the previous year according to the number of members of the teaching staff in full-time employment.	program, Faculty, Institution
	31- The percentage of operational funding for total disbursements on researches.	program, Faculty, Institution
	32- 32 The percentage of members of the teaching staff and other Employees who provided the activities of community service.	program, Faculty, Institution
11- Relations with the community.	33- The number of programs of community culture provided by the ratio to the number of Sections.	Faculty, Institution

*separated data for male and female students then together.

Table (3.3) Key performance indicators of the program

NOTE:

Teaching staff include lecturers, language teachers, assistant professors, associate professors and teachers according to the definition of the Ministry of Higher Education. It does not include scholars and laboratory technicians. It includes members of the teaching staff who supervise the planning and implementation of educational programs, for example department director, the dean, rectors and chancellors.

Performance indicators for the learning outputs.

The output of the Learning Program was clearly and specifically determined with its goals with specified indicators for measuring the educational output, that each

educational output measured with more than indicator according to index numbers models 6, 7,8 explained in chapter II.

It further specified the standard scales for each indicator measurement approach as in the model no. (9) as well as the existence of a plan for the measurement of those outputs during the period of the program as in the model no. (13).

Thus learning outputs measured through the official scales and evaluation in the program according to the set plan which measure all learning output during the period of the implementation of the Program ,ie., four or five years.



The continuous development and improvement of academic programs

Chapter 4

Undoubtedly, the development and continuous improvement of the most important stages required within the academic program and to guarantee its quality and to qualify it to get academic accreditation.

The development and improvement process comes through good planning which contributes to the completion of the quality system in the program, it also helps in identifying the roles and tasks for all those based on the implementation of the various activities of the academic program at all levels.

Teaching Staff:

Teaching staff members of the University consider the most important, effective elements in the educational process, the importance of the planning process helps him to develop the integrated map which through it, he will be capable to implement various activities within the program in terms of clearly define tasks and also the responsibility for their implementation and the timing of the implementation and performance indicators. All this will be built on clear bases and obvious facts of the assessment of performance at all levels within the program.

The Coordinator of the quality of the program

The availability of a plan to improve the quality and develop the inside of the program assists the coordinator of the program to follow-up the implementation of the development activities within the program and ensures its quality. In addition to the assessment of the implementation of the activities of the plan and the determination of performance measurement indicators which appropriate to each activity.



The Coordinator/Department Director

There is no doubt that the director of the department plays an important role in the management of quality within the section which reflects the quality of the program and therefore the availability of a plan for development. Improvement broadly should contribute to play a significant role in facilitating the work of the director of the department to follow-up performance together with the availability of material capabilities and human resources required for the implementation of such activities.

The Student:

The student is an essential element in the educational process in the academic program, and he is the main objective of the implementation of all the activities of the development and improvement to ensure quality performance within the program and also enhance the quality of outputs, which in turn reflected the level, and the achievement of the desired goals, which reflected on the level of the student, and even extends to increase the quality of the graduate program.

The University:

Quality assurance in the university, is considered one of the most important strategic goals of the university, which seeks to achieve them at all levels. The importance of the planning process for the development and improvement of academic programs is one of the components of insuring quality of outputs at the program level and officially judged to be performing at the highest level of the college and the university. So there should be an availability of plans to meet the requirements of improvement and address the weaknesses, as well as it was closely linked to the strategic plan of the college and the university which achieves the university's strategic goals in the long run.

Plan improvement Preparation for the academic programs

The importance of the plan improvement:

*The completion of the Quality System program which starts in planning and ends in scales process.

*It considers a good implement to help those who based on program and members of the teaching staff in determining priorities for the improvement and activities.

*Select the tasks for each activity of the improvement activities and the responsibility for their implementation.

*Determine time limits for the activities of the development.

*The determination of performance measurement indicators which could follow-up and evaluate plan activities.

*To provide material and human development processes and improvement through deliberate methods.

*Encourage the university's faculties to the affirmation of the quality to their study programs, department and administrative units and follow-up the implementation of the quality plans.

Steps to prepare plan improvement of the Academic Programs

*To form teamwork for the program this consists of five coordinators of the committees of quality with the coordinator of the planning and development of the program as shown in the chapter.

*To train the team on the mechanisms of work and how to prepare a plan for the improvement.

*Communicate with the faculty deputy for quality development to get improvement priorities of the college.

*To form an initial draft of the plan improvement program and review the plan through supervising committee and adopt it.

*To show the plan to the college council with other program plans and college plans for the development and should be adopted.

The components of the plan improvement of the program

- *Prioritize improvement.
- *Determine the objectives of the plan.
- *Determine the initiatives/activities.
- *Determine implementation period.
- *Performance indicators to achieve initiatives.
- *The responsibility for implementation.
- *Allocate financial resources.

Implementation plan Department.....
 from.../.../1443 to.../.../143

For the period

Sub-goal:.....

Initiatives	Activities	Implementation period		Performance indicators	Implementation responsibility	
		From	To		Basic	Support

Determine the improvement priorities.

Improvement priorities are the gap between the existing situation and the desired position. They are considered one of the most important planning improvement steps, because plans need accurate and realistic information. It should reflect the real needs not just the assumptions by experts and workers. Academic programs need a determination process known as an effective system for inquiring and get access to some of the necessary data to assist in making the decision to change the program mode for the better. It can determine the priorities of the Special improvement of the academic program through:

- 1- Results of measuring the output of the Learning - the results of the measurement of performance indicators program
- 2- Annual Report decisions - the annual report of the Program - report of the Self-study program.

First: Prioritizing improvement through the measurement results of learning Outputs

Majmaah University

The analysis of the measurement of learning Output (Analysis)

	Strengths	Points to be improved
Foundation skills		
Fundamental skills		
Core skills		
Program skills		

Through the model (18) determine the foundation skills needed to Improve as follows:

- *University foundation skills (to be at the university level and submit to the college)
- *Foundation skills for scientific sectors (to be at the level of the scientific sector and submit to the college)
- *Foundation skills of the College (to be at the college-level in all fields of



Specialization)

*Foundation skills for the program to be at the level of the Academic Program.

Through the model (19) determine the actions that have been taken in the previous plan.

Majmaah University

Quality and development skills.

RECOMMENDATION

Actions have been taken by:

*

*

*

RECOMMENDATION

Program skills	Core skills	Fundamental skills	Foundation skills
1-	1-	1-	1-
2-	2-	2-	2-
3-	3-	3-	3-
4-	4-	4-	4-

Sustainable procedures need to be put in place to ensure that weaknesses are handled efficiently. Also determine the final recommendations to overcome the weaknesses of the foundation skills at the level of the University, the scientific sector, the college, and to submit to the college through the faculty deputy of quality and development and to be studied when taking decisions later. The special recommendations of the program has to determine procedures which should be followed through the program with the note that there could be a recommendation by the college to add to the plan improvement with the other skills.

Majmaah University

Quality and development skills

ACTIONS

Foundation skills

- 1-
- 2-
- 3-

Fundamental skills

- 1-
- 2-
- 3-



Core skills

- 1-
- 2-
- 3-

Program skills

- 1-
- 2-

Through this model the improvement measures procedures should be determined and chosen to be taken at the level of the University, the scientific sector, the college and program in the light of the results of the evaluation of learning outputs and previous recommendations.

Secondly: Prioritizing improvement during the results of self-assessment of the program

It is determined through the criteria, practices which did not achieve the required star level (ie. Rating is less than 3 stars), there are two basic types of priorities improvement in this situation:

- *Priorities improvement at the college-level.
- *Priorities for improving at the program level.



The difference between them through the following example:

Rating of evaluation of learning and teaching	PROGRAM 1	PROGRAM 2	PROGRAM 3	Etc.	College
1,4 The output of the student learning	***	***	**		
2,4 educational support for Students	***	***	****		
3,3 The quality of the teaching process	***	****	*		
4,4 supporting operations to improve the teaching process	*	****	**		
5.4 Others	****	****	****		
The total evaluation					

It is clear from the table that the priorities improvements are as follows:

At the college-level:

*Support the improvement of the teaching process.

As a result of the weakness in the support of the improvement of the teaching process at the level of most college programs (Program of No. 1, 3).

At the level of the No. (3):

*The output of the student learning.

*The quality of the teaching process.

As a result of the weakness in the program No. (3) Only.

Those who are responsible for the program management and plans improvement preparation have to pay attention, that, there are some special activities of some of the priorities of improvement of the program could be implemented through some units at the college-level such as (academic guidance) which requires coordination with the different units within the college and also other programs when preparing initiatives /activities of the improvement of the program.

Thirdly: Determine improvement priorities through the annual report of the courses:

The course report

Planning for development

1. The progress achieved on the proposed steps to develop the course in the above reports:		
The steps proposed in the latest report or previous reports about the course	Explain whether complimenting the implementation of each step and their impact or whether the proposed step had not taken or had not been completed and clarify the reasons	
2- The other steps to develop the level of the course this semester/ academic year. Provide a quick summary of any other steps have been taken to develop the level of the course and the results achieved (example: technical development of teaching staff and amendments of the course, facilities, new methods of new teaching etc.....)		
3- Work plan for the	term/ the academic year	
required steps	date for completion	Person in charge
4-The recommendations of the coordinator teacher of the program if the development work requires the approval of the level of the program or section or institution or may effect on the rest of the courses of the program.		



That should be completed through the special part of the planning for the development form the course report.

*Identify the four main parts: the extent of the implementation of the proposals of the previous reports.

*Other steps which had been taken during the classroom/school year.

*Work plan for term/of the following school year shown the requirement steps and the responsibility of the implementation and date.

*Teaching staff Recommendations to the coordinator of the program in the case the work of the proposed development requires the approval at the level of the program or section or the institution, or may affect the rest of the curriculums of the program.

Fourthly: Determine priorities improvement through the annual report of the program

Work plan

What progress has been made in the implementation of the plans of the previous year			
Actions planned	Date of completion	Person in charge	Completed or not completed
The reason for incompletion if any			

Proposals for the program development
Proposals for changing the skeleton of the program units and accredited hours. The decisions of the compulsory or optional courses etc.)
Proposals on changing the curricula (deletion or addition of units or topics. Changing the nature of the teaching or evaluation measures, etc.)



The activities of the development of teaching staff and the rest of the workers

A new plan of action for the academic year.....		
Action Required	Date of completion	Person in charge

Through the completion of the special part of the work plan from the program annual report, four main parts have been identified:

*Planned work of the previous year and the date of completion. The person who will be held accountable for work and the status of the work situation (complete /incomplete). If work is incomplete specified reasons should be determined, if any.

*Determine suggestions for the development of the program in accordance with the following elements:

- The structure of the program (units/accredited hours, compulsory courses or optional, etc.)
- Courses (delete or add units or topics, change the nature of teaching or assessment procedures...etc.).
- The activities of the development of teaching staff and the rest of the workers.

Determine a new work plan for the following academic year and it should contain the following elements:

- The required work.
- The date of the completion of the work.
- Executive official.



To determine the plan goals:

- *Provide statistical information which is based upon improvement plan.
- *The determination of the precise objectives to be achieved and the level of the desired performance.
- *The design of strategies and procedures that must be undertaken.
- *Determine the size of the required resources to overcome these gaps.
- *Determine targeting of activities.

The General Objective

Determine the situation which must follow after the completion of the plan and focus on the outputs. It should not focus on the general objective of the activities.

The features of the general objectives

- *It is a description of long-term changes in people's lives.
- * It is the targeted situation after the completion of the activities.
- *Is the wider idea the program hopes to achieve.
- * Long term objectives are described generally.
- *Determine the form of what you will be suggesting.

The Procedural Goals

Can the results of specific measurable targets be achieved in a specific period of time that is taken directly from the general objectives?

The descriptions of the procedural goal will be SMART

S	Specific	
M	Measurable	
A	Achievable	
R	Realistic	
T	Time-bound	

1. An example of a general goal:

Developing and activating the academic guidance program.

2. An example of a procedural Goal:

To develop teaching staff skills in the field of academic guidance.

3. Determine the implementation activities:

Aim to change the procedural objectives to the activities and the procedures should be carried out by the members of the college, according to each location to achieve the objectives of the plan so that every procedural goal has a lot of activities and procedures to achieve.

Some activity patterns that could be used, including:

Meetings

Poster preparation

Lectures

Seminars

Information bulletins
 Banner Advertisement
 Preparation of information book (electronic or printed)
 The University website
 Design Forms (Follow-up and evaluation etc.)
 Training bags
 Contracting with the consultant
 Shows
 Committee formation
 The procedures self-assessment process
 Propaganda cultural movies
 Design of the organizational structure
 Design mottos or advertise board
 Books and gifts

4. The determination of the implementation period:

Initiatives	Activities	The implementation period
-------------	------------	---------------------------



	From	TO
	.../.../1435	.../.../1435
	.../.../1435	.../.../1435
	.../.../1435	.../.../1435

It must be when determining the special implementation period by the activities of the plan, the following elements:

- *Should be appropriate with the size and quality of the activities of the plan.
- *There should not be any conflict between the activities through the periods of implementation.
- *Consistency in the sequence of time between activities.
- *Consistency with the experiences of implementation electives.
- *The availability of material capabilities for the implementation of activities.
- *Taking into account the conditions of work and official holidays and other circumstances which expected to occur during the course of implementation.

Performance indicators to achieve initiatives:

It describes the required performance used to measure the level of performance (target achievement) (and its feature formulated as procedural, for examples:

- *To raise the percentage of students participation in activities to 60 %.
- *Raising the level of proficiency in the students' language to 80 %.
- *Teaching staff should participate in community activities by not less than 20 %.

Responsibility of implementation:

The responsibility of implementation should be determined of (basic/support), which will implement the activities of the plan, preferably in selection

Taking into the following points:

- *Previous experience in the area of the implementation of the activity /activities.
- *The volume of the activities which were included in the plan and its implementation mechanism.
- * The harmony between the individuals involved or personnel participating in the implementation of activities.
- *Only one person should be determined when to facilitate the accounting process so as not to lose the responsibility between a number of individuals (in case in need help of the use of a variety of persons, they have to determine one of them as administrator) or to be in charge.

Financial resources (Financing)

The determination of financial resources or budget estimated plan taking into account some points: to be noted

- *The program's available budget/college.
- *The size of activities and the period of the implementation.
- *Available resources to the program/ college that it can be used during the implementation.

Follow-up the implementation of the improvement plan

There is no doubt that the process of improvement and development does not stop at the plan or even its implementation, but there must be a clear mechanism to follow up the implementation process and ensure of the achievement of the required objectives. Or (certain goals)

In order to carry out follow up process a specific plan should be developed contains the following elements:

- *Activities to be follow up.

- *Performance indicators.
- *Timing of implementation
- * The responsibility of implementation
- *The timing of follow up
- *The responsibility of follow up

A model plan of improvement plan follow up

Activities	Performance indicators	The implementation				Follow up				Observation
		The implementation period		The responsibility for implementation		Follow up period		Responsibility for follow-up		
		From	To	basic	support	From	To	basic	Support	

Follow-up reports:

The preparation of reports need to follow-up the development of the academic program plans and to be submitted periodically to the authority of the program. It should contain the achievement rate and the impediments of implementation and suggestions to overcome these constraints.

A model reports of improvement plan follow-up

Program/ college:.....

The timing of the implementation: From...../...../1435 To/...../1435

Activities	The implementation period		Performance indicators	Responsibility for follow-up		STATUS OF ACHIEVEMENT*	ACHIEVEMENT PERCENTGE**	OBSERVATION***
	From	TO		BASIC	SUPPORT			

Implementation of the activities plan constraints:

- *
- *
- *
- *

Proposals for overcoming constraints:

- *
- *
- *
- *

In the end..... It must be emphasized that the process of the development and improvement of the academic program should be built on accurate information and facts that are measured through genuine tools, through the process of planning, implementation and follow-up. It is the responsibility of all people and not the responsibility of one individual within the program.

A MODEL OF IMPROVEMENT PLAN

Quality unit	Quality unit	Quality unit	Quality unit	Follow up
The academic guidance unit	The Training Unit	College administration	Support	RESPONSIBILITY OF IMPLMENTAION
Measurement and assessment unit	The academic guidance unit	The academic guidance unit	Basic	
Apply questionnaire on 60% of the students f the program	The presence of 75%of the students of the program	Distribute the handbook to 90% of the students of the program	Performance indicators	
15/6/1436	1/1/1436	15/11/1435	From	The implementation period
1/7/1436	30/1/1436	30/12/1435	To	
Apply students satisfaction about academic guidance services	Prepare workshops in academic guidance for students	issue handbook of the academic guidance	Activities	
Activate academic guidance			Initiatives	

Standards and progress procedures of academic accreditation

Chapter V

Introduction:

The chapter presents the main standards approved by the national scales and academic accreditation (ACAAA) to accredited academic programs in the Saudi universities, which were divided into five main areas represented in eleven standards, the chapter addressed each standard definition and requirements achievement supported by evidence proving the gathering.

It also dealt with the chapter academic accredited program requirements, which reached nine ten (on the programmatic level seven, at the institutional level twelve) also include the procedures to get academic accredited and cases of accreditation grant.

The importance of this chapter

This is considered the most important chapter in this handbook because it contains accredited standards requirements from the national scales and academic accreditation (ACAAA) which has been dealt with in detail followed by a detailed explanation about how they will be met and evaluated by the academics accreditations.

To the member of the teaching staff



Also the Chapter enriches the Members of the teaching staff with a cultural side and accreditation standards with the evidence proving that they are met as well as the procedures for access to credit and areas of grant accreditation to be aware of the insight and the assessment of the institution scale in which the institution set points for the extent to achieve the standards.

Quality Program director

As for the quality director chapter supported for him with all aspects of the procedures and activities of investigating the accreditation standards, thus enabling him and providing guidance to other procedures associated with the accreditation grant and how to meet their requirements.

Department Director

As for the head of section or program coordinator, having considered on the chapter had informing him that there is a group of measures and procedures which measure the extent to which the outputs of his section corresponded to the other previous specified standard group and his interaction towards achieving these standards may necessarily lead to a modification in the outputs to become more consistent with the societal needs and this indicator leads to the continuity of the program..... The requirements of progress for accreditation.

The Student

As for the student, the chapter guides him that universities measure their quality in the performance of its outputs through the standards, and their success in achieving standards make students have tendency towards them and getting work after graduating depends on the extent to which the quality standards are achieved, and thus the student in the university could be a reason to pay to improve the performance of quality.

The University



As for the university, the chapter considered as strong support to the university through the pursuit to check quality standards through procedures for the University to activate it, represented in the specific standards set by the National Commission(ACAA), and therefore the university will be able to stand up to confront the changes represented in learning outputs which the society need, and because the change includes large sectors and large institutions in the community considering to the modernization and development covered by the job market for graduates ,the ability of the university depends on the amount of this change, this of course depends on the extent to which the quality standards are achieved.

National accreditation standards for the academic program

The national assessment and academic accreditation in the Kingdom of Saudi Arabia develops a set of standards to guarantee the quality of the academic programs in the institutions of higher education. These standards cover five main areas, all of them contain eleven standards as follows:

a) The institutional context:

- Mission and objectives
- Authorities and management
- Quality assurance and development management

b) The quality of learning and education:

Learning and education

c) Support students' education:

- Student Support services and Student Management



- Sources of learning

d) Support Infrastructures:

- Facilities and Equipment

- Administration and financial planning

- Recruitment process

e) Social contributions:

- Scientific Research

- Relationship with the community

We will address each standard of all standards through the reviewing the subsidiary standards and the evidence proving the fulfillment.

Standard 1: The mission and objectives

The Subsidiary Standards:

1.1 Appropriate mission.

1.2 The feasibility word of the mission.

1.3 Develop the mission and revise it.

1.4 Take advantage of the words of the mission.

1.5 Relationships between the mission and the goals and objectives.

To guarantee the achievement of the standard requirements, mission of the program must be:

- *Consistent with the mission of the institution.
- *Being applied based on the objectives of the specific requirements of the program.
- *Determine objectives and top priorities clearly and adequately and should be effective in guidance and planning of work.

Evidence and performance indicators

*** Evidence of the quality of the mission may be obtained through:**

- *The study the wording of the mission.
- *Copies of the mission documents.
 - *The amendments
- * Interviews with the staff and students to know the extent of how they assimilated the mission and support it.
- *The study of other reports and proposals and data to determine the extent of the use of the mission as a basis to make decisions.

Indicators also may include the following:

- *Evaluate the knowledge of stakeholders to the mission and goals of the program.
- *Answers to questions asked by the questionnaires to know the extent of the mission acquisition and support it.



*The proportion of strategic decisions based on the mission among the standard for decisions taken.

Standard 2: Authorities and management

The subsidiary standards:

- 2.1 The leadership.
- 2.2 Planning processes.
- 2.3 The relations between male and female students sections.
- 2.4 The integrity.
- 2.5 The policies and regulations.

To guarantee the achievement of the standard requirements must:

There should be an appropriate balance between accountability before the Supreme Court and Board of directors and between the flexibility which is necessary to meet the specific requirements of the program.

*The participation of the parties concerned in planning processes (such as students, the specialized agencies and bodies, and the representatives of industry, and members of the teaching staff) in developing the goals and objectives of the review of the results achieved and response.

*The monitoring of the quality of the decisions and programs as a whole in addition to the amendments made immediately in response to reactions and the developments in the external environment affecting the program.

Evidence and performance indicators

You can find evidence about the quality of the authorities and management through:

*Reference scales to the Board of directors and the main committees.

*Samples of documents which recommends that the decisions should be taken from these commissions.

*Evidence of self-study

*Evidence on quality policies and regulations

*Analyzes of the risk assessment or review of entities that were subjected to the control through assessing the relevant documents and to discuss them together with the teaching staff and employees who are expected to be aware of their content.

*The reports of the scales of the regulatory climate through the results of the survey or discussion With teaching staff and students.

*The assessment of the chief administrative officer and members of the teaching staff to the manual policies and the organizational chart and job description of the program.

The standard 3: Quality assurance management and develop:

The subsidiary standards:

3.1 The commitment to improving the quality assurance of the program.

3.2 The range of the quality assurance process.

3.3 Quality assurance process management.

3.4 The use of the evidence and reference comparisons.

3.5 The independent verification of the evaluation.

To guarantee the achievement of the standard requirements must:

*The commitment of the members of the teaching staff and other employees who are involved in the program and developing of their performance and development of the quality of the program as a whole.

*Holding regular scales for the quality to each course and evaluate plans based on valid evidence and appropriate standards, and the development of plans which are prepared and implemented. The importance allocated mainly to the results of the learning of the students in each session landmarks highlights contributed to achieving the overall objectives of the program.

- Information about the quality of services presented by the quality center.
- Reports about the efficiency of improvement programs which aim at the teaching and learning process.
- Compatibility between the files and documents of the quality in the institution.
- Evaluate the quality process by students, staff and managers.
- The proportion of the courses that are scheduled in the students' calendar.

b. Teaching and learning quality.

Standard 4 : teaching and learning

The subsidiary standards:

- 4.1 Students' learning outcomes
- 4.2 Development programs
- 4.3 Evaluation and revision programs
- 4.4 Students' evaluation
- 4.5 Academic assistance for students
- 4.6 Teaching quality
- 4.7 Support the teaching process
- 4.8 Faculty's qualification

- 4.9 Field experience activities
- 4.10 Coordinate with other institutions

To make sure that the entire standard requirements are achieved:

- Students' learning outcomes must be clear according to business requirements and professional practice.
- Learning standards are evaluated in comparison with other related standards.
- Faculty is well qualified and has convenient experiences to take responsibilities using varied methodologies and activities.
- Assess learning and programs outcomes through the evaluation of students and do surveys for that purpose.

Performance outcomes

Performance quality can be assessed through:

- Evaluating students and post-graduate students.
- Doing surveys about programs, courses, employment and the ratio of students to the faculty members.
- Doing surveys about faculty's qualifications.
- Expert's reports about the convenience of teaching strategies and evaluations.
- Comparing the learning outcomes with other convenient outcomes through many ways such as evaluating the students' activities and evaluating the standards of exams.

D. Improving the learning process

Standard 5: Department of Student Affairs

The subsidiary standards:

- 5.1 Department of student admissions
- 5.2 Student records

- 5.3 Department of student affairs
- 5.4 Guidance and medical services

To make sure that the standard requirements are achieved:

- Admission processes should be effective, impartial and are in accordance with students' needs.
- Requirements of admission should be clear.
- Dispute settlement mechanisms must be fair and clear.
- Provide the vocational guidance about jobs related to majors.

Performance indicators

The quality of the department of students' affairs can be recognized by:

- Students' surveys about services.
- The use of services in the university including the admission.
- Disciplinary procedures.
- Reports about facilities.

Standard 6: Learning resources

The subsidiary standards:

- 6.1 Planning and evaluation
- 6.2 Organizing
- 6.3 Supporting users
- 6.4 Facilities and resources

To make sure that the entire standard requirements is achieved:

- Learning resources must be sufficient, comprehensive and available for students.
- Information about requirements must be provided by the faculty timeously.
- Staff and students participate in the evaluation process.
- References and resources must be available on the internet and at the same time to provide support for using them.

Performance indicators

Quality of learning resources can be proved by:

- Satisfying results from users.
- Accessibility of resources.
- Timetable to use these facilities by students and faculty.
- Guiding programs for new students.
- Comparison of the results of the programs and facilities with other programs to assess its effectiveness.

Standard 7: Facilities and equipment



The subsidiary standards:

- 7.1 Policies and planning
- 7.2 Quality of facilities
- 7.3 Information technology
- 7.4 Management and organizing

To make sure that the standard requirements are achieved:

- Provide equipment and facilities for learning.
- Use the equipment and facilities essentially by doing surveys about its effectiveness.

Performance indicators:

Indicators about the quality of equipment and facilities:

- Organizing documents.
- Satisfying results of surveys done by users.
- Evaluate the status and timetables of those facilities and equipment.
- Enforce strict rules for using the expensive equipment and facilities.
- Reports about any problems in the equipment and facilities.

Standard 8: Financial management and organizing:

The subsidiary standards:

- 8.1 Budget and financial planning.

8.2 Financial management.

To make sure that the standard requirements are achieved:

- Financial resources should be sufficient to enhance the programs.
- Have a good idea about the requirements of any program to put a convenient budget.
- The budget should be assigned for at least three years.
- Flexible management of unexpected problems.

Performance indicators

To make sure of the organizing quality and financial management:

- Reports about the budget and expenses like the salaries of staff and faculty, students' services learning resources and equipment should be compiled.
- Evaluate the emergency situations in order to reduce dangers.
- Determine the total budget and put a financial plan to achieve the institute's priorities according to its mission.
- Rate of spending in comparison with other institutes.

Standard 9: Recruitment

The subsidiary standards:

9.1 Recruitment

9.2 Improvement

To make sure that the standard requirements are achieved:

- Faculty should have good knowledge and experience to do their jobs perfectly.
- Check the qualifications of the faculty before hiring.

- Tell the new faculty about their responsibilities and information of the program before going on.
- Continuous evaluation of the faculty and appreciate the best ones.
- Support the professional improvement and develop teaching skills.

Performance indicators:

The quality of hiring faculty may be evaluated by:

- Records determining the standards of employing and description of the preliminary programs for the new comers.
- Reports about the participation of faculty and staff in the professional improvement programs that are related to their specializations.
- Settlement of disputes records and accidents records are good proof of the effectiveness of the program.
- Student's ratio for faculty members.

Standard 10: Research

The subsidiary standards:

10.1 Faculty members and students participate in making researches.

10.2 Research requirements.

To make sure that the standard requirements are achieved:

- Faculty members participate perfectly in the higher education scientific programs to keep in touch with the recent scientific updates.
- Graduate student researches are supervised by trained staff.
- Effective researches are made by students related to their majors.
- Provide the necessary equipment for scientific researches in colleges in order to help the MA and PHD students.
- Consider all the researches presented by faculty members in the evaluation standards.

Performance indicators:

Evidence required to implement research strategies:

- Reports about the improvement plans, standards of evaluation for faculty members, policies of researching marketing, intellectual property and cooperation with other institutes.
- Reports about cooperation in conducting research.
- Surveys done by students and faculty members are good evidence of the quality of research process.
- Statistics about the amount of research done by faculty members and comparing it with other institutes.

Standard 11: Relationship with society

The subsidiary standards:

11.1 Institutional policies for dealing with society.

11.2 Interaction with society.

11.3 Provide effective contributions for the society wherein the institute exists and for faculty to gain experience thereof.

11.4 Increase the number of activities and programs supervised by the institute in line with social development.

11.5 All activities and programs must be documented and introduced to society in addition to appreciate the faculty members' contributions.

Performance indicators

The following is evidence regarding the relationship with society:

- Records that describe the policies of society services and evaluate the faculty members regarding society services.
- The mention of the institute in social media.

- The contribution of the institute in the whole aspects of society including the improvement projects such as interacting with schools and other agencies. Surveys could be conducted to realise the common acceptance of the institute.

Qualification requirements for programmatic accreditation

Programmatic requirements:

1. Accreditation for the program
2. Approval for accreditation
3. Program specification
4. Courses specifications
5. Program regulations and guidance for the courses and requirements of the program.
6. Students' surveys.
7. Annual reports about the program and its courses.
8. Evaluation reports by graduate students.
9. Supervisory committee of the program (professional programs).
10. Performance indicators.
11. Stick to the national standards.
12. Self-evaluation reports.

Requirements at the institutional level:

1. Strategic plan for the institute/executive plan for the program.
2. Quality center.
3. Reports about all the programs launched by the institute.
4. Regulation and the procedures of submitting programs.
5. Surveys made by students about the program and its courses.

6. Academic counseling program.
7. Service facilities for extra-curricular activities.
8. Necessary learning resources to achieve the requirements of the program.
9. Provide statistics for departments, colleges and central committees
 - The rate of passing all courses.
 - The average rate of passing all courses.
 - The average rate of completing any course for every college or department.
 - Records about employing graduate students.

Procedures for winning the accreditation

Eight months before the evaluation

- Apply for it to determine the convenient time of evaluation.

Nine months before the evaluation

- Completing self-evaluation and preparing any other necessary documents.
- Nominating a highly qualified person to represent the institute and to keep in touch with the agency to complete the necessary arrangements.

Four months before the evaluation

- Prepare both soft and hard copies of all the documents which describe the institute or the program and a copy of the self-evaluation report.

A month before the evaluation

- The agency's representative, who is in charge of coordinating with the institute, negotiates with the institute to put the final touches of the visit arrangements.

The following arrangements must be prepared:

- The venue of the meeting is required to be in the same hotel wherein the evaluation team stays.
- Printing and audio translation services must be made available.
- All equipment and work locations are also supposed to be inside the institution.

Immediately before the evaluation:

- Receive the evaluation team from the airport.
- Hold a meeting between the head of the team and the coordinator from the institute to discuss everything about the event and its arrangements.
- Hold a meeting between the head of the evaluation team and the rector or the dean or any highly qualified academic person such as the vice rector.
- Hold a preliminary meeting with the female members to make them familiar with all educational aspects and cultural factors that deeply affect the higher education institutes in Saudi Arabia.
- Hold an urgent meeting immediately before the evaluation with the higher faculty members and the evaluation team.

Accreditation Cases

1. Full accreditation (for five years).

2. Temporary accreditation.

In this case the accreditation is as following:

- Grant the full accreditation
- Extend the temporary accreditation to maximum two years to help the institute cope with all problems.
- Cancel the temporary accreditation.

3. Lose the accreditation

(In this case the presented project will not be reconsidered before the lapse of two years).

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1435 AH _ 2014 AD

Introduction

Praise to Allah, Lord of the Worlds

Majmaah University represented by the programmatic committee of the development project and towards winning the academic accreditation is doing its best to prepare such a guide to be an important resource of the institutional work for the university.

Moreover, the main purpose for preparing such a guide is to provide support to the staff in all colleges especially those who are in charge of developing the quality and working in the academic programs.

The guide consists of five chapters in which it explains all the details and specific standards for winning the accreditation according to NCAAA. It also provides a brief explanation for all techniques and skills that are vital for quality and improvement in higher education especially academic programs. It also provides an extensive view about establishing the academic programs professionally and gradually in line with the quality plan. All outcomes, objectives and mission of those programs are correlated.

The guide also presents a list of procedures explaining the mechanism of creating courses and plans for these courses. There is also an illustration of courses and programs specification in addition to an explanation for the mechanism of the evaluation process and how to create plans for assuring the quality of the programs and constantly improving. Finally, everything about the accreditation requirements is mentioned at the end of the guide in order to motivate all staff to keep working towards it.

Contents

The code	Topic
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MUP01	Agreement between the mission of the program and the mission of the college
MUP02	Agreement between the mission of the program and the mission of the college
MUP03	Agreement between the mission of the program and its objectives.
MUP03a	Agreement between the mission of the program and its objectives
MUP04	Agreement between the learning outcomes and the objectives of the program
MUP05	Agreement between the learning outcomes of the program and the learning outcomes of the national agency for evaluation.
MUP06	Basic skills of the college
MUP07	Basic skills of learning fields
MUP08	Basic skills of the college
MUP08a	Basic skills of the program
MUP09	Evaluation standards of the learning outcomes
MUP10	Program map
MUP011	Methods of evaluation of the learning outcomes
MUP012	Learning outcomes of the program and the courses
MUP013	Learning outcomes of the program and the courses (I,R,E Matrix)
MUP014	Selected courses

MUP015	Timetable of the learning outcomes
MUP016	Results of the course learning outcomes
MUP017	Results of the program learning outcomes
MUP018a	Analyze the results of program learning outcomes (A)
MUP018	Analyze the results of program learning outcomes (B)
MUP019	Final recommendations(A)
MUP019a	Final recommendations(B)
MUP020a	Improvement procedures(A)
MUP020	Improvement procedures(B)

The first model



Agreement between the mission of the university and the mission of the college

The Table (the code is MUP01)

The University mission	Key words of the University Mission				
	Key words of the College Mission				
Developed learning services	Developed research services	Academic competitive	Professional responsibility	Social partnership	The Mission of the college

The recent college mission:

Updated college mission (if necessary):

The second model

Agreement between the mission of the college and the mission of the program

The table (the code is MUP02)

The college mission			Key words of the College Mission Key words of the program Mission
Provide Advanced research and educational services	Provide a competitive advanced academic system	Professional responsibility and effective social partnership	
1.			
2.			
3.			

The recent program mission:

Updated program mission (if necessary):



The third model: agreement between the mission and objectives of the program.

The Table (the code is MUP03)

The program mission					
Good teaching	Qualified staff	Ability for competition	Meet the needs of society		
					Program mission

Program Objectives

- 1.....
- 2.....
- 3.....

The Third Model

Agreement between the mission and objectives of the program

The Table (the code is MUP3a)

College**Department**.....**Program**.....

1. Program mission
2. Program objectives

The main objectives that achieve the mission of the program and strategies which enable these objectives to be achieved:

Main objectives	Performance indicators	Main strategies
1.	1..... 2..... 3.....	1..... 2..... 3.....
2.	1..... 2..... 3.....	1..... 2..... 3.....
3.	1..... 2..... 3.....	1..... 2..... 3.....
	1..... 2..... 3.....	1..... 2..... 3.....

The Fourth Model

Agreement between learning outcomes and the program objectives

The Table (the code is MUP04)

Program Objectives							
Objective (1)	Objective (2)	Objective (3)	Objective (4)	Objective (.....)			
					a1	A	Learning Outcomes
					a2		
					a3		
					a4		
					a5		
					b1	B	
					b2		
					b3		
					b4		
					b5		
					c1	C	
					c2		
					c3		
					c4		
					c5		
					d1	D	
					d2		
					d3		
					d4		
					d5		

					e1	E	
					e2		

Special learning outcomes of the program:

Program objectives	Learning outcomes	symbol	Category
		a1	A
		a2	
		a3	
		a4	
		b1	B
		b2	
		b3	
		b4	
		c1	C
		c2	
		c3	
		c4	
		d1	D
		d2	
		d3	
		d4	
		e1	E

The Fifth Model



Outcomes	E	E2																	
-----------------	----------	-----------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

- (a) Knowledge
- (b) Learning skills
- (c) Communication skills
- (d) Technical skills
- (e) Self-mobility skills

Learning Outcomes of National Agency of Evaluation and Accreditation		
Learning outcomes	Symbol	category
	A1	A
	A2	
	A3	
	A4	
	A5	
	B1	B
	B2	
	B3	
	B4	
	B5	
	C1	
	C2	

	C3	C
	C4	
	C5	
	D1	D
	D2	
	D3	
	D3	
	D4	
	D5	
	E1	E

Learning Outcomes of the program		
category	Symbol	Learning outcomes
A	A1	
	A2	
	A3	
	A4	
	A5	
B	B1	
	B2	
	B3	
	B4	
	B5	
C	C1	
	C2	
	C3	
	C4	

	C5	
D	D1	
	D2	
	D3	
	D3	
	D4	
	D5	
E	E1	

The Sixth Model

Foundations Skills

The Table

(the code is MUP06)

		Learning outcomes			
		Learning outcome 1	Learning outcome 2	Learning outcome 3	Learning outcome (...)
Performance indicators	Performance Indicator 1				
	Performance Indicator 2				
	Performance				

	Indicator 3				
	Performance Indicator 4				

The Seventh Model

Foundation Skills of teaching fields

The Table (the code is MUP07)

		Learning outcomes			
		Learning outcome 1	Learning outcome 2	Learning outcome 3	Learning outcome (...)
Performance Indicators	Performance Indicator 1				
	Performance Indicator 2				
	Performance Indicator 3				
	Performance Indicator 4				

Performance Indicator 5				
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The Eighth Model

Foundation Skills of the college

The Table (the code is MUP08)

		Learning outcomes				
		Learning outcome 1	Learning outcome 2	Learning outcome 3	Learning outcome 4	Learning outcome 5
Performance indicators	Performance Indicator 1					
	Performance Indicator 2					
	Performance Indicator 3					
	Performance Indicator 4					

The Eighth Model (a):

Foundation Skills, the program

Program skills (the code is MUP08a)

The College.....

Department.....

Program.....

		Learning outcome.....			
Performance indicators	Performance Indicator 1				
	Performance Indicator 2				
	Performance Indicator 3				
	Performance Indicator (...)				

The Ninth Model

Rubrics of learning outcomes

(The code is MUP09)

The College.....

Department.....

Program.....

Learning outcomes.....

		Rubrics		
		Weak	Average	Strong
KPI's	Kpi→S (1)			
	Kpi→S (2)			
	Kpi→S (3)			
	Kpi→S (4)			

The Tenth Model

The Program Map

(The code is MUP010)

The university mission	The college mission	The program mission	The program objectives	The program learning outcomes	Learning outcomes NCAAA	Performance indicators

The key words of the mission are written

The Eleventh Model

Methods of Learning Outcomes Rubrics (The code is MUP011)

Learning Methods	Rubric Methods

The Twelfth Model

Learning outcomes of the program / courses (The code is MUP012)

The Program Learning Outcomes														
A			B			C			D			E		
A1	A2	A...	B1	B2	B...	C1	C2	C...	D1	D2	D...	E1	E2	E...

The Program Courses	Course 1																	
	Course2																	
	Course3																	
	Course4																	
	Course5																	
	Course6																	
	Course7																	
	Course8																	
	Course9																	
	Course10																	
	Course11																	
	Course12																	
	Course13																	
	Course14																	
	Course15																	
	Course16																	
	Course17																	
	Course18																	
	Course19																	

The Program Learning Outcomes

category	Symbol	Learning Outcomes
A	A1	
	A2	
	A...	
B	B1	
	B2	



	B...	
C	C1	
	C2	
	C...	
C	D1	
	D2	
	D...	
D	E1	
	E2	

The Thirteenth Model

Learning outcomes of the program / courses (I,R,E Matrix)

(The code is MUP013)

		The Program Learning Outcomes														
		A			B			C			D			E		
		A1	A2	A...	B1	B2	B...	C1	C2	C...	D1	D2	D...	E1	E2	E...
	Course 1															
	Course2															
	Course3															
	Course4															
	Course5															
	Course6															

The Program Courses	Course7																	
	Course8																	
	Course9																	
	Course10																	
	Course11																	
	Course12																	
	Course13																	
	Course14																	
	Course....																	

The fourteenth model

The Program Learning Outcomes

category	Symbol	Learning Outcomes
A	A1	
	A2	
	A...	
B	B1	
	B2	
	B...	
C	C1	
	C2	
	C...	
D	D1	
	D2	
	D...	
E	E1	
	E2	

The Fifteenth Model

Timetable of the learning outcomes (The code is MUP015)

		The Program Learning Outcomes														
		First Academic year			Second Academic year			Third Academic year			Fourth Academic year			Fifth Academic year		
		T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
The Program Courses	Course 1															
	Course2															
	Course3															
	Course4															
	Course5															
	Course6															
	Course7															
	Course8															
	Course9															
	Course10															
	Course11															
	Course12															
	Course13															

- *(T) is an acronym for Term*

The sixteenth Model

Results of the course learning outcomes (The code is MUP016)

The College.....

Department.....

Program.....

Course Code.....

The Course Learning Outcomes

1	
2	
3	
4	
5	
6	
7	

The Program Learning Outcomes
(the codes of the outcomes are used)

The Course Learning Outcomes	1,1	1,2		1,3	2,4		1,5	
1								
2								
3								
4								
5								
6								
7								

The Seventeenth Model

Results of the program learning outcomes (The code is MUP017)

The College.....

Department.....

Program.....

Learning outcome Code.....

Course and Term Code.....

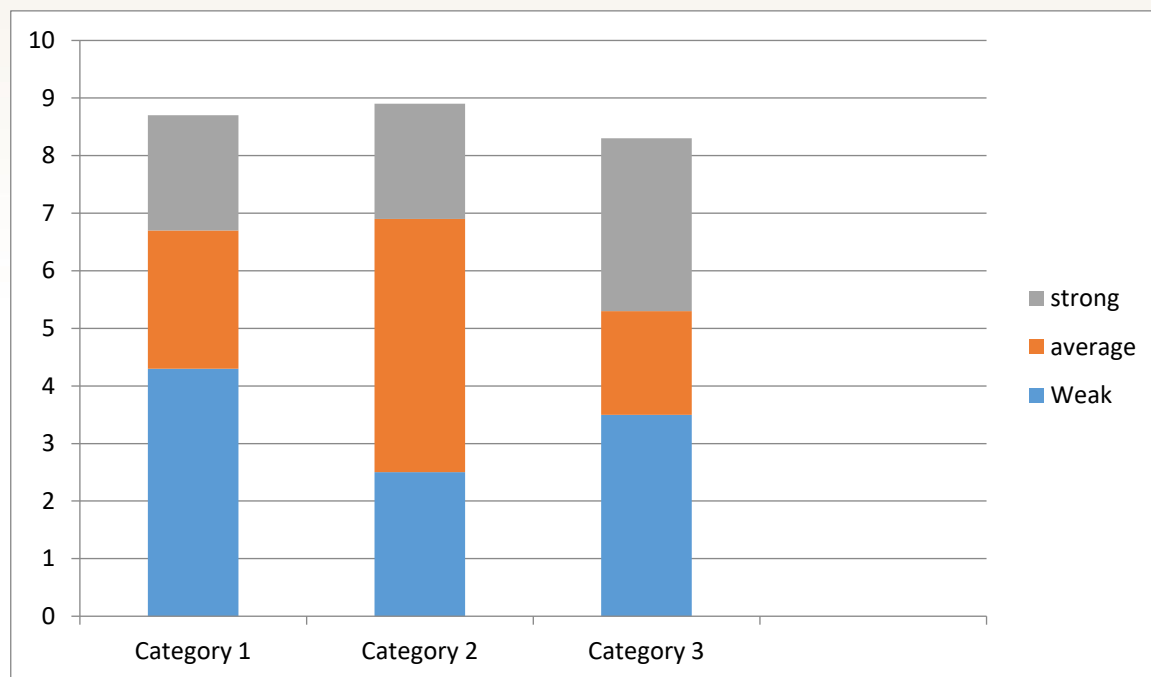


Students Numbers.....

The Targeted.....

	Rubrics		
	Weak	Average	strong
Performance indicator 1	(....)	(....)	(....)
Performance indicator 2	(....)	(....)	(....)
Performance indicator 3	(....)	(....)	(....)





he Eighteenth Model (a)

Results of Rubrics of the program learning outcomes

(a) Analyze the results of program learning outcomes

The College.....

Department.....

Program.....

	Weaknesses	Points of Strength
Learning outcomes Code.....		

The Eighteenth Model (b)

(b) Results of Rubrics of the program learning outcomes

(The code is MUP18b)

The College.....

Department.....

Program.....

	Weaknesses	Points of Strength
Fundamental Skills		
Foundation Skills		

The Nineteenth Model (a)

The Final Recommendation

(The code is MUP19a)



The College.....

Department.....

Program.....

Learning Outcome code.....

Procedures have been done before:

1	
2	
3	
4	
5	

Recommendations:

1.
2.
3.

Previous target:

Recent Target:

The Nineteenth Model (b)

The Final Recommendations

(The code is MUP19b)

The College.....

Department.....

Program.....

Procedures have been done before:

1	
2	
3	

Foundation Skills recommendations

- 1.
- 2.
- 3.

Fundamental Skills

- 1.
- 2.

Core Skills

- 1.
- 2.



Program skills

1.
2.
3.

The Target:

Learning outcome	Previous Target	Recent Target
A1		
A2		
A3		
B1		
B2		
....		

The Twentieth Model (a)

Improvement procedures

(The code is MUP20a)

The College.....

Department.....

Program.....

Learning Outcome code.....

Improvement procedures:

- 1.
- 2.
- 3.

The Twentieth Model (b)

Improvement procedures

(The code is MUP20a)

The College.....

Department.....

Program.....

Improvement procedures



Foundation Skills

1.
2.
3.
4.

Fundamental Skills

1.
2.
3.
4.

Core Skills

1.
2.
3.
4.

Program Skills

1.
2.
3.
4.

