**جامعة المستقبل**
**Mustaqbal University**
أول جامعة أهلية بمنطقة القصيم

# Quality System of Academic Programs

**Prepared by**

## Quality and Accreditation Department

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Chair of the Standing Committee for Quality and Accreditation

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# Introduction

Mustaqbal University has prepared this revised manual for quality system in its Programs. This manual has been prepared by the Quality Assurance and Accreditation Directorate with the guidance of the Quality and Accreditation Standing Committee. The contents have been made to cope with the recent developments in the Kingdome of Saudi Arabia (KSA). The current manual is also prepared in accordance with the National Center of Academic Accreditation and Evaluation requirements.

We pray to Allah that this manual helps as a guide and reference for UOM Programs, faculty, and students. It is hopped that the manual answers the academic quality quires and enables UOM faculty to be effective pillars of quality in the academic, research and community service activities.

# An Opening

Mustaqbal University is very proud of producing a manual for quality assurance system followed in its BSs Programs.  This manual has been prepared under full supervision of Quality Assurance and Accreditation Directorate with the guidance of the Quality and Accreditation Standing Committee. The manual is designed to allow the faculty to be fully aware of their responsibilities, tasks and rights. It contains an overview of the services offered by the College as regarding the quality aspects. It also has the important roles of the faculty and students concerning the quality assurance and academic accreditation processes.

**Vice-Rector of Development and Quality**

# Table of Contents

<div align="center">

**Chapter 1**

# Introduction

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Mustaqbal University is keen about having high quality activities in its colleges, deanships and directorates. To ensure high quality level of the performance of Mustaqbal University academic programs, the program should follow quality assurance system, policies and procedures which govern all its activities. The program quality system should comply with the quality system of the University. The quality system of the programs is built taking into consideration the National Center for Academic Accreditation and Evaluation (NCAAA) quality standards. The University is keen about making the programs quality systems clear and publicized.

## 1.1 Quality Assurance of the Educational Process

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

Emphasizing the quality of the educational process requires studying all aspects, activities and steps of the process and achieving quality in each. This requires the following:
• Clarity and transparency of all academic programs, providing clear and accurate information to internal and external (relevant) stakeholders.
• Defining clear and precise objectives for the academic programs offered by the College which must be consistent with the mission of these programs and which must be in accordance with the College's mission.
• Ensure that the necessary conditions are met to achieve the objectives of the academic programs effectively and continue to maintain them.
• Ensure that academic program learning outcomes are consistent with labor market requirements and meet community needs.
• Ensure that academic programs meet the requirements of academic accreditation, whether accredited by the National Center for Academic Accreditation and Evaluation or by international accreditation bodies.
• Strengthen the bridges of cooperation with the community, and improve the quality of services provided by the college to the community.
• The commitment of all faculty members and their involvement in quality assurance processes, and their active participation in all activities.

## 1.2 Manual Organization

This Manual contains ten chapters:
      Chapter one gives introduction to the Guide
      Chapter two includes the planning and review cycle
      Chapter three includes the program quality structure

Chapter four includes the quality system for academic programs at Mustaqbal University

Chapter five includes evaluating learning outcomes, graduates' attributes, and the program's strategic goals

Chapter six includes program performance indicators

Chapter seven introduces the national academic accreditation system

Chapter eight explains the academic, professional, social, and psychological guidance system for students

Chapter nine explains the role of staff members and students in the quality assurance system

Chapter ten introduces the evaluation system of the faculty

The Manual has been prepared based on guidelines and criteria established by the National Center for Academic Accreditation and Evaluation, making use of the experiences of some national and international universities.

## 1.3 Quality Glossary

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

| Term | Definition |
|---|---|
| Accreditation | It is a recognized certificate issued from an approved organization that approves that the educational program or the institution is following a specific set of standards and criteria. |
| Programmatic Accreditation | Accrediting a program by providing the program a certificate that explains that it applies the proper standards of being acceptable as a valid educational program in a certain area with the required level. |
| Assessment | A diagnostic formula for reviewing quality and evaluating the learning and teaching process and programs by examining the course curricula, the organization and infrastructure, and the mechanisms of assessing the internal quality in the university. |
| Academic Program | A set of correlated courses spread over a specified period that qualify the candidate in a specific specialization according to predefined rules. |
| Benchmarking | The comparison points or performance levels are used to determine the goals and evaluate the outcomes. |
| Evaluation | Measuring the performance according to a set of standards and predefined criteria. |

| | |
|---|---|
| Institutional Accreditation | Assessing the quality of the educational level of the institution according to a specific set of standards and criteria from an external authority. |
| Goals | Specific statements that apply the missions or desires of the institution/program in specific subjects. |
| Graduate Attributes; GA | Characteristics and qualities demonstrated by the graduates in the field. |
| Internal Quality Assurance | The processes done by the educational system to ensure quality in all activities. |
| International Accreditation | Accrediting an institution or its programs through an accreditation agency created in a different country. |
| KPI(s) | Selected principal performance indicator(s) used in assessing the performance. |
| Learning Outcomes | Knowledge and skills gained from participating in a specific program or taking a specific course. |
| Mission | It is a general, short, clear statement describing the work purpose of a certain body |
| Objectives | General statements that describe and provide a guide on putting goals and detailed plans |
| Outcomes | The results of the learning, teaching, and research in the institution. |
| Quality | There is a lot of definitions for academic quality: It is summarized in achieving accuracy and high standards with continuous improvement. |
| Comprehensive Quality | It is a philosophy that utilizes tools and techniques to foster a culture of continuous improvement, which is achieved by all institutional workers to make clients happy. |
| External Quality Assurance | The processes of assessing and evaluating the institutions, activities, and their programs by an external authority. |
| Quality Management | The management job is to specify and implement the quality strategy, and dedicate the resources and activities towards achieving quality. |
| Quality Control | Includes the process of controlling the quality, the mechanisms, and operational activities that aim to control the system. |
| Standards | A diagnostic formula for reviewing quality and evaluating the learning and teaching process and programs by examining the course curricula, the organization and infrastructure, and the mechanisms of assessing the internal quality in the university. |

## Chapter 2
# Planning and Review

## 2.1 Planning and Review Cycle

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

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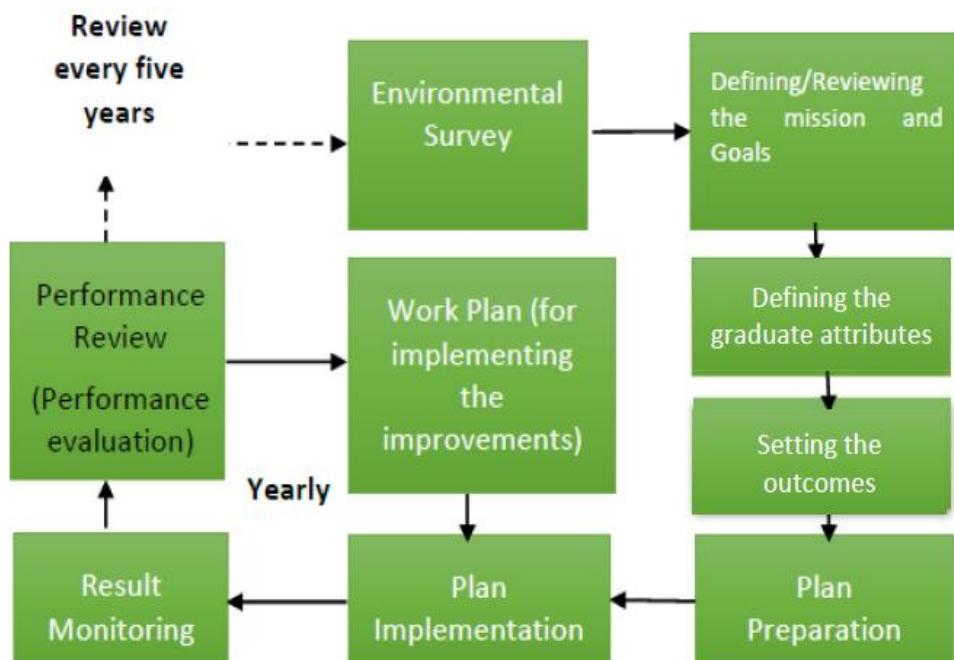


Fig. 2.1: Planning and reviewing cycle

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

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

### Annual Planning and Review:

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

### Implementation:

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

### Monitoring results:

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

### Performance evaluation:

Performance evaluation is a key task and should be a formal step in which the plan and events are analyzed during the implementation period so that progress is noted, and there is an opportunity for adjustments in strategies or revision of targets if needed. Brief observations on performance appraisals should be kept, which can provide much information for more general and extended evaluation in the longer term.

### Work plan:

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

### Periodic reviews:

It is important to periodically provide feedback and conduct a thorough and accurate review of the relevance and effectiveness of the work future plan (WFP) operations. Periodic review should be comprehensive and include a re-examination of the environment in which the program operates and any changes or expected developments of program activities. These audits, as well as any changes in university policies, can lead to changes in medium-term

objectives, or even in extreme cases, message modifications. A report should be prepared that includes an analysis of changes in the original plans that may have occurred during the period, assessments of the degree of success in achieving the objectives, and assessments of the strengths and areas of improvements that need to be addressed in future planning, and planning responses to these assessments.

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

## Arrangements and documentation for planning and reviewing the quality of academic programs:

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

- Each program prepares specifications for defining program development plans; its mission, goals, graduate attributes, the courses it covers, the key learning outcomes in the form of targeted learning outcomes, what educational strategies should be used to develop this learning, how teaching and learning assessment will occur, and the quality of the course should be assessed. After the preparation of these specifications, they are followed continuously, although they may be modified from time to time as a result of experimentation or changing circumstances.
- For each course, specific specifications are prepared so that it is clear to the course teachers what they will teach, what their contribution to the whole program, and how their effectiveness should be measured. Course specifications are also applied consistently according to the changes required as a result of the trial. In programs with components of field experience (e.g., summer training), a field experience specification is developed to determine planning, organizational arrangements, and processes for evaluation.
- At the end of each year (or each time the course is repeated) reports are prepared by the professors who has taught the courses that identify what happened during the course, and provides a summary of the students' results in addition to the course development plan. These reports should be submitted to the Program Coordinator/Director.
- When the program coordinator/director receives the course reports, they prepare a program report, recording key information about the program's delivery for the year in question, along with improvement recommendations resulting from the course reports and stakeholder feedback.
- Improvement recommendations are reviewed by the relevant committees in accordance with the procedures outlined in the "Developing and Modifying The Study Plan and Courses" manual, to make appropriate decisions in accordance with the regular procedures and policies.
- Consequently, an annual operational plan is developed that includes operational goals linked to the strategic goals of the program, a statement of the procedures for achieving the operational objectives, the implementation period, the person responsible for implementation, and indicators for implementing the objectives/procedures
- A report on the achievement of the operational plan is prepared. The report includes the strategic and operational goals, their performance indicators, levels of achievement of the operational

objectives, and levels of achievement of the strategic goals of the program according to the completed operational plan and the indicators achieved from the strategic goals

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

Figure 2.2 shows the sequence of planning and documentation mentioned above. These documents, along with any other appropriate material such as course or program evaluations, or information on other matters affecting the program, must be kept in the course portfolios and program portfolio, so they can be consulted whenever they are needed later on.

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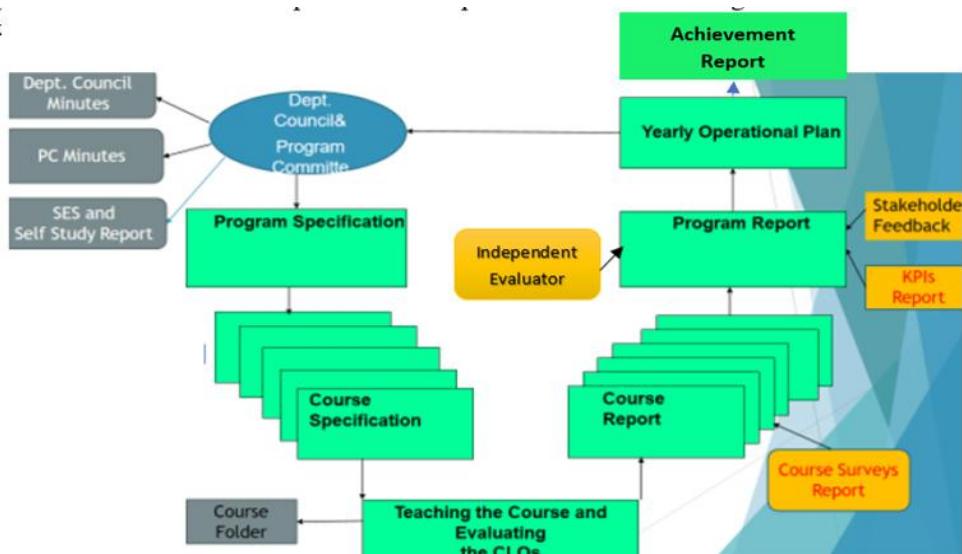


Figure 2.2: Sequencing of documentation processes

## 2.2 Types of Comprehensive Review
### 2.2.1 Internal Auditing

This is done in two phases. The first stage is an electronic stage, in which the the program information and documents are uploaded on Google Drive for investigation, and the second stage includes field quality tours following the electronic examination under the supervision of the Quality Assurance and Accreditation Department. Teams formed from members of the Quality Assurance and Accreditation Department with the help of some of the university faculty members who are experienced and proven to be familiar with the issues of quality.

During the tours, the academic quality of the college programs is reviewed through the criteria of the program accreditation standards set by the National Center for Academic Accreditation and Evaluation. After the tours, a report is sent to the colleges containing points of excellence and recommendations for improvement to the necessary parts.

In order to motivate the colleges, an annual ceremony under the patronage of the university rector will reward outstanding and promising programs at the university. These visits are also used to determine the readiness and validity of programs that intend to apply for program accreditation.

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

### 2.2.2 External Auditing

These reviews are conducted periodically by independent reviewers with expertise brought by colleges for this matter, and all the operations, activities and outputs of the program are evaluated by independent reviewers, and a report of the results of the evaluation is presented to the Dean or the Quality Assurance Unit of the College.

Documents that external auditor may request:

1) Minutes of the department council meetings that contain items related to educational activities and quality work.
2) Minutes of the meetings of the committees of the department (the committee to develop plans in the department, the quality committee, etc.).
3) The manual of the college written in Arabic and/or English.
4) The manual of the department in Arabic and/or English.
5) A file containing the curricula vitae of the faculty members in the department written in Arabic and/or English.
6) A file containing the research published by the faculty members in the department during the last three years.
7) Copies of books written and translated by faculty members during the last three years.
8) Reports on the attendance and participation of faculty members in conferences, seminars training courses and workshops.
9) A report on the workshops and training programs conducted by the faculty members in the department.
10) A file for each course containing (syllabus written in Arabic or English language)
11) Examples of quarterly and final exams, reports, assignments, and typical answers with samples of corrected exams, assignments, research etc.).
12) A copy of the textbooks reviewed and approved and references to the department courses.

13) A copy of the surveys of students, graduates and employers and report the results of the various surveys.

14) Performance Indicators Report.

15) Benchmarking reference comparisons report.

# Chapter 3

# Quality Assurance Unit and Committees at Mustaqbal Colleges

## 3.1 Introduction

The quality assurance process and its works and activities need well-organized and collaborative units and committees. This is achieved through a group of units and supportive committees with well-defined authorities, responsibilities, and tasks. These are supervised and work consistently with the University quality bodies, such as the Development and Quality Deanship. The University quality structure has been built to comply with and act in accordance with the Ministry of Higher Education requirements.

## 3.2 National Center for Academic Accreditation and Evaluation

The National Commission for Academic Accreditation and Assessment was established on the basis of His Highness the kind approval No. 7 / B / 6024 dated 9/2/1424 AH and the Higher Education Council Resolution No. 3/28/1424 at its 28th session held on 15/1/1424 AH. The Royal Decree No. (108) dated 14/02/1440 was issued to amend the name of the Education Evaluation Authority to be the Education and Training Evaluation Authority and the recommendation of the General Committee of the Council of Ministers No. 837 dated 08/02/1440 approved the organization of the Education Evaluation Authority. The Council of Ministers issued Decision No. (94), dated 7/2/1438 AH approving the organizational arrangements of the Education Evaluation Authority, which include that the authority is the competent body in the Kingdom to evaluate and accredit in education and training to raise their quality, adequacy and contribution. Later, the National Center for Academic Accreditation and Assessment is one of the centers supervised by the Commission, an extension of what was formerly known as the National Commission for Academic Accreditation and Assessment, so that it enjoys the moral character and administrative and financial independence and is the authority responsible for academic accreditation and quality assurance in educational institutions. Secondary - governmental and private. In order to improve the quality of private and public higher education, ensure clarity and transparency, and provide standardized standards of academic performance. The center's duties include setting rules, criteria and conditions for academic evaluation and accreditation, and formulating the regulations that guarantee their application in higher education institutions. Recently, the name of the Center has been changed to the "National Center for Academic Accreditation and Evaluation."

## 3.3 UOM Quality and Accreditation Standing Committee

The Sanding Committee for Quality is formed annually according to a decision by the University President based on the membership suggestion presented by the University Vice-President for

Development and Quality. The suggestion of membership of the Standing Committee of Quality takes into consideration the following:

1- Representing most of the colleges (such as health colleges, scientific colleges and literature colleges).

2- Balanced representation of male and female.

3- Existence of the necessary experience in the nominated member (for example: directors of the quality units in the colleges, deans of nationally accredited colleges, and ex-consultants for the accreditation authorities).

4- Relation of the body which the member represents with the programmatic or institutional quality criteria (for example: supervisor of the Scientific Research Center and supervisor of Community Service Center)

The Committee is concerned with designing and reviewing the general policies and procedures for the development, quality and academic accreditation activities in the University, designing the internal audit program for academic programs, centers, and directorates, and suggesting the training plans for the University teaching staff and employees. Its tasks are detailed as follows:

• Development and review of the general policies for quality and academic accreditation activities at the University.

• Design and participation in the implementation of the annual internal audit programs for academic programs, centers and directorates in the university.

• Participation in the follow-up of all academic and administrative bodies in the University regarding the implementation of quality improvement plans.

• Study of the requests of international and national accreditation of the academic programs and confirming them.

• Recourse of those who deemed competent people from the University staff.

## 3.4 Quality and Accreditation Department

The university structure includes the "Quality and Accreditation Department" to manage and support academic quality activities in the university's colleges, centers, and departments.

### Goals of the Quality Assurance and Accreditation Department

1) Contributing to achieving the university's mission using advanced methods and mechanisms.

2) Contributing to formulating the University's strategic goals in the areas of development, quality, and academic accreditation.

3) Providing effective consulting support to the University's colleges and units to ensure quality and achieve institutional and programmatic accreditation.

4) Building collaborative relationships and partnerships with prestigious institutions in the fields of quality and accreditation to achieve strategic benefits for the university.

5) Developing distinguished expertise in the areas of quality, evaluation, and academic accreditation in higher education.

6) Supporting efforts to improve the university's academic ranking.

7) Promoting a culture of quality among university staff, organizing events related to quality and academic accreditation, and encouraging research in this field.

## 3.5 College and Program Quality Structure

The development and quality assurance at the college level are performed through the Quality Assurance Unit (QAU) in cooperation with other units such as Strategic Planning Unit, Community Services Unit, Curricula (Study Plans) Unit, Information and Statistics Unit, and Information Technology Unit.

### 3.5.1 Quality Assurance Unit

The job of the QAU is to develop the college programs and direct, supervise and arrange the quality assurance and academic accreditation works and activities for all the College programs. It also ensures the proper documentation of these activities. The Unit arranges and facilitates the process of academic accreditation of the College programs in cooperation with the College and programs' administrations.

### 3.5.2 Quality Structure at the Program Level

The program quality structure at the Program Level is based on the program Quality Committee and other supporting committees. The quality is ensurred at the program level through several committees. The following committeees are suggested:

i. Program Quality Committee: It is formed of qualified faculty members. The main task of this committee is to apply and monitor the quality assurance system in the program.

ii. Statistics and Information Committee: It is formed of qualified faculty members. Its main task is to assess the comebacks of the stakeholders' surveys, the outcomes evaluation results, etc.

iiii. Professional Advisory Committee: It is established of highly experienced people in the program specialization, representatives of the employers and representatives of the alumni, in addition to the Program Director, and a member of the Quality Program Committee. The Committee is headed by the Head of the Department. Its task is to help in setting and revising the program mission, strategic goals, learning objectives and learning outcomes. Also, the Committee evaluates the program learning resources and labs, and keep checking the adequacy of the graduates to the labour market. The committee helps in developing the program through suggesting improvements.

iv. Student Advisory Committee: It is formed of students at different study levels. Its job is to evaluate the educational process, the adequacy of the curriculum, the suitability of the learning resources, and the quality of services, and to suggest improvements.

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**Chapter 4**

# Quality System of Academic Programs

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## 4.1 Introduction

The Quality Assurance process for the academic programs begins- in cooperation with the stakeholders - with defining the College's mission and strategic goals. The mission reflects the reason/purpose of the college's existence, what we do, who we are targeting, and the principle governing values. The mission is a comprehensive, detailed and easy to understand statement, describing the reason for the existence of the college and its main areas of activity and the most important stakeholders.

The strategic goals of the college state in specific statements the long-term targets of the College, and these goals should be linked to the strategic goals of the University.

Following setting of the College mission, program mission is established. Thereafter, the program strategic goals are stablished. The work is completed by identifying the program graduate attributes and the program learning outcomes.

### University Vision

A nationally distinguished university in education and professionalization for future proficiencies.

### University Mission

Providing educational, professional, research and consultative services boosting sustainable national development and promoting self-resources in an inspiring, governance and energized environment for innovation, technology and partnership.

### University values

Adopting the Islamic values, Mustaqbal University believes in:

**Justice**: We seek to achieve the elements of justice, equal opportunities and fairness in dealing with the others.

**Integrity**: We work honestly, and are committed to professional ethics.

**Transparency**: We are committed to transactions disclosure, and support accountability and integrity requirements.

**Quality**: we adopt the highest quality standards to maintain the best outcomes and services.

**Creativity**: The University creates a motivational organizational environment that stimulates creative thinking and innovative behavior.

**Teamwork**: The University fosters the culture of teamwork in thinking and behavior.

**Academic Freedom**: The University encourages scientific exploration practices, openness and interactions.

## University Graduate Attributes

According to the NCAAA accreditation system, these are the characteristics and qualities demonstrated by the graduates in the field. The general attributes of the graduates of Mustaqbal University have been set to agree with the Saudi National Qualification Framework. The attributes are as follows:

1. A comprehensive and well-organized understanding of a body of knowledge within a specific academic program, along with familiarity with the theories and principles related to that program.

2. Mastery of a broad and integrated range of knowledge and skills required for effective practice in a professional field, if the program is professionally oriented.

3. In-depth knowledge, comprehensive understanding, and the ability to analyze and interpret issues within the field of specialization, if the program is academic and does not involve professional practice.

4. Possession of problem-solving skills for complex issues and the capacity to develop innovative solutions.

5. Ability to select and apply the most appropriate mechanisms for communicating results and outcomes to stakeholders.

6. Demonstration of leadership skills, accountability, and readiness for full cooperation with others in joint projects and initiatives.

7. Proficiency in technical and effective communication skills.

8. Commitment to professional ethics and adherence to Islamic values.

## Program Learning Outcomes

The program learning outcomes; PLOs, which indicate what the student will gain as a result of learning through the academic program have been set for each program. These outcomes directly express the knowledge, understanding, skills, abilities, competencies, values and ethics that the student will gain by the time of graduation from the academic program.

It is important to make sure that the graduate attributes (if any) and PLOs are consistent with the national frame of qualifications approved by the Saudi Arabia Ministry of Higher Education and accreditation agencies. Also, it should satisfy the specialized academic standards.

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

*Sixth Level of NQF PLOs*

| NQF Sixth Level of PLOs |
|---|
| **Knowledge and Understanding** |
| • Broad in-depth integrated body of knowledge and comprehension of the underlying theories, principles, and concepts in one or more disciplines or field of work, <br> • In-depth knowledge and comprehension of processes, materials, techniques, practices, conventions, and/or terminology, <br> • A broad range of specialized knowledge and understanding informed by current developments of a discipline, profession, or field of work, <br> • Knowledge and comprehension of research and inquiry methodologies |
| **Cognitive Skills** <br><br> • Apply integrated theories, principles, and concepts in various contexts, related to a discipline, profession, or field of work, <br><br> • Solve problems in various complex contexts in one or more disciplines or fields of work, <br><br> • Use critical thinking and develop creative solutions to     current issues and problems, in various complex contexts, in a discipline, profession or field of work, <br><br> • Conduct inquiries, investigations, and research for complex issues and problems <br> **Practical and Physical Skills** <br><br> • Use and adapt advanced processes, techniques, tools, in-struments, and/or materials in dealing with various complex practical activities, <br> • Carry out various complex practical tasks and proceduresrelated to a discipline, professional practice, or field of work. <br> • Communication and ICT Skills <br> • Communicate effectively to demonstrate  theoretical knowledge comprehension  and  specialized  transfer of knowledge, skills, and complex ideas to a variety of audiences, <br> • Use mathematical operations and quantitative methods to  process  data  and information  in  various  complex contexts, related to a discipline or field of work, <br> • Select, use, and adapt various standard and specialized digital technological and ICT tools and applications to process and analyze data and information to support and enhance research and/or projects |
| **Values and Ethics** <br> • Demonstrate commitment to professional and academic values, standards, and ethical codes of conduct, and represent responsible citizenship and coexistence with others <br> **Autonomy and Responsibility** <br> • Effectively plan for and achieve academic and/or profession-al self-development, assess own learning and performance, and autonomously make decisions regarding self-development and/or tasks based on convincing evidences. <br> • Autonomously and professionally manage tasks and activities related to the discipline and/or work, |

- Collaborate responsibly and constructively on leading diverse teams to perform a wide range of tasks while playing a major role in planning and evaluating joint work,
- Actively participate in advancing the discipline and society.

## 4.2 Quality Assurance Cycle

A comprehensive quality assurance cycle (Fig. 4.1) is performed over specific few years (five years to cope with the NCAAA accreditation period). The cycle includes (minor) yearly cycle. The minor cycle begins with the preparation of the course specifications taking into account the relevance of the course to the mission and objectives of the program. Then, a course report is to be prepared by the instructor for each academic program courses each semester/year. Improvements to Course Specifications from feedback can be made from the course report when necessary.

In parallel with the Course Reports that are prepared each semester, an Annual Program Report are prepared annually which includes the results of the program performance evaluation. Improvements can be made to the Courses' Specifications, Program Specification, and the program activities and processes due to feedback from the annual Program Report. At the end of the fifth year, the quality assurance cycle ends.
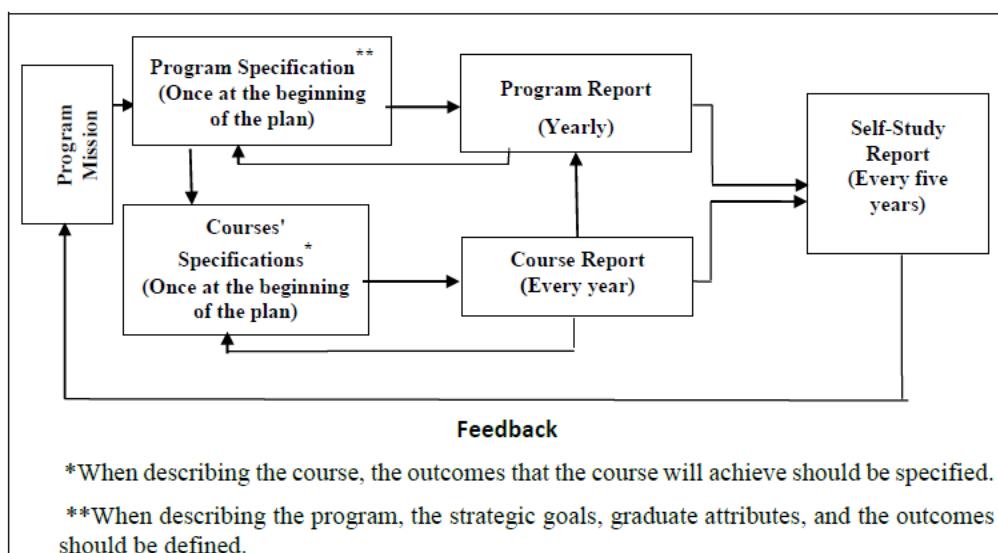


Figure 4.1: Quality Assurance Cycle for Academic Programs

Similar quality assurance cycle is performed by the college, which is simply shown in Fig. 4.2. This cycle is performed by the help of all college programs.

Fig. 4.2: Annual college quality cycle/improvement process (simplified)

### 4.2.1 Mission, Strategic Goals, Graduate Attributes and Program Learning Outcomes Review

The mission, strategic goals, graduate attributes and program learning outcomes are reviewed periodically by the program stakeholders. This is performed through focusing groups, periodical surveys by thy stakeholders, periodical revision by the Professional Advisory Committee and feedback from internal and external reviewers. The revision should be done on the following bases:

i-      The *programs missions* may be updated such that,
  a- They should be kept consistent with the institution mission
  b- They should be kept satisfactory to the stakeholders
  c- They should be kept suitable for the programs
  d- They should be kept clear

ii-     The *programs' strategic goals* may be updated such that,
  a- They are kept linked to the mission
  b- They are kept linked to the institution strategic goals
  c- They are measurable by properly set key performance indicators

iii-    The *programs' graduate attributes* may be updated such that:
  a- They are kept coping with NQF
  b- They are kept linked with the institution graduate attributes
  c- They are achievable and linked to the program outcomes
  d- They agree with the recent development of the specialization

iv-     The *learning outcomes* may be updated such that,
  a- They agree with NQF and the specialized academic standards.
  b- They are consistent with the stakeholder' requirements

c- They satisfy the labour market needs

d- They agree with the recent development of the specialization

## 4.3 Quality control of field experience courses

### 4.3.1 Planning and preparation

A committee is formed at the training college and undertakes the following tasks:
Coordinating with companies and institutions within the Kingdom of Saudi Arabia to obtain training opportunities
To determine the scope and nature of training
To follow the training program for all students
To facilitate the student's obtaining the approval of the Field Training Committee, which will provide him with the official approval and other required training information

#### 1. Determine field site requirements

Training site requirements:
a. IT facilities
b. Various equipment related to the program
c. Testing laboratories
d. Lecture halls
e. Safety equipment: The College is keen to direct the student's field training to reputable entities that have clear procedures to ensure the safety of employees.
f. the. Availability of modern human resources management software.
g. Availability of modern devices
h. The availability of human resources management departments
y. Availability of specialized human resources tools

#### 2- Identifying field supervisors

The field supervisor must have the following qualifications
A. Bachelor's degree in program specialty
B. Long experience in the field
C. Communication skill using Arabic/English
D. Presentation and display capabilities

#### 3- The decision-making process used to identify appropriate field staff and supervisors

• Providing field supervisors with proven field training specialization required for supervision.
• Providing advisory services to field training supervisors
• Meet with supervisors during or after training to discuss any observations related to the program to avoid in the future

### 4.3.2 Improvement actions

Feedback is obtained through:

- Field experience outcomes evaluation

- Student surveys
- Academic Supervisors
- Field Supervisors
- BSc recent alumni

This feedback is used for improvement.

## 4.4 Documentation of the NCAAA Accreditation Process

The contents of the specifications and reports required for the NCAAA accreditation process are described below:

### First: Program Specification

The Program Specifications include the following:
A. Program Identification and General Information
B. Mission, Objectives, and Program Learning Outcomes
C. Curriculum
D. Student Admission and Support
E. Faculty and Administrative Staff
F. Learning Resources, Facilities, and Equipment
G. Program Quality Assurance
H. Specification Approval Data

### Second: Annual Program Report

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

A. Program Statistics
B. Program Assessment
    1. Program Learning Outcomes Assessment and analysis according to PLOs assessment plan
    2. Evaluation of Courses
    3. Students Evaluation of Program Quality
    4. Scientific research and innovation during the reporting year
    5. Community Partnership
    6. Other Evaluation (if any)
C. Program Key Performance Indicators (KPIs)
D. Challenges and difficulties encountered by the program (if any)
E. Program development Plan
F. Approval of Annual Program Report

### Third: Course Specifications

The specification of the course includes the following:
A. General information about the course:
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods
C. Course Content

D. Students Assessment Activities
E. Learning Resources and Facilities
F. Assessment of Course Quality
G. Specification Approval

## Fourth: Course Report

The report of the course includes:

A. Student Results
1. Grade Distribution
2. Comment on Student Grades
B. Course Learning Outcomes
1. Course Learning Outcomes Assessment Results
2. Recommendations
C. Topics not covered.
D. Course Improvement Plan (if any)

## Fifth: Field Experience Specifications

The specifications of field experience include:

A. General information about the course
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods
C. Field Experience Administration
D. Training Quality Evaluation
E. Specification Approval Data

## Sixth: Field Experience Report

The Field Experience Report includes:
A. Student Results**Error! Bookmark not defined.**
B. Field Experience Learning Outcomes
C. Difficulties and Challenges
D. Field Experience Improvement Plan
E. Report Approval

## Seventh: Surveys Report

This report documents the results of the various stakeholders' surveys. The evaluation is carried out for several items to aid in measuring indirectly the PLOs, and evaluate the performance of the program. The report indicates- according to the different items the achievement level, the strength points, area of improvements, and address the improvement priorities.

## Eighth: KPIs Report

This report documents the measured Key Performance Indicators suggested by the NCAAA for the programmatic accreditation level, and other suggested PIs by the programs. The evaluation is then carried out in light of targets that are set by the programs, and external and

internal benchmarking. The report indicates, according to the different PIs evaluation level the strength points and areas of improvement, and addresses the improvement priorities.

## Ninth: Annual Operational Plan

Based on the annual report of the program, an annual operational plan is developed that includes operational objectives linked to the strategic objectives of the program, a statement of the procedures for achieving the operational objectives, the implementation period, the person responsible for implementation, and indicators for implementing the objectives/procedures

## Tenth: Achievement Report

The report includes the strategic and operational objectives, their performance indicators, levels of achievement of the operational objectives, and levels of achievement of the strategic objectives of the program according to the completed operational plan and the indicators achieved from the strategic objectives

## Eleventh: Students' works Course Folders

This includes:

- Student rights
- First Day Material
- Course specifications
- Course quizzes and their model solutions
- Samples of student answers of the quizzes
- Course assignments and their model solutions
- Samples of student answers of the assignments
- Course mid-term Exams and their model solutions
- Samples of student answers of the mid-term Exams
- Course final Exam and its model solution
- Samples of student answers of the final Exam
- Other course works

## Twelfth: Self Study Report

It should be written according to the suggested NCAAA template, and contains the followings:
 Self-Study Report Preparation Guidelines
 Executive Summary:
 1. Program Profile
    1.1 Program Mission
    1.2 Program Goals
    1.3 A List of the Program Achievements, Awards, and Significant Accomplishments
    1.4 Total Credit Hours:
    1.5 Preparatory or Foundation Program (if any)

1.6 Major Tracks/Pathways (if any)

1.7 Intermediate Exit Points/Awarded Degree (if any)

1.8 Branches Offering the Program

1.9 Program Statistical Data

2. program Self-Study

   2.1 Benchmarking partners and selection criteria/reasons (internal and exteranal

   2.2 Summary of KPIs and Benchmarks

3. Evaluation in Relation to Quality Standards

   Standard 1. Program Management and Quality Assurance

   Standard 2. Teaching and Learning

   Standard 3. Students

   Standard 4. Faculty

   Standard 5. Learning Resources, Facilities, and Equipment

4. Independent Evaluations (Optional)

5. Action Recommendations

6. Attachments

## Chapter Five

# Achievement of Mission, Program Strategic Goals, Graduate Attributes, and Learning Outcomes

## 5.1 Introduction

Periodic evaluation of achievement of the program mission, strategic goals, graduate attributes and learning outcomes should be performed to ensure the quality of the program. The evaluation is be performed according to a scheduled planned time.

## 5.2 Mission and Strategic Goals Achievement Measurement

The program mission is translated into strategic goals. The strategic goals should be linked to the program KPIs. The achievement of the strategic goals is measured through checking these KPIs linked to each goal against pre-specified targets, and through related surveys, in addition to checking the level of achieving the PLOs.

## 5.3 Graduate Attributes Measurements

The graduate attributes define the characteristics and properties of the graduates in the work field. The level of achieving the GAs is measured through periodical surveys for the employers and alumni. Also, as these GAs are linked to the PLOs, they could be measured through measuring the level of achieving the PLOs.

## 5.4 Program Learning Outcomes Achievement Evaluation

Learning outcomes are stated by specific statements showing what the student can demonstrate at the end of the program of knowledge, set of thinking and problem-solving skills, abilities such as the ability to work effectively in groups, the ability to lead, the ability to communicate with different types of audience, and the ability to investigate new and unexpected problems using diverse sources of information, and a commitment to lifelong learning. The goal is to make graduates able to keep up with the rapid developments of knowledge in their fields, personality traits such as honesty and reliability, and competencies such as proficiency in specific areas.

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

### 5.4.1 Program and Course Outcomes Measurement Tools

The applied measuring instruments which are used for assessing the learning outcomes are classified into two main categories:

**A) Direct assessment measures which include:**

  1- Students' course works assessment

  2- Graduation Project assessment

  3- Field training assessment

  4- Exit (Outcomes Achievement) Exam

 **B) Indirect assessment measures which include:**

  1- Student Surveys (course surveys and senior exit surveys).

  2- Professional Advisory Council feedbacks and comments.

  3 External Visitor feedbacks and comments.

  4- Student Advisory Committee feedbacks and comments.

### 5.4.2 PLOs Assessment Plan

The PLOs are assessed and evaluated by linking the program courses and its CLOs to the PLOs. Once the CLOs of the group of courses which are highly linked to a certain PLO are assessed, the linked PLO is consequently assessed. Several cycles of evaluation should be carried out over the five-year accreditation period. The PLOs are measured and evaluated through direct and indirect tools followed for the student outcomes (see Sec. 5.4.1).

PLOs Assessment Plan details should be identified as regarding

- The methodology of evaluating the CLOs and the linkage to the PLOs,
- Time schedule and Frequency of Measurement
- Documentation of the results.

### 5.4.3 Assessment of Learning Outcomes of the Courses

To measure the learning outcomes of the course or educational unit, the following method is used:

- o Using all the activities and tasks used during the teaching period of the course/educational unit, such as quarterly examinations, short tests, reports, and interactive groups, in addition to, of course, the final exam to measure the extent to which the expected outcomes of the course/educational unit have been achieved. In this regard, each activity has an appropriate weight that is consistent with the activity and its comprehensiveness and depth.

### 5.4.4 Test Design for Measuring Learning Outcomes

The following must be taken into account:

- Setting test questions so that each question or a specific part of it is limited to measuring a specific outcome.

- Developing student discussion questions during presentations (graduation project/master's thesis) so that they aim to measure a specific outcome.
- Design assignments to measure specific, non-overlapping outcomes.
- Use of Rubrics (a clear, gradual set of criteria to assess the achievement of learning outcomes) at the program level.

# Program Performance Indicators

## 6.1 Introduction

Performance indicators are specific forms of evidence used by the academic institutions or any other agencies to provide evidence of quality performance. Performance indicators are important tools for assessing the quality of Academic Programs and monitoring their performance. They contribute to the continuous development processes and decision-making support.

## 6.2 General Hints and Features

- The key performance indicators are one of the most important tools for assessing the quality of programs according to the criteria of the NCAAA. They are among the most prominent practices that contribute to decision-making and follow-up. There is a wide range of diverse evidence that can be used, but one must make decisions regarding items of information that can be expressed in *quantitative values*. These indicators should be identified in advance as part of the planning process.

- The National Center for Academic Accreditation and Evaluation has identified-in 2023 key performance indicators at the program level. All of which are in line with the Program Accreditation Standards version 2022. These indicators are the minimum to be periodically measured. The academic program can use additional performance indicators if it believes they are necessary to ensure the quality of the program.

- The academic program should measure the KPIs, and compare the results with benchmarking using the appropriate tools, such as (Surveys, Statistical data, etc.),

- The followings should be determined for each indicator:

  - Actual performance
  - Targeted performance level
  - Internal reference (Internal benchmark)
  - External reference (External benchmark)
  - New target performance level

- Regular reports describing and analyzing the results of each indicator (including performance changes and comparisons according to sites and gender) is expected. Precise and objective identification of strengths and aspects that need improvement are to be included.

## 6.3 NCAAA Recommended KPIs

NCAAA recommended in 2023 the following KPIs as a minimum group to be applied in MSc academic programs. However, the program can suggest additional performance indicators which can help in measuring and evaluating its performance. The KPIs recommended by NCAAA is shown in Table 6.1.

Table 6.1: The KPIs recommended by NCAAA

| Standard | Code | Key Performance Indicators | Description |
|---|---|---|---|
| -2- Teaching and Learning | KPI-P-01 | Students' Evaluation of Quality of learning experience in the Program | Average of the overall rating of final year students of the quality of learning experience in the program, satisfaction with the various services offered by the program (restaurants, transport, sports facilities, academic, vocational, psychological guidance...), student satisfaction with the adequacy and diversity of learning sources (references, periodicals, information databases... etc.) on a five-point scale in an annual survey. |
| | KPI-P-02 | Students' evaluation of the quality of the courses | Average of students' overall rating for the quality of courses on a five-point scale in an annual survey. |
| | KPI-P-03 | Completion rate | The proportion of undergraduate students who completed the program in minimum time in each cohort. |
| | KPI-P-04 | First-year students retention rate | Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year. |
| | KPI-P-05 | Students' performance in the professional and/or national examinations | Percentage of students or graduates who were successful in the professional and/or national examinations, or their score average and median (if any) |

| Standard | Code | Key Performance Indicators | Description |
|---|---|---|---|
| | KPI-P-06 | Graduates' employability and enrolment in postgraduate programs | Percentage of graduates from the program who within a year of graduation were:<br>a. employed within 12 months,<br>b. enrolled in postgraduate programs<br>during the first year of their graduation to the total number of graduates in the same year. |
| | KPI-P-07 | Employers' evaluation of the program graduates proficiency | Average of the overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey. |
| -4- Teaching Staff | KPI-P-8 | Ratio of students to teaching staff | Ratio of the total number of students to the total number of full-time and full-time equivalent teaching staff in the program |
| | KPI-P-9 | Percentage of publications of faculty members | Percentage of full-time faculty members who published at least one research paper during the year to total faculty members in the program. |
| | KPI-P-10 | Rate of published research per faculty member | The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year). |
| | KPI-P-11 | Citations rate in refereed journals per faculty member | The average number of citations in refereed journals from published research per faculty member in the |

| Standard | Code | Key Performance Indicators | Description |
|---|---|---|---|
|  |  |  | program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published). |

## 6.4 Objectives and Polarity

The Objective pf the KPI should be identified by linking it to the strategic goals and standards criteria. The polarity of the KPI is either positive or negative. The KPI is of positive polarity if the increase in its value means better performance. Negative polarity KPI means that better performance is achieved if the KPI value decreases.

## 6.5 Method of Calculation of the Indicators

### Method of calculating indicator No. 1: Students' evaluation of the quality of learning experiences in the program.

Average overall evaluation for final year students of the quality of learning experiences in the program, on a five-level scale in an annual survey.

KPI-PG-1 =
$$\frac{Sum\ of\ the\ evaluan\ of\ the\ surveyed\ students\ regarding\ the\ program\ learning\ experience}{Total\ number\ of\ surveyed\ students}$$

### Method of calculating indicator No. 2: Student evaluation of the quality of the courses.

Students average of their overall assessment of course quality on a five-point scale in an annual survey.

KPI-PG-2 =
$$\frac{Sum\ of\ the\ evaluation\ of\ the\ surveyed\ students\ regarding\ the\ course\ learning\ experience}{Total\ number\ of\ surveyed\ students}$$

### Method of calculation of the indicator number 3: Completion rate

Proportion of undergraduate students who completed the program in minimum time in each cohort

KPI-P-3 = $\dfrac{Number\ of\ students\ of\ a\ batch\ who\ graduated\ in\ the\ minimum\ prescribed\ period}{Total\ number\ of\ the\ students\ of\ the\ batch}$

## Method of calculating indicator number 4: First year students' retention rate

**Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year**

$$\text{KPI-P-4} = \frac{\textit{Number of first year students in the program who continue in the program for the following year}}{\textit{Total number of enrolled students}}$$

## Method of calculating indicator number 5: Student performance in professional and / or national tests.

The percentage of students or graduates who passed the professional and/or national exams, or their average and median scores (if any).

$$\text{KPI-P-5} = \frac{\textit{Nimber of students or graduates who passed the professional and / or national exams}}{\textit{Total number conducted the exams.}}$$

## Method of calculating indicator number 6: Employment of graduates and their enrollment in postgraduate programs.

The percentage of graduates of the program who:

A- Got Employed.

$$\text{KPI-P-6-A} = \frac{\textit{Number of gradutated who got employed during the year following graduation}}{\textit{Total number of graduated students}}$$

B- Got enrolled in graduate studies programs.

$$\text{KPI-P-6-B} = \frac{\textit{Number of gradutated who joined higher studies during the year following graduation}}{\textit{Total number of graduated students}}$$

During the first year of their graduation to the total number of graduates in the same year.

## Method of calculating the indicator number 7: Employers evaluation of the program graduates' competency.

Average overall estimate by employers of the program's graduate competence, on a five-level scale, in an annual survey.

$$\text{KPI-PG-7} = \frac{\textit{Sum of the evaluan of the surveyed employers regarding the prgram graduates competenc}}{\textit{Total number of surveyed employers}}$$

## Method of calculating the indicator No. 8: the ratio of students to teaching staff.

The ratio of the total number of students to the total number of full-time faculty (or its equivalent) in the program.

$$KPI\text{-}PG\text{-}8 = \frac{Total\ number\ of\ enrlled\ student\ in\ the\ program}{Total\ full\text{-}time\ or\ full\text{-}time\ equivalence\ staff\ members}$$

**Method of calculating indicator No. 9**: Percentage of publication of faculty members.

The percentage of faculty participating in the program who published at least one research during the academic year to the total faculty members in the program.

$$KPI\text{-}PG\text{-}9 = \frac{Number\ of\ faculty\ who\ published\ at\ least\ one\ research\ during\ the\ academic\ year}{Total\ number\ of\ faculty\ of\ the\ program}$$

## Method of calculating the indicator number 10: Rate of published research for each faculty member.

The average number of refereed and/or published research papers per faculty member participating in the program during the year (total number of refereed and/or published research to total number of faculty members during the year)

$$KPI\_PG\text{-}10 = \frac{Total\ number\ of\ refereed\ ar\ published\ papers\ of\ a\ program\ faculty\ in\ an\ academic\ year}{Total\ number\ of\ faculty\ of\ the\ program}$$

## Method of calculating the indicator number 11: Citations rate in refereed journals per faculty member

The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for faculty members to the total published research).

$$KPI\text{-}P\text{-}11 = \frac{total\ number\ of\ quotations\ in\ the\ refereed\ journals\ from\ published\ papers\ for\ faculty}{Total\ number\ of\ faculty\ of\ the\ program}$$

Or

$$KPI\text{-}P\text{-}11\text{-}x = \frac{total\ number\ of\ quotations\ in\ the\ refereed\ journals\ from\ published\ papers\ for\ a\ faculty\ member}{Total\ number\ of\ research\ papers\ of\ this\ faculty}$$

Then,

KPI-P-11 = the average of all faculty rates

Or

$$KPI\text{-}P\text{-}11 = \frac{total\ number\ of\ quotations\ in\ the\ refereed\ journals\ from\ published\ papers\ for\ faculty}{Total\ number\ of\ research\ papers\ of\ the\ faculty\ of\ a\ program}$$

## 6.6 Analysis and Evaluation of the Results of Performance Indicators

An annual KPIs report is prepared. The report documents the measured Key Performance Indictors suggested by the NCAAA for the programmatic accreditation, and the other suggested performance indicators by the programs.

### 6.6.1 Analysis

The analysis and evaluation is then carried out in light of targets which are set by the programs, and external and internal benchmarking, in addition to the trend of the KPI compared by the measured values in the previous years. The report indicates- according to the performance indicators level of achievement the strength points and areas of improvement, and address the improvement priorities.

### 6.6.2 Evaluation

The KPIs should be evaluated using the following system:

- For marginal achieved which are slightly better than the target recommendations, actions for improvement will be developed such that it will help in either
  - Maintaining the value and avoiding it from getting worse in case of changing the circumstances.
  - Improving the value
- For high achieved values, recommendations and actions for improvement will be developed such that it will either:
  - Keeping the high achieved values in case of changing the circumstances
  - Improving the target value according reasonable practical factors
- For unachieved values, recommendations and actions for improvement will be developed to either:
  - Improve such values in the future
  - Decreasing the target if necessary, according reasonable practical factors

### 6.6.3 Identifying Strengths and Opportunities for Improvement

The mechanism for determining strengths is as follows:

- Comparing indicator values for quantitative indicators with indicator values in distinct programs corresponding to the program under study.
- The test accompanying that indicator is considered a strength when the indicator values converge with those values in distinguished programs
- This must be supported by the availability of evidence and other evidence supporting this opinion.
- Study the descriptive (qualitative) indicator and determine its importance with other evidence and evidence to judge the level of the criterion associated with that indicator, and then those criteria that reflect the strengths can be determined.

On the other hand, improvement opportunities emerging from the analysis were identified as follows:

- Comparing indicator values for quantitative indicators with indicator values in distinct programs corresponding to the program under study,
- The test associated with that indicator is considered one of the possible opportunities for improvement when the indicator values are far from those values in distinguished programs.
- In this case, it is confirmed that the available evidence and evidence do not support it or are not available at all.

- Study the descriptive (qualitative) indicator and determine its importance along with other evidence and evidence to judge the level of the criterion associated with that indicator, and then those criteria that reflect opportunities for improvement can be identified.

### 6.6.4 Formulating Improvement Recommendations and Implementation Plans

- After identifying the points that have opportunities for improvement, as described in the previous paragraph, recommendations are made to improve performance in these standards, and based on that, an implementation plan is developed that includes specific steps for treatment by the following steps:
  1- Careful and in-depth analysis of improvement opportunities (weak performance points) with the aim of identifying all factors that affect the results associated with this test of inputs and practices.
  2- Identify the reasons that led to poor performance and shortcomings in the test.
  3- Propose improvement recommendations (remedial steps) necessary to address defects in these standards
  4- Determine the entity responsible for implementing these recommendations (steps) and the expected time period for implementation.

# National Academic Accreditation

## 7.1 National Accreditation by NCAAA

National academic accreditation is a process necessitates comprehensive evaluation by the "National Centre of Academic Accreditation and Evaluation" (NCAAA).

## 7.2 Requirements for Program National Accreditation

For an BSc program to submit for an evaluation leading to academic accreditation by the NCAAA, the followings are required:

**I. Program Self-study Report:**

| N | Documents | Guidelines |
|---|-----------|------------|
| 1<br><br>2 | **Program Self-Study Report**<br><br><br><br>**Evidence for the Self-study Report** | The Self-Study Report provides analytically based narrative aligned with NCAAA standards and it serves    as primary foundation of evidence for meeting the requirements. |

**II. Attachments:**

**Essential Requirements**

Copies of the following essential requirements/documents should be enclosed with the Self-study Report observing the importance of utilizing them in the related standards.

| N | Documents | Guidelines |
|---|-----------|------------|
| 1 | Student and staff manuals | |

| 1.1 | **Program Handbook** | The Program's Handbook for both students and teaching staff that includes Admission and Registration, Study Regulations and Tests, Guidance and Counselling Services, Rights and Duties, Complaints and Grievances. |
|---|---|---|
| 1.2 | **Joint Training Manual (if any)** | A comprehensive Manual identifying the skills and values targeted, assigning all the responsibilities of the training parties in the institution, program and training sites along with their ethical frameworks. |
| N | **Documents** | Guidelines |

| 2 | Program's quality assurance system and its performance reports | |
|---|---|---|
| 2.1 | Program's quality system manual | |
| 2.2 | A manual of policies and procedures for approving, modifying, and reviewing academic programs and courses | |
| 2.3 | Annual program report | For the last two years according to NCAAA template |
| 2.4 | Program's course reports | Two reports of each course for the last two years |
| 2.5 | A report on the results of the surveys | Stakeholders' surveys (students, alumni, employers, teaching staff, employees) for the last two years |
| 3 | Program and courses specifications | |

| 3.1 | **Program specification** | According to NCAAA Template |
|-----|---------------------------|----------------------------|
| 3.2 | Course specifications for all courses classified according to levels | All courses should be classified according to their level in the study plan including field training and joint training courses |
| 4 | Program Learning Outcomes Assessment | |
| 4.1 | Program learning outcomes assessment plan | |
| 4.2 | Program learning outcomes assessment reports | All PLOs should be assessed and for each PLO to be assessed once at least in the last two years |
| 5 | **Consistency with Frames** | |
| 5.1 | **A report on program consistency with National Framework(NQF).** | According to NCAAA Template. |
| 5-2 | **A report on program consistency with Specialized Academic Standards.** | According to NCAAA Template. |

**III. Optional Requirements (if any):**

| N | Requirements | Guidements |
|---|--------------|------------|
| 1 | Program advisory committee | ▪ Composition and functions of the Committee.<br>▪ Report on its performance and outcomes. |

| 2 | Independent Evaluator's Report | Independent evaluator's report and the program's response to its recommendations (areas and priorities for improvement). |
|---|---|---|

## 7.3 NCAAA Program Accreditation Standards

In 2022, the National Center for Academic Assessment and Accreditation (NACAA) developed the standards for baccalaureate accreditation to be six rather than the eleven old standards, and their details are as shown below.

### Standard 1: PROGRAM MANAGEMENT AND QUALITY ASSURANCE

The program must have effective leadership that implements the institutional systems, policies and regulations. The program leadership must plan, implement, monitor, and activate a quality assurance system that achieve continuous development of program performance in a framework of integrity, transparency, fairness and within a supportive organizational climate.

This standard has the following two sub-standards:

1.1 Program Management

1.2 Program Quality Assurance

### Standard 2: TEACHING AND LEARNING

Program learning outcomes must be precisely defined, and consistent with the requirements of the National Qualifications Framework and with the related academic and professional standards, and the labor market requirements. The curriculum must conform to professional requirements. The teaching staff must implement diverse and effective teaching and learning strategies and assessment methods that are appropriate to the different learning outcomes. The extent of achievement of learning outcomes must be assessed through a variety of means and the results are used for continuous improvement.

This standard has the following three substandards:

2.1 Learning Outcomes

2.2 Curriculum

2.3 Quality of Teaching and Students' Assessment

### Standard 3: STUDENTS

The criteria and requirements for student admissions in the program must be clear and publicly disclosed and must be applied fairly. The information about the program and the requirements for completion of the study must be available, and students must be informed about their rights and duties. The program must provide effective guidance and counseling services, and extracurricular and enriching activities to its students. The program must evaluate the quality

of all services and activities offered to its students and improve them. The program must follow its graduates.The program must follow its graduates.

**Standard 4: FACULTY**

The program must have sufficient numbers of qualified teaching staff with the necessary competence and experience to carry out their responsibilities. The teaching staff must be aware of current academic and professional developments in their fields of specialization, participate in research and community service, and in improving the program and institutional performance. Teaching staff performance must be evaluated according to specific criteria, and the results of these evaluations must be used for development.

**Standard 5: LEARNING RESOURCES, FACILITIES, AND EQUIPMENT**

Learning resources, facilities, and equipment must be adequate to meet the needs of the program and its courses; and must be available to all beneficiaries using an appropriate arrangement. Teaching staff and students must participate in identifying such resources based on their needs, and in assessing their effectiveness.

## 7.4 Mustaqbal University Experience Regarding Institutional Accreditation

## 7.4.1 The official institutional academic accreditation project

After the completion of the university development study at the institutional and programmatic level and the visit of the external judges to the university and writing their reports, which included many recommendations, which the university considered obligatory in its implementation in order to continue improvement in the development and development of the university and raise the university's readiness to obtain institutional academic accreditation.

### *Project Achievements*
• Preparation of the executive plan for the recommendations of the external auditors and approval of the Standing Committee for Academic Accreditation and start implementation.
• Determine the purpose and objectives of the institutional academic accreditation project and prepare the executive plan for the project and the timetable required for its implementation.
• Prepare the media plan for the project and the timetable for its implementation.
• Identify the different sources of information needed to prepare a self-study report for the project.
• Finalization of the quality assurance system for academic programs.
• Obtaining institutional accreditation for 2 years (from March 2022 to February 2024).

## 7.5 Colleges Experience in the Field of National Academic Accreditation

## 7.5.1 National (NCAAA) Accreditation
➢ The COE BSC Programs at the College has been conditionally accredited by the NCAAA for 2 years, which ends at 31st of March 2026.
➢ The Law Program at The Administration and Humanities Sciences College has been conditionally accredited by the NCAAA for 2 years, which ends at 30th of April 2026.

## Chapter Eight

# Academic, Professional, Social and Psychological Advising of the Students

Academic counseling and other student support are pillar of university education in the Kingdom, as it aims to guide students to get the best results and adapt to the university environment and seize the opportunities, by providing them with academic skills that raise their level of educational attainment. Given the importance of academic guidance in the colleges, it is necessary to have a reliable system for student support and advising.

## 8.1 Fresh Students Orientation

The fresh students receive orientation once they join their college through
  i- Attending orientation sessions held by the higher college and departments administrators in addition to some senior staff members
  ii- Student hand book and related brochures
  iii- Guides and instructions presented on the College site

## 8.2 Academic Advising

At the beginning of the first semester for students in the program, a faculty member is appointed as a direct academic advisor for the student, whether accepted from secondary education, transfer students, or students enrolled through the bridging system. The advisor, in addition to the college's Support and Academic Advising Unit, guides and advises the student in all academic affairs.

### 8.2.1 Objectives of the Advising

• Preparing students to know and adapt to BSc requirements.

• Provide students with correct information about the college, educational policies, resources and study programs.

• Enhancing the academic achievement of students, raising their abilities and overcoming obstacles encountered during their academic achievement.

• Reduced chances of academic failure (preventive counseling).

• Provide advice and assistance to students with academic problems of college students.

• Taking care of students of low academic attainment and following them up to their academic level.

• Give attention to outstanding and talented students, and provide what will enhance their abilities and support their creativity.

### 8.2.2 Tasks of the Administration and Academic Advisor

- Knowledge of the dates of registration, deletion and addition announced by the Deanship of Admission and Registration.
- Knowledge of the college study plan and graduation requirements for students. Ensure that the student's schedule is in line with the college study plan.
- Preparing and updating the file of the academic guidance record for each student, where the counselor opens a special file for each student or group in the group includes the registered material and the level of the student's grades, It includes the cumulative average as well as the minutes of the periodic meetings between the student and the student in addition to any reports or warnings sent by the course decision through which the level of the student can be assessed.
- Identify the performance of students in the last semester.
- Discuss the difficulties, if any, and seek appropriate solutions.
- Discuss the appropriate options for the student in the next semester (registering or deleting courses, raising the rate, choosing a specialization etc ..).
- Helping the student in case of difficulty in registering or opposing some materials.
- Strict follow-up of the achievement of the student or scientific student in the materials recorded in it and write periodic reports and attach them in the file of the student.
- Addressing staff members if the student's level is low.
- In case the student is not attending or his achievement level is weak, the advisor will intensify the regular meetings and discuss the student or the student accurately about the reasons and try to resolve or raise them to the Committee of Academic Guidance.
- Discover and develop students' talents.
- Helping students to make the most of the e-learning site at the college.
- Urge students to participate in academic and extra-curricular activities.
- It is necessary to build a relationship of academic friendship between the advisor and the student and defrost differences between them.
- Perform the role of the counselor as a social and functional counselor for the student to know his social conditions. Helping to stabilize the student's future career, and contribute to opening up prospects for his job opportunities, training or continuing higher education.
- Allocate office hours to meet students in his office to discuss problems encountered during the study.
- Submit periodic reports on the performance of students to the Vice Dean for Academic Affairs. The report includes the academic performance of the student (better or worse than before) and the measures taken to cure the bad performance.
- Urge and encourage students to take advantage of the library and manage time effectively.

It is preferable not to change the student's advisor from enrollment until graduation so that follow-up and coexistence will continue.

Each semester during periods of pre-registration or registration, the student is asked to meet his advisor to review his progress and develop a schedule of courses to be taken during the next semester.

During the advising appointment, the student and advisor use the student's file, transcript, a variety of reports available to faculty through an online information system, departmental students' records, etc. to develop a schedule of classes. This process provides the best progress toward meeting the requirements in all areas, and assures that all prerequisite and other preliminary restrictions have been satisfied. Thereafter, the student registers for his courses through the University web-site.

The students are fully responsible for complementing their credits for graduation; however, the academic advisor has mandatory duties for verifying the student goals and consequently the faculty objectives. So that the academic advisors during the time saved for registering student courses, they must review the following:

- Ensure that the student is listed in your supervision list,
- Ensure that the student is coming within the time specified by the student affairs unit, e.g., the last year students have the priority for registering courses,
- Ensure that the student has his university ID,
- Ensure that the student has the last updated transcript, i.e., that of the recent semester,
- Ensure that the fully prepared lecture table respects the time slots; i.e., there is no time contradiction between the chosen courses.
- It is not allowed to register any course without fulfilling the course <u>prerequisite</u> and/or the <u>co-requisite courses</u> (can be figured out from the departmental <u>web-page that located at the course description part),</u>
- It is highly recommended to use your experience to advise the student about the subject that must be studied first,
- It is highly recommended to advise the student to print out his final table from the Student Affairs Directorate.
- Please inform the student that his attendance will be considered from the first day of the semester regardless of his registration time.

The senior students usually seek for advice and proper guide for their future career from their advisors. The advisors are urged to play this important role and provide the students with the valuable information they have regarding career planning.

## 8.2.3 Student Responsibility and Role

• Take full responsibility for his academic performance as academic guidance is a mechanism of assistance.
• Undertake the college directory and website to learn about all the requirements of the department, college and university.
• Familiarity with the details of the academic calendar and critical dates related to registration, withdrawal, apology, etc
• Knowledge of his academic advisor and office hours.
• Implementation of the guide's recommendations and attendance of the guide as scheduled.
• Notify the advisor of any variables that may affect his program or academic performance.

## 8.3 Profession and Career Guidance

The administration is keen to guide and advise students regarding the careers available to them upon graduation and what is required of them to prove their worthiness in their desired profession. The academic advisor plays an important role in this regard at the program level, while the Alumni Unit and 'Hadaf' Office also play a significant role in career guidance at the university level. 'Hadaf' Office organizes periodic lectures to guide students on preparing their CVs and preparing for personal interviews. It also explains suitable job fields related to qualifications.

## 8.4 Social and Psychological Advising

The programs provide psychological counseling to their students either through the college's Support and Academic Advising Unit, which directs cases requiring social and psychological counseling to the university's Social and Psychological Support Unit. The tasks of this unit are:

1) Preparing a manual for social and psychological counseling

2) Providing individual and group counseling sessions for students to address social and psychological problems

3) Providing awareness workshops in the areas of mental health, stress management, emotional intelligence, and effective communication

4) Coordinating with relevant entities within and outside the university to refer cases requiring more specialized intervention

5) Collaborating with academic advisors to monitor and follow up on student cases showing signs of social or psychological distress

6) Building a database to track cases that have received social and psychological counseling services, while ensuring confidentiality and privacy

7) Measuring student satisfaction with the unit's services

8) Preparing annual reports on the unit's activities

# Chapter 9
# Role of the Faculty Members and Students in Quality Assurance

### 9.1 The Role of the Faculty Member in Quality

### First: Quality Activities:

- Transparency and serious handling of questionnaires distributed by the university, college or department.
- To participate in the quality activities at the university or college level and to seek to identify and culture.
- Maintaining student gains and rights, whether academic or extra-curricular, by participating in evaluating these services and demanding their improvement and proposing some solutions to help them.
- Ensure transparency and objectivity when participating in focus groups to discuss topics that serve quality issues at the university or college level.
- Ensure follow-up contact with the graduates unit at the university after graduation to follow up the activities of the university to serve the graduates and contribute to its development.
- Respond effectively to the invitation of the university, college or department to participate in the work of the committees of external auditors.

### Second: Development Activities

- To participate actively in the University's external and internal activities in a way that contributes to raising the University's classification in student activities.
- To participate actively in the activities of the scientific and extra-curricular departments of the importance of this matter when reviewing the work and activities of the college or department with a view to accreditation.
- Adherence to the values of the university and announced in the context of the strategic plan of the university.
- Initiating development proposals for the college or department to improve the educational process.
- Ensuring participation in the membership of faculty councils, departments and committees related to activities
- Students, to achieve the principle of active participation in decision-making.
- Make sure to register and complete your personal data with the College Student Affairs Unit during the study and after graduation.

### Third: Educational Activities

- Taking advantage of the scientific assistance provided by faculty members, especially office hours, as well as keenness to evaluate their effectiveness in helping students.
- Interact and participate in the activities offered in the classrooms that serve the quality of the educational process.

### 9.2 The Role of the Student in Quality

### First: Quality Activities

- Transparency and serious handling of questionnaires distributed by the university, college or department.
- Participating in the quality activities at the university or college level and seeking to identify the quality culture, and adhere to it.
- Maintaining student gains and rights, whether academic or extra-curricular, by participating in evaluating these services and demanding their improvement and proposing some solutions to help developing these services.
- Ensure transparency and objectivity when participating in focus groups to discuss topics that serve quality issues at the university or college level.
- Ensure follow-up contact with the Graduates Unit at the university after graduation to follow up the activities of the university to serve the graduates and contribute to its development.
- Respond effectively to the invitation of the university, college or department to participate in the work of the committees of external auditors.

## Second: Development Activities

- To participate actively in the University's external and internal activities in a way that contributes to raising the University's classification in student activities.
- To participate actively in the activities of the scientific and extra-curricular departments of the importance of this matter when reviewing the work and activities of the college or department as regarding the accreditation.
- Adherence to the values of the university and announced in the context of the strategic plan of the university.
- Initiating development proposals for the college or department to improve the educational process.
- Ensuring participation in the membership of college councils, departments and committees related to Students' activities to achieve the principle of active participation in decision-making.
- Make sure to register and complete your personal data with the College Student Affairs Unit during the study and after graduation.

## Third: Educational Activities

- Taking advantage of the scientific assistance provided by faculty members, especially office hours, as well as keenness to evaluate their effectiveness in helping students.
- Interact and participate in the activities offered in the classrooms that serve the quality of the educational process.

# Chapter Ten
# Faculty Evaluation System

## 10.1 Introduction

It is very important for ensuring the efficiency of the education institutions to develop the faculty members. The first step towards this is to measure and evaluate their performance. Evaluation will aid in taking the right decisions, encouraging the staff to develop themselves, and enabling proper identification and rewarding the distinguished faculty members.

Many systems of faculty members' evaluation have been developed and applied in the different education institutions. Most of these systems depend on limited sources of evaluation. The main sources of these are a limited self-evaluation and evaluation by the direct head or evaluation by the students. This will result in an inaccurate evaluation as it is affected by human factors. Also, the evaluation in many systems is not an inclusive evaluation as it is not targeting various and different staff activities.

The programs use a comprehensive, multi-aspect, multi-source evaluation system that is fair and transparent.

## 10.2 Features of the Applied Faculty Evaluation System

To ensure an effective and applicable system, the following features should be taken into consideration:

- o All the evaluation items are divided into *sub-items* which have weights according to the relative importance of the sub-item.
- o Each category (staff activity) will be evaluated from various sources to minimize the personal sentimental factors, and to ensure accuracy and fairness.
- o The *weights* of some items in some categories *are unlimited* to compensate for special natures and abnormal conditions.

The system is transparent as

- o It is clarified and pronounced to each staff member as regarding evaluation sources, items and the weights of each sub-item.
- o Also, full illustration about how the system works is presented through workshops and via the college sites.

## 10.3 Evaluation Sources and Criteria

The suggested evaluation system depends on different sources which are in contact with the faculty member. The evaluation is carried out through three sources. These sources and their weights are as follows:

### 10.3.1 Student Evaluation

Each Program at UOM developed its evaluation system. The student evaluation is one of the seven sources of evaluation. It is done through a well-designed survey measuring many items. Due to the low reliability of the student evaluation, it is given moderate weight.

### 10.3.2 Evaluation by the Head of the Department and the Dean

This type of evaluation is usually used as a guide for taking administrative decisions such as promotion, fixing, giving financial increment, or directing the staff member for professional training. The evaluation. The evaluation by the Head of the Department is the most important one among the evaluation sources as the Head of the Department has detailed information about the teaching burden and other administration activities of the staff member. The research and community services are other items of evaluation. Also, he may receive information from the students and colleagues which enables him to properly evaluate the staff member.

To increase the accuracy and reliability of the evaluation, and to minimize the personal factors, the evaluation is designed to covers the following detailed items:

- The participation in program development
- The participation in community service programs
- The research production during the academic year
- The participation in the academic quality activities
- The participation in research.

### 10.3.3 Evaluation by the Quality Assurance Unit

QAU Unit activities are getting increased nowadays in all the education institutions. To urge the faculty members to effectively participate in these activities, they should be evaluated concerning this side. The items of evaluation concerning this task should be defined and announced to the faculty members.

The assessment covers the following elements:

- Proper preparation of the course report
- Proper and complete preparation of the course folder
- Strict adherence to the timeframe and quality requirements

## 10.4 Support and Rewarding Excellent Staff Performance

The evaluation system allows identifying the weak points of the staff performance as well as those who have excellent overall performance or excellent result a certain axis such as teaching, scientific research, college services, university services or community services. According to the results of the evaluation, the program HOD acts as follows:

i- The staff members who have some weakness in a certain axis such as teaching or research, etc. are nominated for training courses to cure this problem. These training courses are usually offered by the Training and Skills development Unit and Quality Assurance Unit in cooperation with the University Quality Assurance and Accreditation Directorate.

ii- The staff members who showed excellent overall performance or excellent result in a certain axis such as teaching, research, quality aspects and community services are nominated to be rewarded by the College Dean.

iii- Thereafter, the College applies its rule of rewarding the staff members who show distinguish performance in each program in all axes and activities.

# References

[1] "Institutional Quality System at Mustaqbal University"

[2] Student Manual

[3] Faculty Manual

[4] NCAAA, National Programmatic Accreditation Forms, On-Line:
https://www.etec.gov.sa/en/productsandservices/NCAAA/AccreditationProgrammatic/Pages/Forms.aspx