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Jazan University

Faculty of Science

Biology Department

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2020

Jazan University

Biology Department
Quality Management System

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Quality Management Manual

Biology Dept. – Faculty of Science – Jazan University

2020-1441

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From the Head of Biology Department

Academic development and accreditation have become the goal of all scientific departments and programs in the university education system in the Kingdom. And the Biology Department of the college, since its inception, has always strived to provide everything that helps spreading and rooting a culture of quality among all the beneficiaries of its programs (faculty members, students, employers and administrators). The Department of Biology derives its vision from the vision of the university, which aims to develop the human side and strive to achieve leadership for excellence. And based on our deep belief in the need to improve all components of the department and the programs it provides, we present to all beneficiaries this guide to be a guide for them and to clarify our vision, mission and goals that we seek to achieve the goal for which the department was established.

Head of the department
Dr. Yahia Masrhai

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Program vision:

Upgrading the Department of Biology and its various fields to be a beacon of information in the age of knowledge.

Program Mission:

Biology Program mission aims to develop student's academic and scientific research skills and increase their engagement in society by adopting quality philosophy, in the light of Islamic values and international research partnerships for community service and national development programs.

Program Goals:

1. Provision of knowledge in Biology in cutting-edge knowledge that copes with accelerated cognitive development.
2. Development of the education process, scientific research, and community service in accordance with international quality standards and academic accreditation.
3. Strengthening spirit of diligence among students to urge them for excellence and success
4. Refining student personal skills to improve their scientific and cognitive level.
5. Provision of amicable educational environment for study and scientific research.
   Linking Biological Science and its applications to community and environment.

Upgrading the Department of Biology and its various fields to be a beacon of information in the age of knowledge.

Department message

The Department of Biology seeks to develop and develop students' skills, awaken their latent energies, enhance their academic, cultural and social participation, and qualify them for the labor market by adopting the philosophy of quality, providing an environment that values efforts and rewards success in light of noble Islamic values,

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and build global research partnerships to serve society and national development programs.

Department goals

1. Providing science and knowledge in the fields of biology in a modern, modern way that keeps pace with the accelerating knowledge development.

2. Development of the educational process, scientific research, and community service according to quality standards and academic accreditation.

3. Enhancing the spirit of hard work and diligence among students of the department, and urging them to strive for excellence before success.

4. Refining the personal skills of the department's students to improve their scientific and cognitive level.

5. Providing the appropriate educational environment for academic study and scientific research.

6. Linking different biological sciences and their applications with society and the surrounding environment.

7. Strengthening links in the field of biology with Saudi and international universities and bodies.

When talking about quality, quality assurance, academic accreditation types, primarily initial self-evaluation, reviewing, and other topics related to the quality and academic development, some of the terminology and concepts that may be difficult for some to understand their meanings. This booklet sets out the most important of these concepts and terminology.

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- **Institution**

An organization, establishment, foundation, society, or the like, devoted to the promotion of a particular cause or program, especially one of a public, educational, or charitable character. An educational institution, public or private, offers courses regularly after obtaining the High School Diploma and aims to give a degree.

- **Vision**

A phrase or a short paragraph describing the aspirations for the future of the educational institution or organization and representing what the institution wishes to become in the future.

- **Mission**

A phrase or a short paragraph referring to the main services provided by the educational institution and the target group and how to provide these services. It is a brief general statement setting out the principal policy objectives for development of an institution.

- **Goals**

General phrases for the development of activities and the consolidation of the mission in general fields, and to provide guidance for clear purposes and detailed plans.

- **Objectives**

Specific phrases to establish the mission and goals for certain activities, and clarify the desired and anticipated results.

- **Quality**

Is defined as conforming the required specific characteristics which are widely acknowledged by standards and requirements of generally accepted institutions. The American National Standards Institute defines quality as a set of features and characteristics of the product or service that makes it able to meet specific needs. It is the value,

worth, or standard of an institution or program in relation to generally accepted standards for an institution or program of its type (NCAAA).

In repeatable processes, such as teaching students to read, write, or understand calculus, quality is all about reducing the variation in the process and moving the performance of the students to an agreed-upon level of proficiency. The current educational system is designed to ignore variation, and indeed to amplify the negative effects of variation, so that a significant number of students cannot possibly succeed in the system.

- **Total Quality**

In pedagogy, it is intended to mean a set of properties or attributes that accurately and comprehensively reflect the essence and status of pedagogy, including in that all its dimensions, inputs, processes, outcomes and feedback as well as the ongoing interactions that lead to the achievement of the objectives desired and appropriate for all.

- **Total Quality Management**

Holistic approach aims to achieve user satisfaction and expectations, so that all members of the institution collaborate constantly in the efforts of improving the quality of the processes and outputs.

- **Quality Control**

The system that achieves the desired levels of the product by examining samples of the product. It is defined by other dictionaries as the supervision on the production processes to achieve the production of a commodity at the lowest cost and quality required in accordance with objective criteria of the quality of production.

- **Quality Assurance**

Processes of assessment, evaluation and follow-up relating to quality of performance, which serve two distinct purposes: To ensure that the desired levels of quality are maintained and improved; and To assure

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stakeholders that quality is being maintained at levels comparable to good practice in highly regarded institutions elsewhere in the world.

- **Quality Improvement**

Changes in inputs, processes and outcomes that improve the quality of the performance, usually across the whole range of an institution's activities.

- **Management Quality Tools**

The techniques, methods, procedures and plans used to solve quality problems and internal assessment of the institution performance, through linguistic information such as ideas and expectations of the staff of the institution about specific problem or the current status.

- **Inputs**

The resources that can be used by the educational institution to provide its programs.

- **Processes**

All policies and administrative procedures that take place within the educational institution in the planning, delivery and reviewing its programs.

- **Outcomes**

The final results of the operations and activities of learning, teaching and research activities of the educational institution.

- Competency

The ratio of the quality performance of outcomes to that of inputs of a process.

- **Input-Process-Output**

The starting point for understanding quality in any process is to recognize the inputs-process-outputs model. In this model, variation in the quality of the inputs creates variations and rework in the work process and results in variation of the outputs. The more variation in inputs, the more time needed in the process to address variation and the greater the potential impact on the quality of the outputs. Variation in inputs; therefore, must be appreciated in educational systems and not ignored.

- **Indicators**

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Specific measurements or evidences that intended to be used by the educational institution or organization to evaluate the quality of its performance.

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- **Criterion**

Way to judge something. It is an attribute, or a base mainly used for evaluation, identification or classification of something. It is an evaluation level.

- **Academic Standards**

Specific criteria established by the institution, derived from national or international external references, and include the minimum requirements of skills and knowledge that are supposed to be acquired by the program graduates and meet the stated mission of the institution.

- **Benchmarking**

Is a systematic way to measure and compare the performance of any educational institution on the basis of a system of approved standards, in order to determine the extent of the institution quality, outcomes and development plans necessary to achieve its objectives.

- **Standards benchmarks**

They are comparison criteria used to set objectives and assess achievement. These standards may be the current levels of achievement in the institution, for example the percentage of students who have completed a study of Business Administration. They may be also levels set up by a third party, or levels of achievement in other institution to be selected for comparison, for example the number of research publications made by all full-time faculty member at a particular university.

- **Documentation**

The process of writing and recording all work data of an institution so it will have a reference history or points or mechanisms that help in analyzing this recording data for development and improvement.

- **Accreditation**

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The set of procedures and processes undertaken by the accreditation body in order to ensure that the institution has achieved the conditions and specifications of quality accredited by assessment institutions. It is also **known as an** institutional academic activity oriented towards the advancement and upgrading of the education institutions and study programs. It is an effective and efficient tool to ensure the quality of the educational process and its outputs and the continuity of its development.

- **Assessment**

The processes and procedures designed to measure performance according to specific criteria and indicators.

- **Self-Assessment**

It includes a set of procedures and steps undertaken by the institution or university in order to identify the real status of the learning and teaching process in the level of the programs offered by the university, and compared to the level desired by the University.

- **Performance Assessment**

It is a mean to reach specific provisions of the activities and undergraduate programs through the use of some benchmarks that help to understand and recognize the relationship between the various elements of the assessment. The assessment is based on specific criteria that have all the components of work that can be measured so that, through these criteria, we can judge the performance of the university and its ability to the advancement of its mission specified in the declared essential objectives.

- **Repeated Assessment**

Periodical actions carried out by the accreditation body concerned to assess the educational institutions or programs after the accreditation deadline period of 3-10 years.

- **Evaluation**

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The process of assessing and assigning a value to a facility or activity.

- **Fitness for Purpose**

It means the appropriateness of the institution objectives, priorities and programs with the operation environment or what it seeks to achieve.

- **Capacity**

Specific ability of an entity (person or organization) or resource, measured in quantity and level of quality, over an extended period. It refers to actual or potential ability to perform, yield, or withstand efficiently. This depends on making continuous review and proper adjustments.

- **Work Teams**

Groups of individuals, each consisting of 4-10 members who are applying the principles of total quality management in the institution.

License

Formal approval, often given by a governmental entity, to start work on a specific activity.

- **Action Plans**

Different set of activities that are developed and implemented in a clear sequence to reach specific goals.

- **Annual Report**

Self-evaluation report, which is prepared each academic year for the educational institution and is based on reporting its academic programs and activities that achieve the mission of the institution.

- **Awareness**

Assessment and defining the importance of a subject and how its relationship overlaps to other topics, such as the awareness of dissemination of the culture of quality and its various relationship to the educational programs, the institutional capacity and outcomes of the educational process. Commitment The individual's sense of duty and responsibility towards her/his work, making her/him works perfect and enhancing the quality of the work performance.

- **Community Involvement**

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The overlap of community institutions and associations to academic activity of the educational institution, and cooperation among them to serve the community in the various fields.

• **Efficiency**

It is the ratio of the quality of the outcome performance of the educational process to the quality of the inputs.

• **Enterprise Internal Bylaws**

The rules and regulations that govern work within the institution and set out the responsibilities falling under each career.

• **Qualifications Framework**

A document setting out the nature, amount, and levels or standards of learning required for academic or technical awards.

• **External Reviewer**

A person from outside the organization with expertise in the area of specialization is invited to review the structure and content of a program and its relationship to the educational outcomes, and the appropriateness of student assessment and of their grades, and that the standards of the institution are met.

• **Field Trip**

Procedures carried out by a team chosen by the accreditation body when visiting the university. The visit purpose is to determine the extent to which the Institution or program achieved of accreditation standards.

Important terms in the quality management system

At the outset, it is necessary to review and clarify some of the important terms and concepts used in accreditation and quality management systems, which are difficult for some of the beneficiaries of the programs presented in the department to understand and understand what is intended.

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It refers to every governmental or private educational institution that offers regular study programs after obtaining the high school diploma and aims to award an academic degree.

Vision

A short phrase or paragraph describing the future aspirations of the educational institution or organization and would like to reach them, and it represents what the institution hopes to become in the future.

Mission

A short phrase or paragraph that indicates the main services provided by the educational institution, the target group, and how these services are provided.

Quality

It is defined as conforming to certain requirements, specifications or characteristics capable of fulfilling the standards and requirements recognized in similar institutions. While the institute American National Standards define it as the set of features and characteristics of a product or service that make it able to meet specific needs.

Total Quality

In education, it means a set of characteristics or features that accurately and comprehensively express the essence of education and its condition, including all its dimensions, inputs, processes, outputs and feedback, as well as continuous interactions that lead to achieving the desired goals that are appropriate for all.

Total Quality Management

It is a comprehensive approach that aims to achieve the satisfaction and expectations of the beneficiary, so that all members of the organization collaborate continuously in efforts to improve the quality of processes and products.

Quality Control

It is meant a system that achieves desirable levels in the product by examining samples of the product, and other dictionaries define it as meaning overseeing production processes to achieve the production of a commodity at the lowest cost and with the required quality in accordance with objective standards of production quality.

Measurement standards: Standards

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They are benchmarks for comparison that are used to set goals and evaluate achievement. These criteria may be the current levels of achievement in the institution (for example, the percentage of students who have completed a business administration study). These criteria may also be levels set by an external agency or levels of achievement in another institution chosen for comparison. (For example, the number of research publications carried out by each full-time faculty member at a particular university).

Assessment

Processes and procedures that aim to measure performance according to specific standards and indicators.

Self Assessment

It includes a set of procedures and steps taken by the institution or the university in order to identify the reality achieved in the educational and teaching process at the level of the programs offered by the university, and to compare that with the level desired by the university.

Evaluation Performance

It is intended to reach specific provisions for university activities and programs through the use of some reference measures that help to understand and perceive the relationship between the various elements of the evaluation, as the evaluation is based on specific standards to which all components of the work that can be measured are subjected so that through these criteria it is possible to judge the performance of the university And the extent of its ability to advance its mission specified in its basic stated goals.

Accreditation

It refers to the set of procedures and processes carried out by the accreditation body in order to ensure that the institution has fulfilled the conditions and specifications of the quality approved by the evaluation institutions. It is also defined as a scientific institutional activity directed towards the advancement and upgrading of educational institutions and study programs, and it is an effective and influential tool to ensure the quality of the educational process, its outputs and the continuity of its development.

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Fit to Purpose: Fitness for Purpose

The suitability of the goals, priorities, and programs of the institution with what this institution seeks to achieve.

Evaluation

Procedures by which value is assigned to objects, activities, or capabilities.

Indicators

They mean specific metrics that are used by the educational institution or organization to evaluate the quality of its performance.

Work Teams

Groups of individuals, each consisting of (4-10) individuals, apply the principles of total quality management in the organization.

Inputs

It refers to the capabilities available that can be used by an educational institution to deliver its programs.

Outcomes

It refers to the final results of the learning, teaching and research activities of an educational institution.

Benchmarking

It is a systematic method for measuring and comparing the performance of any educational institution based on a set of approved or agreed upon standards, with the aim of determining the quality of the institution, its outputs and the development plans necessary to achieve its goals.

Destinations: Goals

General terms for developing activities, consolidating the message in general areas, providing clear guidelines for goals and detailed plans.

Objectives

Specific phrases to consolidate the mission and goals of specific activities, and clarify the desired and expected results.

License

Formal approval is often obtained by a government agency to start working on a specific activity.

Processes

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All administrative policies and procedures that take place within the educational institution in planning, submitting and reviewing its programs.

Academic Standards

Specific standards determined by the institution and derived from national or global external references and include the minimum skills and knowledge that graduates are supposed to acquire from the program and that fulfill the institution's stated mission.

Executive Plans: Action Plans

The set of various activities that are set up and performed in a clear sequence to reach specific goals.

Annual report

The self-evaluation report that is prepared each academic year for the educational institution and is based on the report of its academic programs and various activities that achieve the institution's mission.

Awareness

An evaluation and definition of the importance of a topic and how its relationship with other topics overlaps, such as awareness of spreading the culture of quality and its different relationship with educational programs, institutional capacity and the outputs of the educational process.

Commitment

The individual's sense of duty and responsibility towards his work, which makes him master the work and raises the quality of work performance.

Community Involvement

The extent to which community institutions and societies overlap with the scientific activity of the educational institution and cooperate with each other to serve the community in various fields.

Documentation

The process of writing and recording all work data in the institution so that the institution has a history and reference points or mechanisms through which you can analyze these recorded data for the purpose of development and improvement.

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Efficiency

It is the ratio of the quality of the outputs performance from the educational process in relation to the quality of the inputs.

Bylaws of the Foundation: Enterprise Internal Law

They are the rules that regulate the work within the organization and define the responsibilities under each career endeavor.

External Reviewer

A person from outside the institution with experience in the field of specialization is invited to review the structure and content of a program, its relationship to educational results, the appropriateness of students' evaluation and grades and compare this with the standard standards of the institution.

Field Trip

Procedures carried out by a team selected by the accreditation body upon visiting the university. The purpose of this visit is to determine the extent to which the institution or program meets accreditation standards.

Repeated Assessment

Periodic procedures carried out by the relevant accreditation body to evaluate educational institutions or programs after the accreditation period has expired Which ranges between (3-10 years).

Introduction

The Department of Biology seeks to obtain accreditation for the bachelor's program presented in the department, and accreditation is a system for the recognition of educational institutions and professional programs of those institutions with regard to the level of performance, integrity and quality, and the department adopts a continuous mechanism for self-evaluation and development, where the program's objectives, activities and achievements are examined periodically (quarterly - annually) Through the main and sub-committees for quality and accreditation in the department, taking into account the observations and requirements of the National Accreditation Authority, as well as the observations of the evaluation teams and the university's advisors and experts for quality and development.

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The department annually, for two academic years, evaluates the bachelor's program granted by the department by conducting self-study of the department to find out the most important strengths and weaknesses in the program, as well as proposing plans for development based on feedback to improve the program and ensure high standards for evaluation.

The following figure shows the self-study and accreditation course for the Biology program.

Objectives of program accreditation for the Bachelor of Biology program

➢ Improve the quality of the program through an audit mechanism in accordance with the requirements of the National Accreditation Authority. •

➢ Ensure that the academic program objectives and learning outcomes are clearly defined and achieved. •

➢ Ensure that the program meets national / international standards. •

➢ Provide feedback to ensure program quality.

➢ Benefits of program accreditation for the Bachelor of Biology program

➢ Confidence that the department offers programs that meet national and international standards, and to ensure that mechanisms for continuous improvement are in place.

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- ➢ Improving the evaluation culture in the department, developing the academic programs it offers, and contributing to the quality of relationship management. •
- ➢ An opportunity to obtain feedback from an objective and expert body.
- ➢ Improve efficiency and responsibility.
- ➢ The organizational structure of the accreditation committees in the biology department

Quality and Academic Accreditation Committee

Tasks of the Committee

- Approval and review of policies and procedures that ensure the quality of the Bachelor of Academic Biology program.
- Follow-up of the program evaluation and accreditation plan for the bachelor's program in biology.
- Adopting a comprehensive plan to evaluate and approve the Bachelor of Biology program and supervise its implementation.
- Adopting corrective measures and improvement plans, based on the results of the self-evaluation and observations of accreditation teams for academic programs at the Deanship of Development at the University and monitoring their implementation.
- Review the self-study report and the necessary documents for accrediting the bachelor's program in the department.
- Provide feedback on the appropriateness of documents.
- Ensure that the documents submitted meet the standards of the National Accreditation Authority.
- Make recommendations to improve the quality of the bachelor's program in the department.
- Review the operational plans of the program.
- Submit periodic reports to the Quality Unit at the College of Science and to the University Committee for Self-Study and Academic Accreditation on the progress made in implementing corrective measures and improvement plans for the Bachelor's program in the department.

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Form the committee

المهام	الاسم
وكيل الكلية للتطوير	د. حسين بن موسى الناشري
رئيس اللجنة	د. عبدالعليم جادالله
الاستشارة للبرنامجين	أ.د. أسامة هنداوي سيد
عضواً	د. توفيق بن هادى الفيفي
عضواً	أ. عدنان محمد باروم
عضواً	أ.د. عماد عباده
عضواً	أ. موسى محمد الأقصم
عضواً	د. ضياء عبدالفتاح الوكيل
عضواً	د. محمد محسن العولقي
عضواً	د. رحاب عبى داود
عضواً	د. حنان أبوالقاسم بصلي
عضواً	أ.د. أسماء عبدالحميد مقبل
عضواً	د. وفاء ابراهيم الراجحي
عضواً	د. حنان معوض محمد
عضواً	د. ايناس عبدالحي طه
عضواً	د. سعيده الصادق نصيبي
عضواً	أ. جميله المالكي
عضواً	أ. نوره الزهراني

Program Accreditation Committee

- The Program Committee for Undergraduate Program Accreditation advises the Head of the Biology Department on all matters related to the accreditation and evaluation of the Bachelor's program and related matters with the aim of improving program quality, teaching and learning methodologies.
- tasks of the Committee
- Ensure that the program adheres to quality standards from national or international accreditation bodies
- Ensure the availability of the required documents and review course files based on the requirements of accreditation bodies.

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- Preparing an implementation plan for the program based on recommendations or results of evaluation and approval activities.
- Preparing an annual report highlighting the achievements regarding the procedures in the implementation plan and proposing corrective actions if needed.
- Form the committee

م	اسم العضو	الصفة	المنصب
1	د.يحيى بن سليمان مسرحي	رئيس اللجنة	رئيس القسم
2	د.رحاب علي داوود	عضواً	مساعدة رئيس القسم (جيزان)
3	د.أمل عبدالباقي	عضواً	منسقة (فرع الدرب)
4	د. عبدالعليم أبوالمعاطي جادالله	عضواً	منسق الجودة (طلاب)
5	أ.نورة سعيد أحمد الزهراني	عضواً	منسقة الجودة (طالبات)
6	د.رقية جابين محمد اسماعيل	عضواً	منسقة الجودة (فرع الدرب)

Program Self-Study Committee

- ### Tasks of the Committee
- Preparing the self-study report to meet the standards of national or international accreditation bodies.
- Collect, review and interpret the program evaluation or accreditation recommendations.
- Recommending improvements to the department's programs and suggesting amendments as needed.
- ### Form the committee

No	Standards	Committees	
		Male Section	**Female Section**
1	Mission, and Goals	أ.د. عبد الناصر الجفرى ، أ.د. محمد المحـــــرزى ، أ.د. صلاح مصطفى ، د. طارق الشيخ ، أ. أحمد الشباسي ، أ. أحمد سعيد ، أ. خالد العزب	د. رحاب داوود ، د. رانيا صلاح ، د. رحاب معوض ، أ. جميلة المالكي ، أ. نوره زهراني ، أ. زهراء خان

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2	Program Management and Quality Assurance	أ.د. عبــد الله ثــروت ، د. يحيــى حســن ، ا.د.عمـاد عبـادة ، د.سيد حسن عـارف ، د. محمد نصــر ، أ.محمد نبيــة ، أ. أســد الــدين محمد ، أ. أحمد حنفى	د. وفــاء الراجحــى ، د. ســهيله فتحـى ، ا. نجــم النسـاء نزيــر ، أ. هـانم عبـد الله ، أ. أميمـة أبـو جبـل ، أ. خوله الودعاني
3	Teaching and Learning	د. ســلامة زيـدان ، د. محمد العــولقى ، أ.د. أحمــد الزهـرى ، د. عبـد الـرحمن شـاطر، د. أشـرف سـالمان ، د. تــاج الأصــفياء ، د. محمد عبـد الوهـاب ، د. رامــيش موشيكال ، د. حربى على .	د. نـوال مصـطفى ، أ. أسـماء أحمــد ، أ. سـامينا كـوثر ، أ. الشـيماء صـابر ، أ. زهـراء خان
4	Students	د.أحمـد ريـاض ، أ.د. طـارق عبـد الغنـى ، د .مبـروك أبوزيـد ، أ. مظهـر الإسلام ، د. محمد اسـلم خـان ، ا. التهامى عبد الله.	د. اينـاس عبـد الحـى ، د. حنـان زاهر ، أ. هبـة سعد ، أ. الهـام الشـمرانى ، أ. ريثى هاريكريشان
5	Teaching Staff	د. أشـرف صـبح ، د. محمد العبـود ، د. محمد مصـطفى ، د. مقبـول تاكوتيـل ، د. خالـد الجيـار، د. خطيـب إسـماعيل ، د. محمد نظـر الإسلام .	د. سـعيدة الصـادق ، د. لميـاء فـاروق ، أ. بسـمة محمد ، أ. ريثـى هاريكريشـان ، أ. جيهان محمد.
6	Learning Resources, Facilities and Equipment	د. أسـامه أبـوالغيط ، د. أشـرف عيسـى ، د. مصـطفى مسـعود ، د. ضـياء رضـوان ، د. وائـل قاسـم ، د. تنفيـر بيـق ميـرزا ، أ. شـريف العجمى.	د. نبيلـة العشـماوى ، أ. الفت محمد ، ا. كـوثر بـروين ، أ. ناديـة صـالح ، ا. نجـوى عبد الصبور.
	رئيس اللجنة : د. ضياء عبدالفتاح الوكيل		

Sub-committees for quality and academic accreditation
- **Department questionnaires committee**
- **tasks of the Committee**

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- Executing, analyzing and writing reports on all questionnaires in the program, and submitting them (paper and electronic) to the program's quality coordinator for archiving (as the program includes a number of questionnaires, which are :)
- Employer Survey.
- Alumni Survey.
- Program (dept.) Evaluation survey.
- Students University Experience Survey.
- Faculty Satisfaction survey.
- Course Evaluation Survey.
- And the latest questionnaires according to the accreditation bodies (questionnaire for assessing library services - questionnaire for academic advising)
- **Form the committee**

الصفة	الوظيفة	م
رئيساً	د. ضياء الوكيل	1
عضواً	أ.د. صلاح مصطفى	2
عضوا	أ. شريف العجمي	3
عضوا	أ. على العمري	4
عضوا	أ. أحمد حنفى	5
عضوا	د. سيد أيمن حسن (شطر الطالبات)	6
عضوا	أ. زهره خان (شطر الطالبات)	7
عضوا	أ. ريتى هارى (شطر الطالبات)	8
عضوا	د. انتظار مصطفى عباس	9

Committee of performance indicators and comparative study of the program
Tasks of the Committee

- Collecting data and information and making the necessary questionnaires for performance indicators and comparative study of the program (17 indicators for the program in accordance with the requirements of the NCAAA.
- Writing the performance indicators report and submitting it to the department's quality coordinator to be archived in the department's programmatic accreditation file.

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- Form the committee

الصفة	الوظيفة	م
رئيساً	د. طارق الشيخ	1
عضواً	د. محمد عبدالوهاب شحات	2
عضوا	د. سلامه زيدان	3
عضوا	د. مصطفى فتحي مسعود	4
عضوا	أ. مظهر الاسلام سيد	5
عضوا	د. وفاء الراجحي (شطر الطالبات)	6
عضوا	د. رقيه جبين اسماعيل (فرع الدرب)	7

The committee for measuring the learning outcomes of the program

Tasks of the Committee

- Matching the learning outcomes and graduate specifications for the biology program with their counterpart at Jazan University, and making the necessary questionnaires.
- Matching the learning outcomes of the biology department courses with that of the biology program.
- Submit what has been achieved to the department's quality coordinator electronically and on paper to archive it.
- Form the committee

الصفة	الوظيفة	م
رئيساً	د. أشرف صبح	1
عضواً	د. أشرف عيسى	2
عضوا	د. يحيى حسن	3
عضوا	د. عبدالعليم جادالله	4
عضوا	د. قاسم أبوطويل	5
عضوا	د. وائل طه قاسم	6
عضوا	د. محمد العولقي	7
عضوا	د. محمد أسلم خان	8

The committee for measuring the learning outcomes of the program

Tasks of the Committee

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- Matching the learning outcomes and graduate specifications for the biology program with their counterpart at Jazan University, and making the necessary questionnaires.
- Matching the learning outcomes of the biology department courses with that of the biology program.
- Submit what has been achieved to the department's quality coordinator electronically and on paper to archive it.

Form the committee

الصفة	الوظيفة	م
رئيساً	د. يحيى بن سليمان مسرحى	1
مقررا	أ.د. عماد عبدالمنعم عباده	2
عضوا	رؤساء اللجان بالقسم بشطريه وفقا للتشكيل المعتمد من مجلس القسم للعام الجامعي 1440-1441 هـ	3

The Department's Course Files Committee (Bachelor - Master)
Tasks of the Committee

- Collecting and reviewing course files (paper and electronic) with their seven arranged and complete contents, and handing them over to the person in charge of collecting master's files and the person in charge of collecting bachelor's files.

Form the committee

المهام	الإســـم	م
استلام ومراجعة ملفات شعبة النبات لبرنامج الماجستير	أ.د. عبدالناصر الجفري	1
استلام ومراجعة ملفات شعبة الحيوان لبرنامج الماجستير	أ.د. أحمد الزهري زايد	2
استلام ملفات المقررات الخاصة لبرنامج الماجستير	أ.د. طارق محمد عبدالغني	3
استلام ومراجعة ملفات شعبة الميكروبيولوجى لبرنامج الماجستير	د. محمد نظر الاسلام	4
استلام ومراجعة ملفات المقررات العامة لبرنامج الماجستير	د. محمد مصطفى سليمان	5
مسؤول ملف برنامج الدراسات العليا واستلام ملفات المقررات لبرنامج الماجستير من الأساتذة المسؤلين عن استلام ملفات الشعب	د. محمد محسن العولقي	6

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وكتابة تقرير البرنامج السنوي		
استلام ومراجعة ملفات المقررات للمستويين الأول والثاني برنامج البكالوريوس	د. سلامه زيدان + أ. عدنان باروم	7
استلام ومراجعة ملفات المستويين الثالث والرابع برنامج البكالوريوس	د. تاج الأصفياء أحمد + أ. موسى بن محمد الأقصم	8
استلام ومراجعة ملفات المقررات للمستوى الخامس برنامج البكالوريوس	د. مقبول تاكوتاتيل	9
استلام ومراجعة ملفات المقررات للمستوى السادس برنامج البكالوريوس	د. أحمد محمد رياض حسن	10
استلام ومراجعة ملفات المقررات للمستوى السابع برنامج البكالوريوس	د. أشرف صبح ابراهيم	11
استلام ومراجعة ملفات المقررات للمستوى الثامن برنامج البكالوريوس	د. حربي علي سيد علي	12
استلام ومراجعة جميع الملفات لمقررات برنامج البكالوريوس والنسخ الالكترونية من مسئولى استلام ملفات المستويات الثمانيه وارشفتها ورقيا والكترونيا	د. محمد أسلم خان	13
كتابة تقرير البرنامج لبرنامج البكالوريوس	د. سيد حسن عارف	14

The responsibilities of the department head and the quality coordinator for the program with regard to quality and accreditation
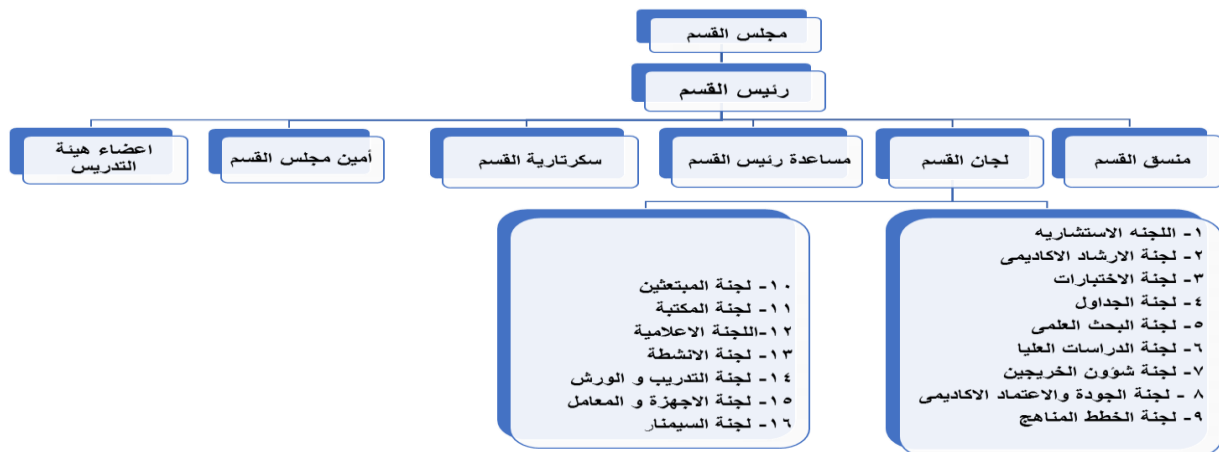
- Responsibilities of the department head
- Ensure the participation of all faculty members in the evaluation and accreditation process.
- Provide support and guidance to the Program Committee in running the evaluation or accreditation task.
- Ensure that the necessary documents meet all standards and requirements of the accreditation body.
- Involve and prepare faculty in the department for evaluation or accreditation visits.
- Discuss recommendations or conclusions with the Program Committee and lead the corrective action process.
- Leading the department's efforts to implement procedures or recommendations based on the implementation plan.

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- Tasks of the quality coordinator of the program
- Ensure that the program is in compliance with the evaluation or approval plan.
- Leading the evaluation and accreditation activities of the program by preparing the reports and documents required for accreditation and ensuring their compliance with the accreditation body standards.
- Ensure the completeness and availability of the required documents based on the requirements of the accreditation body, so that it includes the total and detailed data for both male and female students and branches offering the same program.
- Review reports and course descriptions on an annual basis in accordance with the requirements of the accreditation body and provide comments or suggestions for improvement
- Communicating the evaluation results to all members of the program.
- Skills targeted for development for the beneficiaries of the program
- The Department of Biology at the College is keen to develop the capabilities of the beneficiaries of its programs (faculty members - students - administrators - employers) and some of the department's committees (the department's advisory committee and its programs - the student training committee - the graduate affairs and community partnership committee - the seminar committee) are concerned with organizing training courses and workshops Work, field visits, and introductory lectures in the department. These committees document their work by making questionnaires and continuous evaluation.
- One of the most important skills targeted for development for the beneficiaries of the Biology Department programs
- Personal, professional and technical skills.
- Academic, teaching and research skills.
- Leadership and management skills.

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- Communication skills.
- Creative thinking skills and self-criticism
- Time management skills.
- Self-learning and continuing education skills.
- Department strategies to achieve goals
- The Department of Biology follows a general strategy that is in line with the strategy of the College of Science and the strategy of Jazan University to achieve the department's strategic objectives
- Paying attention to the beneficiaries of the department's scientific programs, including faculty, administrators and students.
- Forming committees specialized in academic development, quality and training in the department to implement quality and accreditation programs.
- Implementation of training programs in the field of quality and academic development.
- The organizational structure of the biology department

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Advisory Committee for the Bachelor of Biology Program

- A specialized professional scientific committee that includes a group of specialists and employers to provide support and advice for the development of the bachelor's program in the department. And achieving its goals, developing its outputs, and enhancing its community partnership.
- **The goal of establishing the advisory committee**
- Providing advice and assistance in the fields of reviewing and developing learning outcomes for the programs, training, scientific research, and future plans for developing programs in order for graduates of these programs to be qualified to join the labor market upon graduation.
- **Functions of the Program Advisory Committee**
- Cooperation in building the future vision of the program and solving its problems.
- Encouraging cooperation and communication between the academic program and employers in the Kingdom.
- Contribute to solving the technical problems of institutions by introducing them to the program and the scientific and technical capabilities of the program.
- Discuss the skills, knowledge and competencies required in the labor market.
- Participate in drafting the program's graduate specifications and make updates on them as needed to achieve the Kingdom's 2030 vision.
- Discuss any possible amendment to the program and the suitability of this change to the labor market.
- Contributing to an active role in the process of evaluating and developing the academic goals of the program.
- Participate in reviewing and developing curricula and study plans in the program.
- Transferring the current challenges facing society and developing future plans to confront them.
- Contribute to the employment of program graduates.

- Contribute to proposing and developing means and mechanisms that help achieve the link between the program and the graduates
- Mechanism of the Advisory Committee's work:
- With the beginning of the work of the advisory committee, a specific mechanism will be agreed upon to facilitate the work of these committees, which is summarized as follows:
- Determine the goals, timing and locations of the meetings
- Preparing for meetings
- Determine the attendance of non-members from companies that may host committee meetings (in the event that meetings are held outside the university at the headquarters of some employers).
- Preparing the meeting agenda
- Defining the responsibilities of the members and the tasks and roles assigned to each member of the committee, for example
- Schedule meetings
- Preparing the meetings and the proposed agenda
- Writing meeting minutes
- Form the committee

الصفة	الوظيفة	الاسم	م
رئيساً	رئيس القسم	د. يحيى بن سليمان مسرحي	1
نائباً	مساعدة رئيس القسم	د. رحاب علي داوود	2
عضوا	أستاذ من القسم	أ.د. اسامة هنداوي سيد	3
عضوا	رئيسة قسم الاحياء بالكلية الجامعية بالدرب	د. امل عبدالباقي	4
عضوا	عميد أحد الكليات داخل الجامعة من المستفيدين من خدمات البرنامج	احد عمداء الكليات الصحية	5
عضوا	ممثل عن قطاع التعليم	ممثل التعليم	6
عضوا	ممثل عن وزارة البيئة والزراعة والمياه	م. علي شمس الدين رفاعي	7
عضوا	ممثل عن قطاع الصحة	د. زكي منور عيسى	8
عضوا	خريج / خريجة من القسم الرئيسي	يوسف سالم الفيفي	9
عضوا	خريج/ خريجة من الكليات الجامعية	عقيلة محمد علي	10

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		الشديدي	
عضوا	طالب/ طالبة من المستوى الخامس أو السادس من ذوي المعدلات المتميزة	سامي يحيى محمد المالكي	11
مقررا	منسق القسم	د. محمد عبدالله العبود	12

- **SELF-STUDY REPORT (SSR)**

Biology Program need to conduct periodic/ annual self-study exercise and submit the reports according to NCAAA SSR templates including evidence manually and electronically to the Deanship of Quality Development for review before submitting to NCAAA.

- **Self-Evaluation Scales (SES)**

These self-evaluation scales are intended to provide guidance to program administrators and staff in program for their planning, self-review, and quality improvement strategies. This document draws attention to practices that are commonly followed in high quality programs and adapted to the particular circumstances of higher education in the Kingdom of Saudi Arabia. The scales call for responses to indicate if those practices are followed and if so how well this is done

- **Program Self-Study Report (SSRP)**

A program self-study is a thorough examination of the quality of a program, the mission and objectives of the program and the extent to which they are being achieved are thoroughly analyzed according to the standards for quality assurance and accreditation defined by the NCAAA.

A Self-Study Report for Programs (SSRP) should be considered as a research report on the quality of the program. It should include sufficient information to inform a reader who is unfamiliar with the program about the process of investigation and the evidence on which conclusions are based to have reasonable confidence that those conclusions are sound. Conclusions should be supported by evidence, with verification of analysis and advice from others able to offer informed and independent comments. This SSRP should

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include all the necessary information for it to be read as a complete self-contained report on the quality of the program.

Program Eligibility form the requirements for program accreditation

Program Accreditation steps

- The Committee for Academic Accreditation, based on a detailed report by the Quality Assurance Committee, identifies the fulfillment of requirements for eligibility for accreditation based on the main evaluation and accreditation plan

- The Head of the Department shall direct the Program Accreditation Committee to prepare the self-study in accordance with the standards of the local or international accreditation body

- The Program Accreditation Committee shall submit the eligibility documents and supporting documents through to the Head of Department and then to the College Committee for Accreditation for review

- After the review, the Dean of the College shall submit the eligibility documents and supporting documents to the Quality Assurance Committee (Deanship of Academic Development) for review within one month to ensure that they comply with the standards of the accreditation body

- The Quality Assurance Committee ((Deanship of Academic Development) sends a report of the evaluation and the result of the review to the Dean of the College and a copy to the Committee of the Program Accreditation Committee.

- If all requirements are completed, a team assigned by the Quality Assurance Committee (DAD) shall make an initial visit to verify all requirements and submit a final report to the Standing Committee of the Academic Accreditation Committee to decide on sending the documents to an external auditor for independent opinion.

- Communicate with the accreditation body and sign the accreditation contract

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- The Program Committee shall provide and process all documents required for accreditation in accordance with the requirements of the accreditation body, and then send to the accreditation body to meet the requirements of its schedule

- In cooperation between the Dean of the College and Chair of the Program and the Quality Assurance Committee (DAD), the visit of the accreditation team is planned and arrangements are coordinated

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The 17 KPIs of Progam as Per NCAAA Guidelines (Nov. 2018):

No	KPIs Code	KPIs	Measurement Methods
1	KPI-P-1	Percentage of achieved indicators of the program operational plan objectives	Percentage of the operational plan objectives of the program that achieved to the total number of indicators targeted for these objectives in the same year
2	KPI-P-2	Students' Evaluation of quality of learning experience in the program.	The average ratings of all questions in program evaluation survey (PES)
3	KPI-P-3	Students' evaluation of the quality of the courses.	The students' satisfaction with courses is assessed through surveys every semester. There is a mechanism to collect the surveys from students online and get the results directly.
4	KPI-P-4	Completion rate	Proportion of undergraduate students who completed the program in minimum time in each cohort
5	KPI-P-5	First-year students retention rate	The percentage of first-year students who continue at the program the next year to the total number of first-year students in the same year
6	KPI-P-6	Students' performance in the professional and/or national examinations	Circulated results via University Management
7	KPI-P-7	Graduates' employability and enrolment in postgraduate programs	The percentage of graduates from the program who within a year of graduation were: (a) employed , (b) enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year
8	KPI-P-8	Average number of students in the class	The number of students in the class obtained from last absence records in the end of the semester
9	KPI-P-9	Employers' evaluation of the program graduates proficiency	The average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey
10	KPI-P-10	Students' satisfaction with the offered services	The average of students' satisfaction rate with the various services offered by the program on a five-point scale in an annual survey
11	KPI-P-11	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
12	KPI-P-12	Percentage of teaching staff distribution	The percentage of teaching staff distribution based on: (a) gender, (b) branches, and (c) academic ranking
13	KPI-P-13	Proportion of teaching staff leaving the program	The proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff

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14	KPI-P-14	Percentage of publications of faculty members	The percentage of full-time faculty members who published at least one research during the year to total faculty members in the program
15	KPI-P-15	Rate of published research per faculty member	Total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year
16	KPI-P-16	Citations rate in refereed journals per faculty member	Total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published
17	KPI-P-17	Satisfaction of beneficiaries with the learning resources	The average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases… etc.) on a five-point scale in an annual survey

QUALITY IMPROVEMENT INITIATIVES

Quality improvements include the following:

▪ Establishing dynamic policies, procedures and mechanisms for regular reviewing of its structures, functions, strategy and core activities to assure quality assurance and accreditation initiatives.

▪ Provide evidence of review/ self-study system, the result of conducted review and action plan to implement changes and improvements.

▪ Show strong correlation between quality assurance and KPIs performance.

▪ Quality improvements should be based on studies and data based information that lead to the revisions of policies, process and best practices of QMS adopted.

PROGRAM STANDARDS AND QUALITY

Program Planning and Design

Physics program provides a coordinated package of learning experiences within which all components contribute to the learning expected of students. It includes all of the courses a student is required to take in order to qualify for a designated award. It is not simply a collection of separate courses taught in isolation from each other. Each course should complement and reinforce what is taught in others by accurate mapping of all the program intended learning outcomes to the courses offered. All programs need to be prepared

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clearly reflecting the goals and learning outcomes, ensuring that the learning are delivered by the courses included within the program. This means that each course must be planned as part of the total program package and delivered as approved. All current courses need to be reviewed to ensure the totality of the courses is mapped against the program aims and outcomes.

Program planning is important in ensuring the range of programs offered by the university matches its strategic plans and the needs of the Kingdom. Program design, development and approval are important for setting programs at an appropriate academic standard. Explicit consideration should be given to relevant external reference points and benchmarks, demonstrating comparison of standards with nationally and internationally accepted institutions and organizations. Adaptation of any international standards needs to respect the NCAAA's Standards for Quality Assurance and Accreditation of Higher Education Programs, the National Qualifications Framework and any relevant national and international professional bodies, such as societies, commissions, committees, etc.

Proposed new programs are considered within a college for planning approval in the light of both academic and planning criteria, including the consideration of the resource implications for any proposal, and the inputs of different stakeholders. The meetings need to be structured and objective to help in program improvement, with clear decisions as an outcome including any recommendations for change to the proposals. Program planning proposals need to be later presented to the higher authorities. The process of scrutiny to arrive at a decision on approval to proceed with the development of a program shall consider the University and College strategic plans and their relation to their main goals. Final program planning agreement is given by the Standing Committee for Study Plans and Curricula, which will be approved by the University Council.

Once the program design is completed by the program design team, the process of scrutiny to arrive at a decision on approving a

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program needs to be authorized through the cycle of Department Council (where it exists), College Study Plans and Curriculum Committee, College Council and the University Standing Committee for Study Plans before being sent to the University Council of Jazan University. This has the ultimate authority to approve any academic provision within the University, before being sent to the Supreme Council of the Ministry of Education to give its approval.

Major changes

There are 2 types of major changes which are as following:

A. Changes to a key component of a program: This will typically, but not exclusively, involve a change to one or more of the following components of a program:

- Overall aims and program learning outcomes.
- Award designation or title(s), program duration and mode(s) of study.
- Regulations for the admission of students.
- Assessment regulations for the program and/ or regulations for progression through the program.
- A significant addition to the resources required.
- The overall scope and structure of the program, for example the addition of new pathways, interments, changes to the core/ elective mix.
- Pre-requisites and post-requisites.

B. Changes affecting more than 10 credit units in any level: This primarily relates to the approval of new courses and modifications to existing courses that do not come under the category of minor changes.

For either type of major change, appropriate documentation needs to be approved by VPAA who will present them to the University Standing Committee for Study Plans and Curriculum before being

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sent to the University Council of Jazan University for the final decision and approval.

Minor changes

Minor changes to course specifications are included in this category. It allows small adjustments to be made relatively easily in recognition of the dynamic nature of successful programs which develop and evolve. Minor changes that may be approved under this category include:

• Course content updating as long as aims and learning outcomes are not affected.
• Teaching and learning methods.
• Increase or modify allocated teaching and learning time to help the students.
• Assessment weighing.
• Changes in the endorsed textbooks.

To make such minor changes to courses, appropriate documentation needs to be submitted. The change proposals should have support from the external advisor associated with the program (if appointed). The documentation will comprise as a minimum:

• A paper setting out the rationale for the change(s).
• Updated course specification.

Program and Course Annual Monitoring and Reporting

Program and course annual monitoring is a continuous process by which a program and its constituent Courses are kept under review. After each semester Course Reports and Field Experience Reports will be produced and considered by College Study Plans and Curriculum Committee (C-SPCC). At the end of the academic year, the Program Report is also written for consideration by C-SPCC. Combined, these reporting processes make an overall annual program and course monitoring reporting process which underpins the effective operation of the program. Student feedback is particularly important and the University uses the NCAAA Course Evaluation Survey and Student Experience Survey to inform the

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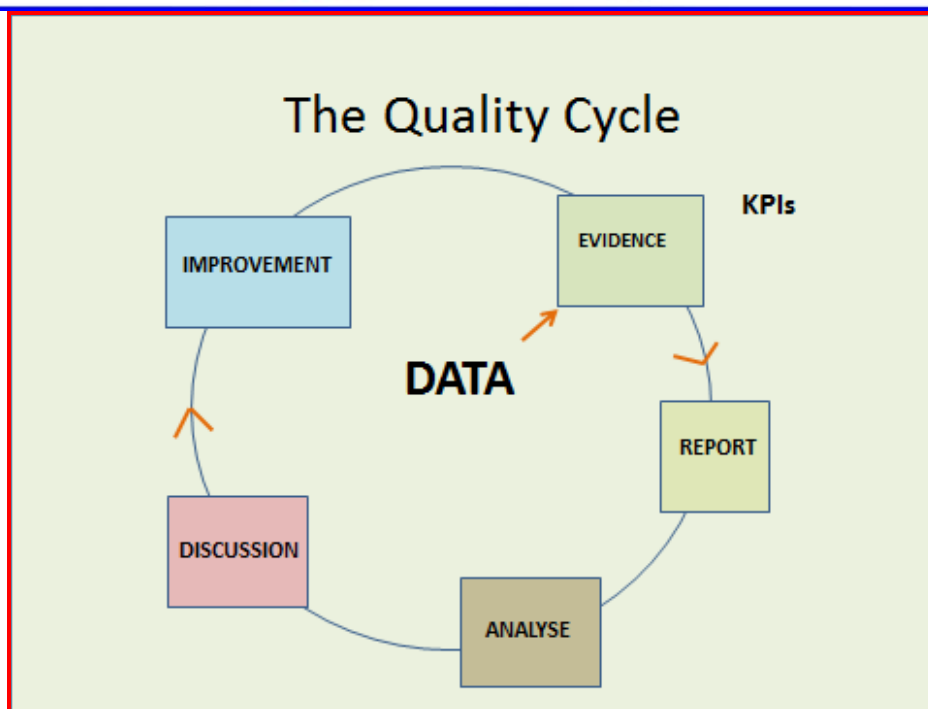وزارة التعليم
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monitoring processes. It is an inclusive process involving the program leader and all staff teaching on the program, student feedback and independent advice (including inputs from the Program or College Advisory Committee).

The following figure shows the continuous quality improvement cycle and how the process is reflective by collecting evidence and looking at course reports, analyzing the issues and evidence and comparing the program performance against the key performance indicators or target benchmarks for the subject area. This should lead to program improvements. Hence, annual monitoring of programs and courses is the cornerstone of the quality assurance processes, and leads to a review of every program's currency, ensuring the continuing relevance, appropriateness and success of the award and student experience. The aims of annual program and course reporting are:

• To evaluate the statistical information on student recruitment, grades, progression and completion;

• To consider and respond to inputs and feedback from students, and if appropriate external agents such as professional and accreditation bodies;

• To reflect on the learning, teaching and assessments strategies deployed, and consider any recommendations for change;

• To review the appropriateness and effectiveness of the learning outcomes in securing the program aims and objectives;

• To recommend changes for improving the student learning experience or curriculum content.

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The continuous quality improvement cycle

Program Periodic Review

Program Periodic Review (PPR) is a process that allows the University to assess the well-being of an academic program, the academic development of the program, and strategic issues affecting the program. The University may require supplementary reviews consistent with the PPR principles of the University.

A Periodic Program Review (PPR) is done thorough examination of the quality and standards of a program. All programs will have had experience of annual monitoring and the production of annual program and course reports. The PPR examines the program in greater depth, re-evaluating the need for it, checking on how effectively it is achieving its mission and objectives, and considering any changes which need to be made. In particular, an in-depth review of how the subject area has developed since the last program approval event provides an opportunity to update the program content, including the balance of courses offered. A PPR can be undertaken at any time but to coincide with the requirements

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for program re-accreditation by the NCAAA – one should be undertaken in the fourth year after its initial accreditation, and after that, on a five year cycle. In this way the PPR report can become the basic resource for the external review for re- accreditation of a program.

A PPR report should be considered as a well-structured document on the quality of the program. It is primarily produced for the University itself as an important part of the process for quality assurance and improvement. It should include sufficient information to inform a reader who is unfamiliar with the University about the procedures followed and the evidence on which conclusions are based to have reasonable confidence that those conclusions are sound. It should be capable of being read as a complete self-contained report on the quality of the program.
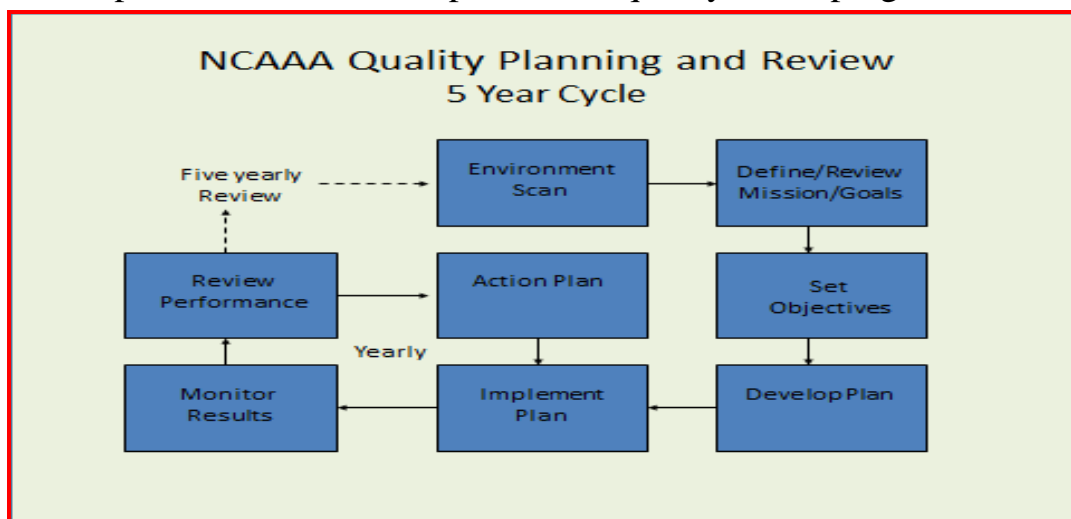
NCAAA representation of the combined annual monitoring and PPR

The combination of annual monitoring and PPR are designed to ensure that all programs remain current and do not become dated. Figure above is the NCAAA representation of the combined activity. A PPR should take due account of any professional standards relevant to the program as well as the standards for quality assurance and accreditation defined by the NCAAA including the National Qualifications Frameworks.

Content of the report

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The report should follow the format provided by the NCAAA on Periodic Program Self Study. In this way the University's PPR process will mirror that being used by the regulatory authority and can be used in any subsequent accreditation. All of the templates used for annual monitoring and program specification are presented by NCAAA.

The report should deal with all locations where the program is offered and the description of procedures (section B of the report) should include information about how evaluations were conducted in different locations. This is particularly important if there are different sections for male and female students. If there are significant differences between analyses or evaluations of

delivery of the program in different locations including variances in the achievements of male and female students, these should be noted, explanations offered and actions taken in response recorded.

The substance of the report will provide information to populate all sections of the template. This will include:

• General information
• Process followed
• Mission and objectives
• Program context
• Program developments
• Program evaluation
• Performance in relation to the NCAAA
  standards
• Review of courses
• Independent evaluation
• Conclusion and action
  plan

A well written report will be clearly expressed and address all sections fully. It should attempt to describe, analyze, provide evidence, offer reflection and look forward in terms of actions. In this way, the report becomes a dynamic document which both reviews quality and standards and points the way for further

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improvements to the program.

Documentation

The Self-Study Report of the Program (SSRP) and additional information should be provided in hard copy and electronic format. A list of acronyms used in the report should be provided as an appendix. The report should be accompanied by the following information:

• The program specification.
• The most recent annual program and course reports, including any external evidence.
• Completed scales from the Self-Evaluation Scales for Higher Education Programs.
• A brief summary of the outcomes of previous accreditation processes (if any) and PPRs (if any) with recommendations and subsequent actions undertaken.
• Program handbook as provided to students.

The following documentation should be available if required:

• Course specifications.
• CVs for faculty and staff teaching on the program.
• College mission and objectives.
• Student surveys.
• Employer and alumni surveys.
• Statistical data on employment of graduates from the program.
• Representative samples of student work.

Regulations and Procedures

Admission to the programs

The design and approval of all programs at JU includes careful setting of the entry requirements for each program. In setting those

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entry requirements, the University is mindful that every student will have a reasonable expectation of achieving all the intended learning outcomes of the program. The learning, teaching and assessment approach for each program will be designed to build on the achievements of students admitted to the course with the entry requirements set. Hence the admissions criteria will set the minimum academic achievements or background understanding that needs to be demonstrated before an offer of admission to the program of study is made.

The application and admissions process at JU is managed by the Admission Department in the Deanship of Admission and Registration to ensure the effective and efficient implementation of the process. This process includes the capability of ensuring that equal opportunity policies are secured, that transfer of any credits previously gained are managed, that grant applications for non-Saudi students are accepted in accordance with the regulations and rules of the University, and that documents and certificates are checked and translated as necessary. In conjunction with the MIS and student record system, the Deanship retains accurate records of each student at all stages of their program of study.

Management of Prior Learning and Credit Transfer

Transfer from one University to another

It is permissible, with the consultation of the College Council which the student wishes to transfer into, that acceptance of a transfer request from outside the University may be made according to the following conditions:

- That the student will have been registered in a college or university recognized by JU.
- That the student has not been dismissed from the University he/ she transferred from for disciplinary or educational reasons.
- That the transferred student undergoes any specific admission requirements of the College
- which he/ she wishes to be transferred into in the year of transfer.

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- The number of credit hours which the transferred student requires to study at JU must not be less than 60 per cent of the prescribed number of the credit hours required to obtain the bachelor's degree from the University.
- That the student should have spent at least two semesters at the University he/ she is transferred from.
- That he/ she should apply for transfer at least eight weeks before the beginning of the semester in which he/ she wishes to transfer.
- If it is discovered after the transfer that the student was dismissed for disciplinary or educational reasons, his/ her registration shall be deemed null and void from the date of accepting his/ her transfer to the University.

Transfer from one College to another within the University

Transfer will be in accordance with the following guidelines

- That College admission requirements apply to the transferee in the same year of transfer.
- That he/ she has spent at least two semesters at the College, seeking transfer from.
- That his/ her cumulative average is not less than 2 out of 5 at the time of transfer.
- That the transfer request is submitted at least six weeks before the start of the semester.
  - All courses which have previously been studied, including estimates and semester cumulative averages, throughout his/ her study at the University are confirmed in the academic record of the student by the College he/ she is transferring from.

Transfer from one specialization to another

In case of transfer from one specialization to another within the College, the following should be considered:

- Admission requirements should be met for the specialization to which he/ she wants to   transfer.
- The transfer is made only once throughout the duration of the student's University study.
- All courses which have previously been studied, including

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estimates and semester cumulative averages, throughout his/ her study at the University are confirmed in the academic record of the student.

- A student at the College of Medicine requesting to study one of the other specializations offered by the college achieves cumulative average of not less than 3 out of 5 at the end of the first year.
- Any other conditions determined by the College Council.

Undergraduate Framework

JU has a clear academic structure to support the curriculum design, based on levels. The levels' structure also establishes the basis upon which each student's achievement can be measured and upon which progression through the program can be approved.

Typically, a level represents a semester of study. Currently an exception to this structure exists in the College of Medicine, where the structure is based on a full academic year which contributes two levels to the student's achievements. A study level is the indicator for the stage within a program's study plan.

An undergraduate program comprises a minimum of eight levels, and is delivered in a semester system. The exact number of levels for any program is specified in the study plans and program specifications. Two main semesters of 15 weeks and a summer semester or term of not more than eight weeks duration are the building blocks of the academic year, against which each college designs the study plan of every program offered. The periods of registration and final examination are not considered as a part of this period which defines a semester.

The credit hour formula is based on a numbering system in which a full time student load is 15 to 18 credit hours in a semester and 120 to 138 credit hours in a four year degree (Biology Program has 130 Credit Hours). The credit hour formula is used as a substitute for estimates of the amount of learning achieved.

In each college, the team of program and course leaders charged with the responsibility of designing a program will establish a

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group of compulsory, optional and free courses, which in total provide the units or credit hours required for a student to meet the regulations of JU for an award to be made. In designing the study plan, the program team will pay careful attention to the credit hours to which each course contributes. Program approval will establish an accredited study plan from which the student may select a study pathway, whilst being cognizant of any pre- requisites or co-requisites.

Postgraduate Programs

The title of the qualification must comply with the National Qualifications Framework (NQF and the latest one SQF). Particular attention is drawn to the need to use the correct term for the qualification level concerned and the requirements for citing a field of study specialization. A qualification with the title Master must meet all the requirements for such a title in the National Qualifications Framework regardless of any differing practice in another country. Any program that does not fully satisfy these requirements will not be accredited by NCAAA.

Assessment principles

Assessment policy and principles

Physics Program recognizes its responsibility to ensure the equitable treatment of all its students in assessment. To maintains a comprehensive assessment regime directed towards the fair and just assessment of students' performance against defined, published and externally endorsed criteria. Whereappropriate, the detailed requirements of specific assessments may be modified to meet the needs of disabled students or those with specific needs. Such special assessment requirements would be identified during the admissions stage or when the special need was first recognized.

Each program should have a varied diet of assessments designed into its courses, ranging from time-constrained examinations through to dissertations. A key element of the assessment methodology is the application of learning, and approaches which promote deep learning rather than shallow learning experiences.

Course assessment

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The assessment for each course will vary according to the nature of the intended learning outcomes and how the teaching team judges these can best be assessed. The assessment is defined during program approval, and cannot be amended without re-approval of the course specification. The college-study plans and curriculum committee will actively review the balance of assessment used across the courses, to help promote the student learning whilst ensuring the intended learning outcomes are covered. An assignment must not be assessed as part of a course if the assignment has already been assessed and credit awarded as part of another course, i.e., no double-counting of credit for any item of student work.

To ensure that all students are treated with equity, it is of key importance that all staff engaged in the assessment process undertake their duties diligently and without the possibility of influence. So any member of staff involved in student assessment who has any form of relationship with any student being assessed must declare that potential conflict of interest to the Dean of College. The Dean will take such steps as is necessary to secure the integrity and equity of the assessment process. Students must also adhere to the assessment regulations.

Arrangements related to Assessment of Learning Outcomes

An arrangement for weight percentage (%) of learning domains in Physics courses has been discussed and set based on the following crtitera

Courses of code start with 1: will have knowledge more than skill by a difference of 10% and allocation 10% for competence

Courses of codes start with 2: the knowledge will decrease and become less than skills by 10% but the competence will be increased to 15% for courses with lab taking the 5% from the skills domain.

Course of code start with 3: the knowledge is decreased by 5% and skills increased by 5% but for courses with lab will take 5% from skill domain

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Courses of code start with 4 (except Project):

In this level course are considered as high level and knowledge decreased by 10% to be added to skills and competence equally

Project: is a special case: this course will account higher percentage for competence (45%) and skills (40%) where only 15% considered for knowledge

Note: based on the nature of the course:

- Courses with lab increased in Competence by 5% compared to its group in the concerned year
- Courses of theoretical nature (derivation , calculation, etc.) increased by 5% on skills compared to its group in the concerned year

Process of Assessment

Assessment is an ongoing process in the Physics Department. NCAAA regulations and forms are implemented for all documentations. These generally include reviews of departmental offerings, course content, textbooks, and examinations. Internally, the Physics Department reviews its entire curriculum periodically, has dialogs with client departments, re-evaluates textbooks, keeps current on national curriculum trends, and studies course grade distributions each semester. In addition, faculty share and review examinations, regularly collect student evaluations of teaching, assessment of learning outcomes for each course and report the scores of CLOs each semester from various exams. Physics Department also plans to get feedback from alumni and employers in a periodic manner. Data Collection: In data collection a balance must be reached between the cost (time, money, etc.) and usefulness of the data while not imposing unreasonable demands on faculty, university resources, students and graduates. There is no single nationally accepted method, such as standardized testing, for overall assessment. While the core topics of most courses are the same nationally, there is no consensus with regard to the importance or depth of coverage of each topic. Any

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national comparison would be further complicated by differing entrance standards and missions of universities. Many evaluation criteria cannot be quantified with a simple numerical scale. For example, there is no national ranking for textbooks. Thus, while the Mathematics Department does review textbooks annually, and uses those reviews to select high quality textbooks, little would be gained from further analysis. This is also true for many other collection/evaluation methods listed below.

Implement recommended changes – PLO, rubric, support, instruction, further study, resources, policies

Current Practices of Assessment:

Purpose: Conduct course, assess student performance and evaluate outcome attainment

Data Collected: This loop represents the traditional course offering, where an instructor teaches the course, issues grades, and evaluates student performance relating to each course outcome. Each instructor has mapped course learning outcomes (CLO's) to program learning outcomes (PLO's) based on knowledge of course content.

Assessment Method: Each instructor, for each course, uses a combination of indirect assessment (student and instructor post assessment surveys (to be implemented)) and direct assessment of student work through various activities and exams.

Evaluation Method: We use two courses to evaluate attainment of each a) through i) outcome. Student Outcomes vs. Courses, indicates which outcomes are covered in each course. For the courses highlighted in yellow in Table (   ), the outcome mapped to that course is evaluated using a rubric.

There are many rubrics considered in Biology Program for assessment of various knowledge, skills and competence.

Assessments of the outcomes addressed in the courses highlighted in yellow are used to determine the overall level of attainment of the outcome in the program.

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Selected Courses Identified for Outcome Assessment

Final year courses

Program Learning Outcomes (PLOs) assessment planning

The necessary components of the assessment plan of biology Program are.
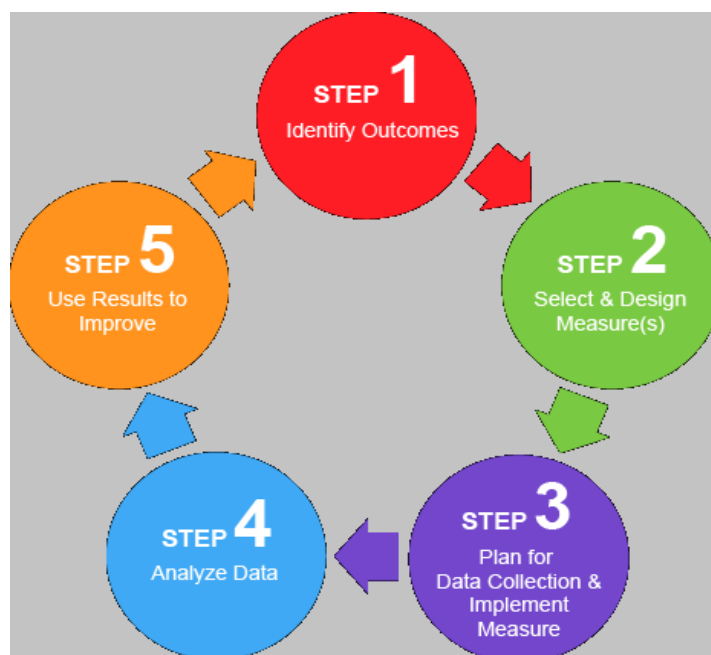
- PLAN

CLOs Assessment Method

In this section, the explanation on how the PLOs are assessed using the CLOs assessment method (course assessment) will be introduced.

Below are the major steps used in this assessment method (CLOs assessment method):

PLOs Assessment Plan using CLOs: The data are collected and evaluated every semester for PLOs assessment. An improvement plan report including a list of minor and major changes is then prepared according the evaluation results of PLOs and their corresponding CLOs.

Minor changes can be implemented during the assessment cycle while the major changes can be implemented by the end of the assessment cycle timeline

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Setting target is an important key to the continuous improvement process: It is highly recommended that you do not set targets until after the first cycle of data collection. Also, it is crucial to be realistic about your program's context.

Defining CLOs: CLOs were defined with the involvement of all instructors and the consideration of the main topics and concepts of courses.

All requirements and characteristics of Mapping CLOs to PLOs: After the development of CLOs, they were mapped to PLOs in order to ensure that CLOs have certain contribution to the PLOs at different levels in the program.

Course Assessment plan: Each instructor prepares a course-based assessment plan (as described in the course specification) that describes which assessment methods will be used to assess which CLOs in order to accurately measure and evaluate learning outcomes. In other words, the assessment methods at the course level (exams, assignments, homeworks, etc.) are designed to assess and evaluate the extent to which each CLO is being attained.

- DO

Teaching Strategies Plan:

In course specification the appropriate teaching strategies and other educational practices (lecture, group discussion, projects, etc.) were specified and will be followed during teaching. Those teaching strategies are aligned with the CLOs and support the needs of students. The CLOs, assessment methods, and teaching strategies are considerd as an integrated learning and teaching process.

Designing course assessment methods:

To have an accurate measurement of CLOs attainment, all question are designed according to CLOs. In other words, the instructors align the questions of all courses assessment methods to CLOs. Moreover, the levels of difficulties of questions must be very consistent with the level of learning in the CLOs. For example, the introductory courses are mostly related to knowledge and comprehension levels while intermediate courses are related to Skills (applying, analysis and

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design levels of the bloom's taxonomy) (see the table of weight % of learning domain).

Strategy of Biology Program for selecting assessment methods

- Using Multiple methods to assess each learning outcome.
- Including both direct and indirect measures.
- Including qualitative as well as quantitative measures.
- Selcting what to observe or measure.
- Including passive as well as active methods of assessment.
- Emphasize difference between compliance and improvement
- Identify assessment support people
- Don't assess everything we do every year – have programs submit assessment plans
- Don't do everything at once; start with one or two outcomes
- Prioritize goals/outcomes
- Be flexible
- Use what we have already done
- Borrow from other institutions and modify as needed
- Allocate time for assessment – rethink how we use meeting times

Procedures of identifying assessment methods for each learning outcome:

1. Align assessment method with outcome to be assessed.

2. For each outcome and means of assessment, criteria for success should be established which includes benchmarks that the program sets for the outcome.

- Criteria are most often stated in terms of scores out of 5, percentages, averages, or other quantitative measures.

- For each learning outcome describe where you would like to be within a specified time period (e.g. 10% improvement in student performance within two years).

- Also, determine what standards are required from students.

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Conductin assessment and collectin data: The performance of students are then collected through exams, assignments, projects, etc. at the course level. More specifically, their performance in questions related to CLOs should be observed and analyzed in every course.

- **ANALYZE**

Evaluation Results:

The instructors grade students' performances by CLOs. In other words, the grades of students for each CLO are reported out. By the end of the semester, the instructor prepares CLOs. An Excel template was prepared to make the process straightforward and it includes the analysis of data for all kingd of exams and activities to get the scores and achievments of students in all CLOs with graphical depiction.

- Faculty should be the ones responsible for the analysis and interpretation of data.

- It is important to summarize the results in a meaningful way so that they can be reviewed and actions needed to improve the program can be determined.

- Need to keep in mind the audience when analyzing results like who will access and use the data, and accordingly need to vary analysis and reporting procedures according to the identified audience

Based on our context, our target is defined as: A CLO is considerd as Exemplary(E) if scord >=4, Satisfactory (S)) if scord >=3, Adequate(A)) if scord >=2.5, Unsatisfactory (U)) if scord <2.5.

The % of students achievement (the % of students who get or axceeded 60%) is considerd as Exemplary if >=90, Satisfactory (S) if >=80, Adequate(A) if >=70, Meet the criteria if>=60, and Unsatisfactory(U) if <60

Furthermore, the achievements of corresponding PLO's at the course level are calculated by using the mapping of CLOs to PLOs and the CLOs Achievements Report.

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Finally, the achievements of the program's PLOs are calculated using students' performances in CLOs. Physics Program is planning to implement the following methods:

- Method of equal contributions of all courses (crude analysis): this is done every Semester
- Method of factoring contribution of all courses (Wight % to course based on the level of learning domain and level of the program): it is the most accurate and consistent with % of learning domains in the program but it is somehow a cumbersome method

- Method of selective contribution from some high level course (specifically final year course)

Note: PLO is achieved if the average of the overall achievements score is 3 and the % of students who exceedd 60% is 65% and above.

ACT

Designing Improvements:

Using evaluation results of CLOs and PLOs, it is now important to design a set of improvements to improve the quality of the program as a whole. Designing improvements is done by the end of each semester. More specifically, each instructor uses the evaluation results of CLOs and PLOs to prepare course report that contains a list of actions to improve the curriculum and syllabi and the delivery of the course as well as the performance of the instructor.

Further, the Program Curriculum Committee (PCC) with the Program Assessment Committee (PAC) meet with the staff members and approve a list of minor and major improvements. Minor actions can be implemented any time during the assessment cycle and may affect any aspect of the program (teaching strategies, exams, guidelines, policies, etc.).

However, major improvements are kept for later discussion and approval. The cumulative major improvements are discussed with other stakeholders for final approval by the end of the assessment cycle.

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The main components of our improvement plan using CLOs assessment data are:

o Actions to be taken.

o Responsible people or unit.

o Timeline: Starting date of implementation and deadline.

o Rationale.

o Type of actions: Major or Minor.

Implementing improvements: The improvement plan designed in the previous point is then distributed by the department head to the responsible people for further actions.

The assessment committee observe the implementation of the improvement plan.

As mentioned above, the CLOs assessment method has several advantages such as direct assessment of PLOs, faculty engagement in assessment process, easy to implement, and semester based continuous improvement process.

However, there are still some limitations related to the validity of data and accuracy of the evaluation results because using grades of students in courses generally provide little indication on what student know or can do due to delivery and grading policy that differ from one instructor to another. In our approach, we enhanced PLOs assessment using CLOs by a set of procedures to maximize validity and accuracy of the assessment results. Below are the major activites that we did for this purpose:

Major actions are based on cumulative results over an assessment cycle rather than one semester data.

Ensure that learning perspective to be learning outcomes oriented.

Regular revision of the alignment of CLOs to PLOs to ensure better improvement process.

Assign a dedicated staff member as a course coordinator for each course. The main role of the instructor is to ensure that the same syllabus (content, topics, grading) are followed in more than one sections for the same course. The course coordinator also reviews the

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assessment methods at the course level to ensure that they are appropriate for the CLOs.

Follow a unified grading policy and scheme to ensure that the student knowledge and skills are represented by the grade.

Enhance the mechanism of course distribution to teachers to ensure that the right instructors with good experiences are teaching the appropriate courses.

- At this point in the continuous improvement cycle, the planned changes should be implemented.
- These changes could be to the content of the curriculum, staffing, facilities, among others.

In some cases, the changes are easy to implement, while in other instances the proposed changes will have to be implemented over a period of time or through a series of steps.

Implementing changes

Assessment Plan

- revision of intended learning outcome statement (s)
- revision of measurement approaches
- collection of and analysis of additional data and information
- changes of data collection methods

Curriculum

- changes in pedagogical practices
- revision or enforcement of prerequisites
- revision of course sequence
- revision of course content
- Addition/deletion of course(s)

Academic Processes

- modification of frequency or schedule of course offerings
- improvements of technology
- changes in personnel
- implement additional training
- other implemented or planned change revision of advising standards or processes

Assessment type	Frequency (when	Stakeholder	Performance Targets	How data is	Evaluation results

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	to collect data)	involved (Students-Faculty-Almni-Employers]		collected	(analysis)
CLOs	Every Semester	Students - Faculty	3/5 with 60% exceeding the level of 60%	Course reports	Quality Committee
PLOs	Every year- every assessment cycle	Students-Faculty-Alumni-Employer	3/5 with 60% exceeding the level of 60%	Course files-Rubrics-embedded questions-surveys	Quality Committee

Curriculum Mapping										
Program Learning Outcomes (PLO's)										
Course Code	Knowledge		Skills				Competence				
	K1	K2	S1	S2	S3	S4	C1	C2	C3	C4	C5
101 PHYS	I	I	I			P	I		I		I
221PHYS	I	I	I	I		P	I		I		I
231PHYS	I	I	I	I		P	I		I		I
251PHYS	I	I	I	I			I				I
211PHY	I	I	I	I		P	I		I		I

Course											
S											
212PHYS	I	I	I	I			I				I
222PHYS	I	I	I	I		P	I				I
252PHYS	I	I	I	I		P	I				I
311PHYS	P	P	P	P			P	I		I	P
312PHYS	P	P	P	P	I	P, M	P	I	P, M	I	P, M
331PHYS	P	P	P	P			P	I		I	P
341PHYS	P	P	P	P			P	I		I	P
351PHYS	P	P	P	P			P	I		I	P
342PHYS	P	P	P	P	I	P, M	P	I	P, M	I	P, M
352PHYS	P	P	P	P			P	I		I	P
353PHYS	P	P		P			P	I		I	P
371PHYS	P	P	P	P			P	I		I	P
411PHYS	M*	M*	M*	M*	I	M*	M*	P	M*	M*	M*
412PHYS	M*	M*	M*	M*			M*	P		M*	M*
451PHYS	M*	M*	M*	M*			M*	P		M*	M*
461PHYS	M*	M*	M*	M*			M*	P		M*	M*
491PHY	M*	M*	M*	M*	M*	M*	M	M*	M*	M*	M*

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S							*				
441PHYS	M*	M*	M*	M*	I	M*	M*	P	M*	M*	M*
452PHYS	M*	M*	M*	M*			M*	P		M*	M*
462PHYS	M*	M*	M*	M*	I	M*	M*	P	M*	M*	M*
471PHYS	M*	M*	M*	M*	I	M*	M*	P	M*	M*	M*

Feedback

- No matter how well assessment activities are planned and conducted, they are worthless to a program unless the plan incorporates a timely feedback mechanism.
- The results and information gained should be distributed to the faculty and other appropriate parties to obtain their ideas on how to improve the program.
- The faculty will relate the findings to the curricular/teaching initiatives and will evaluate the degree of fit between them and between program goals and intended learning outcomes.
- Use assessment results to initiate action aimed at improving program.

Assessment feedback to students

The role of feedback in the learning process is to inform the student of where and how their learning and performance can be improved. Feedback on learning can come from lecturers, fellow students and staff supporting the learning processes such as demonstrators or technicians. Feedback on assessment on the quality of the students' work can be given to assessments contributing to the final grading (summative feedback), or on other non-contributing assessment to help the student improve their work in future (formative feedback). A highly individualized form of feedback sometimes used in (performing) arts, sports, design and professional disciplines takes into account the students' previous developments, and uses this as the starting point for assessing progress or improvement of skills, knowledge and competence.

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Assessment and awards

Degree Award

The first class honors degree is granted to the student who scores an accumulative average of 4.75 to 5.00 upon graduation. The second class honors degree will be granted to the student scoring accumulative average of 4.25 to less than 4.75 upon graduation. To obtain the first and second class honors degree the following should be provided:

(a) The student should not fail in any courses that he/ she has studied at the University or in another University.

(b) The student should have fulfilled the requirements of graduation within a period equal to the

average of the period between the minimum and maximum limit for staying in his/ her College.

(c) The student should have studied more than 60 per cent of the program/ course graduation requirements at JU.

(d) When the students fulfill all the requirements of the graduation and his accumulative average is less than (2), she/ he should register some courses upon the recommendation of the department council and the approval of the college council or authorized representative in order to raise their average and obtain the degree according to their study plan.

Graduation

The student will be graduated after fulfilling successfully the graduation requirements in accordance with the educational plan of the college provided that his accumulate average should not be less than accepted. The college council based on the recommendations from the respective department may determine suitable courses to be studied by the student for raising the accumulate average in case he passed all the courses but his accumulative average is less than the minimum.

Certification

The student will be granted a certificate which shows the student's full name, University number, civil record number, place and date

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of birth, the college, degree, specialization, grade after graduation, and the session of the University Council provided by date that issued the approval of granting the degree for the student. The certificate shall be signed by the Dean of Admission and Registration.

Dismissal from the Program

The student will be dismissed from the University in the following cases:

• If a student receives three warnings and above for low accumulative average (2 out of 5 or 4 out of 10), and the University Council according to the recommendation of the College Council has not granted a fourth chance to the student for rising his accumulative average by studying the available courses.

• If the student has not fulfilled the graduation requirements within maximum half of the period fixed for his graduation in addition to the period of the program. The College Council may give an exceptional chance to the student for fulfilling the graduation requirements, maximum not exceeding the double of the original period fixed for graduation.

• The University Council, due to exceptional cases, may make an amendment for the students who are governed by the two previous items – a chance not exceeding two semesters.

Academic Integrity, Misconduct and Appeals

Principles of Academic Integrity

What is academic integrity and why is it important?

The University is a 'learning community' within which students and staff learn from each other, from their peers and through original research. All members of the University are expected to maintain high standards of academic conduct and professional relationships based on courtesy, honesty and mutual respect. In maintaining this learning community, the concept of academic integrity is fundamental. Academic integrity means conducting all aspects of your academic life in a professional manner.

Acting with academic integrity enables students to demonstrate their own knowledge, skills and understanding of the subject and then to receive feedback to help them progress. Academic

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Misconduct include Plagiarism, Cheating and Falsification.

Appeals of examination results, submitted by University Students

By creating a unit to examine appeals submitted by the students, the University aims to achieve the following:

1. A homogeneous University community in the spirit of mutual cooperation among its employees.

2. Adoption of the principles of justice and equity as a backbone in building a perfect society within the University.

3. Support the rights of students on the basis of laws and regulations, applicable in the University, support the investigation of appeals and adjudicates on appeals submitted by students to further develop the culture of justice and equity among students.

RESEARCH

JU is committed to providing opportunities for students who complete their undergraduate degrees and demonstrate appropriate interest in taking their field of study to higher levels. As a result of increasing demand of post-graduate studies, JU has established an independent Deanship for Graduate Studies. The Deanship undertakes the supervision of the postgraduate studies programs in conjunction with the faculties.

The Deanship for Graduate Studies has a council for postgraduate studies. The remit of the council is to recommend and implement standard policies across postgraduate areas and to ensure the highest degree of coordination and cooperation between the University faculties and the research centers is achieved.

Student application

All applicants for higher degrees must submit an application in accordance with the Unified Law Organizing the Graduate Studies in Saudi Arabia. The detailed arrangements for application and acceptance, and the application process and accompanying documents required and conditions are detailed in the Unified Law. Registration will only take place following approval of the Council using the specified criteria specified in the Unified Law.

Scientific Research Quality Assurance

The quality assurance of scientific research programs are handled

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by research committee and Department Council. This Committee notes the registration and ensures ethical issues have been considered. The council within the Deanship for Graduate Studies will undertake the detailed scrutiny and overall management for the quality and standards of its postgraduate degrees, and report regularly to Academic Council.

Program Scientific Research Programs Committee

Scientific Research Committee in the Program is established. It is chaired by a senior member of staff from the Department. The terms of reference for the Scientific Research Committee will be:

- To offer advice, if requested, on student applications for admission to the Department.
  - To note the registrations of students for research programs in the Department.
  - To report, when requested, on the progress of students in the Department.
- To ensure that appropriate ethical approval is secured for each research program unless the college has an ethics committee.
  - To undertake any other task delegated to it by the Department Council.
- To contribute to an environment which supports the University's community engagement goals.
- To monitor the performance of the Department's contribution to the research KPIs set out in the JU Operational Plan, and report to the College Council at least each semester.
  - To report to the Department Council, at least annually.

The Scientific Research Committee will be responsible and accountable for the operational activity required of it by the Department Council and will be expected to ensure that all quality assurance activities are carried out with the required level of independence. It will be required to conform to the University's regulations.

Monitoring progress of research

The progress of postgraduate students towards successful completion within approved time periods will be reviewed

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regularly.

The Research Supervisor is expected to manage the supervisory process such that at least one supervisor(s) is in contact with their postgraduate student as appropriate and at least once per month. A formal record of each meeting will be made and provided to (all) the supervisor(s) and student.

In addition, once per year each student and the Research Supervisor, acting on behalf of all supervisors where relevant, should complete a separate statement of progress. Each College will review each student's progress, using the supervision reports, the annual statement of progress and such other material as is available.

College Ethics Committee

Physics Department will appoint a representative Faculty member to formulate the College Ethics Committee, including ethics of scientific research). This member will have the following responsibilities:

• To advise the Head of the Department on any matters relating to the implementation of the University's Ethics Policy requiring his or her attention.

• To advise staff in the Department of the University's Ethics Policy.

• To arrange and deliver staff development activities to ensure the effective implementation of the University's Ethics Policy.

COMMUNITY RELATIONS

Community Engagement

JU defines community engagement as a two way relationship between itself and its wider community. Its mission, vision and goals stress the importance of serving the community in which it operates in its third strategic direction "Delivering social and economic impact". The University is very clear about the importance of community engagement. It reflects its approach against the NCAAA standard 11 (Relationships with the community) at the level of the institution and programs. To deliver the program standard aspect of the NCAAA standard 11, the

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University tailors its teaching, learning and research to serve community needs and seeks to use community resources for its own benefit thereby achieving mutual enrichment.

Policies on Community Relations

The University, through the Deanships, Colleges and appropriate Departments, seeks to be inclusive of its wider community in all of its operations. It intends to specify clearly how its staff, students, programs and courses demonstrate a commitment to the community. It strives to do this in various ways, including:

• Design and planning of programs
• Advisory committees for all programs
• Student internships and projects
• Staff appraisal and promotion criteria
• Dedicated courses and training to meet community needs
• Community related research
• Central data base of all community related activities

To deliver this agenda and to demonstrate the strengths of the University against NCAAA standard 5, the University includes all the above items as its institutional policy. To ensure the effective delivery and appropriate monitoring, the following procedures will be adopted:

Design and Planning of Programs

Each college study plans and curriculum committee, in designing a program or conducting a periodic review, will carefully consider the way in which the program, in the context of the broad discipline area in which the program exists, is able to make an effective contribution to community engagement. Program specifications and associated learning, teaching and assessment approach would pay specific attention to the consideration made to community engagement.

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Program Advisory Committee

College study plans and curriculum committee will set up and operate an Advisory Committee drawn from relevant sectors of the community, noting that the University has defined the community in a broad and inclusive way. The size of the Advisory Committee will vary, depending on the size and scale of the program, but will not normally be less than 4 members. Proposals for membership will be approved by the Dean. Each Annual Program Report must include a statement of the Advisory Committee inputs over the previous academic year and attach notes/ minutes of the meetings held.

Student internship and projects

The active participation of students in community engagement will have a massive impact on what can be achieved and delivered. Whilst individual contributions are always welcome, the profile and visibility of group contributions can have a major impact on the community's perception and respect for the university.

Staff appraisal (and promotion criteria)

The annual staff appraisal will include the recording of each individual's contribution over the past year to the community engagement approach. The individual may use the appraisal record in any application for promotion when demonstrating how they have contributed to the University's strategic plan. Whilst not every individual staff member will have a direct contribution, and hence it will not be a measure of staff performance, the expectation of program teaching teams or support areas making a contribution holds true, so individuals should be making an indirect or supporting contribution.

Dedicated courses and training to meet community needs

Each Deanship will include in its strategic plan whether and how courses and training can be delivered to the community. Deanships will annually reflect on the central database of the previous years' activities, to identify areas of good practice developed by others, and plan ahead so that any resource implications can be established and embraced. In reporting on progress of their strategic plan, each

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Deanship will include a progress report on the activities achieved and those proposed.

Community relevant research

Each College (could be the Scientific Research Programs Committee in the college) will ensure that the research environment within the college is supportive of the community engagement goals of the University and that research which is relevant to the community is given due consideration. This policy approach will be included in the research strategy of each of the research centers or colleges. Each community engagement contribution will be reported to the Quality Unit Coordinator (either in colleges or in other University units) who are responsible for maintaining a database of all such activity. This data will also be sent to the Deanship of Community Services as responsible for establishing the central database of JU on community services.

Interactions with the Community

Relationships with the community should be established, publicized and recorded. Such contributions should be appropriate to the needs of the community and draw upon the knowledge, experience and resources of the University and its staff. Ways in which this commitment is met include:

- Continuing contact with schools in the region
- Open days for potential students and members of the community
- Invitations to employers and professionals to engage with programs
- Community based research
- Student voluntary activities
- Partnerships with the community
- Sharing University facilities with the community
- Dedicated services provided for the community
- Publicity and media releases directed to the community
- Dedicated section of the colleges' web site for

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community relations
• Monitoring and evaluation of community engagement

Alumni

The Office of Alumni Affairs has been established at the University (also, Alumni units in colleges) to foster lasting relationships with, and between, former students. It hopes to generate a sense of pride in, and commitment to the work of the University leading to an on-going relationship with the University. The vision of the alumni in Colleges and University is both to build a strong and active link between the University and its alumni and between the University and its community. It works with the colleges and departments throughout the University to fulfill this vision.

The objectives of Alumni unit in each College and academic programs will be:
• Fostering positive relationships between colleges/ programs and its alumni
• Keeping an online data base of alumni and their activities
• Facilitating interaction between alumni
• Providing relevant benefits and services for its alumni community
• Assisting current students in their search for employment
• Helping alumni to update their skills in their chosen field of employment
• Running professional education courses and training sessions
• Receiving feedback from alumni for benefit to the academic programs.

RESPONSIBILITIES AND ACCOUNTABILITY
Responsibility of Department Head

Head of Department, as executive officers of the academic department, contributes to the achievement of the University and faculty strategic plans by providing effective management and academic leadership within the department. These responsibilities include quality assurance of all programs, maintaining documentation relating to courses, monitoring staff performance,

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appraisal of teaching staff, and providing opportunities for individual staff development. They are also responsible for providing appropriate resources to support all teaching undertaken by the academic department.

Specific responsibiliti es are:

- Responsible and accountable for setting and advancing the academic strategy of the Department in line with Faculty and University strategic plans and direction.

- Oversee, organize and develop the core activities of teaching, research, examining, advising and other service activities and knowledge transfer, consulting with all departmental colleagues.

- Refresh and develop new programs in order to attract new students and markets.

- Ensure the highest levels of quality, integrity and ethics in teaching, learning and research within the department.

- Ensure that staff performance is managed appropriately and that fair workload allocation processes are in place.

- Ensure all staff has access to the necessary support to enable them to contribute fully and develop their skills and experience.

- Ensure a safe and healthy environment for both staff and students, and full compliance with health and safety requirements.

- Ensure that University equipment/ facilities under the department´s control are properly maintained and serviced as required.

- Comply with auditing, quality assurance and risk management procedures, both internal and external.

- Ensure that Program specification and report, Courses specification and report, Program self-evaluation scale and Program Self-study report are going according to the latest versions of NCAAA and in the right way.

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- Enhance the quality and volume of research by encouraging and enabling demonstrable research achievement within the department.

Responsibility of Program Quality Coordinator

Program Quality Coordinators are responsible for facilitating the assessment of student learning in their programs.

- Develops and manages the program's/ department's assessment plan and data collection including: developing program goals and student learning objectives, developing a program curriculum matrix and assessment activities matrix, developing and implementing direct and indirect assessment methods appropriate for the program, collecting data about the program and student learning.

- Providing semi-annual updates of progress and/ or achievements (at the end of each semester) to the department chair, college dean for the Assessment of Student Learning.

- Provide documents and evidence for Program accreditation based on NCAAA and/ or other related accreditation bodies (mainly, program specification, course specification, course report, program report, Self-Evaluation Scales of the Program (SESP) and the Self-Study Report of the Program (SSRP).

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BENCHMARKING
WHAT IS BENCHMARKING?

Benchmarking is the "continuous systematic process for evaluating products, services, and work processes of organizations that are recognized as representing best practices for the purposes of organizational improvement." -Spendolini, 1992

In Joseph Juran's 1964 book Managerial Breakthrough, he asked the question: What is that organizations do that gets result so much better than ours? The answer to this question opens door to benchmarking, an approach that is accelerating among many firms that have adopted the total quality management (TQM) philosophy.

The essence of benchmarking is the continuous process of comparing a company's strategy, products, processes with those of the world leaders and best-in-class organizations. The purpose is to learn how they achieved excellence, and then setting out to match and even surpass it. The justification lies partly in the question: "Why reinvent the wheel if I can learn from someone who has already done it?" However, Benchmarking is not a panacea that can replace all other quality efforts or management processes.

Benchmarking is a process of setting KPI figures against competitive internal and external goals, this might be benchmarking against your

THE EVOLUTION OF BENCHMARKING

The method may have evolved in the early 1950s, when W. Edward Deming taught the Japanese the idea of quality control. Other American management innovations followed. The best example is Toyota Motor Corporation's following the footsteps of Ford Motor Corporation albeit with the adaptation of the Ford's Just-in-case system into Toyota's Just-in-time system. The term "benchmarking," however, was not coined by that time.

The term "benchmarking" emerged when the idea took ground in US during 1980s when Xerox, Ford and Motorola became the pioneers of benchmarking in USA. Robert Camp, the logistics engineer who initiated Xerox's benchmarking program and who is generally regarded as the guru of the benchmarking movement, defines it: "Benchmarking is the search for industry best practices that lead to

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superior performance". There are three levels of benchmarking:

1. Internal benchmarking (within the company).
2. Competitive or strategic benchmarking (Industry and competitors).
3. Benchmarking outside the industry.

What can benchmarking do?

- Justify programs/services within student affairs
- Improve quality
- Demonstrate affordability
- Develop strategic plans
- Formulate policy
- Aid in making decisions

BENEFITS OF BENCHMARKING

Benefits of benchmarking of programs:

1. Cultural Change
2. Performance Improvement
3. Realizing the status and enhance capabilities compared to others

1. Cultural Change: Benchmarking allows organizations to set realistic, rigorous new performance targets, and this process helps convince people of the credibility of these targets. It helps people to understand that there are other organizations who know and do job better than their own organization.

2. Performance Improvement: Benchmarking allows the organization to define specific gaps in performance and to select the processes to improve. These gaps provide objectives and action plans for improvement at all levels of organization and promote improved performance for individual and group participants.

3. Realizing the status: Benchmarking provides measures of the program status and hence suggest kinds of training and/or improvements. It also entails the development of Employees to make gap analysis between what they are doing and what best-in-class are doing. Closing the gap points out the need of personnel to be trained to learn techniques of problem solving and process improvement.

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BENCHMARKING MODEL

Programs that consider the benchmarking will adapt the process to best fit their own needs and culture. Although number of steps in the process may vary from program to program, the following six steps contain the core techniques:

1. Deciding what to benchmark.
2. Understanding the current performance of program.
3. Planning properly of what, how and when of benchmarking endeavor.
4. Study others well (the practices or system you wish to benchmark).
5. Gather data and learn from it.
6. Use the findings.

BASIC BENCHMARKING METHODOLOGY (PLAN–COLLECT ANALYZE – IMPLEMENT- MEASURE)

1. PLAN:

What to benchmark?

- Identify critical processes.
- Collect internal data for comparison (how to measure performance; Understand strengths and weaknesses of current process).

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Who to benchmark?

- Internal Units (comparison within an institution).
- Other Colleges and Universities (comparison across institutions).
- Functional Comparisons (across diverse settings - higher education, corporate, industry, etc.).
- Best in Class (compare with exceptional performers).

Collect Data:

- Collect comparative data (qualitative/ quantitative).
- Calls, surveys, site visits, interviews, review of websites.
- Systematic collection.

3. Analyze data

- Gap between performance (Are others better? Why are they better?).
- New strategies/ practices for adoption (What practices could we adapt and adopt?).

4. Implement:

2. Implement improvements

- قة Action plan for change.
- قة Implement changes.

5. Measure:

- Measure results for effectiveness.
- Get the value and/or measure each KPI
- Determine the target
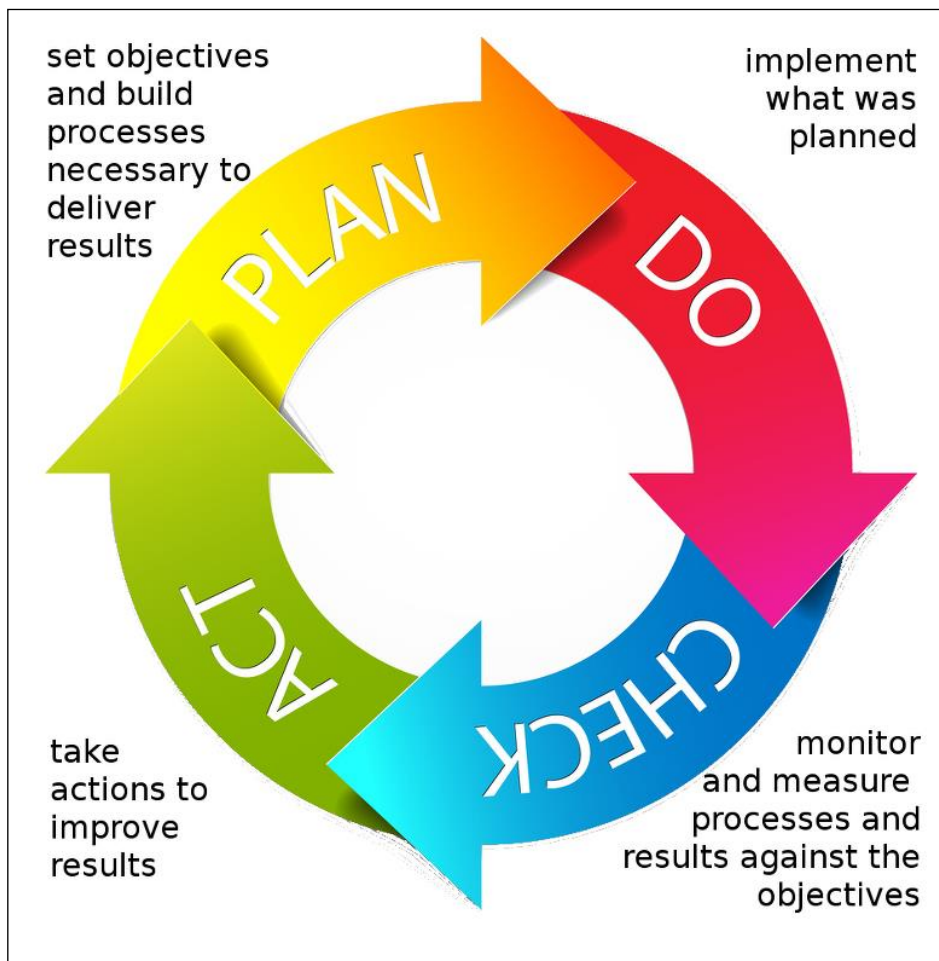- Compare with the benchmark
- Set a new target

PLAN OF PHYSICS PROGRAM FOR BENCHMARKING

Arrangements are in progress to have benchmarking with Physics Program in Qassim University, King Khaled University and Taibah University

EVALUATION AND ASSESSMENT TOOLS

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Explanation of PDCA Definition as used in the Evaluation of the Process Factor

The Deming Cycle (called the Shewart Cycle) is a set of activities (Plan, Do, Check, and Act) designed to drive continuous improvement. The Plan-Do-Check-Act (PDCA) cycle applies the scientific method to problem solving. The key is to use this as a

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cyclical process. However, most often it is not. Often the only action is to decide on a modification and to do it (PD). It is a systematic process management methodology that assures that processes are maintained at the best performance level achievable, given the present design of the process.

As such, PDCA is used to manage a process (NCAAA, 2008, NIST, 2008 and NIST, 2009) as follows: Plan (P), Do (D), Check (C) and Act (A).

Plan (P):

Definition: Plan refers to the establishing of the objectives and processes necessary to deliver results in accordance with the expected output. It determines what needs to be done, when, how, and by whom. It signifies a set of intended actions, through which one expects to achieve a goal affecting the output which is the focus. By making the expected output as the main focus, it emphasize on the completeness and accuracy of the specification which is also part of the improvement. In the plan phase, the problem solving team analyzes data to identify possible causes for the problem and then proposes a solution. Plan the process management system by linking the daily work to the institution, college, program or administrative unit strategy and stakeholders' requirements; determine and document the best steps for completing the work, what will be checked, how to check, how often, etc.

Do (D):

Definition: Do refer to implementing the new processes or Do the actions as specified in the plan.

Chec (C):

Definition: Check refers to the analysis of the results of carrying out the plan and the measuring of the new processes and compares the results against the expected results to ascertain any differences. Check actual performance against the Process Management Plan (PMP) by measuring

and reviewing the process outcomes (Y's) and key input and process variables (X's) on a regular, timely basis.

A (A):

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Definition: Act refers to analyzing the differences to determine their cause. Act when there is a gap between the "as-is" of do and the "should-be" of plan and take appropriate steps to close the gap between planned and actual results. This may require normal control activities to identify and

fix what went wrong. Each will be part of either one or more of the P-D-C-A steps. Determine where to apply changes that will include improvement. After passing through these four steps

does not result in the need to improve, refine the scope to which PDCA is applied until there is a plan that involves improvement.

5.7.2 Various types of best practices:

- Usually determined by those meeting and exceeding a list of criteria
- Can also be referred to as performance indicators
- Can also be referred to as benchmarks
- Can also be referred to as standards

Whatever you choose for the benchmarking project you undertake—define your term and be transparent.

Procedural Steps in assessing and scoring a Qualitative KPI or Benchmark Requirement by the assessor in their performance assessment when developing the IQAAPR and QPAR

Step1:

Read what is expected of the Qualitative KPI or Benchmark Requirement based on the Performance levels.

Step 2:

Read the IQAAPR (Internal Quality Audit and Assessment Report) prepared by the institution, college or program self-study report.

Step 3:

Determine whether there is substantial statistics, information or data (SID) evidence in the input, processes, outputs and outcomes for that Process that a certain level of scoring criteria requirement has been met. This is normally based on the combination of the PDCA and the ADLI review and assessment to determine the level of performance.

Step 4:

Once the performance level has been determined, then determine the

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scoring of the performance

level. Normally each of the level of performance corresponds to each of the scoring range.

Step 5:

It might be noted that in each of the range, there is about 4 ranges of percentages. It can be divided into a low end, median end and high end. If evidence substantiate that it can be awarded a high end percentage, read the next categorical range. If it does not merit a higher categorical range, then assign a high end percentage score in the same scoring criteria range. As a basic requirement for the scoring guidelines, check whether the existing evidence calls for a higher range or a lower range, either a lower or higher percentage scoring range depending on the substantial and concrete evidence rather than verbal or verbose and subjective circumstantial judgment.

STEPS IN THE BENCHMARKING PROCESS:

- Define the problem
- Make sure benchmarking is appropriate
- Determine what to benchmark
- Choose who should be involved in the benchmarking project
- Select comparable organizations
- Determine what information will be collected
- Determine how the information will be collected
- Analyze the data
- Take action
- Assess the action taken
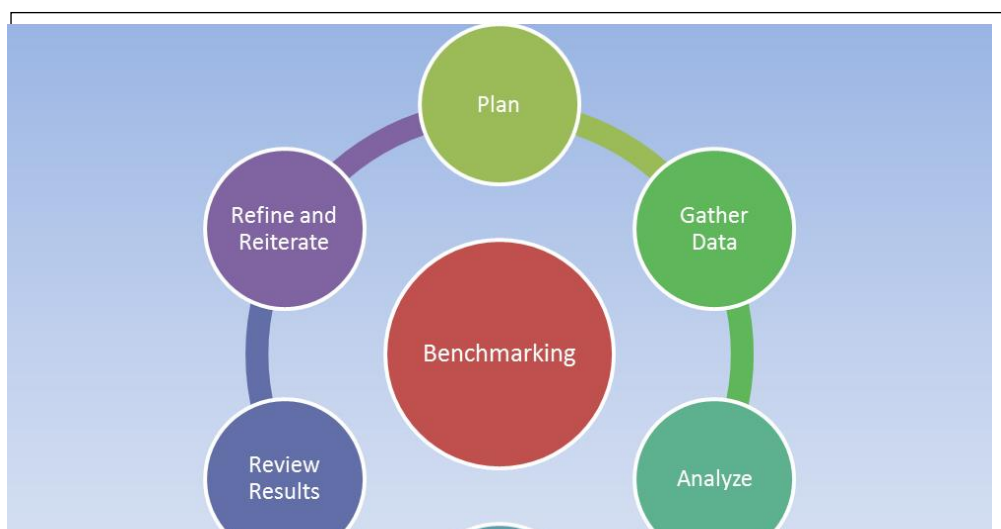
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