

# Quality Management System

QMS



عمادة التطوير والجودة

تطوير مؤسسي - أكاديمي - بحثي - مجتمعي  
من أجل جودة شاملة



# Quality Management System

## Deanship of Development and Quality

### Jazan University

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## Foreword

Quality assurance is the foundation through which the university seeks to achieve its vision, mission, and goals aimed at academic and research excellence, enhancing the quality of its outputs, and ultimately competing and achieving local and regional leadership. It is no longer just about completing work itself, but rather about the quality level associated with the utilization of resources, process improvement, and enhancing output value. While this is a crucial requirement in all organizations, it is particularly emphasized in the higher education sector, where its outputs are inputs to all internal and external systems and programs.

The Deanship of Development and Quality at Jazan University aims to exert maximum efforts in developing educational processes to contribute to improving the university's outputs, thereby increasing the competitiveness and efficiency of its graduates in the job market. This is achieved through the application of local and international quality standards in all educational affairs. To achieve the highest results, Jazan University believes in the necessity of long-term strategic planning and the importance of detailed short-term plans, prompting the Deanship of Development and Quality to prioritize planning in its activities to ensure the consistency of all other processes.

The deanship is committed to provide all support and adopt all initiatives aimed at enhancing the values of quality, efficiency, and effectiveness in education, and seeks to have the university and its colleges accredited academically by reputable accreditation bodies locally and internationally.

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## A. Introduction

Welcome to the Deanship of Development and Quality at Jazan University, where excellence is our cornerstone and innovation is our driving force. As a beacon of academic distinction in the region, Jazan University is dedicated to advancing knowledge, fostering talent, and enriching lives through education and research. At the helm of our commitment to continuous improvement and advancement, the Deanship of Quality and Development stands as a dynamic hub of strategic planning, quality assurance, and transformative initiatives.

Our mission is clear: **We teach, research and innovate to contribute to building a vibrant society** to cultivate a culture of excellence, innovation, and continuous improvement across all aspects of the university's operations and services. Through rigorous quality assurance practices, comprehensive planning, and proactive development initiatives, we aim to elevate the university's academic programs, administrative processes, and support services to meet the highest international standards of quality and excellence. With a focus on stakeholder engagement, data-driven decision-making, and collaborative partnerships, the Deanship of Quality and Development spearheads efforts to enhance the university's reputation, competitiveness, and impact on society. Through a holistic approach to quality management and strategic development, we empower faculty, staff, and students to excel, innovate, and contribute positively to the university's mission and vision. As we embark on this journey of excellence together, we invite you to join us in embracing a culture of continuous improvement, innovation, and excellence. Together, we will shape the future of Jazan University and make a meaningful impact on the lives of our students, our community, and beyond. Welcome to a new era of quality and development at Jazan University.

## B. QMS Purpose

The Quality Management System (QMS) serves as the backbone of our academic institution's commitment to achieve excellence in education and service. Developed to meet the evolving needs and expectations of stakeholders, our QMS encapsulates a systematic approach to quality assurance, ensuring consistency, reliability, and continuous improvement across all facets of our operations. With a scope encompassing administrative processes, academic delivery, student support services, and beyond, the QMS aims to enhance organizational effectiveness, foster a culture of excellence, and ultimately, contribute to the success and satisfaction of students, staff, and stakeholders. By adhering to internationally recognized quality standards and best practices, this QMS is designed to uphold the highest levels of academic integrity, professionalism, and accountability. Through this Introduction, we invite all members of our academic community to

embrace and actively participate in the implementation and ongoing refinement of our QMS, as we collectively strive for excellence in all that we do.

## C. QMS Objectives

**Ensure Regulatory Compliance:** Ensure compliance with relevant regulations, accreditation standards, and government mandates applicable to academic programs, research activities, and administrative processes at Jazan University.

**Enhance Student Satisfaction:** Continuously meet or exceed student expectations by delivering high-quality academic programs, support services, and extracurricular activities that align with their educational needs and aspirations.

**Improve Operational Efficiency:** Streamline administrative processes, optimize resource allocation, and minimize bureaucracy to enhance operational efficiency and effectiveness across all departments and faculties.

**Minimize Academic Errors and Defects:** Identify and rectify academic errors, inconsistencies, and non-conformities in curriculum design, teaching methodologies, and assessment practices to ensure the quality and integrity of academic programs.

**Drive Continuous Improvement:** Establish mechanisms for collecting feedback, analyzing performance data, and implementing improvement initiatives to enhance the quality, relevance, and effectiveness of academic programs, research endeavors, and student support services.

**Promote a Culture of Academic Excellence:** Cultivate a culture of academic excellence, professionalism, and continuous learning among faculty, staff, and students, fostering a spirit of innovation, collaboration, and commitment to excellence in teaching, research, and service.

**Ensure Consistency and Standardization:** Standardize academic processes, assessment criteria, and administrative procedures to ensure consistency in the quality of education, student evaluation, and administrative services offered across the university's various faculties and departments.

**Enhance Risk Management:** Identify, assess, and mitigate risks related to academic quality, student welfare, and institutional reputation, ensuring proactive risk management and contingency planning to safeguard the university's interests and stakeholders.

**Empower Academic Staff and Support Personnel:** Provide professional development opportunities, training programs, and resources to empower academic staff, administrative personnel, and student support services staff to excel in their respective roles and contribute effectively to the university's quality objectives.

**Support Strategic Objectives:** Align QMS objectives with the university's strategic goals and vision, ensuring that quality enhancement initiatives contribute to the advancement of academic excellence, institutional reputation, and regional development goals.

## 1. Internal Quality System at Jazan University

### 1.1 Quality System Component at JU

The components of the quality system at the university have been designed on the basis of commonly recognized principles of quality management systems and consist of the following sections:

- The organizational chart for internal quality assurance at the university.
- Mechanisms for distributing and applying the quality standards of the Education and Training Evaluation Commission to the academic and administrative units at Jazan University.
- Forms used in the internal quality assurance system at the university.
- Performance indicators and benchmarks for the university.
- Measurement tools and opinion polls, including surveys, statistics, etc.
- The schedule for the internal quality assurance system procedures at the university.
- This analysis aims to ensure the achievement of the evaluation methodology that targets all inputs, processes, and outputs to be characterized by quality.

#### 1.1.1 Inputs:

Inputs include the following:

- Support from the university's senior leadership and participation of faculty and administrators.
- Systems, regulations, and circulars from the Ministry of Education.
- Requirements of the National Center for Academic Evaluation and Accreditation and its recommendations for institutional accreditation and developmental evaluation and accreditation standards.
- Academic programs and their self-studies.
- Reports of program follow-up visits and quality systems in the departments and units conducted by the Deanship of Development and Quality.
- Reports of the university's budget and expenditure items.
- Reports measuring performance indicators.
- Data systems, information, and benchmarks.

### 1.1.2 Processes:

Processes include the following:

- Developing executive plans to ensure and improve the quality level at the university based on the planning and review cycle model of the National Center for Academic Evaluation and Accreditation, with integration with the university's strategic plan.
- Setting annual operational plans to implement the strategic plan for quality assurance at the university.
- Designing mechanisms and models for monitoring and evaluation.
- Monitoring and evaluating performance in academic and administrative units at the university.
- Developing appropriate databases for quality processes and documenting them.

### 1.1.3 Outputs:

Outputs of the quality system include the following:

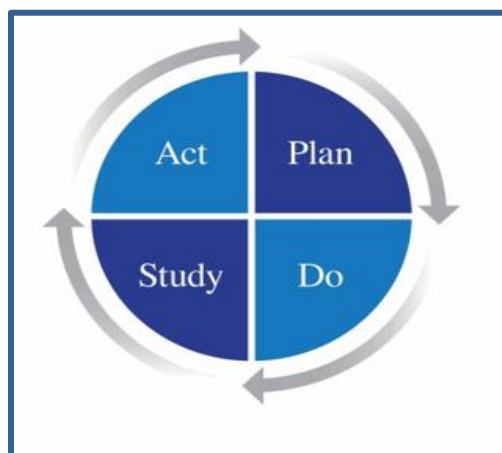
- Institutional enhancement and obtaining institutional accreditation from the National Center for Academic Evaluation and Accreditation.
- Improving the quality level of educational programs.
- Meeting the standards of the National Commission in the Kingdom and the international accrediting bodies recognized by it and obtaining national and international accreditation for the university's programs.
- Achieving the goals of the strategic plan of Jazan University and its academic and administrative units.

## 1.2 Internal Quality System Foundations at JU

Quality has gained significant attention in most countries worldwide as a fundamental pillar of a successful management model that aims to keep pace with international, regional, and local changes and try to adapt to them.

The quality management system is a formal system that documents processes, procedures, and responsibilities to achieve quality policies and objectives. The internal quality system at Jazan University relies on the Deming Cycle of Quality as a primary reference in managing quality assurance processes and continuous improvement through monitoring, evaluation, periodic reporting, and taking all necessary corrective actions to enhance performance. This is implemented by applying a simplified and comprehensive model of the quality circle across all components of the university.

The quality circle is one of the most important models used to identify different stages in quality systems and comprises the following phases: [Planning – Implementation – Evaluation – Improvement]. It is used to ensure continuous improvement in processes to guarantee the quality of outputs, as illustrated in Figure 1-1."



**Fig 1-1 PDCA Cycle**

When implementing this quality circle, the university ensures, in all its practices, that all its members, including academics, staff, and students contribute to the quality assurance processes at all stages. The involvement of stakeholders in the quality process stages can generally be outlined as follows:

### 1.2.1 Quality Assurance Planning Stage

Faculty members participate through their academic departments in planning quality assurance processes, designing academic programs, preparing course specifications, and planning for the measurement of learning outcomes for programs and courses. Many faculty and administrative staff also participate in workshops to review the university's strategic plan, as well as in the procedures for developing the revised strategic plan, identifying strategic issues and priorities, evaluating initiatives submitted by faculties, deanships, and departments, and prioritizing them according to their alignment with the university's strategic plan goals. Faculty, administrative staff, and students also contribute observations about the fundamental document of the university's strategic plan.

### 1.2.2 Quality Assurance Implementation Stage

University affiliates, both academic and administrative, participate in implementing quality assurance processes through their membership in various university committees formed for this purpose, such as the Supreme Committee for Academic Affairs, the Quality Assurance Unit at the Deanship of Development and Quality, the Measurement and Evaluation Committee, the

Academic Support Management, the Internal Audit Committee for Academic Accreditation Requirements and Standards, the Development Unit, the Quality and Academic Accreditation Unit at the colleges, the College Examination Unit, the Program Academic Accreditation Committee, and others. Students also participate in implementing quality assurance processes at the university level through the Student Advisory Council and at the college level through the Student Advisory Councils at each college.

### 1.2.3 Quality Assurance Evaluation Stage

All beneficiaries participate in evaluating the quality assurance processes at the university through responding to surveys measuring their opinions. The president of the university directly receives faculty, staff, students, and external reviewers to gather observations, complaints, and suggestions to study and use them as indicators for evaluating and improving the performance of various units.

### 1.2.4 Quality Assurance Development and Improvement Stage

Continuous improvement is achieved using standards matching to identify gaps, followed by developing improvement plans to reduce these gaps and enhance performance. Continuous improvement is always a goal for every unit at the university. Reviewers familiarize themselves with standard specifications and master auditing methods and tools to identify issues for improvement and development. This is done by directing various university units to prepare plans for improvement and development based on the results of satisfaction measurement surveys and evaluative studies.

In the context of implementing the total quality system at the university, agencies, administrations, supporting deanships, and administrative and academic units must detail how the steps of the quality circle apply to the basic processes in the concerned entity, guided by the general points mentioned in the detailed model shown.

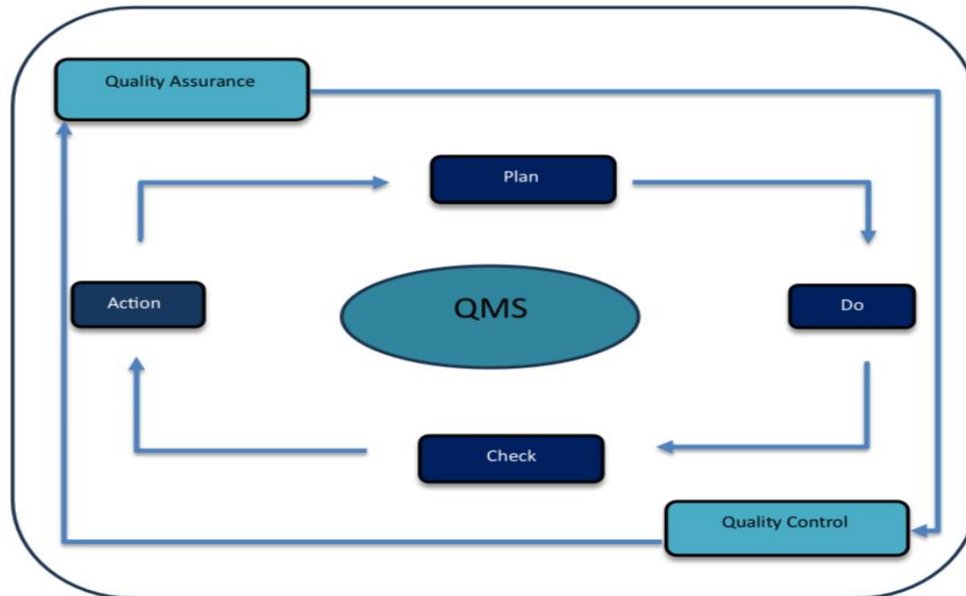


Fig 1-2 Total Quality Management System

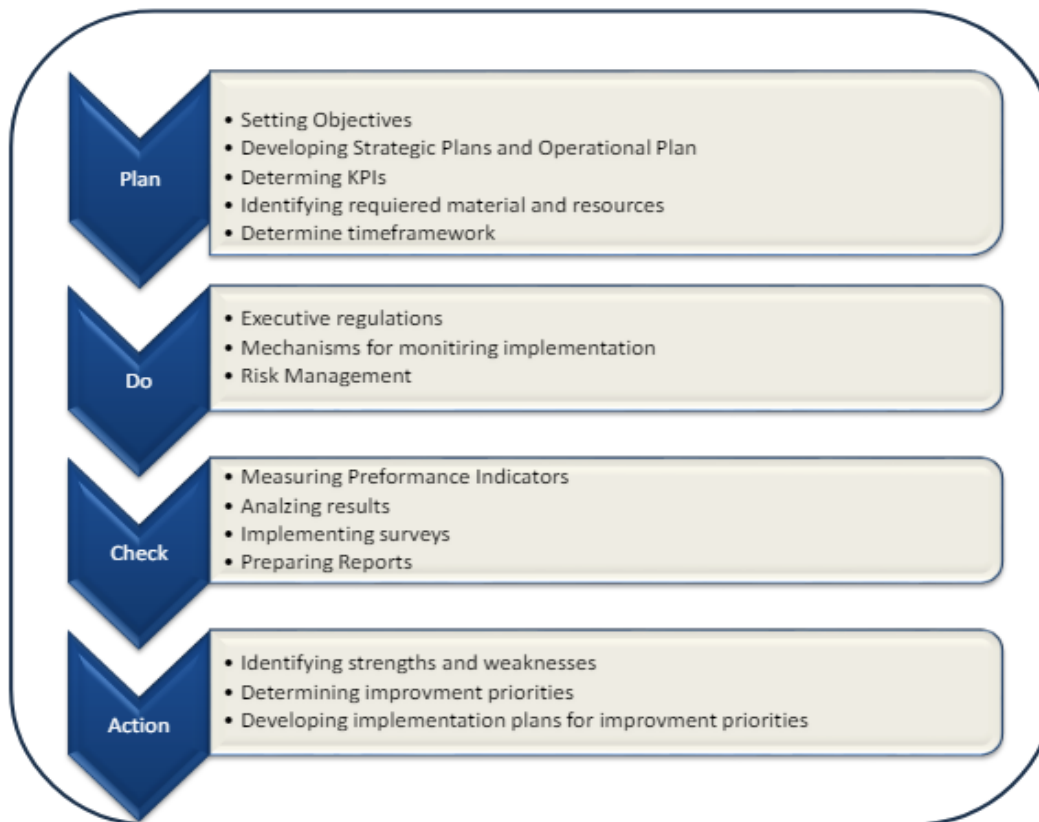


Fig 1-3 PDCA Cycle Procedures



### 1.3 JU organizational structure

The organizational structure of any educational institution serves as a means to help it achieve its goals efficiently and effectively by assisting in plan execution, decision-making, role definition, and achieving harmony among different units, while avoiding overlap, duplication, and other issues. The organizational structure of Jazan University is proportional to its size and activities, ensuring the fulfillment of its mission and objectives. Jazan University relies on a hierarchical structure, a pattern commonly recognized in academic circles, characterized by the principle of hierarchy, which defines vertical relationships (from top to bottom; between superiors and subordinates) and horizontal relationships (between employees at the same level). It features a single superior for each subordinate to avoid conflicts of authority among employees. The organizational structure includes a functional description for each component and the tasks required of each function within the component.

The organizational structure of Jazan University is characterized by the following:

- Achievement of university goals efficiently.
- Alignment of authorities granted to administrations with the responsibilities assigned to positions.
- Consistency with the requirements and desires of Jazan University.
- Consistency with the needs of managers and employees.
- Classifying tasks among managers and employees according to specialties and avoiding role overlap to accomplish tasks effectively.
- Its nature does not hinder communication within the institution.
- Flexibility and adaptability to changes in response to evaluations and emerging developments within the institute.

#### 1.3.1 Organizational structure Composition

##### 1. University President

The President of Jazan University acts as the chief executive officer, responsible for the overall administration and leadership of the university. The President executes the board's policies and is accountable for the institution's operational management, academic achievement, and financial stability.

##### 2. Vice Presidents and Deans

Under the President, there are multiple Vice Presidents each in charge of different aspects of the university operations:

- Vice President for Academic Affairs: Oversees academic programming and faculty affairs, often assisted by the Deans of various colleges.



- Vice President for Administration and Finance: Manages the university's administrative functions and financial operations.
- Vice President for Postgraduate Studies and Scientific Research: Directs the research initiatives and ensures alignment with the university's strategic goals.
- Deans head the individual colleges (e.g., College of Engineering, College of Medicine, College of Business) and are responsible for academic leadership, curriculum, and faculty within their specific schools.

### 3. University Council

The University Council at Jazan University serves a similar function to an Academic Senate, comprising representatives from the faculty, possibly elected by their peers, to provide input on academic policies, curriculum development, and other educational matters.

### 4. Departments and Department Chairs

Each academic department within the colleges is led by a Department Chair. These Chairs manage day-to-day departmental activities, faculty matters, and academic programs, reporting directly to their respective Deans.

### 5. Administrative Departments

Key administrative departments ensure the smooth functioning of Jazan University. These include:

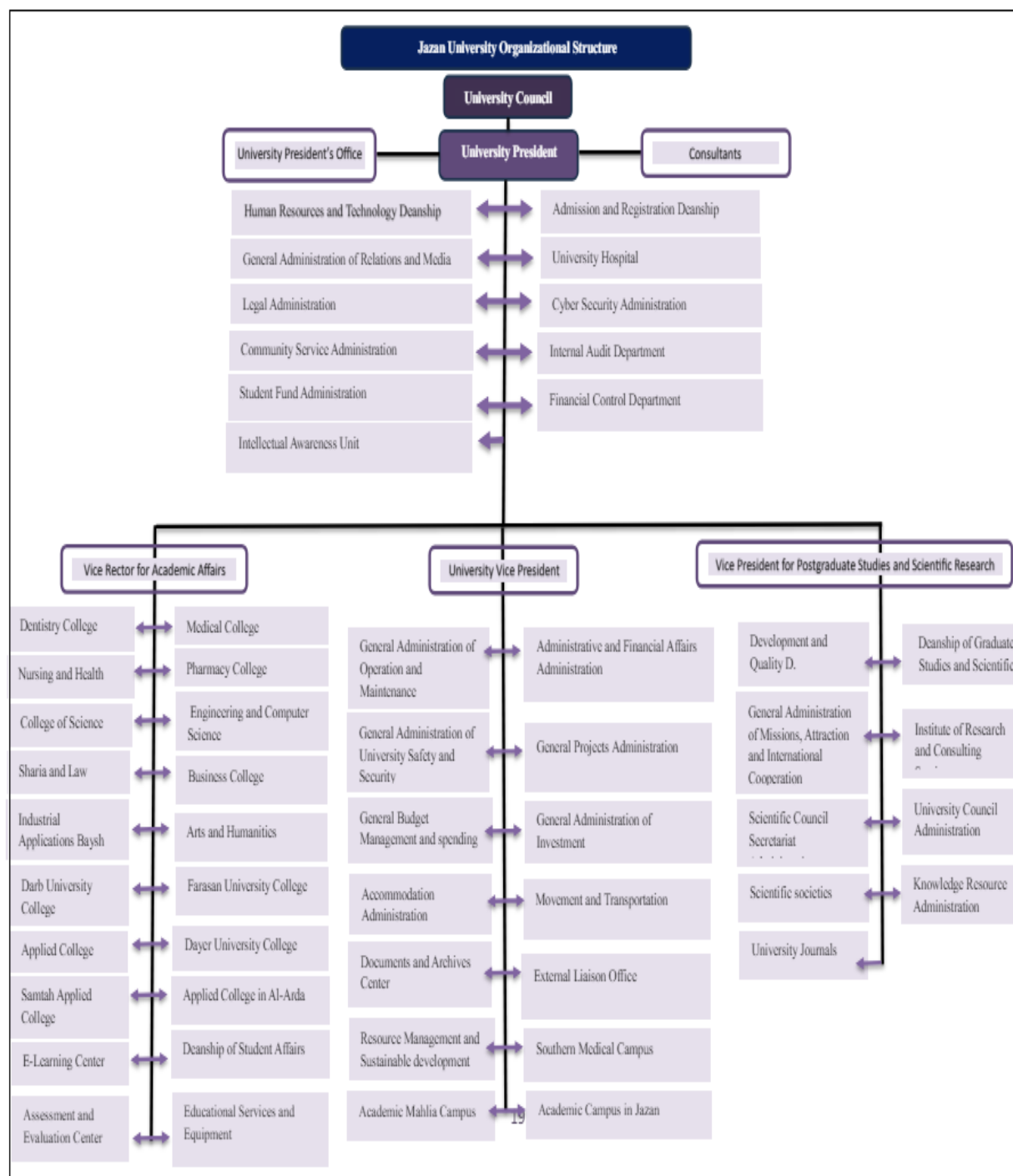
- Human Resources
- Finance and Budgeting
- Facilities Management
- IT Services
- Public Relations and Communications

### 6. Students Consultancy Council

Jazan University likely features a student consultancy council that represents the student body, providing students a platform to engage with the administration, influence University policies, and participate in governance.

### 7. Committees and Advisory Boards

Specialized committees and advisory boards at Jazan University address specific issues such as academic integrity, research ethics, student affairs, and strategic development. These committees ensure that diverse stakeholder views are considered in university decisions.



**Fig 1.4 JU organizational structure**

### 1.3.2 Quality Framework Governance

The task of the quality framework at Jazan University is multifaceted, aiming to ensure that the institution operates at the highest standards of academic excellence, efficiency, and integrity across all its endeavors. Acting as a comprehensive system of policies, procedures, and practices, the quality framework serves to establish clear guidelines and benchmarks for the university's academic programs, administrative processes, and support services. It encompasses various tasks, including the development and implementation of quality assurance measures to monitor and evaluate the effectiveness of teaching and learning practices, research activities, and student support initiatives. Additionally, the quality framework facilitates continuous improvement efforts by providing mechanisms for collecting feedback, analyzing performance data, and identifying areas for enhancement. It also plays a vital role in fostering a culture of accountability, transparency, and continuous learning among faculty, staff, and students, encouraging active participation in quality enhancement initiatives and promoting a shared commitment to the university's mission and values. Moreover, the quality framework serves as a tool for promoting stakeholder confidence and maintaining the university's reputation for excellence regionally and internationally. By aligning with strategic goals and objectives, the quality framework contributes to the overall advancement and sustainability of Jazan University, positioning it as a leader in higher education and research within the region.

### 1.3.3 Objectives of the Governance and Quality Framework

The governance and quality framework at Jazan University, like any higher education institution, likely aims to achieve several core objectives. These objectives generally focus on improving institutional effectiveness, accountability, and the quality of education and research. Here are some common goals such a framework might pursue:

- **Ensuring Accountability:** Establishing clear lines of responsibility and authority to ensure that all parts of the university are held accountable for their performance. This includes regular monitoring and reporting on the progress towards the university's goals.
- **Enhancing Quality of Education:** Implementing rigorous standards for academic programs to ensure high-quality education outcomes for students. This often involves periodic review and accreditation processes to maintain and enhance educational standards.
- **Promoting Transparency:** Encouraging open communication within the university as well as with external stakeholders to ensure that decisions are made transparently and are well-understood by all parties.

- **Supporting Strategic Decision-Making:** Providing a structured decision-making process that supports the strategic goals of the university. This involves data-driven approaches to planning and resource allocation.
- **Facilitating Continuous Improvement:** Establishing mechanisms for regular assessment and feedback, which enable continuous improvement in teaching, research, and administration.
- **Strengthening Research Capabilities:** Enhancing the framework for research to foster innovation, support scholarly pursuits, and ensure compliance with ethical standards.
- **Cultivating Ethical Standards:** Upholding high ethical standards across all operations, including research, teaching, and administrative activities, to foster an environment of integrity.
- **Improving Administrative Efficiency:** Streamlining administrative processes to reduce bureaucracy and improve efficiency, making the university more responsive to the needs of students and staff.
- **Fostering Community Engagement:** Encouraging interaction with the local community and beyond to enhance the university's role as a community leader and to promote public service and outreach.
- **Encouraging International Collaboration:** Promoting international partnerships and collaborations to enrich the educational experience and expand research opportunities.

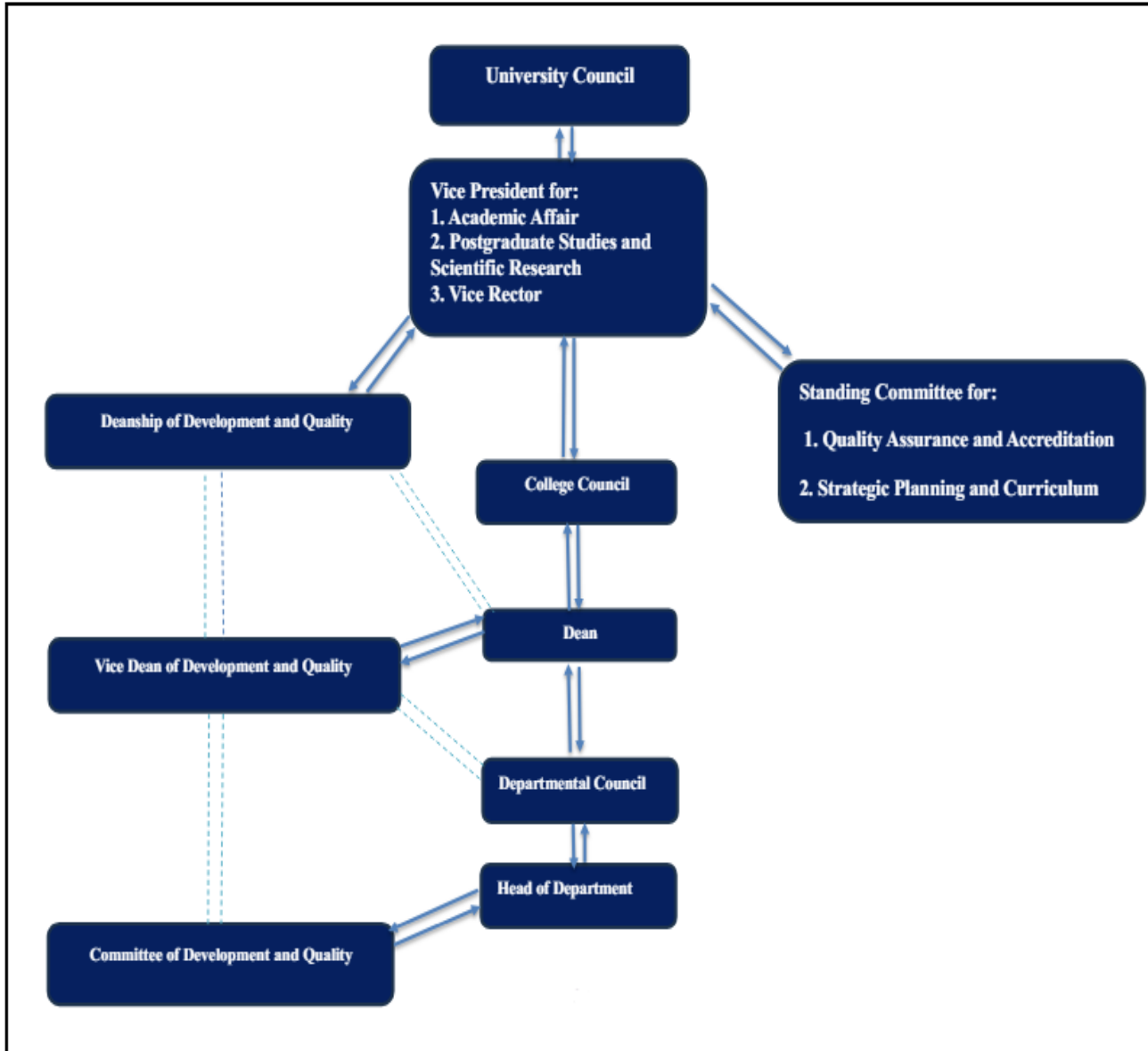


Fig-1.5 Governance and Quality Framework Flowchart

## 1.4 Quality Assurance Management System at JU

Recognizing the importance of quality, improvement, and continuous development, Jazan University has adopted an effective quality assurance and management system that links to top management and involves all its activities and units. It engages all beneficiaries including faculty, staff, and students in continuous evaluation and improvement. The importance of the quality system at Jazan University includes:

- Ensuring the provision of advanced academic programs capable of global competition and obtaining national and international accreditations.

- Ensuring consistency of academic programs in the Kingdom with the national framework of qualifications.
- Establishing rules, policies, and procedures guiding the educational process at the university.
- Monitoring the performance of university staff to achieve educational quality.
- Documenting and evaluating self-performance and conducting benchmarking comparisons for institutional and unit performance based on key performance indicators.
- Developing and implementing continuous improvement plans for quality in university colleges and units.

The internal quality system measures institutional and programmatic accreditation through internal review and external review systems annually.

**The quality management system at Jazan University consists of two fundamental components:**

Internal quality assurance and external quality assurance: which integrate with each other to ensure the achievement of an effective quality management system at the level of the Deanship of Development and Quality, various quality committees, and the working team in colleges or academic programs offered by the university, in line with the requirements of local and international accreditation bodies and stakeholders' satisfaction.

#### 1.4.1 Principles of Quality Management System

**Support and endorsement of top management:** Providing moral support and active endorsement from top management, represented by the University President and Vice Presidents, for quality assurance requirements, overseeing its processes, issuing directives and guidance to achieve its objectives, providing material, human, and financial resources for its Implementation, and promoting a quality culture among university staff. Comprehensive quality management efforts may lead to changes in management practices, which require support from top management to be effective.

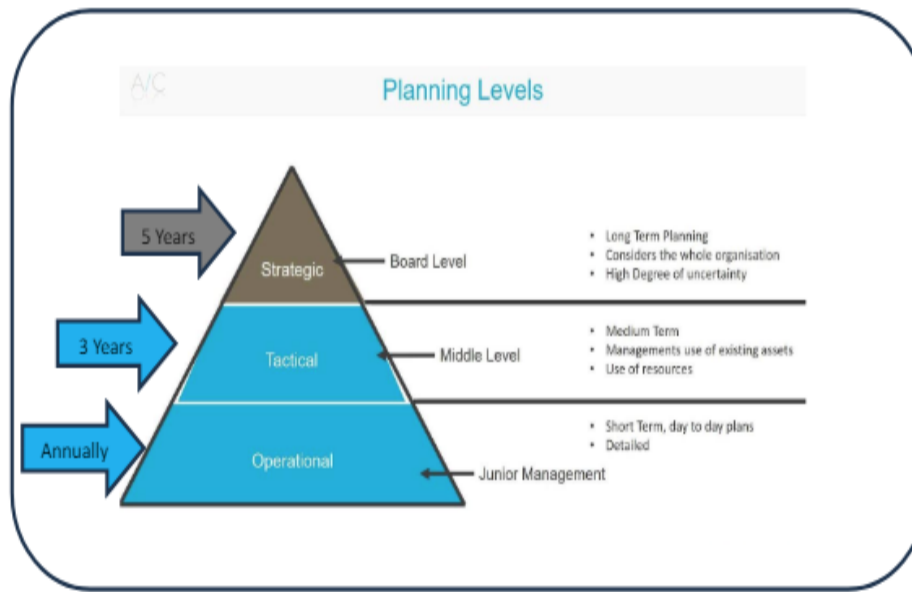
**Strategic planning:** The university has developed a strategic plan for the next five years, conducted a SWOT analysis, formulated a precise and clear vision and mission reflecting the university's content and aspirations, and rallied all stakeholders to work together to ensure its

Achievement. It has set strategic goals to chart the course towards effectively achieving the university's mission and vision. Any educational institution needs a set of basic requirements to start implementing a strategic planning system, including:

- Availability of systems for collecting and analyzing data about the internal and external environment of the educational institution, preparing and organizing them into scientific reports to help senior management in the institution understand its capabilities and self-potentials.
- High competence in strategic planning among managers at various levels.
- A strong organizational structure within the institution.
- Desire and readiness to exert administrative, organizational, and technical efforts at various managerial levels, necessitating financial rewards and motivational incentives.
- Educating employees at their various functional and academic levels about the concepts and foundations of strategic planning.
- Conviction and belief of top management in strategic planning and its importance for the institution.
- Availability of financial allocations for expenditure on strategic plans, programs, and studies.

#### 1.4.2 The Hierarchical Progression of Strategic Planning

The process of strategic planning should be carried out within an organized scientific framework and under three levels: strategic planning, tactical planning, and operational planning. The following is a detailed explanation of these levels:



**Fig 1-6 Hierarchical Progression of Strategic Planning**

## Strategic Planning

This level serves as the overarching umbrella for other planning levels. It involves defining the vision, mission, values, goals, and general objectives of the educational institution. Strategic planning seeks to answer the following questions:

- Where are we now? This involves evaluating the present, analyzing the institution's position, strengths, weaknesses, opportunities, and threats in the internal and external environments.
- Where do we want to go? This question pertains to studying the future and crystallizing the institution's vision, mission, values, and long-term goals.
- How do we get there? This requires studying and analyzing the gap between the current situation and the desired future. It involves defining strategies, policies, goals, implementation methods, monitoring, and evaluation.

## Tactical Planning:

Middle management in the educational institution, represented by college deans and department heads, is responsible for translating strategies designed and formulated at the top management level of the institution into medium-term action plans. This management (middle management) sets tactical goals related to performance that reflect the overall strategic goals of the educational institution. It also designs tactical plans expressed in the form of budgets such as financial budgeting and human resource budgeting. Environmental impact at the middle management level is internal in nature (internal environment) compared to strategic planning.



Often, managers at this middle management level are constrained by decisions made at the top management level in the educational institution.

### Operational Planning:

Operational or procedural planning is short-term planning, primarily focused on technical, administrative, and organizational aspects of academic and administrative departments. Operational plans are usually specific and clearly defined within a specified time frame and typically involve a low degree of risk. Environmental constraints are internal (internal environment) and include policies, programs, rules, procedures, and budgets established or formulated at the top and middle management levels. Plans at this management level may have a routine nature, as carried out by these departments.

#### 1.4.3 Methodology of Strategic Plan Preparation

There are basic steps that can be considered a methodology in preparing the strategic plan in the educational institution, as evident in the following:

- Forming a task force within the educational institution called the "Strategic Planning Team."
- Training the Strategic Planning Team.
- Organizing workshops to prepare the strategic plan and seeking assistance from experts in the field.
- Diagnosing the current situation of the educational institution by identifying strengths, weaknesses, opportunities, and threats.
- Identifying critical success factors or strategic objectives that define the features, vision and mission of the educational institution.
- Reformulating the vision of the educational institution.
- Reformulating the institution's mission to ensure it expresses its vision and represents suitable dimensions and mechanisms for transitioning from the current situation to the desired one.
- Defining the goals and strategic objectives of the educational institution.
- Presenting the vision, mission, and objectives to stakeholders within and outside the educational institution for feedback.



**Fig 1-7 Steps for preparing the strategic plan**

- Adoption of the vision, mission, and strategic objectives by the strategic planning committee or team and the board of deans of the educational institution.
- Preparing the implementation plan to be executed within the framework of the strategic plan, specifying the timing, the responsible entity, and performance indicators.
- Preparing a matrix for the performance indicators that will be used in measuring institutional performance.
- 
- Preparing a draft of the strategic plan and getting it approved.
- Submission of the strategic plan by the board of deans for approval by the board of trustees of the educational institution.
- Publishing the strategic plan both in print and electronically, disseminating it, and making it available to all employees of the educational institution and the surrounding community and stakeholders.

## 1.5 Analysis and Evaluation of the Current Situation

The current situation of the educational institution is analyzed and evaluated in several ways, including:

- **SWOT Analysis:** This is a common method in planning environment analysis, aimed at analyzing strengths and weaknesses related to the environment, as well as the opportunities available and the external threats that the educational institution may face in the future.
- **STEEP Analysis:** This aims to identify factors that affect the operation of the educational institution, whether these factors are internal or external. These factors include social, economic, technical, educational, and political factors, decisions of the local higher education accreditation bodies, and decisions related to the Ministry of Higher Education and Scientific Research.
- **Benchmarking:** Benchmarking is done by the strategic planning team of the educational institution based on the experiences of a group of distinguished Arab and international educational institutions. After reviewing the strategic plans of these institutions, which align their mission and strategic objectives with those of the educational institution, considering the specificity of the organizational structure and the authorities and tasks entrusted to the educational institution, according to the following comparison criteria:
  - The multiplicity of colleges affiliated with the educational institution.
  - The high ranking of the educational institution in a number of global and local rankings.
  - The experience and leadership of the educational institution in the field of education and learning.
  - The experience and leadership of the educational institution in the field of scientific research.
  - The presence of a distinguished policy for extracurricular student activities.
- **Focus on Achieving Beneficiary Satisfaction:** The basis of quality is achieving the satisfaction of beneficiaries, whether they are from inside the university (faculty members, students, and administrative staff) or from outside the university (parents and employment agencies).
- Therefore, the university works on achieving the expectations of beneficiary satisfaction and translating needs into standards for the quality of outputs.
- **Continuous Professional Development for Faculty and Staff:** Continuous training is one of the most important factors for success, development, and maintaining the quality of outputs. Therefore, the university conducts two types of training: The first: ongoing and continuous training for all that is new and useful in the field of specialization of faculty members and administrative staff and what appears from training needs surveys. The second: training when deficiencies appear in a certain area or as a result of performance evaluation.
- **Collective Participation:** Quality systems cannot be achieved without the participation of all members of the university. Therefore, the university works on involving everyone in responsibility to fully benefit from the available energies and expertise and to achieve job

satisfaction for everyone and inform them of all that is new and participate in making and reviewing decisions.

- **Continuous Improvement and Development:** The University has mechanisms for monitoring, evaluating, and making decisions aimed at continuous improvement and development on a regular basis.
- **Avoiding Errors:** One of the goals of continuous training processes is to avoid making mistakes and to work on performing tasks correctly the first time.
- **Making Decisions Based on Facts:** Decisions at Jazan University are made on the basis of set of facts, data, and correct information documented and far from personal opinions and expectations. Many departments provide this information to senior management to support decision-making. Other departments at the university work on listing academic decisions, monitoring their implementation, and providing technical advice and support to colleges and academic programs at the university and providing feedback to the authority to address issues and remove obstacles as quickly as possible. In addition, a measurement and evaluation center has been established to provide data to decision-makers through studies and surveys regarding academic aspects, student activities, and services provided to members of the university to develop all aspects of the academic process at the university based on measures and modern academic evaluation methods, according to a rigorous scientific approach. On the basis of the information and studies conducted by those units, the leaders make their decisions.
- **Recognition and Motivation:** The university has many methods by which it motivates all its members and works to gain their satisfaction, which is reflected in the quality of outputs and recognition of outstanding performance, encouraging creative works, rewarding their owners, and highlighting their achievements. This is evident through an award called the Jazan University Award for Excellence and Creativity, offering incentive rewards to those involved.

## 1.6 Quality Management System Policy

The quality management system at Jazan University seeks to ensure the achievement of the university's strategic objectives according to its strategic plan and the Vision of the Kingdom 2030 through the following:

- Supporting the implementation of the university's strategic plan and achieving its objectives.
- Meeting the requirements of beneficiaries and continuously striving to meet their aspirations, and regularly reviewing quality objectives according to institutional accreditation standards and programs developed by the National Center for Assessment and Accreditation affiliated with the Education Evaluation Commission in the Kingdom.

- Preparing graduates capable of contributing to the Kingdom's development, meeting the needs of the labor market, and keeping pace with scientific developments in all fields.
- Continuous training and development for all university staff, including administrators and faculty members, and providing a suitable environment for enhancing educational and administrative processes.
- Continuous evaluation of all inputs, processes, and outputs, and preparing appropriate plans for continuous improvement of all educational aspects.
- Engaging all stakeholders and staff in planning and developing all institutional aspects and academic programs at the university.
- Promoting a culture and practices of quality in all university sectors.

### 1.6.1 Quality Assurance Objectives

#### General Objective

Planning, management, and leadership of quality development processes, achieving academic accreditation standards in the teaching and academic process within the scientific departments, controlling the quality system in administrative work within the university, and working on developing and improving performance in all aspects, and spreading its culture; to make Jazan University a leader in achieving accredited graduate characteristics.

Therefore, the university administration periodically evaluates the performance of faculty and staff, with a commitment to improving their performance and enhancing quality throughout the University. Quality evaluations are conducted periodically in each course based on valid evidence and appropriate reference standards, and improvement plans are prepared and implemented.

The university programs refer to evidence, proofs, and performance indicators set by the National Commission and external reference standards for comparison that are challenging. The programs focus on student learning outcomes in each course, which in turn contribute to achieving the general objectives of the program.

#### Sub-Objectives

- Ensure outstanding educational outputs that meet the requirements of quality and the global market.
- Enable employers to choose the best graduates from the applicants for jobs and ensure their excellent academic level and integration into the working life.

- Provide statistical data used by programs to conduct benchmarking with peer institutions.
- Ensure a high level of performance for all employees and an excellent academic level for graduates.
- Apply the best means and mechanisms in the program to measure, evaluate, and improve the quality of education in the academic program.
- Meet the academic accreditation requirements of the program as stipulated by the Education Evaluation Commission.
- Improve the program environment and keep it up to date with continuous development methods.
- Monitor the performance of operations in the administrative, educational, research, and community service fields according to specific measurement tools.
- Activate student participation in making decisions related to the quality of the educational process.
- Spread the culture of quality among all employees in the program, reflecting on their work.
- Train the employees in the program on methods to develop quality assurance processes.
- Continuously develop and improve all activities of the program as required by accreditation standards.
- Provide specific indicators to monitor the achievement of goals, objectives, and learning outcomes continuously.

### 1.6.2 Quality Assurance Management Stages

- Establishing the Deanship of Development and Quality, developing the organizational structure, and setting mechanisms for planning, supervision, and monitoring the implementation of quality assurance plans in all colleges and programs of the university.
- Developing guidelines for working with the quality assurance system.
- Forming a quality committee comprising all major academic and administrative units.
- Establishing sub-quality units in all academic and administrative units.
- Promoting a culture of quality among all university staff through various methods such as publications, brochures, training courses, seminars, and meetings.

- Conducting the initial self-assessment according to accreditation standards, whether institutional or programmatic.
- Fulfilling quality and accreditation requirements (institutional-programmatic) to be mentioned later.

### 1.6.3 Internal Quality System Methodology

The internal quality system at Jazan University enables various entities within the university to achieve continuous improvement and enhance performance quality, whether at the institutional or programmatic level. Therefore, the steps outlining the methodology for using the internal quality system at Jazan University must be followed. These steps demonstrate the integration of system components and its applicability to achieve continuous improvement in the performance of various entities within the university, thereby raising the quality standards and practices according to the National Center for Assessment and Accreditation's criteria. The steps are as follows:

- The entity identifies its quality practices through a tool for distributing system practices according to responsibility.
- Modifying the entity's organizational structure to include quality-related organizational units according to its organizational level, utilizing the part related to the internal quality assurance system structure in the guide. This may require elevation to competent authorities for the approval of required modifications in the organizational structure.
- Distributing quality practices for the entity to its organizational units according to their tasks specified in the officially approved organizational structure. Quality-related practices for each sub-organizational unit must align with its tasks in the structure, effectively integrating practices into the organizational unit's tasks.
- Modifying the entity's strategic plan and operational plans to incorporate quality practices into its plan. According to the principle of planning flexibility, operational plans can absorb practices as executive procedures and activities within these plans.
- Obtaining the required training and technical support to fulfill the entity's quality practices. The entity can benefit from the efforts of the Deanship of Development and Quality in the areas of training and technical support. It can also utilize its own capabilities or collaborate with other entities within or outside Jazan University.
- Preparing the self-assessment to measure the entity's compliance with quality practices using measurement models and tools, applying performance indicators and benchmarks available in the internal quality system. This step depends on the previous one, requiring training the self-assessment team and obtaining technical support in this field.
- Conducting internal review of the entity's compliance level with quality practices by the Deanship of Development and Quality as requested by the entity, as a type of review or



internal audit. The entity obtains a review report for internal standards according to the models of the National Center for Assessment and Accreditation.

- Implementing the improvement plan based on the self-study reports and internal review, with the provision of the required technical support for entities through the Deanship of Development and Quality or any entity within or outside the university.
- The Deanship of Development and Quality submits a follow-up report to His Excellency the University President through the Vice President for Graduate Studies and Scientific Research, specifying the entity's compliance level with accreditation requirements. The report must include a recommendation on the entity's readiness level to participate in accreditation, whether from the National Center for Assessment and Accreditation or any internationally recognized accreditation body.
- His Excellency the University President or the University Council issues a decision regarding the appropriate progress for institutional or programmatic accreditation according to the priorities set by the Council, in collaboration with the Vice President for Graduate Studies and Scientific Research and the Dean of Development and Quality at the university.

#### 1.6.4 Mechanisms of Quality Assurance Unit Operation

In order to work properly and methodically, mechanisms and rules must be established to ensure the achievement of desired results and assist in controlling the work. Among these mechanisms are:

##### Strategic Plan:

- Preparation of long-term strategic plans and short-term operational plans, to be regularly reviewed and updated. These plans should be based on the university's mission, including main and sub-objectives, performance indicators, and expected outcomes linked to the university's budget.
- Documentation of planning policies and processes.
- Ensuring the use of programmatic and institutional evaluation results and feedback to guide planning, budgeting, and resource allocation.
- Involvement of relevant parties, advisory committees, and international specialists in planning, where appropriate.

##### Quality Assurance Manual:

- A quality assurance manual clearly describes the integration of all quality assurance activities in one system for continuously evaluating and improving the institution, its operations, and its programs. The manual should include the following:
- Organization of the university's quality assurance unit and its inclusion in the university's organizational chart.



- The role of the quality assurance unit in strategic planning, operational planning, and preparation of annual reports.
- Timetable for regular review and updating of the mission, vision, and strategic plans of the university.
- Processes and schedules used in all programs, courses, operations, and services.
- Planned tools and types of evidence to be collected and analyzed.
- Entities responsible for each form of evaluation and quality assurance.
- Method for reviewing evaluation results and preparing approved action plans, including budget and resource planning.
- Method for disseminating and generalizing evaluation results, including distribution recipients and channels.
- Method for monitoring the implementation of improvement plans.
- Clear system for closing the quality loop at the level of courses, programs, the institution, and all its services to ensure continuous improvement and development effectively.

### Statistics and Data Book

The quality assurance unit creates and annually updates a Fact Book. This book contains comprehensive, documented information about the educational institution and its various evaluation results, including but not limited to:

- Overview of the educational institution, including its history, vision, mission, objectives, and values.
- Student statistics, including new student numbers by degree (Bachelor's, Master's, and Doctorate), gender, nationality, college, and program, with illustrative charts.
- Graduating student statistics, including numbers by degree, gender, nationality, college, and program, with illustrative charts.
- Student enrollment, withdrawal, and cumulative rates by degree, gender, nationality, college, and program, with illustrative charts.
- Faculty numbers by rank, gender, nationality, college, program, and status (permanent, visiting, part-time), with illustrative charts.
- Information about faculty scholarly output.
- Numbers and data about programs and their branches, and any related information.
- Staff numbers by department, gender, and highest degree obtained.
- Numbers and information about available library books by subject, publication year, and topic.
- Numbers and information about available print and electronic journals in the library by subject and topic.
- Numbers and information about available electronic database subscriptions in the library.

- Institutional evaluation results aimed at improvement and development, whether academic or administrative.
- Performance indicator results at the university and its academic programs level.

### **Evaluation, Improvement Plans, and Quality Loop Closure**

Evaluation and improvement plans are among the most important steps in effective planning, perhaps even the most important tasks of the Quality Assurance Unit in the educational institution. To ensure proper planning and evaluation, there are some procedures that must be followed, some of which are outlined below:

#### **General Procedures for Institutional Quality Assurance Effectiveness:**

- Academic departments or faculties, academic support programs, and administrative units should designate a faculty member or staff as a liaison for the evaluation system. This person acts as the program coordinator and serves as a link between the department and the Academic Planning and Evaluation Committee (usually at the institutional level).
- When developing a strategic or operational plan, each academic department selects its specific initiatives from the five-year strategic plan and defines evaluation methods, evaluation outcomes, and result uses.
- Each academic department should evaluate learning outcomes annually. For example, curriculum should clearly define learning outcomes expected upon completion of the course, as well as evaluation methods used to assess the extent to which learning outcomes are achieved.

#### **Guiding Principles for Academic Program Evaluation:**

- Evaluation should be flexible when program objectives are clearly defined.
- Academic programs should specify what students should know or be able to do upon graduation (program learning outcomes).
- Continuous evaluation is most effective and should not be solely for meeting accreditation requirements.
- Evaluation enhances improvement when many individuals in the educational institution participate in the evaluation process.
- Effective institutional processes (planning and evaluation to achieve the institution's mission) include:
  - Identifying goals (desired outcomes).
  - Establishing criteria for the success of goal achievement.
  - Evaluating using predefined measures and procedures that should achieve the desired goal/result.
  - Analyzing data.
  - Using results for improvement.

### **Guiding Principles for Administrative and Academic Support Unit Evaluation:**

- Evaluation should be continuous, not just for accreditation requirements.
- Institutional effectiveness processes (planning and evaluation to determine the extent of the institution's mission achievement) include:
  - Identifying goals (desired outcomes).
  - Establishing criteria for the success of goal achievement.
  - Evaluation already defined by measures and procedures should achieve the desired goal/result.
  - Analyzing data.
  - Using results for improvement.
  - All individuals in any unit should be involved in developing/improving institutional effectiveness plans.

### **Institutional Effectiveness Measurement**

Institutional effectiveness involves evaluating how well the educational institution performs and the extent to which its objectives are achieved. Institutional effectiveness planning is based on educational outcomes, where the institution identifies expected outcomes from its educational programs and administrative and educational support services, evaluates their achievement, and provides evidence for developing its programs according to the analysis of evaluation results.

The evaluation plan has the following characteristics:

- Derived from the institution's mission and goals.
- Uses diverse evaluation methods.
- Uses results to improve academic programs and administrative and academic support units.

Several points should be considered for optimal effectiveness measurement, including:

### **Institutional Effectiveness Vision**

The university conducts continuous, integrated, and broad-based planning and evaluation operations based on data collection and result analysis, through a review of academic programs and services provided.

### **Institutional Effectiveness Principles and Instructions**

- The primary purpose of evaluation is improvement, and evaluation results should be used to improve identified weaknesses.
- 
- The focus of academic units' evaluation should be on student learning outcomes (knowledge, understanding, skills, and values), using the results to improve the educational process.
- The focus in administrative and academic support units is often on evaluating the services provided to students.
- Faculty plays a key role in the evaluation process.

- Multiple measurement types and some institutional evaluation methods should be used such as student course evaluations, student experience surveys, graduate surveys, faculty surveys, and employer surveys should be coordinated.

### Elements of the Institutional Effectiveness Plan

The institutional effectiveness plan consists of the following elements:

- Evaluation of key performance indicators as defined by the (NCAAA) in addition to indicators defined by the University for measuring the strategic plan.
- Evaluation of academic programs: a continuous process aimed at ensuring quality and continuous improvement, an integral part of the educational institution's program. Program review and evaluation should occur annually unless certain indicators warrant earlier program evaluation.
- Evaluation of student learning outcomes: Evaluating what students learn in terms of knowledge, skills, and behaviors in the academic program, and using the results of this evaluation to improve student learning outcomes is the focus of the institutional effectiveness plan. Each program must specify targeted learning outcomes, evaluation methods for each outcome, a description of data collection and results, and how the results will be used to improve the program. Student learning outcomes should be reviewed and evaluated annually.
- Evaluation of administrative and academic support units: Appropriate administrative objectives should be identified and measured through the evaluation of administrative processes that provide services to students. Administrative and academic support units should be reviewed and evaluated annually.
- Evaluation of surveys and opinion polls: The development and administration of surveys and opinion polls, data collection, summarizing results, and presenting them in written analysis should be conducted regarding course evaluations, student experience surveys, graduate and faculty surveys, and employer surveys.

### Preparing the Institutional Effectiveness Report Steps

There are several necessary steps for preparing the institutional effectiveness report, including:

- Data Collection for Key Indicators: A complete detail should be provided about the tools used to collect the necessary data for the key indicators, who is responsible for data collection, and when it should be collected. The following tools (surveys, opinion polls, models, and reports) are used to collect the required data for the key indicators of institutional effectiveness.
- Summarizing the Collected Data: The data collected in the previous step from various surveys and research studies are summarized.
- Analysis of Summarized Data: Here, the procedure for analyzing the collected data in the previous step to decide about the final performance indicator outcome is explained. The data should be analyzed in the summarized models as outlined in the previous step.
- Formulating the Final Performance Indicator Results.

## Writing Recommendations for Continuous Improvement

Complete details are provided about the required improvement procedures and plans and who is responsible for executing them, in addition to the necessary decisions to be made by senior management regarding this. A series of meetings are held by relevant councils and committees to make decisions about the necessary actions to improve the effectiveness of the institution. It is worth noting that the Quality Assurance Unit manager is usually responsible for monitoring and implementing decisions and actions, as well as monitoring progress with all relevant employees regarding each action decided during the meeting and tracking and documenting progress.

### 1.7 Periodic Review at the College/Academic Programs/ Supporting Deanships Levels

Periodic review of quality and academic accreditation activities is an effective means aimed at assisting in verifying the quality performance level of colleges and all academic programs according to quality standards and academic accreditation issued by the Education Evaluation Commission/National Center for Assessment and Academic Accreditation. The periodic review can be defined as a systematic, independent, and documented process used to identify quality assurance activities and objectively evaluate them to ensure their implementation and compliance with agreed-upon standards. The review process can be classified into two types:

#### 1.7.1 Internal Review of Quality and Academic Accreditation Activities

This is a review process conducted by the educational institution itself and involves academic program managers or the Quality Assurance and Development Deanship in verifying the level of quality implementation in academic programs.

#### Internal Reviewer

The internal reviewer for the academic program is a university faculty member qualified in quality assurance and academic accreditation in educational institutions and has appropriate experience in this field.

Several basic criteria should be considered in selecting internal reviewers to ensure the provision of work that suits the internal review mission. Therefore, it should be considered that the candidate possesses the following:

- A university faculty member currently in a leadership position.
- Qualified in the areas of quality and academic accreditation [training programs provided by the National Center for Assessment and Academic Accreditation or international and external accreditation bodies].
- Possesses communication, leadership, teamwork, and interpersonal skills.

### 1.7.2 Objectives of Internal Review of Quality and Academic Accreditation Activities

The internal review process aims to ensure the quality of the educational process and services provided by monitoring and comparing performance with best practices. The objectives of the review include:

- Monitoring and evaluating the achievement of quality and academic accreditation requirements for academic programs.
- Reviewing the performance of academic programs on specified axes and evaluating actual performance compared to standards and benchmarks.
- Identifying the extent to which quality assurance and academic accreditation requirements are met according to the quality and academic accreditation standards set by the Education Evaluation Commission in the Kingdom of Saudi Arabia.
- Identifying strengths, areas for improvement, available improvement opportunities, and their priorities.
- Providing recommendations and developmental proposals to address deficiencies or to develop and improve actual performance and providing feedback on them.

### 1.7.3 1. Internal Review System Procedures

- The programs and the quality committee in the supporting deanships prepare a plan for programmatic accreditation that includes working on providing the requirements for obtaining programmatic accreditation, key performance indicators, evidence, proofs, self-assessment scales, and the self-study report at the institutional and programmatic levels.
- The programs and the quality committee in the supporting deanships implement the action plan by fulfilling the qualification requirements for obtaining programmatic accreditation, key performance indicators, evidence, proofs, self-evaluation scales, and the self-study report at the institutional and programmatic levels.
- The programs and the quality committee in the supporting deanships evaluate the implemented action plan and write the necessary reports and recommendations.



- The programs submit the reports and recommendations to the college's deputy for research and development in preparation for submission to the college's quality unit/council, while the quality committee in the supporting deanships submits the reports to the deanship council.
- The reports and recommendations are discussed and submitted to the Deanship of Development and Quality for appropriate action.
- The Deanship of Development and Quality refers the reports and recommendations to the advisory committee of the deanship, which reviews the academic programs and quality reports of the supporting deanships.
- The Deanship of Development and Quality submits the appropriate recommendations based on the advisors' recommendations and comments to the university's agency for graduate studies and scientific research.
- The university's agency for graduate studies and scientific research takes the necessary actions regarding the recommendations submitted by the Deanship of Development and Quality.
- The reports are sent to the academic program and supporting deanships for necessary action.

#### 1.7.4 External Review of Quality and Academic Accreditation

The external review process is conducted by an independent external body such as the Education Evaluation and Training Commission/National Center for Academic Accreditation and Assessment or any other external entity.

**External reviewer** is an expert in the academic program being reviewed and typically belongs to one of the higher education institutions in Saudi Arabia or other countries. The primary task of the **reviewer** is to ensure that the academic standards for the degrees awarded by Jazan University are comparable to those applied to degrees at prestigious or recognized universities. Additionally, the external auditor ensures that the program under review promotes and maintains academic excellence, meets quality requirements at both national and international levels, and that the programs under review are managed efficiently and consistently to achieve the mission and objectives of the program and the university.

#### 1.7.5 Objectives of External Review for Quality and Academic Accreditation

The external audit process aims to verify the quality of the educational process and services provided by comparing performance with the best practices of external entities. The goals of external audit include:

- Monitoring and evaluating the extent to which quality and academic accreditation requirements for academic programs are achieved by an external party.
- Reviewing the performance of academic programs on specified axes and assessing actual performance compared to standards and benchmarks from an external party.
- Determining the extent to which quality assurance and academic accreditation requirements are met according to quality and academic accreditation standards from an external party.

- Identifying strengths, areas for improvement, and available opportunities for improvement and prioritizing them from an external party.
- Providing recommendations and developmental proposals to complete deficiencies or improve and enhance actual performance and providing feedback on it from an external party.

### 1.7.6 Criteria for Selecting External Reviewers

The procedures related to nominating and appointing external reviewers are an essential part to ensure the quality of academic standards. It is necessary to choose and nominate an external reviewer for the programs and ensure that a set of criteria is met in the candidate to work as an external reviewer, including:

- Being a faculty member at one of the prestigious academic institutions in the same field of specialization or a comparable specialization and at the rank of professor, associate professor, or assistant professor. It is also permissible to use those with professional experience in the field of study, provided that they possess direct and recent experience and have an appropriate background in quality standards and academic program management. They must have sufficient time and motivation to undertake responsibilities according to the agreed timeline and must possess the academic knowledge, professional experiences, and appropriate skills related to the field of specialization being assessed. Additionally, they must be capable of making an effective and high-quality contribution to reviewing the program and evaluating associated processes and procedures.

### 1.7.7 Review Processes at the Level of Academic Programs/Supporting Deanships by Review Committees

Review processes within the college/supporting deanship are conducted to verify the level of implementation of quality and academic accreditation requirements by forming an annual review committee chaired by the quality and academic accreditation coordinator or representative of the college/supporting deanship. The committee's membership includes:

- Representatives of quality units and quality coordinators in academic programs within the college/supporting deanship.
- Several faculty members from both male and female sections, selected from different academic programs within the college, excluding the program under review.

The review is conducted annually to obtain feedback that assists in continuous improvement and sustainability within each accreditation cycle. This annual review is not considered a comprehensive evaluation but rather an annual monitoring process for improvements implemented according to plans in each academic year. The committee submits the annual review report for the program to the college's development deputy, who forwards it to the dean of the college/supporting deanship, and then to the university's development and quality deanship.



## 2. Quality System for Institutional Accreditation

### 2.1 Objectives of establishing a quality system in the supporting deanships

- Disseminate a culture of quality in the supporting deanships through courses, workshops, scientific studies, and other activities and events.
- Enhance the concepts and requirements of quality and academic accreditation in all different supporting deanships and emphasize the importance of adopting and implementing them.
- Evaluate the current status of quality processes at the level of supporting deanships.
- Conduct self-study based on the latest quality and academic accreditation standards.
- Monitor and ensure quality and academic accreditation requirements in the supporting deanships.
- Develop continuous improvement plans as required by the National Center for Assessment and Academic Accreditation.
- Develop the capacities of the staff of the supporting deanships and identify their training needs in various departments and administrative units.
- Ensure achieving an appropriate level of quality in the supporting deanships to reassure beneficiaries and employers that the quality level is suitable and meets their expectations.
- Conduct independent verification operations with various supporting deanships through reciprocal visits to review and evaluate the quality and academic accreditation work in the supporting deanships.
- Utilize appropriate scientific methods for collecting and processing statistical data, calculating performance indicators, and establishing the required databases to provide evidence and proof for assessing quality practices.

## 2.2 Eligibility Requirements for Institutional Accreditation

For details on the steps and requirements for institutional accreditation eligibility approved by the National Center for Assessment and Academic Accreditation, open the following link:

<https://etec.gov.sa/en/service/institutional-accreditation/servicedocuments>

## 2.3 Institutional Quality Standards

The National Center for Assessment and Academic Accreditation has developed a set of standards to ensure the quality and accreditation of higher education institutions and programs. These standards cover eight areas, and the following are the main key standards:

### First Standard: Vision, Mission, and Strategic Planning

The institution must have a clear strategic plan linked to national directions, planning, decision-making, and action in all academic and administrative units, monitored and evaluated based on key performance indicators.

### Second Standard: Governance, Leadership, and Management

The characteristics of graduates and learning outcomes in the program must be clearly defined, consistent with the national framework for qualifications, academic and professional standards, and labor market requirements. The curriculum must be aligned with professional requirements, and faculty must apply teaching, learning, and assessment strategies that suit different learning outcomes. The achievement and learning outcomes must be evaluated through diverse means, and the results used for continuous improvement.

### Third Standard: Teaching and Learning

The educational institution must have clear and effective policies and procedures for designing, approving, and evaluating academic programs and courses. Programs must be planned to contribute to achieving the institution's mission and objectives. The institution must specify institution-level graduate attributes and program-level learning outcomes that align with its mission and the requirements of the national qualification's framework. The institution must have an effective system to ensure high levels of teaching and learning in all programs offered, regularly monitor the quality of education and learning, and conduct periodic reviews for their development.

#### **Fourth Standard: Students**

The institution must have clear, fair, and announced policies and systems for student admission to all programs, with the importance of providing an effective electronic system to manage and secure student records. Students' rights and responsibilities must be specified, announced, and adhered to. The institution must establish codes of conduct, disciplinary procedures, grievances, and appeals procedures characterized by transparency and fairness. Effective guidance, counseling, and equal service provision must be available to all students, taking into account persons with disabilities. The institution must have an effective policy for benefiting from graduates' feedback, in addition to adopting programs for the care of international students, if any.

#### **Fifth Standard: Faculty and Staff**

The institution must have a sufficient number of faculty and staff with appropriate qualifications and experiences to perform their responsibilities competently. They must receive necessary support, in addition to providing appropriate professional development programs. The institution must evaluate their performance regularly, benefiting from the evaluation results for improvement.

#### **Sixth Standard: Institutional Resources**

The institution must have sufficient financial, physical, and technical infrastructure resources to support its activities and operations in all main campuses and branches. They must be managed effectively, comply with regulations, and ensure through periodic evaluation that their resources are sufficient to guarantee the quality of their educational programs and support continuous improvement. It must have an effective safety system and risk management.

#### **Seventh Standard: Research and Innovation**

The institution must have specific plans for research and innovation activities that reflect its strategic directions and align with its nature and mission, providing necessary resources, appropriate support for faculty, students, and other staff to engage in these activities, and monitoring and documenting its activities, preparing regular reports on them, and taking necessary actions for improvement and development.

#### **Eighth Standard: Community Partnership**

The institution must have specific plans and mechanisms for community partnership that reflect its strategic directions and align with its nature and mission, supporting active participation of faculty, students, and staff. It must establish effective cooperative relationships with the local and international community, professional bodies, and various work sectors, document and monitor the effectiveness of its community partnership, and improve and develop it.

## 2.4 The Permanent Higher Committee for Quality and Academic Accreditation

This committee is formed under the chairmanship of His Excellency the University President and the membership of:

- His Excellency the Vice President of the University for Graduate Studies and Scientific Research
- His Excellency the Dean of Development and Quality

### Tasks and Responsibilities of the Permanent Higher Committee for Quality and Academic Accreditation:

- Establishing the general frameworks for quality and academic accreditation and approving strategic plans for them.
- Developing the executive plan to achieve quality and academic accreditations in all sectors of the university.
- Establishing, encouraging, and motivating systems and procedures to achieve quality and academic accreditation.
- Establishing policies and procedures to ensure the preservation of the university's achieved academic accreditations in various sectors.
- Proposing anything that would raise performance, quality, and achieve academic accreditations.
- Approving the required budget for the Deanship of Development and Quality.
- Reviewing reports on the quality and academic accreditation work at the university level and making necessary recommendations.

## 2.5 Vice President of the University for Graduate Studies and Scientific Research

The responsibility of monitoring quality affairs and academic development at Jazan University has been assigned to the Vice Presidency for Graduate Studies and Scientific Research.

### Tasks and Authorities:

- Developing plans to enhance the educational and administrative processes at the university.

- Disseminating a culture of quality and development at the university.
- Developing the necessary plans and strategies to enhance education and learning.
- Developing the skills of faculty members through courses and programs.
- Establishing standards for measuring the educational process.
- Cooperating with the National Commission for Assessment and Academic Accreditation to enhance the efficiency and quality of university programs.
- Working on improving the efficiency of academic programs at the university and adapting them to the requirements of development and the labor market.
- Developing strategies for performance evaluation and quality assurance at the university.
- Supervising the development of academic programs at the university according to national and international quality standards.
- Compiling the annual report for the university.
- Providing the required data and information for the development and planning process at the university.
- Working to achieve the university's goals related to quality and accreditation.
- Supervising the agencies affiliated with the Vice Presidency to achieve the goals for which the agency was established.
- Promoting a culture of excellence, innovation, and entrepreneurship.
- Supervising and supporting the Innovation and Entrepreneurship Center to attract outstanding and creative members of the faculty and students at the university.

## 2.6 Dean of Development and Quality

The Deanship of Development and Quality at Jazan University is a supportive deanship aimed at exerting maximum efforts to develop educational processes, which contributes to improving the outputs of the university, with the aim of increasing the competitiveness and efficiency of its graduates in the labor market. This is done by applying local and international quality standards in all matters of education and learning.

## Tasks and Powers:

The Dean is responsible for managing the academic and administrative affairs of the deanship and in this capacity exercises all rights and powers that ensure the smooth functioning of work in the deanship without conflicting with the unified regulation of Saudi universities, and the university's rules and internal regulations, and primarily undertakes the following tasks:

- Represent Jazan University to internal and external parties related to the activities conducted by the Deanship of Development and Quality, through the Vice Presidency for graduate studies and scientific research.
- Promote the culture of academic accreditation and educational quality assurance at the level of academic units, supportive deanships, and general administrations.
- Work on building an integrated system for internal institutional and programmatic evaluation of the university according to the requirements of the National Commission for Academic Accreditation and Assessment.
- Provide technical support to all academic units, supportive deanships, and general administrations according to their needs.
- Supervise the university's activities related to national and international quality assurance and academic accreditation.
- Supervise and follow up on all work units under its jurisdiction.
- Coordinate internally between the work units of academic units, supportive deanships, and general administrations, and externally between their counterparts in other educational institutions in the field of quality assurance and academic accreditation.
- Contribute to the ongoing strategic planning of Jazan University.
- Emphasize the quality of education and learning that achieves students' acquisition of educational objectives according to the requirements of the National Commission for Academic Assessment and Accreditation and the national qualifications framework in the Kingdom.
- Build the capacities of faculty members and staff at the university in the fields of quality assurance, academic accreditation, measurement, evaluation, and strategic planning.

## Work Procedures of the Deanship of Development and Quality

- Submit the approved strategic and executive plans for the Deanship of Development and Quality to the Vice Presidency for graduate studies and scientific research.

- Submit the guides, systems, and internal procedures of the Deanship of Development and Quality to the Vice Presidency for graduate studies and scientific research.
- Submit the approved executive plans for promoting and establishing the culture of quality and academic accreditation at the level of the deanship and at the institutional and programmatic levels in the university to the Vice Presidency for graduate studies and scientific research.
- Submit the training needs at the institutional and programmatic levels in the university related to quality and academic accreditation to the Vice Presidency for graduate studies and scientific research.
- Submit the eligibility requirements for institutional and programmatic accreditation to the Vice Presidency for graduate studies and scientific research.
- Introduce the development plans related to quality and academic accreditation at the institutional and programmatic levels in the university to the Vice Presidency for graduate studies and scientific research.
- Send reports and works of quality and academic accreditation at the institutional and programmatic levels in the university to the Vice Presidency for graduate studies and scientific research.

## 2.7. Supportive Deanships

The quality management system at the level of supportive deanships, centers, and administrative units at the university consists of two main components: internal quality assurance and external quality assurance, which complement each other to ensure an effective quality management system at the level of the deanship and various quality committees and work teams in supportive deanships, centers, and administrative units at the university, in a manner that meets the requirements of local and international accreditation bodies and achieves the satisfaction of beneficiaries. For the organizational structure of the supportive deanship.

### Tasks of Quality and Academic Accreditation Committees at Supportive Deanships

- Promote the culture of quality and academic accreditation in the departments and units of supportive deanships.
- Identify the training needs of the staff of departments and units of supportive deanships related to quality and academic accreditation.
- Provide support and assistance to the departments and units of supportive deanships and the administrative units affiliated with them to obtain institutional accreditation.



- Prepare a report on the initial institutional self-assessment study at the level of the deanship and what this stage requires in terms of providing evidence, proofs, performance indicators, benchmarking, and reports according to the models of the National Center for Academic Evaluation and Accreditation.
- Implement the development plans related to quality and academic accreditation at the level of the supportive deanship and the departments and administrative units affiliated with it.
- Achieve the requirements of quality and academic accreditation in all departments and units of the deanship.
- Submit periodic reports and works related to quality and academic accreditation to the deputy dean.

#### **Work Procedures of the Quality and Academic Accreditation Committee at Supportive Deanships**

- Prepare a plan to promote the culture of quality and academic accreditation in the departments and units of supportive deanships, including holding a series of meetings, training programs, workshops, lectures, brochures, and other related activities.
- Identify the training needs of the staff of departments and units of supportive deanships related to quality and academic accreditation and human resource development and introduce them to the quality deputy of the deanship.
- Prepare an executive plan to assist in obtaining institutional accreditation, including meeting the requirements of eligibility for institutional accreditation for the specific institutional standard of the deanship, preparing initial self-assessment measures, and providing evidence, proofs, performance indicators, and required benchmarking, and preparing the initial institutional self-study report at the level of the deanship.
- The committee works on preparing initial self-assessment measures for the specific institutional standard of the deanship according to the updated model from the National Center for Academic Evaluation and Accreditation. That should be after reviewing the self-assessment measures that include the main standard, subsidiary standards, and related benchmarks, and providing the evidence, proofs, performance indicators, and required benchmarking to give appropriate estimates for each benchmark or subsidiary standard or main standard; to be used in formulating strength and areas and priorities for improvement.

- The committee works on preparing the initial institutional self-study report at the level of the deanship according to the model of the National Center for Academic Evaluation and Accreditation, based on the self-assessment measures and evidence, proofs, performance indicators, and benchmarking, with identifying the strengths, areas and priorities for improvement that have been included in the self-assessment measures model.
- Work on preparing development plans according to the observations and opinion of the independent reviewer on the self-assessment report and raise them to the deputy responsible for quality works at the deanship.
- Prepare periodic reports related to the extent to which the deanship meets the requirements for qualifying for institutional accreditation and self-assessment measures and the self-assessment report and other works related to quality and academic accreditation and introduce them to the deputy responsible for quality works in the deanship within the approved executive plan for obtaining institutional academic accreditation for the university.

#### **Tasks of the Quality and Academic Accreditation Coordinator at Supportive Deanships**

- Promote the culture of quality and academic accreditation among the staff of the deanship.
- Activate the internal quality and academic accreditation system in the deanship.
- Provide the regulations, systems, and guides related to quality and academic accreditation in the deanship.
- Supervise the work in the departments and units affiliated with the deanship and develop an executive plan to improve performance levels.
- Participate in events related to quality and academic accreditation held under the supervision of the university agency for graduate studies and scientific research, and the Deanship of Development and Quality.
- Identify the training needs of the deanship staff and coordinate with related parties for their implementation.
- Review the institutional self-assessment measures, and the self-assessment report for the specific institutional standard of the supportive deanship sent by the quality committee of the deanship and submit them to the authorities at the deanship.

- Review the evidence, proofs, performance indicators, benchmarking, and reports sent by the quality committee of the deanship and submit them to the authorities at the deanship.
- Study the development plans related to quality and academic accreditation at the level of the supportive deanship and the departments and administrative units affiliated with it and submit them to the authorities at the deanship.

### 2.7.1. Admissions and Registration Deanship

It is one of the supportive deanships at the university that manages operations in the areas of student admissions, scheduling, registration, student records, graduation, and other related services. It also plays a vital role in preparing students from their admission to the university to their graduation, as well as clarifying the dates of transfer, postponement, and withdrawal in the university calendar issued at the beginning of each academic year.

#### Accredited Quality Cycle by the Deanship

The Deanship of Admissions and Registration strives hard to ensure the quality of services provided to stakeholders through reviewing annual feedback reports submitted by stakeholders. These reports are analyzed and areas for improvement are identified. Based on this, improvement plans are formulated and approved by the relevant authorities at Jazan University. Subsequently, the approved plans are implemented.

The PDCA Quality Cycle includes four stages as outlined below:

#### Planning Stage

The Deanship of Admissions and Registration requires some important quality elements for service planning, which are as follows: Compliance with NCAAA standards including:

#### Student Admission which contains 5 benchmarks

#### Risks

**Risk Identification:** Risks related to the services provided by the Deanship of Admissions and Registration include: a decrease in student enrollment rates, decline in the quality of enrolled and retained students, quality of student counseling, lack of training, information technology security issues, integrity and reputation issues, and other potential risks.

The strategies adopted to address these risks include collaboration with various committees and units, proposing ways to attract and retain outstanding students, and supporting the Student Counseling Center to improve the counseling process, among other strategies.

#### Policies

The Deanship of Admissions and Registration implements several relevant policies, particularly the rules and regulations of academic studies and examinations and the executive rules associated with them. These policies cover admission, transfer, registration, grading, student record management, graduation, scheduling, and student transaction policies.

### Operations

The admission process, transfer process, scheduling process, course registration process, add and drop process, grade recording process, graduation process, withdrawal process, dismissal process, and scheduling and preparation process.

### Documentation

The Deanship of Admissions and Registration publishes information about the services provided to stakeholders at Jazan University primarily through the deanship's website, email, SMS, and exhibitions.

### Key Performance Indicators

- Evaluation of graduate students' satisfaction with the services of the Deanship of Admissions and Registration
- Evaluation of enrolled students' satisfaction with admission services.

### Implementation Stage

- Admission information is published early each semester for the following semester.
- Registration information is published early each semester for the following semester.
- Major information changes are regularly published each semester.
- Graduation information is published early before the graduation ceremony.
- Policy updates are uploaded to the Jazan University website as soon as they are approved by the university council.
- The academic calendar is posted on the Jazan University website immediately after its approval by the university council.

### Inspection and Review Stage

- Meetings are held regularly as needed to monitor the quality of services provided by the center. Meetings are not only held at the deanship level but also with other stakeholder representatives.

- Case monitoring by the deanship is carried out, and improvement is implemented in a manner that does not affect daily operations. Progress is monitored through various mechanisms. Adjustments are made and the level of improvement is measured through surveys conducted by the concerned committees and units.
- An achievement report is submitted to the university administration at the end of each academic year to be integrated with the comprehensive achievement report of the university.

### Improvement Stage

- The deanship prepares work plans for the upcoming academic year based on achievements in addition to improvement requirements for reporting, taking into account national priorities and Jazan University's priorities.
- Coordination with the concerned offices to provide necessary resources for the coming academic year.
- Update relevant university policies.
- Begin the process of adding electronic services or improving current services.

#### 2.7.2. Student Affairs Deanship

The Deanship of Student Affairs strives to offer comprehensive services, activities, and programs that accommodate all levels and orientations of students. The service is provided by the deanship through providing appropriate housing, good nutritional food, providing university books through book sales centers within the university, offering photocopying services at discounted prices, providing academic counseling, and offering aids and advances to needy students from the student fund according to the regulations governing it.

#### Policies:

- Academic Support Policy: The purpose of this policy is to provide guidance on identifying and supporting students who need assistance early in their academic careers.
- Students with Disabilities Policy: This policy aims to provide support to any student who may need assistance in their educational experience at Jazan University due to any disability.
- Academic Counseling Policy: Academic advisors will be assigned to all faculty members. Academic counseling is mandatory for all students before they can enroll in their courses. All faculty members are required to familiarize themselves with the procedures for providing advice by attending a dedicated workshop.
- Student Grievance Policy: This policy details students' rights to express their complaints to the Dean of Student Affairs and receive timely responses to their concerns.

## Student Rights and Responsibilities:

Student rights and responsibilities, in addition to all rules, are clearly stated on the Jazan University website. Refer to the Student Behavior Rules Guide.

The Student Council engages students in a realistic experience to help them understand leadership.

## Services:

- The Student Council organizes various activities and events for students and the university community. Students in the council coordinate special cultural, educational, and intellectual events.
- Assistance for Students with Disabilities:
  - Designated parking spaces for students with disabilities to shorten the distance between parking and classrooms.
  - Specific adjustments in timing, location, and privacy for students with disabilities during final exams based on their specific circumstances.
- Guidance and Counseling, Academic and Career Counseling:
  - The aim of academic counseling is to solve problems that students may face in collaboration with experts. The unit deals with other problems and difficulties, sponsors students, and monitors their education. It helps students overcome any obstacles they may encounter.
  - The counseling unit helps and advises on non-academic, social, and educational matters to all students. Its goal is to help students graduate from the university on time in case they acquire educational experience and personal skills.
  - Career counseling aims to help university students build a deeper understanding of their field, prepare them for the job market, learn how to overcome all obstacles, and integrate them into the work environment to gain real and authentic experience in a realistic setting during their training in selected and distinguished fields. This is achieved through professional consultation for all Jazan University students.
- International, Talented, and Underperforming Students:
  - A detailed policy specifically designed for international students will be established.
  - Talented students receive recognition through several certificates awarded by the Dean of Student Affairs.

- Struggling students are communicated with and monitored by the Academic Counseling Unit.
- Student Activities:
  - Non-curricular activities for students are regularly held throughout the academic year.
  - Field trips: Budget and other requirements must be submitted along with a letter of approval to the Student Activities Supervisor at least 4 weeks before the trip date. Approval for the field trip must be obtained from the Dean of Student Affairs.
- Graduates: Graduates are continuously communicated with through all available means of communication, with their information updated regularly. An annual alumni meeting is held.
- **Key Performance Indicators:**
  - Employer evaluation of graduates
  - Student performance in professional exams

### 2.7.3. Deanship of Graduate Studies and Scientific Research

The Deanship of Graduate Studies at the university plays a central role in the field of scientific research. It serves as the primary environment for research work and training, aims to contribute to the enrichment of human knowledge in all its branches through specialized studies and serious research to achieve innovative scientific and applied contributions, uncovering new facts. It encourages scientific competencies to keep pace with the rapid progress of science and technology, urges them towards creativity, innovation, and the development of scientific research, and directs it towards addressing societal issues.

#### Quality Assurance Cycle Approved by the Deanship

To ensure the quality of services provided to stakeholders and to meet the requirements and standards set by Jazan University, the Deanship of Graduate Studies has adopted the well-known Quality Assurance cycle (PDCA), which is detailed in the following stages:

##### Planning:

- Planning all the services provided by the deanship.

##### Compliance with NCAAA Standards:

- The Deanship of Graduate Studies and Scientific Research adopts the following ETEC-NCAAA standards at the institutional level to ensure compliance with all stages of the quality cycle in providing services to stakeholders at Jazan University.
- Research planning and management.



- Research and innovation support.

### Risks:

To efficiently provide services, it is necessary for all supporting units to identify risks related to management and the services provided. These risks are classified, their probability and impact analyzed, and strategies developed to mitigate or avoid them

### Policies:

The university has established the Graduate Studies Deanship as one of the important supporting deanships in the university to:

- Coordinate and activate the admission of university undergraduate students to continue their graduate studies.
- Develop a comprehensive strategy for graduate studies programs and research in accordance with quality standards to keep pace with its counterparts in local and regional universities.
- Develop a purposeful executive action plan to meet the current and future needs of the local and regional community, guided by the university's commitment to directing the activities of graduate studies programs to adapt to the needs of the local community for human development services. The plan identifies priorities in shaping the local community future and addressing the major problems it faces to form a solid scientific base to support graduate research projects.
- The Deanship is committed to its mission by introducing the necessary specializations in graduate studies and activating scientific activities in all areas of life.
- Research Ethics and Scientific Integrity have been defined as the principles that students and researchers in the field of graduate studies adhere to.
- The following research policies have been developed by the deanship, which faculty members and students at Jazan University must follow:
  - **Research Policy:** This policy provides a broad framework for the development and implementation of research activities and their management at the university.
  - **Policy on Funding for Participation in Scientific Conferences:** This policy provides guidance for funding faculty members' attendance at scientific conferences.
  - **Intellectual Property / Copyright and Publishing Policy:** The main purpose of this policy is to regulate and assign copyright and publishing rights for works created based on best international practices.

- **Student Research Participation Policy:** This policy provides guidance for university students (graduate and undergraduate) to participate in scientific work and research production.
- **Policy on Incentives for Outstanding Research Publications and Patents:** This policy provides guidance for university faculty members regarding financial incentives for faculty members who publish research papers in high-level scientific journals or produce high-quality patents.

### Documentation:

As documentation is an important cornerstone of the internal quality management system, the Deanship documents action plans and templates for all processes, as well as templates for accomplishment reports at various levels, such as research laboratory reports, research statistics, and so on. These reports are regularly submitted to senior management and discussed in the Institutional Research Committee chaired by the university president.

### Key Performance Indicators:

The following key performance indicators are used by NCAAA to measure the research-related objective:

- Percentage of faculty publications
- Average published research per faculty member
- Average citations in peer-reviewed journals per faculty member
- Number of patents, innovations, and excellence awards

### Implementation:

Deanship directors disseminate admission and registration policies for graduate programs and research policies (new and current) at the beginning of the academic year. They regularly update stakeholders at Jazan University through announcements and the website.

### Services Provided by the Deanship in Scientific Production and Research:

**Research Funding:** Jazan University offers various funding opportunities for faculty members, including research projects, conference attendance, journal publication fees, and incentives. The deanship's responsibility is to ensure the quality of all research activities and content by following approved research regulations and policies; all policies and regulations are available on the deanship's website.

**Outstanding Research Programs:** Jazan University offers various programs to attract active researchers with international reputations. Researchers are selected based on high standards to meet the university's research quality criteria.

## Monitoring and Review:

At the end of the year, the deanship reviews the provided services, research statistics, and prepares an accomplishment report based on the annual operational plan

## Improvement:

Jazan University conducts annual stakeholder satisfaction surveys (graduate students and faculty members) to assess their opinions on service quality. Upon receiving survey results regarding the services provided, appropriate actions are taken either to maintain or enhance service quality and research statistics. These actions are included in the annual action plan for the next academic year.

### 2.7.4. Community Service and Sustainable Development:

Based on the university's role in serving the community, the new university system, the initiative of institutional social responsibility in Saudi universities, the strategic plan of Jazan University 2025, and its alignment with Vision 2030, Jazan University has formulated a strategy for community service and sustainable development to activate social responsibility and achieve related goals through providing diverse community services, initiatives, partnerships, and activities that contribute to community development, meet their needs, and align with stakeholders' aspirations.

## Quality Cycle Approved by the Deanship of Community Service and Sustainable Development

Compliance with NCAAA standards for community service and sustainable development is as follows:

- Compliance with NCAAA Standard No. 8: Community Partnership
- Community Partnership, consisting of 3 criteria.

## Identification of Management Risks for Community Service and Sustainable Development:

Potential risks include lack of coordination between academic units and community service, ineffective participation of faculty and staff in activities, and departments not contributing effectively to community service activities. Lack of dedicated facilities for conducting community service and sustainable development programs is also a potential risk. All these risks have been assessed, and various strategies have been adopted to avoid or mitigate them.

**Policy for Community Service and Sustainable Development:** The purpose of the community service policy is to promote a culture of volunteer work and social responsibility among university staff and enhance the personal, social, and civil development of university students, faculty members, and staff. It also aims to provide students with practical

experience in working with community organizations and individuals. Additionally, this policy can enhance experiential learning in real-time to benefit from individual skills and experiences in service delivery.

### **How to Conduct Community Service at Jazan University:**

Jazan University's community service strategy aims to manage and supervise community services at the institutional level through four stages: planning, execution, monitoring, and improvement.

#### **Planning Stage**

- Submit your proposal to the college dean for approval.
- Send the approved letter in the community service request form on the deanship's website.

#### **Implementation Stage**

Submit a declaration request to the Public Relations and Information Center. The deanship appoints designated coordinators for each activity from Jazan University's activities listed in the request form. The coordinator will follow up with the activity organizer who may need logistical support. An activity execution mechanism will be established. The deanship coordinator will fill out the accomplishment form, including the average survey, to close the project to ensure the accuracy of the data provided to calculate key performance indicators.

#### **Monitoring and Review Stage:**

**Monitoring:** The Community Service and Sustainable Development Management has a chronic plan to implement projects according to Jazan University's community service strategic plan, where all deanship staff can effectively track projects. Complaints or suggestions from participants are received and resolved directly.

**Review:** connect the received activities and initiatives to faculty evaluations to ensure accurate data documentation. The review will achieve better results when conducted by an external entity rather than the deanship itself. The academic year concludes with a report describing the projects established by the center and highlighting the key achievements for that year.

#### **Improvement Stage**

Prepare the deanship's action plan for the next academic year based on the current year's achievements and continuous improvement in service quality, considering national and institutional priorities.

### **Performance Indicators for the Deanship of Community Service and Sustainable Development**

The deanship ensures the dissemination of surveys to all program beneficiaries on the last day of the activity. To encourage most beneficiaries to complete the questionnaires, it is requested as a condition for obtaining the certificate. Based on NCAAA criteria, the new criterion for community service is No. 8, and the following are the required key performance indicators:

- Beneficiaries' satisfaction with community services (the average rate of beneficiary satisfaction with the community services provided by the institution on a five-point scale in an annual survey)
- Rate of community programs and initiatives (average of community programs and initiatives offered by each academic program during the year) [total number of community programs and initiatives offered to total number of academic programs]

### 2.7.5. Knowledge Resources Management

The Knowledge Resources Management operates within its integrated library network to become a modern information center through planning, acquiring, and providing all necessary resources, both printed and electronic, to support academic and research programs at the university and the community. The Knowledge Resources Management also coordinates with the academic faculty members at the university to enable students to acquire and develop the necessary skills for academic success, in addition to providing the necessary programs to enable information literacy among students and all university affiliates.

The Central Library provides a range of information through its website about library policies, regulations, resources, research tools, and the like, aiming to provide the best possible resources and services to the university community.

### Quality Cycle Approved by the Knowledge Resources Management:

In this section, further details are presented about the core procedures practiced by the Central Library to ensure the quality of services provided to faculty members, students, and staff. To meet the community's needs for quality resources and services, the Central Library has implemented the PDCA quality assurance method, following these stages:

#### Planning Stage:

Planning for the services provided by the Central Library involves alignment with NCAAA standards, risk management, policy development, procedure development, strategic plan development, and setting the annual action plan for the Central Library to achieve the strategic plan. This includes performance standards for assessment and documentation.

## Alignment with NCAAA Standards

The Central Library adopts the NCAAA standards at the institutional/program level to ensure compliance with all stages of the quality cycle in providing services to the community of Jazan University:

- Educational, Learning, and Research Resources (Institutional)
- Learning Resources for Study and Research (Program)

## Risk Management:

The Central Library strives to provide a safe learning environment for students, faculty members, and staff. However, risk management is always one of the top priorities in the Central Library's agenda. For example, fire safety is of utmost importance. The Central Library ensures that fire extinguishers are operational and emergency exits are accessible. Additionally, surveillance cameras have been installed inside and at the entrance of the library to monitor activities and protect library property. Furthermore, the Central Library provides face masks and hand sanitizers to all users to mitigate the spread of the coronavirus (COVID-19) as student group activities return to normal within the library.

## Policies:

The following policies have been developed by the Central Library and must be followed by library users and staff:

**Access and Use Policy:** Providing guidance on accessing information resources in the Central Library.

**Indexing and Classification Policy (Foreign Languages):** Providing a framework to maintain a unified and appropriate standard for indexing and classification.

**Indexing and Classification Policy (Arabic Language):** Identifying and displaying policies and procedures for indexing and classifying Arabic information sources.

**Lending Policy:** Providing guidance on the unified and effective lending service.

**Computer and Internet Use Policy:** Providing guidelines for using computers and equipment in the Central Library.

**Document Delivery and Interlibrary Loan Policy:** To assist in obtaining materials not available through the Central Library.

**Food and Beverage Policy:** Maintaining library cleanliness and providing an attractive and encouraging environment for study and research.

**Reference Service Policy:** Providing a consistent level of reference service in the Central Library.

**Noise Policy:** Maintaining a welcoming and conducive environment for reading and learning in the library.

**Scanning, Printing, and Photocopying Policy:** To track the use of scanners, printers, and copiers in the library.

### Operations:

Request a book: <https://deanshipelit.jazanu.edu.sa/juforms/library/>

New Book Submission <https://www.jazanu.edu.sa/ar/administration/deanships/deanship-library-affairs/new-book>

**Strategic and Annual Action Plan:** The strategy and policies of the Central Library align with the university's strategy and policies for providing learning resources and facilities. Annual action plans are prepared to achieve the strategic goals and objectives of the Central Library.

**Resources:** In line with the five-year strategic plan, the Central Library provides information resources (books, journals, reports, guides, brochures, electronic resources, etc.) to the community of Jazan University. Information resources are acquired based on recommendations from faculty members and students. The Central Library coordinates with academic departments to provide recommended textbooks. Equipment and furniture are purchased according to the library's policy and feedback from library users.

Additionally, the Central Library collaborates with the Human Resources Management in appointing library staff members according to their educational qualifications and professional experiences.

### Key Performance Indicators:

The following key performance indicators from the National Commission for Academic Accreditation and Assessment are used to measure objectives related to learning resources:

- User satisfaction with learning resources on a five-point scale for annual surveys.
- User satisfaction with the adequacy and diversity of learning resources (references, journals, databases, etc.) on a five-point scale for annual surveys.

### Documentation:

To disseminate information and keep users informed about library services and facilities, the Central Library updates information about learning resources through the library's website and sends email alerts to faculty members, students, and staff about orientation programs and others. The Central Library regularly reviews the guide and policies, provides reports to



senior management regarding vital library data, and retains archived documents related to stakeholders.

### Implementation Stage:

The Central Library disseminates information among the university community about library resources and services throughout the academic year through regular announcements, library newsletters, and the website. Additionally, library staff offer in-person and online workshops on library resources and services for faculty members, students, and staff at the university throughout the year.

**Services Provided by the Central Library:** The Central Library offers various services including circulation service, current awareness services, information literacy service, reference service, in-library use, and textbook service.

### Monitoring and Review Stage:

Central Library officials continue to engage with stakeholders regarding library services and resources throughout the academic year. Meanwhile, library staff provide monthly data on library resources and services. Library policies, procedures, practices, and evaluations are monitored through surveys, key performance indicators, and relevant standards.

### Review:

The Central Library reviews and revises learning resources based on library surveys and stakeholder feedback. An annual report on Central Library affairs is submitted to the Vice President's Office for Academic Affairs.

### Improvement Stage:

The Central Library takes appropriate actions and steps to improve the quality of library collections and services based on user recommendations and feedback. The adopted measures are reflected in the annual and five-year action plans for library operations."

## 2.8 Key Performance Indicators at the Institutional Level

Key Performance Indicators at the Institutional Level are measures used to gauge actual outcomes. They are a means by which one thing is compared to another and simultaneously serve as a goal to be achieved. Additionally, indicators are essential tools for measuring the actual implementation results and comparing them with the targets, identifying deviations and their causes, and seeking remedies. They are among the most important components required for the process of monitoring and evaluating performance within units within the educational institution subject to oversight. They are used to conduct the evaluation and measurement process and prepare reports on performance levels.

Key performance indicators are considered one of the most important tools that help the institution measure its success in achieving its desired goals set to ensure the improvement of performance in the administrative and educational processes. In this context, the Deanship of Development and Quality, in collaboration with various academic and administrative units of the university, works to achieve the highest possible levels of quality by monitoring quality processes, building indicators, and measuring them to meet the requirements of academic accreditation at the institutional and programmatic levels.

The performance indicator is a value used to measure the performance and effectiveness of the educational institution in achieving its goals. It is a fundamental indicator of progress towards desired outcomes, and each unit in the institution is responsible for designing a specific number of indicators to measure its success in achieving its goals and vision.

### 2.8.1 Types and Indicators of Performance in the Educational Institution include.

- Quantitative Indicators (such as statistics and numerical data).
- Applied Indicators (dealing with existing management processes).
- Directive Indicators (indicating whether management is improving or progressing, or vice versa).
- Operational Indicators (indicating the management's satisfaction with the control method).
- Input Indicators.
- Process Indicators.
- Output Indicators.

#### Importance of Performance Indicators for the Educational Institution:

- Monitoring performance for comparison purposes.
- Facilitating institutional evaluation processes.
- Providing information to the accreditation body in the country.
- Providing information to state agencies for transparency and accountability.
- Ensuring transparency in decision-making.
- Monitoring the quality of educational institutions.
- Stimulating competition among educational institutions.
- Verifying the quality of educational institutions.
- Focusing on essential matters by employees.
- Identifying necessary change procedures.
- Setting priorities.
- Rationalizing and directing expenditure to achieve the institution's strategic goals.
- Focusing on professional development.

## 2.8.2 Characteristics of Good Performance Indicators

- Meaningful and valuable.
- Balanced.
- Operational.
- Comparable.
- Credible.
- Simple, i.e., easy to measure and understand.

The National System requires educational institutions to use all listed key performance indicators, which amount to 23 core indicators according to the developed accreditation system, at least once each academic year. This comes after a careful study of numerous global indicators that assess university performance and measure the extent to which they achieve the goals of the educational process at various stages, both fundamental and advanced. The key performance indicators have been distributed across eight criteria for institutional accreditation.

The following table illustrates the key performance indicators for institutional accreditation, designed by the National Center for Evaluation and Academic Accreditation.

KPI No.	KPI
KPI-I-1	Percentage of achieved indicators of the institution strategic plan objectives.
KPI-I-2	Proportion of accredited programs
KPI-I-3	Students' evaluation of quality of learning experience in the programs
KPI-I-4	First-year students retention rate
KPI-I-5	Graduates' employability and enrolment in postgraduate programs
KPI-I-6	Graduation rate for Undergraduate Students in the specified period
KPI-I-7	Satisfaction of beneficiaries with learning resources
KPI-I-8	Employers' evaluation of the institution graduate's proficiency
KPI-I-9	Annual expenditure rate per student
KPI-I-10	Students' satisfaction with the offered services
KPI-I-11	Ratio of students to teaching staff
KPI-I-12	Proportion of faculty members with doctoral qualifications
KPI-I-13	Proportion of teaching staff leaving the institution
KPI-I-14	Percentage of self-income of the institution

KPI-I-15	Satisfaction of beneficiaries with technical services
KPI-I-16	Percentage of publications of faculty members
KPI-I-17	Rate of published research per faculty member
KPI-I-18	Citations rate in refereed journals per faculty member
KPI-I-19	Number of patents, innovations, and awards of excellence
KPI-I-20	Proportion of the budget dedicated to research
KPI-I-21	Proportion of external funding for research
KPI-I-22	Satisfaction of beneficiaries with the community services
KPI-I-23	Rate of community programs and initiatives

**Table 2.1 Institutional KPIs**

## 2.9 Surveys and opinion polls at the institutional accreditation level

Surveys are essential tools that help universities make data-driven decisions to improve the institution. These surveys aim to collect actionable feedback from stakeholders including students, faculty, and community bodies about the university. Each survey question must be appropriately crafted so that every answer can benefit the institution in enhancing the educational process.

The Dean of Development and Quality has developed a set of necessary surveys to measure some indicators or assess some benchmarks of quality assurance standards. These have been standardized at the institutional and programmatic level, in addition to surveys issued by the National Center for Assessment and Academic Accreditation, which include student evaluation surveys of the course and program, and student experience. The Dean of Development and Quality has published these on the university's electronic survey system, analyzed them, and provided all university colleges with analytical reports to finalize the survey process.

We review the surveys that have been adopted as polling tools for stakeholders at Jazan University. These include surveys used to measure some institutional accreditation indicators, others measure program accreditation indicators, and others are used to indicate performance metrics for some quality assurance standards for higher education institutions and programs.

### 3. Quality System for Program Accreditation

#### Establishing a quality system in the colleges of Jazan University:

A quality assurance system has been established in each college of the university that aims at:

- Promoting quality culture in the college through seminars, workshops, scientific studies, and other activities and events.
- Evaluating the current status of quality processes at the college level through self-study based on quality and academic accreditation standards.
- Preparing colleges to obtain program accreditation for all academic programs offered by the college.
- Monitoring and reviewing the application of quality and academic accreditation requirements in departments and academic programs.
- Developing continuous improvement plans as required by the National Commission for Assessment and Accreditation.
- Developing faculty capabilities and identifying their training needs in various programs to enable them to prepare program specification, courses, and various periodic reports.
- Ensuring an appropriate level of quality in the college through reassuring beneficiaries and employers that the quality level is suitable and meets their aspirations.
- Conducting independent verification processes among different university colleges through reciprocal visits to observe and evaluate the quality and academic accreditation works in colleges.
- Enhancing the concepts and requirements of quality and academic accreditation in all different colleges and academic programs and emphasizing the importance of adopting and implementing them.
- Facilitating communication processes and transferring knowledge and experience between faculty members in the departments and programs and the Dean of Development and Quality.
- Using appropriate scientific methods to collect and process statistical data, calculate performance indicators, and create the necessary databases to provide evidence and proofs for judging quality practices.

### 3.1 Eligibility Requirements for Program Accreditation

Details on the eligibility requirements for program accreditation issued by the National Center for Assessment and Academic Accreditation, are on the following link:

<https://www.etec.gov.sa/ar/productsandservices/NCAAA/AccreditationProgrammatic/Pages/Forms.aspx>

#### Program Accreditation Standards:

The National Center for Assessment and Academic Accreditation has set a series of standards to ensure the quality of higher education programs and their accreditation. These standards cover multiple areas, and the following are the key standards:

### 3.2 Firstly: Program Accreditation Standards for the Bachelor's Level

#### Standard One: Program Management and Quality Assurance

The program must have effective leadership that applies institutional systems, policies, and regulations, and engages in planning, execution, monitoring, and activating quality systems that achieve continuous improvement of its performance in an environment of integrity, transparency, fairness, and a supportive organizational climate.

#### Standard Two: Teaching and Learning

The characteristics of graduates and learning outcomes in the program must be precisely defined, consistent with the requirements of the National Qualification's Framework and academic and professional standards, and labor market needs. The curriculum must align with professional requirements, and the faculty should apply diverse and effective teaching and learning strategies and assessment methods that match the various learning outcomes. The achievement of learning outcomes must be assessed through various means, and the results should be used for continuous improvement.

#### Standard Three: Students

The standards and conditions for student admissions into the program must be clear and publicly announced and applied fairly. Information about the program and its completion requirements should be available, and students should be informed about their rights and responsibilities. The program must offer effective guidance and counseling services and non-classroom and enriching activities for its students. It should work on evaluating the quality of all services and activities provided to its students, improving them, and monitoring its graduates.

#### **Standard Four: Faculty**

The program must have a sufficient number of qualified faculty members with the necessary competence and experience to fulfill their responsibilities. Faculty should be aware of academic and professional developments in their disciplines, participate in scientific research and community service, and contribute to program and institutional performance development. Their performance should be evaluated according to defined standards, and the results used for development.

#### **Standard Five: Learning Resources, Facilities, and Equipment:**

Facilities, and equipment must be adequate to meet the needs of the program and its courses and be available to all beneficiaries in an appropriate organization. Faculty and students should be involved in identifying them based on needs and evaluating.

### **3.3 Secondly: Program Accreditation Standards for Graduate Studies**

#### **First Standard: Program Management and Quality Assurance**

The program must have effective leadership that applies institutional systems, policies, and regulations, plans, executes, monitors, and activates quality systems that achieve continuous improvement of its performance within a framework of integrity, transparency, fairness, and an organizational climate supportive of work.

#### **Second Standard: Teaching and Learning**

The program's learning outcomes must be precisely defined and consistent with the requirements of the national qualification's framework and the demands of the labor market. Faculty members must apply diverse and effective teaching, learning strategies, and assessment methods tailored to different learning outcomes. Evaluation of learning outcomes must be conducted through various means, and the results utilized for continuous improvement.

#### **Third Standard: Students**

The admission criteria and conditions for students in the program must be clear, publicly announced, and applied fairly. Program information and study completion requirements must be available, and students must be informed of their rights and obligations. The program must provide effective counseling, guidance services, extracurricular, and enrichment activities for its students. It should also evaluate the quality of all services and activities provided to students, improve them, and monitor graduates.



#### **Fourth Standard: Faculty**

The program must have an adequate number of qualified faculty members with the necessary competence and experience to fulfill their responsibilities. Faculty members must be aware of academic and professional developments in their fields, engage in research activities, community service, program development, and institutional performance improvement. Their performance must be evaluated according to specific standards, and the results utilized for development.

#### **Fifth Standard: Learning Resources, Facilities, and Equipment**

Facilities, and equipment must be sufficient to meet the program's needs and its curriculum, made available to all beneficiaries in an organized manner. Faculty and students must participate in their identification based on needs and evaluate their effectiveness.

#### **Sixth Standard: Scientific Research and Projects**

The program commits to implementing the institutional plan for scientific research, monitors and develops its research activities, benefits from a supportive academic and logistical environment for research, develops research skills of its staff, and monitors their compliance with research ethics, with continuous monitoring, evaluation, and development of all activities.

To emphasize the vital role played by the center in supporting higher education institutions and their academic programs and enhancing their ability to meet quality assurance and academic accreditation standards, the center has prepared a document of self-assessment measures for academic programs aimed at assisting those responsible for quality assurance in these programs in conducting assessment objectively based on programmatic quality assurance standards developed by the center. This document can also be used in planning, internal review, and supporting strategies for improving the quality of academic programs in higher education institutions.

The importance of the aforementioned standards lies not only in the necessity for academic programs to meet them as a requirement for academic accreditation but also in assisting those responsible for quality assurance in these programs in planning, conducting internal review operations, which supports strategies for improving the quality of these programs. To ensure quality and continuous improvement of academic programs in educational institutions, the program and its various units must conduct self-assessment processes based on performance indicators included in the standards and sub-criteria. Therefore, the performance level is evaluated based on these indicators, supported by appropriate evidence and benchmarks with other high-quality programs. This self-assessment is supported by independent opinion through an external evaluator to enhance the credibility, objectivity, and accuracy of the assessment. The Deanship of Development and Quality has prepared a proposed list of

evidence and indicators for program accreditation standards issued by the National Center for Assessment and Academic Accreditation for guidance by academic programs at the university when preparing self-assessment measures at the program level and writing the self-study report. The Deanship has also indicated the possibility of adding other evidence and indicators by academic programs.

### 3.4 National Center for Assessment and Academic Accreditation Forms

#### Program Specification

The main objective of program specification is to support the planning, monitoring, and development process of the program by those responsible for its implementation. Program specification should include general descriptive information about the program and external factors affecting it. It should also precisely identify the program's mission, which should align with the university and college missions, as well as the program's objectives derived from its mission, aligning with the university and college objectives. The program specification should clearly define the characteristics of its graduates, relying on various sources such as global specifications that define the skills graduates need to meet the requirements of the twenty-first century, as well as relevant national documents. Additionally, the program specification should identify the targeted and expected learning outcomes of students, which should be clearly linked to the learning outcomes of the courses comprising the program. This includes defining the teaching and learning strategies used to achieve the outcomes, as well as assessment methods.

Furthermore, the program specification should address several other administrative and technical issues such as: student admission and support, faculty and staff, learning resources, facilities and equipment, program management and regulations, program and course quality assurance procedures, by specifying the areas of assessment, their sources, methods, and timing.

#### Course Specifications

A separate specification should be prepared for each course in the program, whether compulsory or elective, and kept in the program file. The aim here is to clarify the details of the course plan as part of a package of measures taken to achieve the targeted learning outcomes of the academic program as a whole. Accordingly, course specification should include, in addition to general information such as credit hours, study mode, and level, the course's objective and learning outcomes, linking these learning outcomes with teaching strategies, assessment methods, and course content. The course description should also include identification of student assessment activities, academic guidance and support activities, learning resources, facilities, course evaluation areas, and methods.

## Field Experience Specifications

Many professional programs include field experience activities, which may be referred to as field training or other names. Although these activities take place outside the educational institution, in hospitals, factories, or professional settings, and are supervised in some respects by individuals outside the educational institution, they should be considered as courses like any other and should be carefully planned and evaluated.

A separate specification should clearly outline what students are required to learn and what needs to be done to ensure that learning occurs. This should include thorough student preparation, collaboration with entities where field experience will be gained, as well as activities for student follow-up to reinforce what they have learned and generalize it to other situations they are likely to encounter in the future. The specification should include procedures for these preparatory activities, follow-up activities, and operations during field experience.

## Course Reports

At the end of each semester in which a course is taught, a faculty member should prepare a brief report to be presented to the program coordinator. This report should outline how the course plan was implemented, with reference to aspects that may impact future courses or the program. This report should be accompanied by a copy of the course description and all documents should be kept in the course file for review when evaluating the program.

## Field Experience Report

Field experience reports should be prepared annually to document their progress, effectiveness of their programs, review results, and develop plans for any future modifications for improvement. The key elements of the report resemble those of regular course reports, although they may differ in some aspects due to the nature of their activities.

## Program Annual Report

At the end of each academic year, after reviewing course reports and other information about program implementation, the program coordinator should prepare a report on the program. This report should be based on the program description and describe what the program has achieved compared to what was expected, as well as evidence from various sources such as students, graduates, and others, and key performance indicators for internal/external comparison and program quality monitoring. It should also include a report on program quality, indicating any changes or adjustments that need to be made for future program implementation based on the experience of that year. The program report is usually submitted to the program head after review by one of the program committees and kept in the program file as a permanent record of the program's developments.

## Self-Study Report for the Program

The self-study report serves as a report on the program's quality and should include sufficient information to inform the reader unfamiliar with the educational institution about the nature of the research procedures and evidence gathering upon which the results were based to ensure strong credibility. Separate documents should be made available specifically for evidence and proof within the program's evidence room, in addition to completing self-assessment criteria evaluation forms, as outlined in the self-assessment measures, and attaching them to the self-assessment report. Therefore, there is no need to repeat the full details of what those documents contain in the self-assessment report, but this report should contain all necessary information to be read as a comprehensive report on all aspects of program quality, with additional information to confirm program quality. Evidence can be presented in the form of tables or any other data presentation format to support the results; reference to reports or surveys, and the report should be presented as a numbered document with a table of contents.

## 3.5 Organizational Structure of the Quality Assurance System in the Program and Associated Committees

### 3.5.1 Quality and Academic Accreditation Committee for the Program

This committee aims to oversee and manage all matters related to development and quality affairs within the department.

#### Formation of the Committee:

This committee includes several sub-committees formed by the department chair's decision. Each sub-committee consists of at least three to five faculty members from the department, including both male and female sections, and reports to the department chair. The following are the sub-committees:

#### Tasks of the Quality and Academic Accreditation Committee for the Program:

This committee is responsible for all aspects of quality and academic accreditation requirements, including the following tasks:

- Disseminating a culture of quality within the department.
- Implementing and monitoring activities related to evaluation and academic accreditation in the department.
- Proposing learning objectives or outcomes for the various programs of the department (Bachelor's, Master's, Ph.D.), as well as suggesting methods to achieve these objectives and different evaluation techniques to measure learning outcomes or achieve these objectives.
- Supervising the preparation of course files, each containing:

- CV of the faculty member
- Course content description in Arabic, and full course description according to the models of the National Commission for Assessment and Accreditation
- Course teaching plan
- Exam and assessment models with answer keys and samples of student responses
- Models and analyses of learning outcomes for each semester
  
- Course report according to the models of the National Commission for each semester
- Course evaluation by students and feedback
  - Preparing, conducting, and analyzing surveys.
  - Preparing academic program specifications.
  - Preparing the annual report for each academic program within the department.
  - Developing improvement plans based on learning outcomes and survey analysis.
  - Identifying potential improvement areas and proposing necessary projects to achieve them at the department level.
  - Preparing and distributing department brochures, guides, as well as promotional materials about the department, job opportunities, and study plans.
  - Receiving teams from external academic accreditation bodies and quality committees from within the university, who visit the department from time to time.
  - Encouraging department members to initiate projects and assisting them in implementing those initiatives.
  - Preparing, implementing, and monitoring performance indicators for various programs in the department.
  - Supervising the self-evaluation process for various departmental programs and preparing self-study reports for academic programs.
  - Collaborating with the college quality unit in disseminating the culture of quality and academic accreditation, organizing educational lectures, workshops, Quality and Academic Accreditation Week, and attending these events.
  - Documenting the efforts and results of academic accreditation procedures in the department and submitting them to the department chair.
  - Collecting data and information continuously about the requirements of academic accreditation and quality activities and their application in the department.
  - Preparing periodic reports on performance levels in the department and the satisfaction of beneficiaries in each activity.
  - Holding regular meetings to discuss the implementation of academic program accreditation requirements.

### Procedures of the Quality and Academic Accreditation Committee for the Program:

- Preparation of a plan to disseminate the culture of quality and academic accreditation in the program, including holding a series of meetings for training programs, workshops, lectures, brochures, pamphlets, and other methods of disseminating the culture of quality and academic accreditation.
- Identifying the training needs of academic program staff regarding quality and academic accreditation and submitting them to the College Deputy for Research and Development.
- Working on preparing and implementing strategic and executive plans for quality in the program.
- Working on filling out course and program specification forms and submitting them to the department council according to the National Center for Assessment and Academic Accreditation models for feedback and recommendations, then submitting them to the College Deputy for Research and Development.
- Working on filling out program and course reports and submitting them to the department council according to the National Center for Assessment and Academic Accreditation models for feedback and recommendations, then submitting them to the College Deputy for Research and Development.
- Working on providing program eligibility requirements for program accreditation and issuing them to the National Center for Assessment and Academic Accreditation and submitting them to the College Deputy for Research and Development.
- Working on providing program performance indicators and benchmarks according to the National Center for Assessment and Academic Accreditation models and submitting them to the College Deputy for Research and Development.
- Working on preparing the first self-assessment evaluation measures for the program and providing evidence and proofs according to the National Center for Assessment and Academic Accreditation model and submitting it to the College Deputy for Research and Development.
- Working on writing the initial self-study report for the program according to the National Center for Assessment and Academic Accreditation model and submitting it to the College Deputy for Research and Development.
- Submitting periodic reports and quality and academic accreditation-related activities to the College Deputy for Research and Development.

### 3.5.2 Strategic Planning Committee

This is a committee responsible for strategic planning, developing and monitoring implementation plans, and improving academic performance in the department, in collaboration with other committees to develop purposeful and constructive plans and programs to help develop the department in all administrative, academic, and research fields. Its tasks include:

- Preparation and implementation of the strategic and developmental plan for the department.



- Monitoring the implementation of the strategic plan initiatives for the university specific to the department and in collaboration with the college committee, ensuring their achievement to develop the educational process, scientific research, and community service.
- Updating the operational objectives of the department and disseminating a culture of strategic planning using various methods such as publications, books, brochures, workshops, lectures, etc.
- Organizing courses and workshops aimed at developing work in the college in various educational, research, and administrative aspects.
- Creating a database of training courses attended by faculty members and calculating performance indicators.
- Surveying the opinions of faculty members about the professional and academic training needs in the department.
- Organizing training courses within the department in collaboration with the college unit for faculty development.
- Holding scientific and professional events at the internal and external levels, such as scientific days, conferences, seminars.
- Developing an annual implementation plan for the activities proposed by the committee and obtaining approval from the college deanship.
- Evaluating the results of training courses and scientific events organized by the committee.
- Preparing the annual report for the department and measuring all performance indicators and analyzing them.
- Implementing tasks assigned by the department chair.
- Providing periodic reports to the college deputy for research and development on the achievements and work of the unit.

### 3.5.3 Teaching and Learning Committee

This committee is considered one of the most important sub-committees in the department, as the presence of an Education and Learning Committee in each department is essential to work on the sources of evidence used to evaluate the quality of students' learning and the effectiveness of the methods used to develop their abilities, such as surveys and teaching observation. Additionally, it manages partnerships to ensure external examinations of samples of student performance in exams and semester research. This committee includes the following sub-committees:

### 3.5.4. Assessment and Evaluation Committee

This committee aims to align and adjust direct and indirect measurement tools to measure students' skills according to the targeted learning outcomes. Tasks include:



- Preparing the necessary assessment tools for analysis processes and supervising their application and analysis to benefit from them in developing the educational system and addressing weaknesses.
- Coordinating with department units to analyze data and provide feedback to faculty members and coordinators at the college to exchange opinions on developing student assessment methods.
- Supervising the adjustment of measurement and analysis tools for learning outcomes and guiding members to develop tests targeting skills and expected outcomes.
- Evaluating the educational process and identifying positive and negative points and future obstacles.
- Measuring the achievement level of tests for targeted learning outcomes [comprehensive testing for learning outcomes].
- Monitoring similar units at the department level to analyze assessment at the output level and present the results as performance indicators, along with analyzing processes, weaknesses, and acknowledging strengths.
- Coordinating the holding of workshops specifically on measurement and evaluation to develop the skills of faculty members.

### 3.5.5 Continuous Professional Development Committee

It is concerned with providing integrated services to develop skills and improve the academic performance level of faculty members, students, academic leaders, administrative staff, and college affiliates, including technicians and administrators.

#### Tasks include:

- Identifying the necessary training needs to develop the skills of college affiliates and designing and implementing the necessary developmental programs for this purpose.
- Developing strategic plans to develop and enhance the skills of college affiliates.
- Training faculty members on modern university teaching skills and their applications.
- Supporting faculty members with training and monitoring regarding measuring learning outcomes and their analysis.
- Supporting faculty members in using modern educational tools, methods, and technologies.
- Providing technical advice to faculty members to develop and enhance their skills and improve their performance.

### 3.5.6 Vice Dean for Research and Development

The Vice Dean for Research and Development is a faculty member responsible for overseeing the achievement of quality requirements and academic accreditation for college programs. Additionally, they are responsible for supervising the development of faculty members'

capabilities and the progress of the educational, academic, and research processes for graduate students and affiliated units within the college.

### **Tasks of the Vice Dean for Research and Development:**

- Establishing the concept of quality and spreading its culture throughout the college.
- Supervising the implementation of the quality program at the college.
- Overseeing performance evaluation at the college.
- Supervising the implementation of the assessment and academic accreditation program.
- Developing appropriate phased plans for the periodic review of accredited quality standards to ensure continuous improvement in the performance of academic departments and administrative units at the college.
- Preparing and implementing developmental and strategic plans for the college.
- Studying difficulties or problems facing development and quality programs and proposing solutions.
- Supervising the preparation of a plan to develop the skills of college affiliates, including faculty members, staff, and students, in coordination with academic departments.
- Monitoring the use of various learning techniques and educational media in teaching and learning within the college.
- Implementing and monitoring activities related to awards for excellence in academic, research, and professional performance at the college.
- Supervising the preparation of the annual report for the college and distributing it to the relevant authorities after approval by the dean.
- Providing periodic reports to the college dean on the development of the units under its supervision, their assigned tasks, and the challenges they face.
- Monitoring the development of educational facilities at the college and updating the facilities.
- Supervising the content, development, and updating of the college's website.
- Supervising the facilitation of modern technologies and e-learning.
- Supervising scientific research activities and community service.
- Establishing the internal working system of the Graduate Studies and Research Agency, its specialties, general descriptions of the duties of its employees, and how to coordinate between its affiliated units.
- Supervising the financial affairs and budgets allocated to the agency and its programs in accordance with regulations and systems.
- Supervising the implementation of topics related to development and quality.
- Implementing and monitoring activities related to awards for excellence in academic, research, and professional performance at the college.
- Developing appropriate phased plans for the periodic review of accredited quality standards to ensure continuous improvement in the performance of academic departments and administrative units at the college.

- Implementing and monitoring the assessment and development of faculty teaching performance.
- Monitoring the updating of the college's website regarding its agency and its affiliated administrative units.

### 3. 6. Units Affiliated to the Vice Dean for Research and Development

#### 3.6.1 Quality and Academic Accreditation Unit

**Definition of the Unit:** A unit affiliated to the Vice Dean for Research and Development, specializing in spreading the culture of quality, evaluating performance levels, and implementing and monitoring academic evaluation and accreditation, setting and implementing strategic plans for the college, as well as continuously collecting data and information about quality activities at the college and documenting efforts and results in all quality and academic accreditation activities. It aims to apply and control quality and accreditation and evaluation academically and spread its culture among college affiliates.

#### Tasks of the Unit:

- Proposing general policies for development and quality at the college level.
- Supervising activities of evaluation and accreditation academically at the college.
- Spreading the culture of quality at the college among faculty, students, and employees and supporting activities related to it.
- Preparing guides and models that facilitate academic departments in achieving academic accreditation requirements.
- Monitoring the level of discipline and quality at the college and working on continuous quality improvement at the college.
- Following the implementation of self-evaluation and academic tasks for all college departments and improvement plans.
- Establishing a mechanism to measure the level of satisfaction of internal and external beneficiaries of college services and informing all academic departments and administrative units related to it.
- Executing tasks assigned to it by the college deputy for quality and development.
- Submitting periodic reports to the college deputy for development about the achievements and activities of the unit.
- Following performance reports of college affiliates and setting necessary improvement plans.
- Setting a periodic plan to achieve academic accreditation requirements and providing departments with it and following its implementation.

- Providing support and assistance to academic departments in achieving accreditation requirements through workshops conducted by the unit or coordinating them with the Dean of Development and Quality.
- Following the continuous evaluation of standards for achieving good practices at the college.
- Developing skills of faculty members in various areas, such as teaching and scientific research.

### 3.6.2 Planning and Development Unit

**Definition of the Unit:** A unit concerned with strategic planning, setting and monitoring executive plans, and developing academic performance at the college, in cooperation with college units and various sectors, aiming to establish purposeful and constructive plans and programs that help develop the college in all administrative, academic, and research areas.

#### Tasks of the Unit:

- Preparing and implementing the strategic and development plan at the college.
- Following the implementation of strategic plan initiatives of the university related to the college and ensuring the achievement of its indicators for developing the education process, scientific research, and community service.
- Updating operational objectives of the college and promoting the culture of strategic planning among college departments and units using various methods such as publications, books, brochures, workshops, and lectures.
- Organizing training courses and workshops that help develop work at the college in various educational, research, and administrative aspects.
- Creating a database of training courses attended by faculty members and calculating performance indicators.
- Surveying the opinions of faculty members about their professional and academic training needs at college departments.
- Organizing training courses within the college to develop faculty capabilities.
- Holding scientific and professional events at the internal and external levels, such as a scientific day, conferences, seminars, etc.
- Establishing an annual execution plan for the activities established by the unit and getting approval from the college dean.
- Evaluating the results of training courses and scientific events organized by the unit.
- Collecting and maintaining the guides, and documents of events and activities established by the unit.
- Preparing the annual report for the college and measuring its indicators.
- Executing tasks assigned by the college deputy for quality and development.
- Submitting periodic reports to the college deputy for development and quality about the achievements and activities of the unit.

- Supervising college and its affiliates' participation in local and international awards for excellence.

### 3.6.3 Statistics and Information Unit

**Definition of the Unit:** The unit is concerned with monitoring information and preparing statistical reports about all inputs, processes, and outputs of the college that assist decision-makers in evaluating performance quality for successful future planning.

#### Tasks of the Unit:

- Tabulating and classifying data and statistics specific to the college and setting foundations for their storage and retrieval.
- Implementing all statistics and information tasks at the college.
- Conducting analytical statistical studies and consultations that meet decision support needs.
- Contributing to the preparation of annual statistical books.
- Participating in preparing guides and books and brochures that illustrate the college's achievements.
- Participating in preparing the annual college report.
- Working on adjusting, reviewing, and correcting data.

### 3.6.4. Innovation and Entrepreneurship Unit

**Definition of the Unit:** A unit concerned with providing services and activities related to innovation and entrepreneurship, alongside supporting outstanding student ideas and contributing to providing financial, moral, and human support to transform creative student ideas into valuable products benefiting society.

#### Tasks of the Unit:

- Providing information resources and databases for the innovator.
- Assisting the innovator in providing the necessary needs to achieve his/her innovation to the highest level.
- Organizing scientific lectures, workshops, and courses to develop the cognitive aspect of innovation for students.
- Preserving the rights of the innovator and documenting and registering patents.
- Supporting participation of innovations in exhibitions and events locally and internationally.
- Encouraging creative and talented individuals at the college.

### 3.6.5 Teaching and Learning Unit

**Definition of the Unit:** The Teaching and Learning Unit in each college works on the evidence sources used to evaluate the quality of learning obtained by students and the effectiveness of methods used in developing their capabilities, such as surveys and "observation" of teaching.

It also concerns itself with continuously monitoring programs and courses through writing annual reports on what has been done and studying any modifications that may appear necessary. The unit directly supervises the Committees on Plans and Curricula, and Measurement and Evaluation.

### Tasks of the Unit:

- Drawing policies and strategies for education and learning at the college according to knowledge building requirements.
- Reviewing and evaluating the quality of preparing study plans within the framework of developing various academic programs in light of quality requirements, labor market needs, and encouraging creative thinking.
- Following and coordinating with different departments regarding compliance with the education and learning standard.
- Contributing to setting policies for developing teaching methods and student evaluation systems and evaluating faculty members in a way that supports the university's orientation towards student-centered education.
- Establishing mechanisms for developing and improving educational and learning requirements such as libraries, laboratories, teaching halls, and internet rooms in different colleges.
- Supervising the evaluation of learning outcomes at the college program level annually.
- Supervising the collection and analysis of data and statistics of performance indicators specific to education and learning at the program and college level.
- Holding an introductory meeting with new appointed and contracted faculty members to acquaint them with the college's study system and guidance mechanism in the college.
- Fully coordinating with the Teaching and Learning Unit at the university.

### 3.6.6 Scientific Research Unit

**Definition of the Unit:** This unit specializes in raising the efficiency and effectiveness of the college and works on developing participation and cooperation with educational and research institutions and community institutions at the local, regional, and global levels. It also works on developing new and innovative research fields in rare and distinguished specialties within the framework of the university's research priorities.

### Tasks of the Unit:

- Supervising the development of a research strategy and plan and setting mechanisms for implementation at the college level and related units.
- Supervising research activities and increasing their efficiency and effectiveness.
- Supervising activities for developing capabilities of the college and faculty members and assistant bodies in the field of scientific and applied research.



- Supervising the development of agreements and protocols for scientific cooperation with local, regional, and global educational and research institutions.
- Supervising activities to motivate faculty members and assistant bodies to solve community problems through multidisciplinary research.
- Encouraging faculty members to obtain research funding and publish distinguished research.
- Supervising the establishment and application of a system for developing and measuring performance in the field of scientific and applied research.
- Supervising the provision of self-financial support and joint support with other funding agencies to assist in conducting research and studies with the required quality and excellence.

### 3.6.7. Alumni Unit

**Definition of the Unit:** This unit specializes in encouraging enrollment in graduate studies for local and international university graduates and developing capabilities of faculty members and assistant bodies in the field of graduate studies to achieve quality scientific and research performance.

#### Tasks of the Unit:

- Monitoring the process of reviewing and developing plans for graduate programs at college departments.
- Supervising the conduct of entrance exams for applicants to graduate studies at departments and nominating proposed acceptances from departments to the college council.
- Monitoring the provision of academic guidance to graduate students at departments.
- Studying department proposals for the number of students possibly accepted for the coming years.
- Writing annual reports for the unit and submitting them to the college deputy for graduate studies and scientific research.

### 3.6.8. College Council:

#### Tasks of the College Council Related to Quality Activities:

- Supervising the progress of quality and academic accreditation activities in the various college programs.
- Reporting training needs of academic program affiliates related to quality and academic accreditation.
- Recommending approval of the college's strategic plan in alignment with the university's strategic plans.
- Recommending approval of study plans proposed by academic departments.
- Proposing study curricula, prescribed books, and references in college departments.
- Approving the general plan for implementing quality and academic accreditation at the college.



- Approving exam schedules and setting special arrangements for conducting them.
- Recommending approval of the college's internal executive regulations.
- Approving training and scholarship plans necessary for the college.
- Approving the research activity plan and coordinating it between academic departments at the college.
- Considering issues referred to it by the University Council, its President or Vice President, or the college dean for study and opinion.

### 3.7 Institutional Committees

Jazan University always strives to maintain quality standards in all its programs, services, systems, and educational and administrative processes in accordance with the National Qualifications Framework and international professional education standards. The full accreditation granted to the university and several of its programs attests to Jazan University's commitment and quality of quality assurance processes and practices. Periodic evaluations in all areas have provided feedback on performance quality. Based on these observations, appropriate action plans were prepared by the concerned administrative and academic offices for continuous improvement at both the institutional and program levels. This process involved full commitment from the senior management down to each organizational unit within the university to follow up on recommendations provided by external reviewers and the action plans at the institutional and program levels for ongoing quality improvement in education and learning. The highest level of commitment to quality by the senior management is demonstrated by the direct participation of the university president and his deputies in all quality assurance activities. The various institutional committees support Jazan University's management, specifically in the following aspects:

- Implementing the strategic plan.
- Continuous improvement of quality assurance and accreditation linking colleges and departments throughout the university.

All institutional committees are subject to the Institutional Executive Quality Committee. It is highlighted that all committees are appointed following:

- NCAAA Standards (the new eight NCAAA standards).
- Axes of Jazan University's strategic plan.
- All colleges/departments/centers/offices and units are well-represented.
- Heads of institutional committees and all college deans are members of the Institutional Executive Quality Committee to ensure information dissemination down to each faculty member.
- Committees designated by the college support the institutional committees. Heads of committees at the college level automatically become members of institutional committees.

For other institutional committees, colleges are also represented with selected faculty members.

- At the department level, department heads have the authority to form their committees based on the department size.
- Deans and their deputies and academic department heads coordinate with each other in appointing faculty members to committees at the college and department level to ensure equitable and fair appointments in committee memberships.
- Finally, the Board of Trustees and the University Council and the committees chaired by the president are the bodies that can make decisions for the entire university. College and department councils can make decisions that may only affect operations at the college and department level based on current institutional policies. The rest of the committees at the institution, college, and department level can only provide recommendations for continuous improvement. Figure 3 below illustrates the reciprocal relationships between committees at the university, college, and department levels. It also shows the communication flows and decision-making bodies among the three levels.

Committee	NCAAA Standards
Supreme/Steering Committee for Institutional Strategic Planning	STD-1
Institutional Quality Assurance Committee	STD-2
Institutional Teaching and Learning Committee	STD-3
Institutional Student Advisory Committee	STD-4
Institutional Personnel Affairs Committee HR Deanship	STD-5
Institutional Finance and Risk Management Committee	STD-6
Research Committee or Deanship	STD-7
Institutional Community Partnership Committee or the Community Administration	STD-8

**Table 3.1 Institutional Committees**

## 4. Quality Management in Teaching and Learning Processes

Education and learning are the primary fundamental mission of Jazan University, being a teaching university along with its focus on scientific research and community service. As a government university embracing Saudi Vision 2030 and aligned with the National Transformation Program 2020, Jazan University has defined its mission in education, research, and innovation to contribute to building a vibrant community and developing locally competitive specialized competencies that contribute to the production and transformation of knowledge into a development driver. It has made quality of education and learning, research efficiency, innovation, and effective community engagement its priority in its strategic plan approved on 25/10/1441 H (Gregorian date), aiming to enhance student readiness for the job market and excellence in all scientific disciplines.

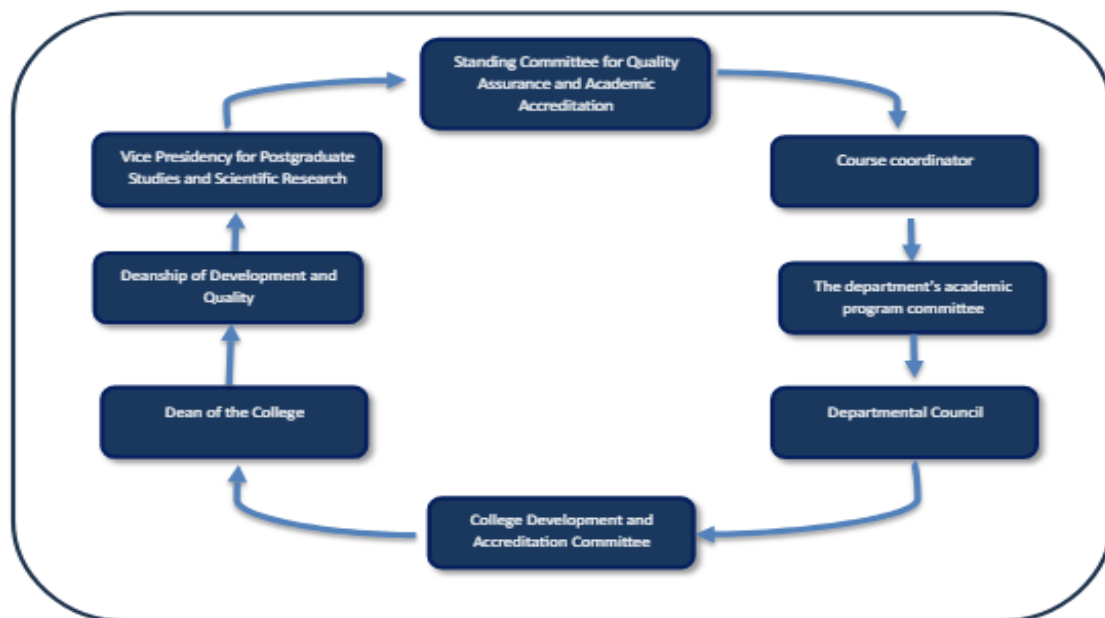
The university has set strategic objectives to improve academic programs to enhance the quality and outcomes of education and prepare qualified competencies for the future to achieve professional security for the Kingdom. The university has directed its attention towards providing distinguished university education both in the quality of academic programs offered to students at undergraduate and graduate levels and in defining the learning outcomes that students should achieve at the end of their academic journey upon graduating from the university. To achieve this, the university has allocated necessary resources for providing learning sources and performance development, and launched multiple projects to bridge the gap between learning outcomes and labor market requirements and align with national directions and respond to new developments through a comprehensive review of all academic programs with a focus on the learning outcomes matrix, setting teaching strategies, and coordinating evaluation policies according to academic accreditation standards and benchmarking indicators at distinguished global universities and the requirements of the National Qualifications Framework and the standards of the Saudi Unified Classification Guide for Educational Specializations.

### 4.1 Verifying Process of Teaching and Learning Quality in the Academic Programs

Preparing course and program specifications according to the National Center for Assessment and Academic Accreditation model, considering the procedures and mechanisms followed in the procedural guide for initiating and developing academic programs at Jazan University.

- Faculty members, in coordination with the course coordinator, are committed to teaching the approved course specification according to the National Center for Assessment and Academic Accreditation model. Students are informed at the beginning of the semester with a clear explanation of its objectives, contents, components, philosophy, used teaching strategies, and diverse evaluation strategies used.

- Ensuring the uniformity of course specifications across all branches offering the course and for both male and female students.
- Upon completion of teaching the course, the faculty member prepares the course report according to the National Center for Assessment and Academic Accreditation model, in coordination with the course coordinator to prepare a unified course report for both male and female students and have it approved by the program coordinator.
- Collecting unified course reports to prepare the program report, in coordination with the program and course coordinators, to prepare a unified program report for both male and female students and have it approved by the program coordinator.
- Submitting the program report to the department council for review and approval.
- Submitting the program report to the college's development and accreditation unit for review, then submitting it to the college deputy for development, working on modifying observations in the quality committee, and having it subsequently approved by the college council.
- Submitting reports for reviewing the program report at the level of both the department and the college to the deanery of development and quality for review
- Presenting review reports at the level of both the department and the college to the Supreme Committee for Academic Affairs.



**Fig (4-1) illustrates the cycle of preparing and reviewing course and program reports.**

The procedures for ensuring the quality of the educational process at the university involve the collaboration of all parties related to the offered programs, starting from the faculty members in the department, the specialized program committees, and ending with the university administration. These procedures include the following:

- Appointing a coordinator for each course who is responsible for overseeing its teaching and adhering to the specification set by the department's academic program committee, and implementing the teaching, learning, and evaluation strategies outlined in it.
- Submitting the course portfolio by the course coordinators from the faculty members of both male and female sections to the academic department and then to the college and delivering it at the end of each semester to the Deanery of Development and Quality. The course portfolio includes the approved course specification, course report, samples of student activities, samples of student answer sheets, model answers, and the planned improvement strategy.
- Submitting academic program reports by the academic program committee of the departments and the development and accreditation committees of the colleges, then through the college and ending with the Deanery of Development and Quality.
- Establishing a specialized internal review committee from the advisors of the Deanery of Development and Quality to review the annual reports of programs and courses and study improvement points, in addition to conducting field visits to colleges and deaneries with the aim of spreading the culture of quality and qualifying the committees to perform the educational quality assurance process.
- After studying the reports submitted by the committees at the colleges, the Deanery of Development and Quality prepares its observations and submits them to the Supreme Academic Affairs Committee for discussion and appropriate action.
- Sending the observations related to the improvement and development of programs to the colleges for making the required modifications and improvements and monitoring them.

The university is committed to organizing student assessment rules as stated in the regulations of study and exams for the undergraduate stage in the system of the Higher Education Council and the universities and its regulations, and the regulations of study and exams for the undergraduate stage and the executive rules of Jazan University.

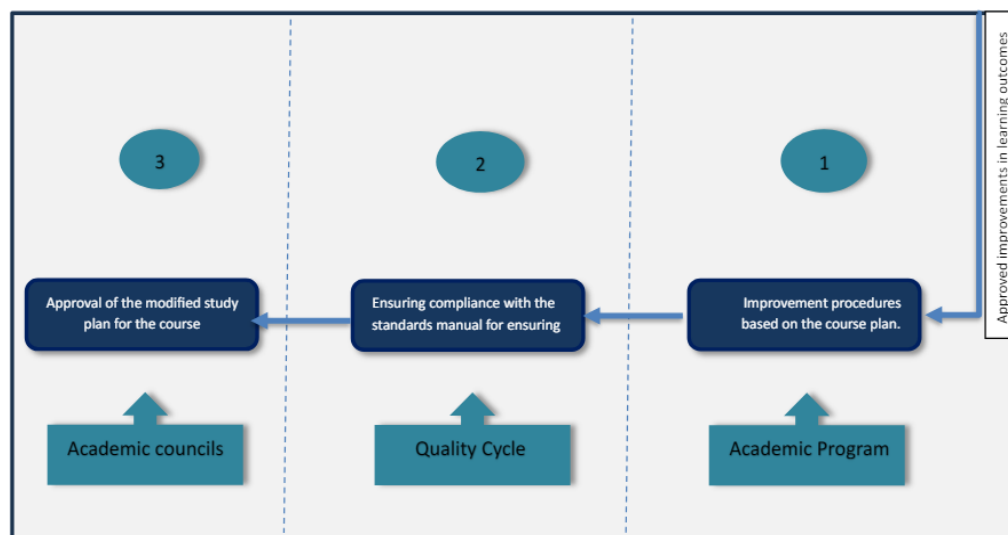
## 4.2 Curriculum Evaluation and Design

The curriculum and its courses should align with the general philosophy of the educational institution, achieve its goals and mission, and meet the needs of students, the community, and the labor market, as well as cognitive development requirements. The curriculum should

be in accordance with the objectives of the academic program and learning outcomes, and should be based on local, regional, and global benchmarking, covering different knowledge fields in the specialty appropriately in depth and breadth so that the proportion of specialty courses to the overall curriculum is reasonable and conforms with international standards and best practices. The curriculum should be updated and consistent with recent trends in the specialty and related scientific research and should contain courses as general requirements.

The curriculum should be periodically reviewed, and it must include a field training course for students and/or a capstone project course at the end of the undergraduate stage, depending on the nature of the specialty. It is essential to have specifications for courses, as the course is the fundamental pillar in forming the academic program, and it is the basis for achieving the learning outcomes of the academic program.

It is necessary for the academic department to evaluate and review the curriculum of the course periodically and benefit from feedback during the teaching of the course.



**Fig 4-2 evaluates and review the study plan for the course steps**

The University Vice President for Academic Affairs directly oversees the design and development of undergraduate academic programs in collaboration with the Deanery of Development and Quality and the academic colleges. One of the significant steps undertaken by Jazan University in the process of education and learning, which leads to alignment between the quality management standards adopted at Jazan University and the implemented programs and courses, includes the following:

Issuing a procedural manual for the creation and development of academic programs at Jazan University, through which new programs are designed or existing programs are developed and modified. The manual includes the following chapters:

#### 1. Fundamentals of the Curriculum2.

2. General Policies of the Curriculum. This chapter includes the most important policies recommended for building and developing curricula.

- National Qualifications Framework
- Periodic evaluation of the program and comprehensive review
- Policies on equivalence and transfer between old and new/developed plans.
- Policies for interdisciplinary programs

3. Steps to Build a New Academic Program Step 1: Determine the type and specialization of the academic program and study the general needs of all stakeholders in it. Step 2: Study the needs of the targeted learners. Step 3: Objectives of the program, its purposes, and learning outcomes. Step 4: Educational strategies Step. 5: Arbitration of the plan and academic program. Step 6: Implementation of the academic program Step 7: Evaluation and feedback.

#### 4. Development and Modification of an Existing Program

- 4.1 Rationale for program development:
- 4.2 Phases of program development
- 4.3 Study of the current curriculum reality
- 4.4 Study of social or scientific changes that may affect the academic program.
- 4.5 Partial development or update of the program:
- 4.6 Procedures for creating a new program or the total development of the program.
- 4.7 Procedures for partial development of the program within the jurisdiction of the Department Council
- 4.8 Procedures for partial development of the program within the jurisdiction of the College Council. This guide emphasizes the importance of adhering to specific procedures and quality policies in education and learning, from the design and approval of academic programs to their implementation, evaluation, and modification, to ensure the delivery of outstanding academic programs aligned with the goals of Saudi Vision 2030 and meeting the future needs of the job market and achieving the university's mission and strategic objectives. Jazan University also requires compliance with the National Qualifications Framework as a fundamental element for the approval of new programs or the development of existing programs at all levels as stipulated in the procedural guide for the creation and development of academic programs at Jazan University.

Educational quality is the responsibility of all university affiliates, including faculty members, scientific departments, academic colleges, and specialized committees. The Deanery of



Development and Quality, under the supervision of the University Vice President for Graduate Studies and Scientific Research, oversees quality assurance monitoring. From this concept of the university's quality system, policies and procedures for reviewing and evaluating academic programs and courses have been defined in the procedural manual for the creation and development of academic programs at Jazan University, with clear and specific roles and authorities defined for all levels related to the educational process.

To ensure the quality of the education and learning process at the university, academic program committees in the scientific departments have been formed to handle the program specification, develop its curriculum, supervise the preparation of course specifications, prepare the annual program report, propose improvement plans, and ensure the quality of teaching and learning. Development and accreditation committees have also been formed in the colleges to embed a culture of development and quality within the college and to verify the availability of plans for improving learning outcomes and reviewing annual program reports.

A comprehensive evaluation of the program is conducted every three or five years, and reports on the overall quality of the program are prepared.

### 4.3 The Alignment with the National Qualifications Framework

- The qualifications system represents a nurturing system capable of realizing a new vision for the concept of learning, which is based on creating an open environment where individual learning outcomes are assessed and then recognized, leading to the development of a society rich in scientific knowledge and high practical skills capable of real global competition.
- The qualifications system serves as a tool for describing, classifying, developing, and comparing qualifications through the use of a "set of levels," where each level is defined and described based on the required learning outcomes for granting the "qualification" at that level.
- The qualifications system consists of a number of levels, through which each level is defined based on the required learning outcomes for granting the qualification at that level. The learning outcomes.

## National Qualifications Levels

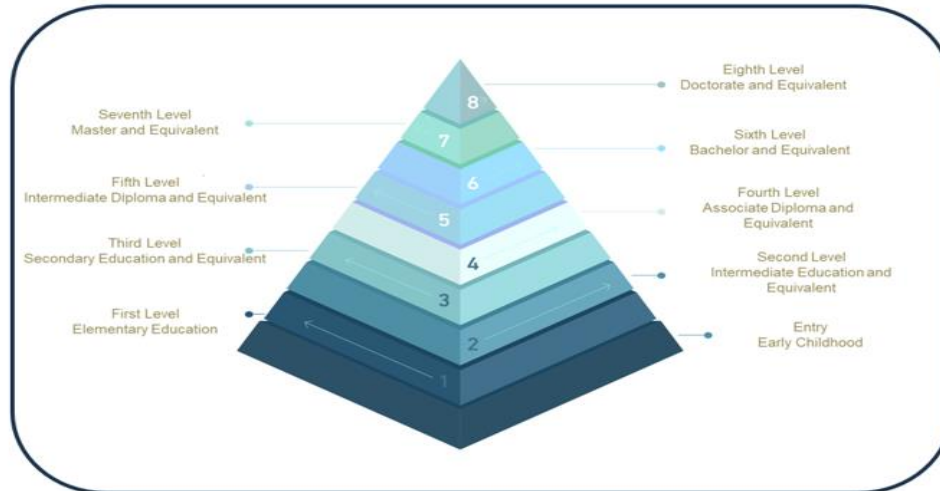


Fig 4.3

### The National Framework for Qualifications 2020

Collectively form the specific fields of the qualifications system. The National Framework for Qualifications 2020 consists of 8 levels as shown in figure (4-3)

## 4.4 Periodic Review

Jazan University is committed to the quality of educational content; therefore, it has established necessary standards to maintain and continuously develop it. The university strives to monitor the quality of education and learning through periodic reviews of its programs and by following the requirements of the National Center for Assessment and Academic Accreditation to ensure they meet essential quality requirements. This contributes to verifying all aspects of the program and ensuring quality, involving several necessary reports to complete the review process, which will be discussed in detail.

The periodic review of programs and courses is an ongoing process through which the program and its foundational courses are reviewed. Course reports and field experience reports are finalized at the end of the academic semester in which the course was taught and are submitted at the beginning of the following semester. The program report is written at the end of the academic year and is supplemented with reports from student and faculty surveys completed at the end of each semester. These are analyzed and reviewed by quality committees in various colleges to make necessary improvements whenever needed.

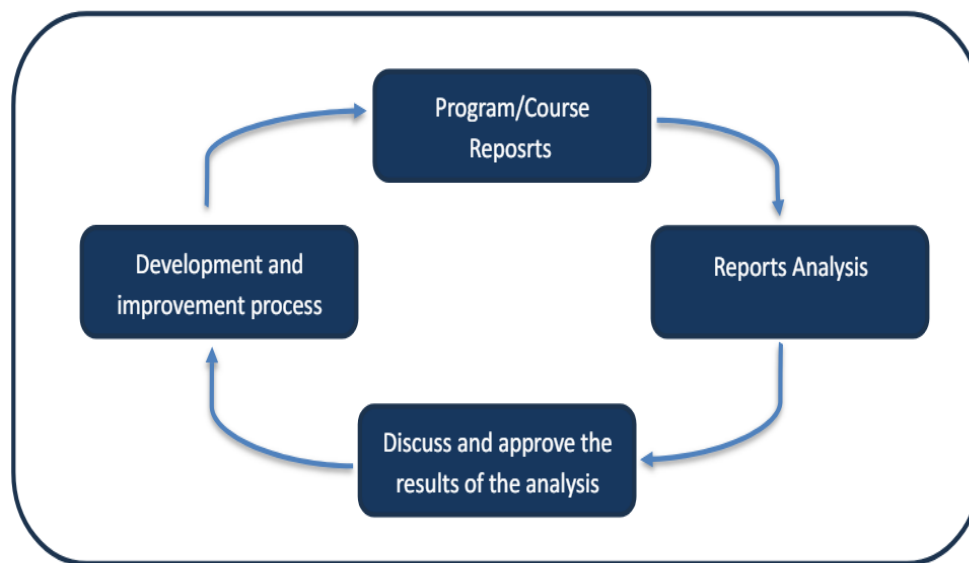
The university has designed and prepared a plan to measure the learning outcomes of its academic programs to standardize and ensure their quality and suitability for job market requirements. It has also prepared a mechanism to ensure fairness in tests and grading student answer sheets to verify the quality of exams and the fairness of grading.

#### 4.4.1 Periodic Review of Programs and Courses

The preparation and monitoring of course reports and annual program reports is a continual, repetitive process done quarterly and annually. These reports are retained to be presented with accreditation requirements and used as primary references for making impactful decisions on the program. The periodic review also involves conducting regular self-studies of the program as per academic accreditation requirements, contributing to the review process of developments and changes that have occurred in the program over the previous period. The responsible entities for monitoring program and course development at the university need to verify that:

- Program specifications are aligned with course specifications.
- Teaching methods in each course are compatible with the expected learning outcomes.
- Every program or course is periodically updated.

The work cycle of reports and programs involves collecting evidence, reviewing course and program reports, analyzing issues and evidence, comparing them with program performance to arrive at final improvements for the courses and programs, and verifying that they meet accreditation requirements.



**Fig 4-4 The Course Report and Program Report Cycle**

To achieve accreditation requirements, evidence and feedback are collected, evaluated, and necessary changes are made to support outcomes. The process includes the completion and addition of a number of reports, their analysis, and the periodic changes that occur. These reports include survey results from students and faculty members, as well as course and program reports. The importance of periodic reports is as follows:

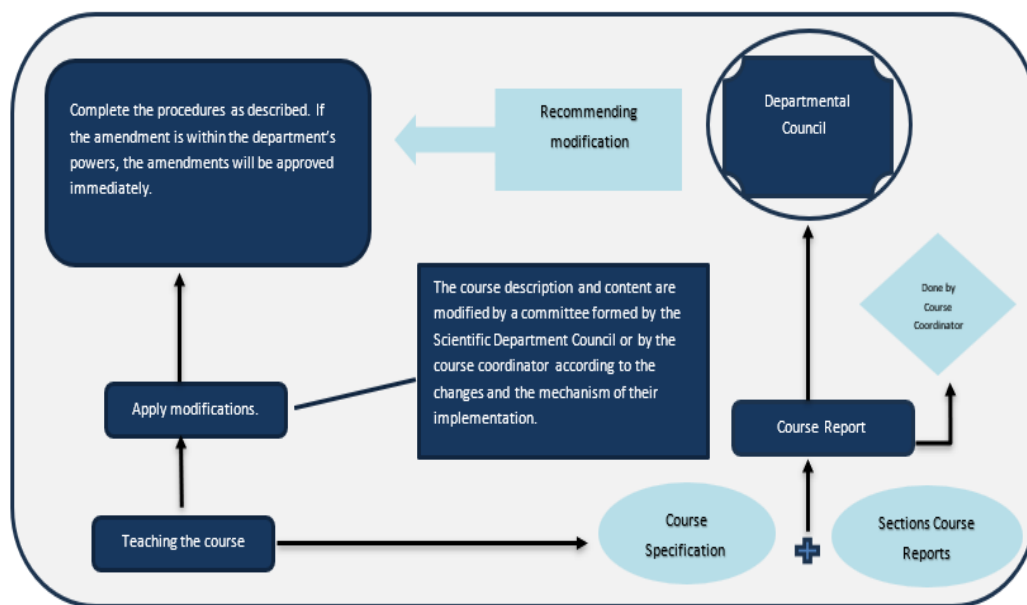
- Providing statistical data for each course and for each section taught.

- Assisting the relevant authorities in analyzing the reports to understand the main issues and respond to them.
- Assessing the suitability and effectiveness of learning outcomes in achieving program objectives.
- Recommending changes to improve the learning experience or curriculum content.
- Providing essential evidence and data for the accreditation evaluation team during their visit to the institution.

#### 4.4.2 Periodic Review of the Course

The course specification forms an important part of the periodic review process as it clarifies all necessary points to explain the course and facilitate its development, based on which the course report is prepared according to the models of the National Center for Assessment and Academic Accreditation.

Course coordinators distribute the course specification to faculty members involved in the course at the beginning of each academic semester to ensure that all faculty members follow the prescribed methods for teaching and assessment strategies, and that they have a clear idea about the specifics of the course and its role in supporting the program and have complete knowledge of the learning outcomes that have been identified and carefully planned their strategies. At the end of each academic semester, each faculty member in each course fills out the course reports they are responsible for, where they briefly add their most important observations and suggestions, in addition to student results. The course coordinator then collects all the notes from the course reports and presents them to the academic department council, where the course reports are presented to the council to take recommendations for the required changes as shown in this figure.



**Fig 4-5 Curriculum Development Procedures**

#### 4.4.3 Periodic Program Review

The program specification forms a crucial part of the international review process as it clarifies many details related to it such as the skills and knowledge acquired by the student, based on which the annual program report is prepared according to the models of the National Center for Assessment and Academic Accreditation. Non-specialized learning outcomes such as communication skills and information technology are also defined, with consideration given to the distribution of program outcomes across individual courses. There is a clear alignment between the course report and its specification, and the program report and its specification. For example, in the program specification, we find the curriculum for the program levels, listing the courses involved and the academic requirements for each. Teaching and assessment methods for each educational output are also detailed in the program specification and further specified in the course specification. For instance, a matrix is attached that verifies the learning outcomes of the program and distributes them across the related courses.

All academic programs include a description that highlights the main characteristics of the program and the expected outcomes. This description is permanently adhered to as it is a fundamental element of the data mentioned in course specifications. The program provides an annual report that includes monitoring of program performance and recommendations for improvement, which is presented to the academic department council that recommends the necessary modifications to the program.

**Making Changes and Amendments to Existing Program and Course Contents:** The periodic review of programs and courses may necessitate some changes and amendments aimed at development and improvement. The development includes many elements while retaining the basics such as the course name, course code, and course number. Examples of elements that might be included in the development are:

- Course specification
- Course content
- Educational outcomes
- Credit hours for the course.
- Educational resources (prescribed books, references, enrichment materials)
- Assessment strategies and student performance measurement

The program may see the need for some modifications to the entire curriculum or parts of it based on course reports, and some of these changes may be within the powers of the department council or the college council. Other changes are made according to regulatory procedures

outlined in the procedural guide for establishing plans and academic programs at Jazan University.

#### 4.4.4 Periodic Self-Evaluation of the Program

Academic programs at the university undergo periodic self-evaluation based on the nature and duration of the program. When a review of the curriculum is due, the university Vice President for academic affairs may issue guidance based on the recommendation of the Standing Committee for Plans and Curricula. The academic program may initiate the development process, but in this case, the concerned entity must notify the University Vice President for Academic Affairs of their need to review and develop the curriculum. Developments and updates are proposed based on the results of these evaluations, considering policy requirements and the procedures for approving and modifying academic programs and courses.

From periodic updates and careful planning of courses, a number of reports are generated containing essential data that detailed explain all changes and developments and their reasons. These reports are the cornerstone of the program's periodic self-evaluation.

### 4.5 Development and Evaluation of Academic Program Goals

There must be clear and measurable goals for the academic program, documented and announced clearly. The goals of the academic program should align with the general objectives of the educational institution. The goals of the academic program are statements describing the objectives that the program can achieve in the long term. These statements describe the learning outcomes that the student wants to achieve after studying all the courses of the academic program, and what the student aims to be upon completion of their studies. The goals of the academic program are determined based on what the student should know, realize, be able to do, and achieve. The role of faculty members is central in setting and developing the goals of the academic program.

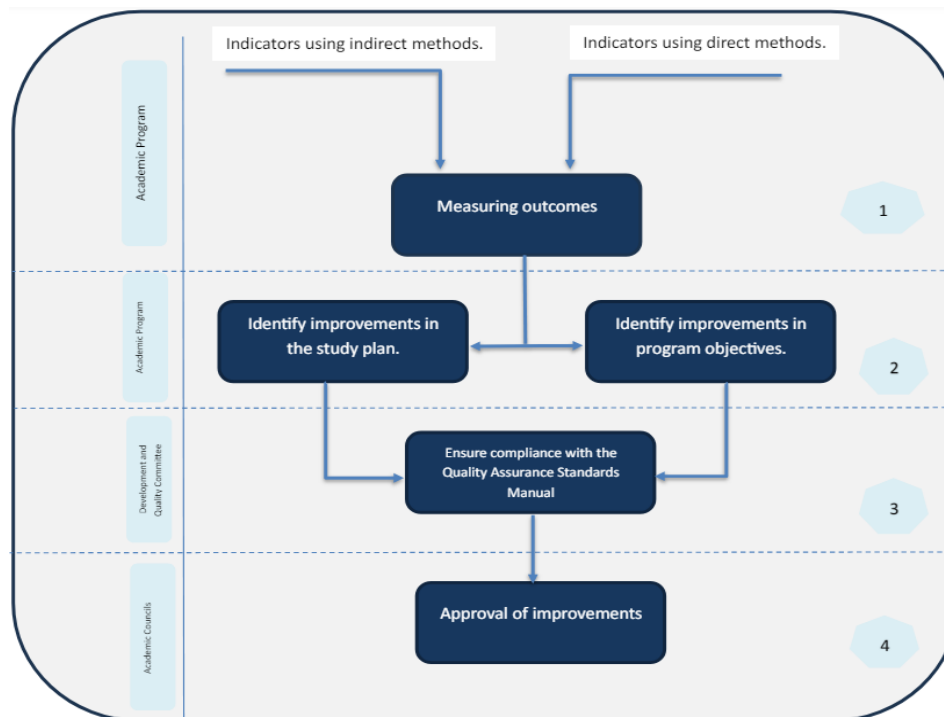
#### 4.5.1 Steps in Developing and Evaluating Academic Program Goals

**First step:** The success in achieving the goals of the academic program is measured by the academic department regularly through indicators and feedback, both directly and indirectly.

**Second step:** Required improvements are made either in the program goals or in the curriculum.

**Third step:** The quality assurance department in the academic institution ensures that the academic department has made the required improvements according to the approved quality assurance guide.

**Final step:** The required improvements are approved after being passed through various councils.



**Fig 4-6 Steps for Developing, Evaluating, and Reviewing Academic Program Objectives**

#### 4.5.2. Assessment and Evaluation Tools

Assessment processes are the cornerstone upon which improvement plans are built, which rely on the results of these processes. Undoubtedly, designing assessment plans depends on collecting accurate data. Therefore, it is important to focus on establishing such plans according to modern scientific methodologies. Here, the Deming Cycle (PDCA) of planning, doing, checking, and acting will be used. It is a methodology for managing processes that ensures the maintenance of processes at the best possible level of performance, given the current process design. PDCA is used for process management (NCAAA, 2008; NIST, 2008 and NIST, 2009) as follows: Plan (P), Do (D), Check (C), and Act (A).

#### 4.5.3 Measuring Learning Outcomes

This is a systematic process that identifies the knowledge, skills, and attitudes students should acquire by the time they graduate from the academic program and the level of this acquisition. It works on using available information and data to improve student learning and performance. The process of measuring program learning outcomes is the core of the teaching process, through which it is verified that the academic program leads to the desired change in the knowledge, skills, and behaviors of the student to meet the demands of the job



market as well as identifying strengths and weaknesses in achieving the academic program outcomes, thereby identifying areas for improvement and development.

### Importance and Objectives of Learning Outcomes Evaluation Process

The importance and objectives of the learning outcomes evaluation process are as follows:

- Provide accurate and consistent information about student learning and the impact of curricula, programs, and teaching methods.
- The process of measuring learning outcomes is a fundamental component in the academic program review process.
- Measuring learning outcomes is one of the basic requirements for academic accreditation.

### Means and Tools of Measurement

Measurement and evaluation tools are classified in many ways, including A- Direct Evaluation Tools:

- Student work samples.
- Student portfolio.
- Observation of student behavior.
- Internal evaluation of student projects.
- Practical performance evaluation.
- External evaluation of student projects.
- Case study.
- Tests.
- Guideline to Quality Assurance in Student Assessment Processes.

#### 4.5.4. Indirect Measurement Tools

These include surveys of various types, in addition to other tools such as interviews.

#### 4.5.5 Course Learning Outcomes Evaluation

The course and its subjects are the basic units of the academic program. Course learning outcomes are evaluated through direct methods (formative and summative tests) and indirect methods (a survey measuring course learning outcomes for students). The Deming Cycle is used in evaluating learning outcomes in its four stages.

#### Planning Stage:

The learning outcomes evaluation plan for the course includes the following:

- Test specification table: A matrix that matches learning outcomes with courses, allocated contact hours for teaching topics, weight of marks for each domain of learning outcomes, and types of questions and assessment tools. While designing the table, ensure the following:
  -  Identify course topics that achieve each learning outcome.
  -  All topics meet one or more of the course learning outcomes, and all learning outcomes are achieved by one or more topics.
  -  There is no conflict between the total horizontal distribution and the total vertical distribution of marks.
- Designing a survey to measure course learning outcomes: A survey will be designed by the course instructor to assess students' opinions on achieving learning outcomes.
- Designing statistical tools (Excel sheet): A document for entering students' grades obtained in each of the formative and summative assessment tools (test, midterm, homework/presentations, and final exam) and the values of the indirect assessment tool (surveys).

### Implementation Stage:

The "Do" stage involves implementing the actions specified in the planning step above, including:

- The course instructor implements the direct assessment tools (formative and summative) as planned. The questions align with the course learning outcomes as specified in the test specification table.
- The course instructor enters students' grades into the Excel sheet for each assessment tool separately.
- The course instructor distributes the survey measuring course learning outcomes at the end of the semester.
- Members of the Teaching and Learning Committee and the Quality Committee are asked to monitor the process of evaluating course learning outcomes throughout the semester.

### Checking Stage:

- After entering students' grades for all assessment tools into the Excel sheet, statistical operations and calculations are performed, and the results appear in the semester work sheet and the assessment summary sheet. Calculations are determined according to the university's policy on student grades and the targeted value assigned to each learning outcome.
- At the end of each semester, course coordinators collect and analyze the results of the evaluation of learning outcomes (both direct and indirect) using the designed Excel sheet.
- Discussions on improvement actions related to learning outcomes and curricula, and course management with course coordinators are then presented to the Quality Committee, the Teaching and Learning Committee, and the Curriculum Committee for approval.

### Improvement Stage:

- Based on the analysis conducted in the step above, the Teaching and Learning Committee and the Curriculum Committee will review and approve recommendations for improving the

course or enhancing good practices in coordination with course coordinators and the Curriculum Committee and department heads.

- The results of the course evaluation are also recorded in the quality/evaluation annual report for monitoring and feedback at the program level.
- The approved improvement actions are then presented to the department head to be included in the decision-making and continuous improvement process of the program. The figure below visually represents the process of evaluating course learning outcomes based on the PDCA cycle.

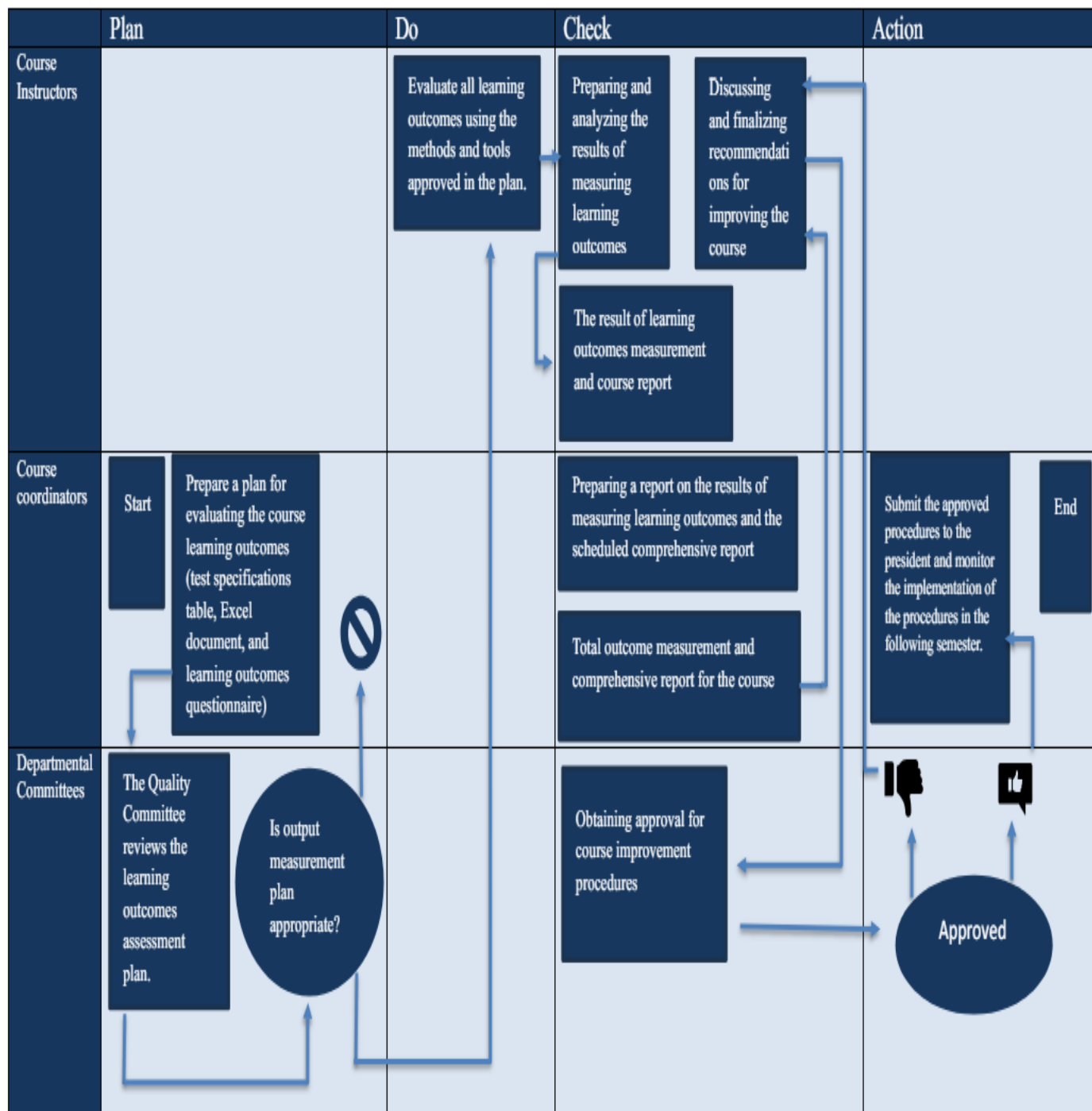


Fig 4-7 Measuring Course Learning Outcomes Process

The results of the course learning outcomes obtained using direct and indirect methods are documented and analyzed in the course report and also shared with the course coordinator to compile the aggregated learning outcomes measurement results. The results of measuring the aggregated outcomes are also shared with the Quality Committees, Teaching and Learning, and Curricula for monitoring the achievement of learning outcomes after the completion of each academic year.

#### 4.5.6. Program Learning Outcomes Evaluation

The program uses various assessment methods and tools. Here is the cycle for measuring the learning outcomes of the program:

1. Linking program learning outcomes to its courses. The learning outcomes of the program and its specific courses are linked according to the learning outcomes matrix of the program and courses (paragraph four in the program specification model) according to the following levels: (I = Introductory, P = Proficiency, A = Advanced)
2. Linking academic program learning outcomes to course learning outcomes: The alignment matrix between the learning outcomes of the program and the course learning outcomes in the course specifications.

#### Planning Stage:

Program learning outcomes are measured in two ways: direct and indirect methods. Direct method: Learning outcomes are measured through measuring the main course learning outcomes.

- Reviewing and updating the learning outcomes matrix of the program with the program courses.
- Selecting courses that achieve the advanced level (A) to assess the academic program learning outcomes according to the program learning outcomes matrix with the program courses.
- Identifying targeted learning outcomes across the academic program cycle. The Teaching and Learning Unit defines the targeted learning outcomes throughout the program cycle in light of the program's mission, objectives, and improvement plans.
- Preparing the timeline for evaluating the program learning outcomes. This should be achieved through an annual evaluation cycle or a cycle that spans the duration of the academic program.
- Indirect method: Program learning outcomes are evaluated indirectly through surveys conducted by students. Preparing surveys to evaluate the program learning outcomes

- (program evaluation survey, program experience survey, graduate survey, employer survey).
- Ensuring that survey items include information about the knowledge, skills, and values possessed by students and graduates after completing the program. Note: The work plan will be prepared according to the chosen evaluation method, either annually or over a four-year period.

### Implementation Stage:

- The Teaching and Learning Committee holds a meeting with course coordinators at the beginning of each semester to clarify the process of evaluating learning outcomes. An example of a program learning outcomes evaluation schedule is provided in the forms section below.
- Course coordinators monitor the measurement of course learning outcomes and the progress made in this process.
- Course instructors distribute the necessary surveys to students for the indirect evaluation method.
- The course coordinator collects the results of measuring the course learning outcomes and finalizes the results according to the plan.

### Review Stage:

- Program learning outcomes evaluation scores are calculated through the course learning outcomes evaluation score as they are consistent with each other. Program learning outcomes are evaluated in all branches that implement the program.
- The Teaching and Learning Committee collects the results of measuring the program learning outcomes and finalizes the results according to the plan.
- Surveys are analyzed.
- The evaluation considers different perspectives such as the main campus versus branches, male versus female campuses, etc.
- Analyzing strengths and weaknesses.
- Identifying the gap between the targeted value and the achieved learning outcomes of the course.

- The Teaching and Learning Committee prepares the aggregated evaluation results of the program learning outcomes and the program's annual report.
- The Teaching and Learning and Curricular Committees discuss program improvement recommendations, finalize them, and seek approval.

### Improvement Stage:

- The Teaching and Learning Committee of the program proposes a goal-oriented action plan to improve the achievement of the program's learning outcomes.
- The program administration circulates the improvement recommendations and ensures their implementation in the next semester through the program's various academic committees.
- The figure below visually represents the process of measuring the program learning outcomes based on the PDCA cycle.



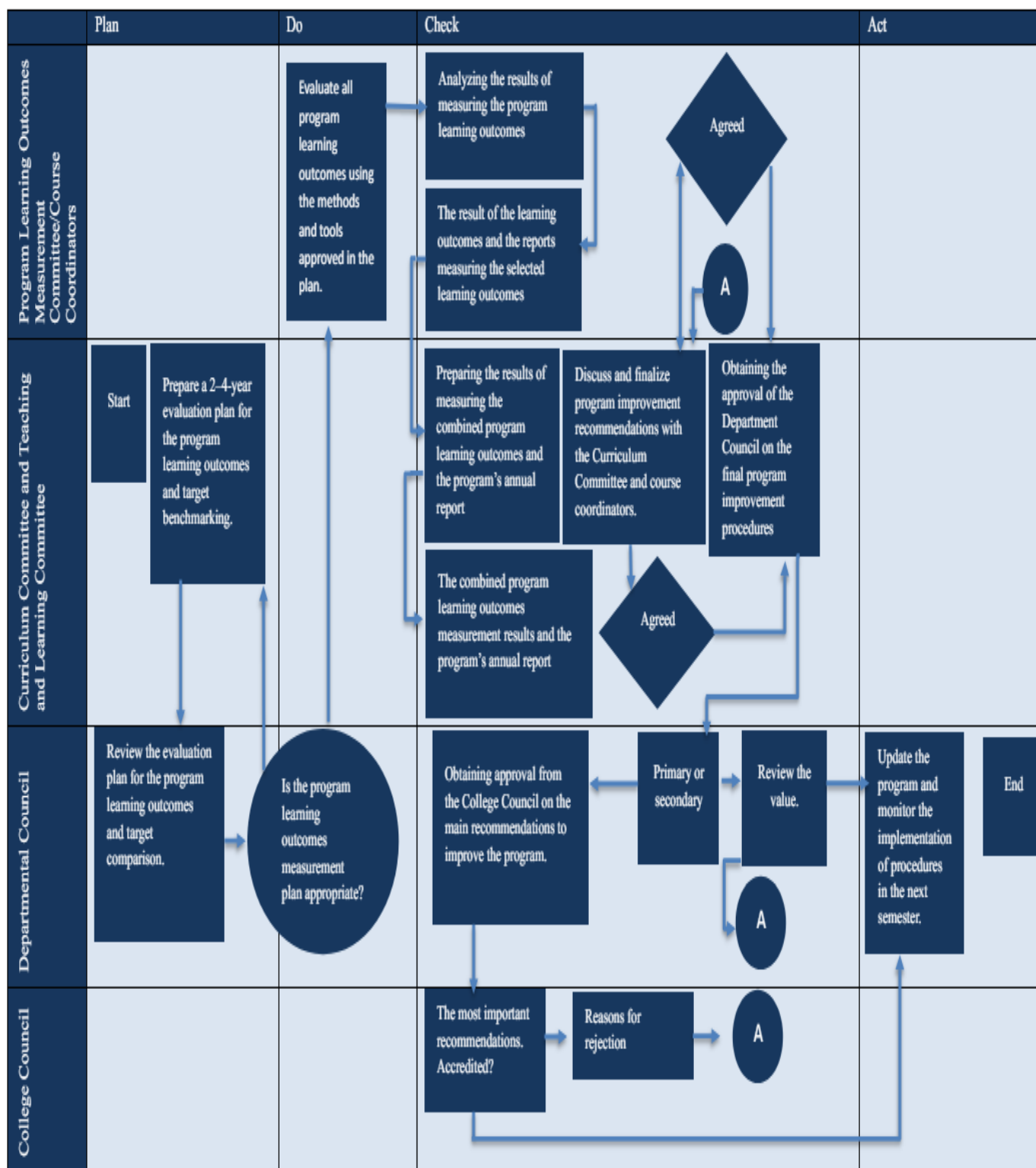


Fig 4-8 The process of measuring program learning outcomes

Preparation of the aggregated measurement results of the program learning outcomes and the annual report of the program Process of measuring the program learning outcomes

Assessment process for program learning outcomes and reporting requirements			
PDCA	Necessary Documents	Time	Implementation Responsibility
<b>Plan</b>			
1- Review the alignment of the program's learning outcomes with the learning areas of the National Qualifications Framework and institutional learning outcomes	Program specifications (and review for accuracy before planning) Matrix of program learning outcomes and institution learning outcomes	The beginning of each academic year or semester	Teaching and Learning Committee, Curriculum Committee and Department Council
2- Determine the targeted learning outcomes throughout the program cycle in light of the program's mission, objectives, and improvement plans	Program description, improvement plan	The beginning of each academic year or semester	Teaching and Learning Committee and Department Council
3- Prepare a time plan to measure the program's learning outcomes	Jazan University's plan to measure learning outcomes	The beginning of each academic year or the beginning of the program evaluation cycle	Teaching and Learning Committee and Department Council
<b>Do</b>			
4- Measure all program learning outcomes using the methods and approaches approved in the measurement plan	A plan for measuring learning outcomes using approved models	During the academic semester	Course teachers, course coordinators, and the Teaching and Learning Committee
<b>Check</b>			
5- Calculating the total evaluation of the program learning outcomes through the total evaluation of the course learning outcomes, as they are consistent with each other and through surveys. The program learning outcomes are evaluated for each branch implementing the program	Reports measuring course learning outcomes. Course reports Survey reports	At the end of each academic semester	Course Coordinator and Teaching and Learning Committee
6- Collect the results of measuring the program's learning outcomes and reach	Course reports Reports measuring program learning outcomes	At the end of each academic year	Teaching and Learning Committee

final results according to the plan.			
7- Preparing a comprehensive report to measure the program's learning outcomes and the program's annual report	Course reports Reports measuring program learning outcomes. Survey reports	At the end of each academic year	Teaching and Learning Committee
8- Discussing recommendations for improving the program, finalizing them, and requesting their approval.	A comprehensive report to measure the program's learning outcomes and the program's annual report	At the end of each academic year	Teaching and Learning Committee, Curriculum Committee and Department Council
<b>Act</b>			
9- Make the necessary updates (minor or major) in the program	Accreditation from relevant authorities	The beginning of each academic year	The department cooperates with the relevant authorities
10- Starting over	Updated program description Updated course description based on the updated program description	The beginning of each academic year	The department cooperates with the relevant authorities

**Table 4-1 The assessment process for program learning outcomes and requirements for preparing reports.**

### **The reflection of the evaluation cycle (2-4 years closing the quality circle report):**

The complete evaluation cycle will take 2 to 4 years to complete in order to close the loop of student (or their learning) achievement of learning outcomes. Programs are required to prepare an annual report, Section (C) of the annual program report is about evaluation results. Section (Z) refers to action plans for any required adjustments to enhance teaching and learning and the status of action plans reported in previous evaluation cycles. The section is expected to summarize the evaluation activity results for two or four years and take relevant actions as required to ensure the effectiveness of student learning. The section reports its evaluation results in the program's annual report to the Teaching and Learning Unit.

**The final standard test (EXIT EXAM) for program learning outcomes** is a test measuring the outcome of learning outcomes for male and female students in the last or penultimate year of graduation. The primary objective of it is to evaluate the program's learning outcomes (knowledge, skills, and values), aiming to elevate the graduates' level to meet labor market requirements and achieve competitiveness in the quality of learning outcomes. The university offers incentives for students to enter the final standard test, issuing a document from the university certifying the test performance (in case the programs do not require this test as one of the program completion determinants), and the top three students from each academic program are honored in an annual university-level ceremony. Academic programs have the right to offer any incentives they see fit. Test objectives:

- Measure the extent of employment skills achievement among the targeted students, which are required by the labor market.
- Evaluate the quality of educational outcomes in academic programs.
- Measure several indicators related to the quality of education, learning, assessment, and preparing improvement plans.
- Elevate the status of Jazan University graduates on national, regional, and international levels.
- Align outcomes with the labor market.
- Contribute to making academic decisions related to specialties in universities Monitoring mechanisms for faculty members' compliance with teaching and learning strategies and assessment methods. The program uses various mechanisms to monitor compliance with learning and teaching strategies and associated assessment methods based on two models: the value-added model and the classroom observation model. While the value-added model involves students' achievements in standardized tests, assignments, and exams, etc., and analyzing their results, the classroom observation model involves peer monitoring, trial teaching sessions, and feedback, etc. The program also implements other mechanisms such as conducting surveys and student-teacher meetings, etc., to ensure teaching effectiveness. Faculty members' commitment to teaching and learning strategies and assessment methods is implemented in four stages.

#### **Planning stage:**

Planning for teaching and learning, as well as assessment strategies, begins with preparing the course specification. The specification includes:

- General information about the course such as type (university, college, or department requirements), credit hours, prerequisites if available, teaching method, and contact hours.
- Course objectives and learning outcomes.
- Course content including a list of topics to be covered and the number of required hours.
- Teaching strategies and assessment methods related to each educational outcome. These have been classified from basic knowledge to the more complex requirements of higher order thinking skills based on the course level in the plan and the complexity of the learning domain.
- Academic guidance and support for students
- Learning resources and facilities, and
- Course quality evaluation Teaching strategies and assessment methods Teaching strategies are a set of methods and teaching methods used by faculty members to achieve course objectives and targeted learning outcomes, which vary from one academic program to another and from one course to another based on targeted learning outcomes. This table illustrates the main teaching strategies and the outcomes they achieve.

	Teaching Strategies	teaching strategy effectiveness
1	The lecture strategy (delivery) is one of the oldest teaching strategies and the most common method. It consists of a faculty member presenting information and knowledge to the student through an audio presentation of the lesson topic, and some other auxiliary tools can be used during the presentation.	Its lack of effectiveness in achieving educational goals, especially in teaching skills, and it does not take into account the students' positivity and individual differences
2	Brainstorming strategy: The faculty member stimulates the students' minds by presenting a topic with the aim of thinking in all directions and possibilities so that he can reach the largest number of ideas about the lecture topic, then the faculty member discusses the proposals collectively.	Make the student an active participant in the educational process, train the student to respect the opinions of others, and accustom the student to benefiting from his colleagues' opinions, information, and ideas.
3	Group discussion strategy "Cooperative Learning": The faculty member divides the students into groups and gives them specific tasks, and they must rely on cooperation in the exchange of knowledge and skills between them in order to accomplish the task.	participate in: •Accept the ideas of others. •Developing a spirit of cooperation and a sense of responsibility. Training in problem solving and decision making. • Encouraging self-learning
4	Discussion strategy: It is a strategy that is considered an evolution of the lecture method, where the faculty member asks questions about a specific topic, and the students direct him and encourage them to express their opinion, provide answers, and ask questions about the topic.	Pay attention to advance preparation for the lecture. •Ensuring participation among the largest number of students. • Providing an atmosphere of freedom within the lecture hall, which facilitates the learning process
5	Reciprocal teaching strategy: This strategy relies on mutual dialogue between a faculty member and students or between students with each other.	•Linking old student information with what is up-to-date •Training in dialogue etiquette. • Respect others and appreciate their experiences
6	Project Strategy: The faculty member who uses the project strategy identifies a group of educational projects related to the specialization that the students are studying and presents these topics and the names of the projects to the students until each group of students chooses a specific project. Then the faculty member helps and assistance to the students in the form of books, references, advice, and facilities. In implementation until the end of the project and achieving the goal, then comes the evaluation stage carried out by the faculty member to	•Training on the most appropriate choice. •Finding an area of cooperation • Responsibility training

	determine the extent of the project implementation.	
7	Problem solving strategies	The faculty member presents to the students a problem related to the academic course that is appropriate to their level and that they cannot solve easily without research and effort. The students are asked to: identify and formulate the problem, collect information about the problem and analyze it to identify the causes of the problem and develop a vision for solutions that can be implemented, implement the solution that was created. By choice
8	E-learning strategy: This strategy relies on interactive information and communications technology to teach students at any time and in any place	Providing the opportunity to learn at any time and place and acquire more computer skills.
9	Peer assessment strategy: The faculty member introduces the student learners to the mechanism of evaluating and correcting works, then the test papers are presented to them, and each student solves the questions without writing his name on the paper, but writes a code that the faculty member gives him, then the papers are collected after completing the answers, then the Redistribute the papers again in a random manner to the students so that each student has a paper different from his own. After that, the student corrects and evaluates the paper he has and gives his comments on it.	<ul style="list-style-type: none"> <li>•Increasing students' sense of self-confidence.</li> <li>•Discover and reach the model answer in an interesting way.</li> <li>• Training in objective evaluation of the performance of others</li> </ul>
10	Self-learning strategy:	It is a strategy specific to the student, in which the student acquires the necessary skills that enable him to learn continuously to face academic tasks and deal with sources of science and knowledge.
11	Cognitive maps	It is a strategy in which information is organized into shapes and graphics that show the relationships between them. It is used to clarify the sequence of information, between the basic idea and the ideas associated with it, explain the relationships between the parts, and explain the causes and results.
12	Discussion	It is a verbal strategy, based on the exchange of opinions and ideas. It differs from a lecture in that it allows verbal interaction between two or more parties. The discussion may be between the teacher and the students, or between the students under the supervision of the teacher.



		It should be taken into account that the questions are appropriate to the objectives and level of the students, and provoking thought, providing an opportunity for all students, and giving an appropriate amount of time to answer.
13	Critical thinking	A strategy that includes a set of thinking skills, based on evaluation and judgment. In which information is analyzed, sorted, and scrutinized based on certain criteria, in order to make a judgment about the value of something, or reach a conclusion, generalization, or decision.
14	Deduction	A strategy based on inference. The teaching progresses from the whole to the part, that is, from the general rule to examples and individual cases. The essence of the idea of deduction is that if the whole is true, then its parts are true. It is used in teaching general rules such as theories and laws.

**Table 4-2 Teaching Strategies**

The assessment system in the university the process of measuring and evaluating student performance is an essential part of all academic programs and courses, inseparable from the teaching and learning process at the university. Feedback from the evaluation process is used to improve the educational process and redesign teaching strategies and methods. To ensure the quality of the evaluation process in the university and to ensure its comprehensiveness and accuracy in measuring learning outcomes across all areas of the national qualifications framework and for all academic programs, the university has established general policies to regulate the evaluation process, as follows:

- Student evaluation processes must be suitable for the targeted learning outcomes and must be applied effectively and fairly with independent verification of the level achieved.
- Student performance assessment mechanisms should align with the required learning styles.
- Assessment procedures for students are clarified at the beginning of course instruction.
- All academic departments and colleges at the university are committed to the ongoing student performance evaluation process during the semester, which includes term assignments, periodic tests, and continuous tasks/assignments/projects.
- Feedback must be an essential part of the student performance evaluation process, encouraging academic departments and faculty members to provide students with feedback on their performance progress.
- Ensure the use of the appropriate assessment tool to measure educational objectives and encourage diversity in the use of assessment tools, contributing to the quality of measuring



outputs and learning outcomes, and focus on developing assessment methods and tests and adopting modern methods in every program.

- Use of electronic examination methods available in the university systems during the COVID-19 pandemic to assess student performance, ensuring it aligns with targeted learning outcomes and that the educational process is not affected, and motivating academic departments and colleges on the importance of continuously updating and developing question banks to achieve educational objectives. Among the most important direct assessment methods used in the university are the following:

Assessment	Definition
1 Written Exam	It is an organized method for evaluating students' abilities and determining their level of achievement in knowledge and skills. It is a set of questions presented to students on a piece of paper for them to answer in pen. Therefore, it is known as "pen and paper," and it is one of the most important and most important methods of evaluation.
2 Oral exam	The student's ability to read, pronounce correctly, express and speak is evaluated, and the extent of his assimilation of knowledge and skills is judged. Through it, students can be detected and corrected immediately, and students can also benefit from their colleagues' answers.
3 Worksheets	These are papers presented to measure the extent of students' mastery of a skill or group of educational skills, such as comparison, analysis, and synthesis skills. They are used at the end of the lesson. The teacher determines the form of learning in the paper and then discusses the contents of the paper with the students, indicating the right and wrong aspects of it.
4 Achievement file	It is a tool to help students self-evaluate their learning. It is a collection of samples of students' work (assignments, worksheets, and curricular and extracurricular activities) that reflect the extent of their effort, progress, and achievement in the course during the semester.
5 Observation Note	Observation means the process of observing the student through the senses of the teacher or observer and recording the information on a card.
6 Assignment	It measures the extent of understanding and mastery of a specific lesson by students outside the classroom, and the types of assignments vary. The teacher can assign students essay or objective questions, mind maps, etc., and they can be individual or group assignments.
7 Evaluation Form	These are models in which students are evaluated through indicators prepared by the teacher or officials in the academic specialty.
8 Projects and Researches	A scientific examination of the student's research and project submissions. Rubrics and "evaluation models" are often used in conjunction with each other.
9 Peer Reviews	Through it, students and their peers evaluate their assignments or tests based on quality standards set by the teacher. It aims to save the teacher's time and improve students' understanding of curriculum materials. Rubrics or "evaluation forms" are often used in conjunction with self-evaluation and peer evaluation.

**Table 4-3 Direct Assessment Methods**

**And the most important indirect assessment methods are:**

- Course and teaching evaluation survey, which is a survey organized by NCAAA. It is a comprehensive survey conducted every semester. It is mandatory for every student completing the course. The survey includes items related to the beginning of the course, during the course, teaching and learning strategies, appropriateness of assessment methods, resources, etc.
- The second survey is the student experience survey, conducted mid-program. It assesses students' experiences in university life so far, including education, learning, resources, assessment, etc.
- The program evaluation survey is a comprehensive survey conducted at the final level. It provides students the opportunity to assess the entire program, including the attributes, skills, and values they have learned through the program.

**Implementation Stage:** In this phase, faculty members use the teaching/learning strategies outlined in the course specifications. Each course has one coordinator and a group of participants from all branches. Course coordinators distribute the course specification, including curriculum distribution, course learning outcomes, teaching/learning strategies, assessment methods, and other course information. This process takes place at the beginning of each semester. Course participants are reminded to distribute the brief description to their students in the first lecture (usually electronically). Faculty members are also reminded to adhere to the teaching/learning strategies and assessment methods listed in the specification. Faculty members are advised during teaching to:

- Focus student attention.
- Inform students of the lesson's purpose.
- Connect the lesson with previous and future lessons.
- Present new material clearly and logically.
- Model, illustrate, and provide examples.
- Continuously monitor student learning
- Provide feedback and re-teach when necessary.
- Provide opportunities for students to practice under direct supervision.
- Provide opportunities for students to practice independently.
- Make a smooth transition from one activity to another.
- The extent of faculty members' adherence to teaching strategies and assessment methods is evaluated in several ways, including:
  - Student evaluation
  - Self-assessment
  - Peer evaluation

- Department evaluation Examination phase:

At the end of each course, course instructors prepare their course reports. The section(s) in the course report relate to quality assessment. This section summarizes the results of all or some of the assessment outcomes used.

**Improvement Stage:** Improvement plans are prepared. Improvement plans are converted into action plans to be implemented in the following semester or year. Thus, the quality cycle for faculty members' compliance with the four stages is closed.

#### 4.5.7. Surveys determined by the National Center for Assessment and Academic Accreditation

Surveys, or opinion polls are tools designated by the National Center for Assessment and Academic Accreditation for use by academic programs and educational institutions in general. Despite this designation, educational institutions or programs are free to create other tools to assess aspects not recommended by the center. These designated tools enable the assessment of program quality, whether at a limited level, which involves students assessing a course they have taken, or graduates assessing the entire university. If direct measurement methods provide evidence of student learning, indirect methods (such as surveys and studies) provide information and data from which conclusions can be drawn about many other issues and aspects. Regarding the surveys specified for use in assessing the quality of the academic program and/or the university in general, the application of these surveys and the results and analysis they yield are an important means of identifying strengths and areas needing improvement and form the basis for development plans. Survey cycle mechanism:

**Planning Stage:** Types of surveys conducted:

- Faculty survey: Faculty satisfaction questionnaire
- Student surveys
- Student university experience questionnaire
- Student satisfaction with the program questionnaire
- Student course evaluation questionnaire
- Graduate questionnaire: Graduate satisfaction questionnaire
- Employer survey: Employer satisfaction survey

	Supervise by	Timeframe	Interval	Responsibility	Survey Name
1	Heads of Department	At the end of the second semester	Annually	Department	Faculty staffs
2	Heads of Department	Second semester/Last year students	Each semester	Quality Committee	Program Evaluation
3	Heads of Department	At the end of each semester	Each semester	Learning and Teaching Committee	Course Evaluation Via Edugate Portal
4	Heads of Department	Second Semester/Third Year students.	Each semester	Quality Committee	University Evaluation
5	Heads of Department	After six months after graduation	Each semester	Alumni Committee	Alumni Survey
6	Heads of Department	Second semester/11 <sup>th</sup> week	Annually	Alumni Committee	Employers Survey
7	Heads of Department	At the end of the second semester	Annually	Department	Employees Survey

Table 4-4 Collecting Survey Data Plan

### Implementation Stage:

- These surveys are used by various committees for indirect assessment of the program learning outcomes.
- Key Performance Indicators (KPIs) are measured through different surveys.
- An annual performance indicator is set for each element within specific goals.
- Elements are reviewed based on goal achievement.

### Examination Stage:

- Assessment is conducted from different perspectives, such as main campus versus branches, male campus versus female campus, etc.
- Strengths and weaknesses are analyzed.

### Improvement Stage:

- Recommendation: Various committees prepare improvement plans for survey items, especially those that do not achieve their annual performance goal.

- Action plan: Committees propose a goal-oriented action plan to improve the program. The program administration ensures its implementation through the various academic committees of the program.

#### 4.5.8. Program Leadership Assessment Mechanism

Encouraging faculty members to actively participate in program improvement is the primary goal of Jazan University programs. Indeed, it is an ongoing process. Program leadership is evaluated annually, and appropriate steps are taken to implement recommendations arising from the assessment.

##### Planning Stage:

Evaluation targets:

- Department heads
- Heads of various program committees
- Course coordinators for the program

Evaluation frequency: All assessments are conducted annually. Evaluations take place at the end of the second semester of the academic year.

Responsible for evaluation:

- Department heads are evaluated by the college dean.
- Academic committee heads are evaluated by the department head.
- Course coordinators are evaluated by the head of the Teaching and Learning Committee.

##### Implementation Stage:

Usually at the end of the second semester, those responsible for the evaluation submit report forms. A detailed report must be attached to the form.

##### Examination Stage:

- Evaluation reports from various evaluation bodies and from all branches of the program are collected.
- It is evaluated from different perspectives such as the main campus versus branches, male campus versus female campus, etc.
- Comprehensive reports are prepared and analyzed.
- Strengths and weaknesses are clearly identified, and recommendations are made.

### Improvement Stage:

- Recommendation: Based on the recommendation from the Teaching and Learning Committee
- Action plan: The Teaching and Learning Committee of the program proposes a goal-oriented action plan to improve program leadership.
- The program administration ensures its implementation through the various branches of the program.

#### 4.5.9. Performance Indicators for Programs

Performance indicators are important tools for evaluating the quality of academic programs and monitoring their performance. They contribute to continuous development and support decision-making. They are also essential for planning academic programs, assessing their quality, improving their performance, and supporting decision-making. They help workers focus their efforts on core issues, identify priorities and actions needed for change, and ultimately contribute to continuous development through monitoring the quality of educational institutions and academic programs, as well as providing information to accreditation bodies.

Performance indicators also provide statistical information and data that allow for comparing the program with its previous performance levels and with other similar programs, thereby encouraging competition and continuous improvement. The National Center for Assessment and Academic Accreditation has defined 17 key performance indicators for monitoring performance at the undergraduate level and 19 at the graduate level. These indicators are the minimum required to be measured periodically. The National Center also allows the use of additional performance indicators if the program sees the need for quality assurance. The program should measure key performance indicators with benchmarking using suitable tools, such as surveys, statistical data, etc., according to the nature of each indicator, its purpose, and also determining the following values for each indicator:

- Actual performance level.
- Target performance level.
- Internal benchmarking level (internal benchmark comparison).
- External benchmarking level (external benchmark comparison).
- New target performance level. This results in a report describing and analyzing the results of each indicator (including performance changes and comparisons according to benchmarks), and accurately and objectively identifying strengths and areas needing improvement.

### Planning Stage:

- A plan is prepared to assess key performance indicators and should include the performance indicator code, key performance indicator, goal, polarity, measurement timing, measurement tools, and goal.
- The Quality Committee meets with members of the Key Performance Indicators Unit across all program branches to clarify the process of measuring each key performance indicator of the national body and additional performance indicators for the program.

### Implementation Stage:

- Key performance indicator measurement units collect data in collaboration with other units in the program.
- Each branch must conduct the documentation and statistical analysis separately, accompanied by detailed reports.

### Examination Stage:

- The Quality Committee conducts a comprehensive analysis of the measurement of key performance indicators.
- The program's Quality Committee conducts internal and external benchmark comparisons.
- The standards and final reports are analyzed, including strengths and areas for improvement.

### Improvement Stage:

- The gap between the goal and actual performance and internal and external benchmark comparisons to achieve the program's key performance indicators is identified.
- An improvement plan is developed based on the final results of the key performance indicator measurement process.
- Monitoring the implementation of the improvement action plan through the program's various committees. (B) Performance Indicators at the Undergraduate Stage



Standard	Code	Key Performance Indicators	Description
2. Teaching and Learning	KPI-P-01	Students' Evaluation of quality of learning experience in the program	Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey
	KPI-P-02	Students' evaluation of the quality of the courses	Average students overall rating for the quality of courses on a five-point scale in an annual survey
	KPI-P-03	Completion rate	Proportion of undergraduate students who completed the program
	KPI-P-04	First-year students retention rate	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year.
	KPI-P-05	Students' performance in the professional and/or national examinations	Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any)
	KPI-P-06	Graduates' employability and enrolment in postgraduate programs	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
	KPI-P-07	Employers' evaluation of the program graduate's proficiency	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey
5. Teaching Staff	KPI-P-8	Ratio of students to teaching staff	Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program
	KPI-P-9	Percentage of publications of faculty members	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program
	KPI-P-10	Rate of published research per faculty member	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)
	KPI-P-11	Citations rate in refereed journals per faculty member	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published)

Table 4-5 Program KPIs

Standard	Code	Key Performance Indicators	Description
2. Teaching and Learning	KPI-PG-1	Students' Evaluation of Quality of learning experience in the Program	Average of overall rating of final year students for the quality of learning experience in the program.
	KPI-PG-2	Students' evaluation of the quality of the courses	Average students' overall rating of the quality of courses in an annual survey.
	KPI-PG-3	Students' evaluation of the quality of academic supervision	Average students' overall rating of the quality of scientific supervision in an annual survey.
	KPI-PG-4	Average time for students' graduation	Average time (in semesters) spent by students to graduate from the program.
	KPI-PG-5	Rate of students dropping out of the program	Percentage of students who did not complete the program to the total number of students in the same cohort.
	KPI-PG-6	Employers' evaluation of the program graduates' competency	Average of the overall rating of employers for the competency of the program graduates in an annual survey.
3. Students	KPI-PG-7	Students' satisfaction with services provided	Average of students' satisfaction rate with the various services provided by the program (food, transportation, sports facilities, academic advising, ...) on a five-point scale in an annual survey.
4. Faculty Staffs	KPI-PG-8	Ratio of students to faculty members	The ratio of the total number of students to the total number of full-time and fulltime equivalent faculty members participating in the program.
6. Research and Projects	KPI-PG-9	Percentage of publications of faculty members	Percentage of faculty members participating in the program with at least one research publication during the year to total faculty members in the program.
	KPI-PG-10	Rate of published research per faculty member	The average number of refereed and/or published research per each faculty member participating in the program during the year. (Total number of refereed and/or published research to the total number of faculty members during the year)
	KPI-PG-11	Citations rate in refereed journals per faculty member	The average number of citations in refereed journals from published research (total number of citations in refereed journals from published research for faculty members to the total published research).
	KPI-PG-12	Percentage of students' publication	Percentage of students who: a. published their research in refereed journals. b. presented papers at conferences. to the total number of students in the program during the year

	KPI-PG-13	Number of patents, innovative products, and awards of excellence	Number of a. Patents and innovative products b. National and international excellence awards obtained annually by the students and staff of the program.
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**Table 4-6 Postgraduate KPIs**

#### 4.5.10. Benchmarking

##### What needs to be measured?

- Identify critical processes.
- Collect internal data for comparison (how performance is measured; understand the strengths and weaknesses in the current process). B. Who should be measured?
- Internal units (comparison within the institution).
- Other colleges and universities (inter-institutional comparison).
- Functional comparisons (across diverse environments - higher education, businesses, industry, etc.).
- The best in class (comparison with top performers).

##### Planning Stage:

- Identify practices for benchmarking.
- Collect comparative data (qualitative/quantitative) from various program committees.
- Select some external bodies for the external benchmark.

##### Implementation Stage:

- The program visits several of the best universities in the kingdom to implement best practices and accelerate the program's progress towards accreditation.
- The program signs memorandums of cooperation with quality and accredited programs from Saudi or international universities.
- Internal standard performance for the past three years.
- Conduct external benchmarking with corresponding departments at the universities mentioned above.

##### Examination Stage:

- Identify the gap in self-performance over three years.
- Identify the gap in the external bodies' standards (Are others better? Why are they better?).
- Report on areas of strength and areas for improvement.
- Report on new strategies/practices to be adopted (What practices can we adapt and adopt?)

## Improvement Stage:

- Implement improvements: develop an action plan for change.
- Implement changes: measure outcomes for effectiveness.

### 4.5.11. Self-Evaluation Scale Mechanism (SES)

Importance of the Self-Evaluation Scale (SES) Continuous improvement of educational institutions relies on the self-assessment of performance quality standards conducted by the institution's quality unit. The college is responsible for assessing the performance level, according to the set standards and relevant evidence, supported by performance indicators and benchmarks with other high-performance institutions. The Self-Evaluation Scale (SES) aims to assist quality assurance officials in educational institutions in conducting objective evaluations, based on the quality assurance standards set by the center for higher education institutions. It describes the levels of good performance for higher education institutions, thereby determining satisfactory or unsatisfactory performance. Furthermore, it helps higher education institutions understand exactly what is required under each standard and the expected performance in a descriptive manner, facilitating the identification of their current level. Additionally, it is useful for external reviewers and independent evaluators during audit processes to accurately assess the institutions' performance in each institutional area. Finally, it serves as a guide and directive for planning to improve performance quality based on self and external evaluations

## Planning Stage:

- Create various committees for standards and sub-standards involving all staff members.
- Determine the applicability of the standard to program practices.
- Set a timeline for completing the self-study task.

Evaluation steps Quality of performance is assessed first by evaluating the criterion and then the standard as a whole.

## Criterion evaluation

- Start by determining the applicability of the criterion to the institution using one of two options:
- Option one: Not applicable - The institution is not required to apply the standard because it does not fit its nature and activities. If so, the standard is not counted in the standards/standard evaluation.

**Option two: Applicable** - The standard relates to the nature and activities of the institution; thus, it is important to provide it. If so, the criterion is evaluated using a five-point scale (from 1 to 5).

- The quality of performance is judged by:

#### **A. Unsatisfactory performance: -**

This includes two levels: (1 and 2) –

Level 1 (Non-compliance): No elements are available for the standard or are few / the standard elements are not applied at all / applied at a very low level / rarely applied. –

Level 2 (Partial compliance): Most elements of the criterion are available / criterion elements are applied at a low level (or) applied irregularly / no evaluation, or they are present but irregular / insufficient evidence or limited improvement procedures.

#### **B. Satisfactory performance: -**

This includes three levels: (3, 4, 5)

Level 3 (Compliance):

All elements of the criterion are available and are applied well and regularly. There is regular and effective evaluation. Sufficient evidence is available, and there are regular improvement procedures and good results. –

Level 4 (Full compliance): All elements of the criterion are available and are applied at an ideal level regularly. There is regular and effective evaluation. Sufficient and varied evidence is available. There are regular improvement procedures that lead to better results compared to previous results.

Level 5 (Distinguished compliance): All elements of the criterion are available and are applied at an outstanding level regularly. There is regular, effective, and excellent evaluation, with many comprehensive and cumulative pieces of evidence. Regular improvement procedures and outstanding results compared to other institutions. Creativity in practices of criterion elements. The elements used for the evaluation at the criterion level are summarized in the following table:

Levels of Evaluation  Elements of Evaluation	NA	Unsatisfactory Performance		Satisfactory Performance		
		Non- Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
		1	2	3	4	5
Extent of availability of elements and components of the criterion		There are no available elements of the criterion Or there are few available elements	Most of the elements of the criterion are available	All of the elements of the criterion are available	All of the elements of the criterion are available	All of the elements of the criterion are available
Quality level of application for each element		The elements of the criterion are not applied at all, (or) are applied at a very low level	The elements of the criterion are applied at low level	The elements of the criterion are applied at good level	The elements of the criterion are applied at perfect level	The elements of the criterion are applied at distinct level
Regularity of application and assessment, and availability of evidence		Rarely applied	Applied irregularly, (or) there is no assessment, or it is there but is irregular, (or) there is insufficient evidence	Applied regularly, There is a regular and effective assessment, Sufficient evidence is available	Applied regularly, There is a regular and effective assessment, Sufficient and varied evidence is available	Applied on a regular basis, There is a regular, effective, and excellent assessment, and Various, comprehensive , and cumulative evidence is available,
Continuous improvement and level of results in the light of indicators and benchmarking		-----	There may be some limited improvement procedures	There are regular improvement procedures and good results.	There are regular procedures for improvement and higher results compared to previous results.	There are regular procedures for improvement and distinct results compared to other programs
Excellence and creativity in practices		-----	-----	-----	-----	There is creativity in the practices of the

Levels of Evaluation  Elements of Evaluation	NA	Unsatisfactory Performance		Satisfactory Performance		
		Non- Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
		1	2	3	4	5
of the elements of the criterion						elements of the criterion.

Table 4-7 SE

#### 4.5.12 Evaluation of the Standard

The evaluation shall be at the level of the standard as a whole, by collecting the points of evaluation for all the related criteria according to their level of quality. The average shall then be calculated by dividing the sum of these points by the number of the applicable criteria on the program. The performance level of the standard shall be calculated according to the following table:

Quality Rating/Level of Standard		Average
Level	Overall Rating	
Distinctive Compliance	Five Points	$\geq 4.5$
Perfect Compliance	Four Points	From 3.5 to < 4.5
Compliance	Three Points	From 2.5 to < 3.5
Partial Compliance	Two Points	From 1.5 to < 2.5
Non-Compliance	One Point	< 1.5

Table 4-8 Evaluation points for all criteria.

It is to be noted that no program shall be admitted for accreditation unless it has obtained at least Compliance level (3 points) in each of the six standards and in each of the essential criteria. It should be noted that no institution can be accepted for accreditation unless it achieves at least a compliance level (3 points) in each of the five standards and in each fundamental criterion.

#### Examination Stage:

- Identifying strengths, areas needing improvement, and improvement priorities:
- The self-study scale engages institutional staff to identify strengths/weaknesses, areas for improvement, and improvement priorities, and to prepare action plans accordingly for each standard, based on the institution's high-performance criteria.
- Independent opinion: The self-study scale includes an independent opinion to support the self-assessment processes, with evaluations conducted by a person (or persons) from outside the



institution. It addresses the accuracy and objectivity of the self-assessment results conducted by the institution, based on the available evidence and performance indicators.

### Improvement Stage:

The assessment of quality level depends on how well the criterion fulfills its elements and effectively closes the quality loop (planning, implementation, review, and improvement), which many higher education institutions may have reached or aspired to reach.

The self-study scale serves as a guide for identifying strengths and weaknesses, areas for improvement, and improvement priorities, and for preparing action plans accordingly, for each standard, based on the institution's high-performance criteria. The Quality Unit will review the improvement priorities of all five standards and propose a goal-directed action plan to enhance the institution's performance standards and ensure their implementation for the upcoming academic year according to the schedule.

### Mechanism for Preparing the Program's Self-Study Report

A university, college, or department can conduct Self-Study Reviews (SSRs) for the academic program at any time. The self-study report leads to a deeper examination of the program, reassessment of its necessity, verification of its effectiveness in achieving its mission and objectives and planning for any required changes. Course and program files are crucial resources for this self-study because they should contain details of development, reasons for development, evaluations of courses and programs, and insights from those responsible for teaching and learning.

#### 4.5.13 Guidelines for Preparing the Self-Study Report

The report is primarily aimed at supporting the program's performance development. To achieve this goal, the following points should be considered:

- Maintaining accuracy and credibility of data and information throughout the report.
- Providing evaluation results with supporting evidence.
- Avoiding informal, ambiguous, exaggerated, subjective expressions, and those that are generally unnecessary or incorrect.
- Presenting only relevant evidence and data that lead to informed conclusions.
- Linking evaluation results to improvement priorities.
- Avoiding excessive general description. Focus should be directed to key aspects.
- Comments should primarily focus on criteria rated below 3 or above 4.
- All evidence and proofs on which the self-study is based should be attached and uploaded to the NCAAA-ETEC academic accreditation portal.
- The primary audience for program performance evaluations is the review committee and the institution.

- The mission, objectives, and goals for program development, and the selected indicators and metrics to provide evidence of performance, are included in the SSRP table. The self-study report for the program provides the primary resource for external review for program.
- accreditation and re-accreditation. The internal processes for conducting the self-study and preparing the self-study report are detailed below based on the PDCA cycle.

### Planning Stage:

A clear description of the organizational arrangements for conducting the self-study should be determined, including the establishment of a main committee and any subcommittees that may be needed, such as standards committees, dates and schedules, appointed individuals, and followed processes. The reference competencies for work groups, committees, or subcommittees should be included with the quality assurance scheme. The systematic self-study considers inputs, processes, outcomes, all integrated into the five accreditation standards and implemented through various committees. Through the planning phase, all types of alignments such as the alignment of program learning outcomes with the national qualification's framework, the suitability of teaching and evaluation strategies for those outcomes, and the effectiveness of coordinating student learning experiences across the program's courses should be reviewed. It is also important to seek help and advice in developing the structure and processes of the review from the institution's quality center or unit.

A comprehensive plan for implementing the program's self-study should be put in place before starting.

### Several issues should be considered:

- Special focus and scope: There may be several factors affecting the scope and extent of the review.
- Timeframe: Adequate time should be allowed for the planning and analysis involved in the self-study with timelines for implementing the process stages as well as secretarial and temporary assistance.
- Administrative arrangements: A small steering committee and work groups representing departments and branches of the program from both male and female should be included.
- Maintaining communication through inviting stakeholders to participate in the self-study report and provide their inputs.
- Independent evaluation is important. This means arranging for an independent analysis and commentary on what has been achieved and the conclusions drawn. Course review is also an important element in the program's self-study.

### Implementation Stage:

Committees and working groups must investigate specific issues and provide reports on them (e.g., teaching quality, developments in the professional or academic field, adequacy of learning resources). The mechanism for obtaining students' opinions in this process should be included. It is crucial that the analyses and conclusions are based on valid evidence rather than personal

impressions. Data should be collected by all program committees, and resources should vary, including reports on topics and annual programs, performance indicators, surveys and questionnaire reports, the appropriateness of performance indicators and standards, the validity of conclusions drawn from various analyses and reports, the suitability of action plans, and their implementation. Surveys, interviews, and stakeholder visits should be conducted to provide valuable inputs and participation in the self-study.

For further evaluation, independent verification of the analysis and conclusions can advise on gaps and potential problems in the analysis. Another step in the assessment is curriculum review. The self-study report for the program should include brief information on what has been done to review what is happening in the curriculum and consider any necessary changes. Standards committees conduct a self-study scale and collect evidence for all practices and NCAAA and sub-standards criteria. Then, descriptive reports on performance regarding each of the eleven specified criteria and each sub-criterion should be prepared. All data should be organized to be included in the latest version of the program's self-study report.

### **Check Stage:**

Program stakeholders should review all reports, analyses, improvement action plans, and conclusions. A comprehensive analysis of all annual reports should be conducted with recommendations for building improvement plans. A comprehensive study of all standards and sub-standards should be conducted with verification of all required evidence. It is essential to obtain independent verification of evidence wherever possible, and stakeholders' inputs should be recognized and considered by relevant participating groups. A summary of key conclusions should be included in the program's self-study report (SSR), indicating achievements and areas of deficiency. To do this systematically, the rule says that those conducting the self-study should not be defensive but rather share issues and problems, and those providing comments and advice should do so constructively and collaboratively. Additionally, a summary of significant environmental changes affecting the program and comments on any changes made or required as a result of context review should be included. This includes a description of how the program has evolved since its inception, and any added or deleted courses should be included, significant changes in goals, teaching methods or student assessment, and an explanation of the reasons for these changes. The role of stakeholders, including students, graduates, and relevant professional groups, in identifying the need for change and responding to changes made or proposed, should be mentioned. A summary of statistical information should be included.

For program evaluation, it is highly important to provide statistical data and compelling evidence to support the conclusions, in addition to course reports, field experiences, student evaluations, and consultations with graduates and employers. The program's self-study report should be reviewed by an independent reviewer to verify the consistency of all report components. Then, the program's self-study report should be approved by the relevant official authorities.

### Improvement Stage:

General information and data files, including links to comprehensive files of evidence, and copies of the latest version of program specifications and two latest annual program reports, should be provided through the National Commission for Academic Accreditation and Assessment (NCAAA) accreditation management system.

For program evaluation, key performance indicator tables provide direct scientific evidence to support and verify the fulfillment of a specific standard or sub-standard. For curriculum review, suggestions, if any, for changes in the curriculum should be included, including adding or removing courses, changes in elective or required courses, and changes in course content in the report. A summary of the report from an independent evaluator used in the self-study in the report should be included, along with the complete document. Strengths and improvement recommendations should be included with evidence. Recommendations should be strategic, focusing initially on the most urgent priorities.

Usually, a second independent assessment is conducted upon completion of the program's self-study report, and a comprehensive summary of the self-study results, with references to areas of high achievement and improvement requiring enhancement found in the program's self-study report, should be made.

#### 4.5.14 Quality Assurance Evaluation

The program will follow the PDCA cycle (Plan, Do, Check, Act) according to the quality standards set by Jazan University, which, in turn, align with national and international education standards. The academic program will prepare a quality assurance assessment for department heads and faculty members at the beginning of the academic year. The purpose of the detailed assessment is to monitor the fulfillment of all important practices for improving monitoring and review processes for continuous quality improvement in education and learning.

Quality assurance evaluation		
No.	Academic Procedures	Timeframe
1	Design/review the test specifications table, course learning outcomes measurement questionnaire, calculations, and statistical tool (Excel sheet).	The first week of each semester
2	Implement direct assessment tools (structural and summative) according to the plan and circulate a questionnaire to measure course learning outcomes at the end of the semester.	Throughout the semester
3	Monitor the process of evaluating course learning outcomes throughout the semester.	Throughout the semester
4	Collect and analyze the results of the evaluation of the CLO course learning outcomes (direct and indirect) using (the designed Excel sheet).	The end of the semester
5	Develop recommendations for procedures to improve the course and approve the plan.	The end of the semester
6	Follow up on improvement procedures by the department head.	Throughout the semester
Policy for evaluating program learning outcomes and quality courses		
7	Review and update the program learning outcomes matrix with the program courses.	The beginning of the Academic year
8	Preparing the time plan for the Organization evaluation	The beginning of the Academic year
9	Evaluate all program learning outcomes using the methods and tools approved in the plan (direct and indirect)	During the semesters
10	Calculate program learning outcomes assessment scores through the course learning outcomes assessment score as they align with each other and through surveys. The program learning outcomes are evaluated in all branches implementing the program.	The end of the semester
11	Prepare aggregated program learning outcomes assessment results, implement, finalize program improvement recommendations, and obtain approval.	The end of the semester
12	Make the necessary updates (minor or major) in the program.	The beginning of the Academic year
Monitor faculty commitment to teaching and learning strategies and assessment methods		
13	Preparing/reviewing course specifications including course objectives, learning outcomes, teaching strategies, and assessment methods.	The first week of each semester

14	Course description breakdown including syllabus breakdown, course learning outcomes, teaching/learning strategies, assessment methods, and other course information.	The beginning of each semester.
15	Evaluate faculty commitment to teaching and learning strategies and assessment methods in several ways including student assessment, self-assessment, peer assessment, and department assessment.	Throughout the semester
16	Summarize the results of all assessments used.	The end of the semester
17	Improvement plans are converted into action plans to be implemented in the following semester or year.	The first week of each semester
<b>Survey cycle mechanism</b>		
18	Faculty satisfaction survey	Annually) at the end of the third semester
19	Program evaluation survey	Annually) third semester, seventh week
20	Course and teaching evaluation questionnaire	The end of the semester
21	Student Experience Survey (once a year for students in Level 5)	Third semester, fifth week
22	Alumni survey	Once a year, at least six months after graduation) Second semester, week 9
23	Employers Survey	(Once a year) Third semester, week 9
24	Review/evaluate items from different perspectives such as main campus vs branch campuses, male vs female campus etc.	End of the Academic year
25	Strengths and weaknesses are analyzed, and a goal-oriented action plan is prepared to improve the program. The program administration is responsible for ensuring its implementation through the program's various academic committees.	End of the academic year/beginning of the next academic year
<b>Program leadership evaluation</b>		
26	Evaluation of department heads by the college dean	End of the third semester.
27	Evaluation of academic committee chairs by the department head.	End of the third semester.
28	Evaluation of course coordinators by the Chair of the Teaching and Learning Committee.	End of the third semester.
29	Collect evaluation reports from various evaluation bodies and from all branches of the program.	End of the third semester.



30	Preparing a comprehensive report.	End of the third semester.
31	Prepare a goal-oriented action plan to improve program leadership delivery and program management ensures its implementation through the various program branches.	End of the Academic year
<b>Measure key performance indicators</b>		
32	Prepare a plan to evaluate key performance indicators and collect data in cooperation with all units in the program.	The beginning of the Academic year / Throughout the semester
33	KPI measurement analysis.	The fifth week of the third semester
34	Conduct analysis of internal and external standards and prepare final reports including strengths and areas for improvement.	The seventh week of the third semester
35	Build an improvement plan based on the final results of the KPI measurement process.	The ninth week of the third semester
36	Monitoring the implementation of the improvement action plan through the various program committees.	
<b>Benchmarking</b>		
37	Identify benchmarking practices and collect comparative data (qualitative/quantitative) from different program committees.	The fifth week of the third semester
38	Internal and external benchmark performance for the past three years.	The seventh week of the third semester
39	Prepare a report on areas of strength and areas for improvement. Prepare a report on new strategies/practices to adopt (what practices can we adapt and adopt?).	The ninth week of the third semester
40	Develop an action plan for change, implement the changes, and measure the results to ensure their effectiveness.	The beginning/through the Academic year
<b>Self-study scale</b>		
41	Establish various committees for standards and sub-criteria in which all employees participate.	Throughout the program evaluation cycle, starting after the first batch graduates
42	Determine a timetable for completing the self-study scale task.	
43	Evaluate the test first, then evaluate the criterion as a whole.	
44	The evaluation is at the level of the standard as a whole, by collecting the evaluation points for all relevant standards according to their level of quality.	
45	Identify strengths, weaknesses, areas for improvement, improvement priorities, and prepare action plans.	
46	Independent opinion to support self-evaluations.	



47	Propose a goal-oriented action plan to improve program performance standards and ensure its implementation for the next academic year according to schedule.	
<b>Program self-study report</b>		
48	Establish a steering committee and subcommittees that may be needed such as standards committees, dates and timelines, designated persons and processes to be followed.	Beginning of the program evaluation cycle
49	Review all types of alignments such as the alignment of learning outcomes with the NQF, the suitability of teaching and assessment strategies to those outcomes, and the effectiveness of coordinating student learning experiences across courses in the program.	
50	Develop a comprehensive plan for implementing the program self-study before commencing it, considering scope, specific focus, timeline, administrative arrangements, communication and independent evaluation.	The first semester of the final year of the assessment course
51	Data collection should be done by all program committees. Investigation, reporting, analysis and conclusion are based on valid evidence.	
52	Conduct surveys, interviews and visits to stakeholders to provide their valuable input and participation in the self-study.	
53	Conduct independent verification of the analysis and conclusions that can advise on potential gaps and problems in the analysis.	The second semester of the final year of the evaluation cycle
54	Conduct a self-study scale and collect evidence for all practices and standards of the National Authority for Evaluation and Accreditation standards and sub-standards.	
55	Work on all reports, analyses, improvement action plans and conclusions. So that a comprehensive analysis of all annual reports can be conducted with recommendations for building improvement plans.	
56	Statement of both successful achievements and areas of shortcomings.	The third semester of the final year of the evaluation cycle
57	Review of the program self-study report by an independent reviewer to verify the consistency of all components of the report. After that, the program self-study report must be approved by the relevant official authorities.	
58	Note areas of high achievement and areas of concern requiring improvement are at the end of the program self-study report.	

**Table 4-9 Quality Assurance Evaluation**

## 5. Jazan University Award for Excellence

### 5.1 Introduction to the JU Award for Excellence:

The idea of the "Jazan University Award for Excellence" was launched as part of the effort to instill and localize a culture of excellence and to disseminate the concept of quality in order to achieve standards of excellence in higher education, seek ongoing development, focus on active entities and members, and recognize their efforts and excellence.

It is an award designed to encourage and enhance effective approaches in university education among all Jazan University affiliates, including faculty members, staff, and students. This annual award is granted at the university level according to specific conditions that align with concepts of quality and excellence.

**5.2 Targeted Audience** Faculty members, students, staff, colleges, academic departments, and the university's centers, administrations, and units.

### 5.3 General Objectives of the Award

1. Achieve excellence in the performance of university affiliates to enhance academic, administrative, and technical work in light of quality standards.
2. Encourage positive competition among university affiliates to achieve creativity and excellence in various academic fields.
3. Encourage colleges, academic departments, and various university units to compete in applying standards of quality and excellence.
4. Recognize and highlight the achievements and efforts of distinguished university affiliates.
5. Encourage students to excel academically, be creative, participate in serving the university and the community, and recognize and reward outstanding students.

## 5.4 Award Categories

No	Excellence Reward	No.	Excellence Reward
1	College Excellence Rewards	6	Innovations and Entrepreneurship Exc.
2	Program Excellence Rewards	7	Excellence in social responsibility
3	Academic Teaching Excellence Reward	8	Career excellence/individuals
4	Scientific Research Excellence Rew.	9	Electronic Excellence / Entities
5	scholarship students Excellence Rew.	10	Administrative excellence / entities
		11	Student Excellence Rewards.

**Table 5-1 Award Categories**

## 5.5 The Supervisory Body for the Award:

Duties of the Supervisory Body:

- The supreme supervisory body for the award, chaired by the university president, oversees the award's higher policies. The president issues the decision for its formation, and it performs the following responsibilities:
- Approve the general policies, systems, and foundations governing the award.
- Approve the regulations, plans, standards, and conditions specific to the award, including any amendments.
- Approve the award's fields and topics and any amendments to them.
- Approve the award's budget.
- Approve the names of the judges.
- Approve the names of the award winners.
- Set the date and location of the award ceremony.
- Approve any publications in the name of the award, including books, studies, research, and other printed materials.

### Members of the Supreme Supervisory Body and Heads of the Award Branches:

- University Director as Chair
- Vice President for Graduate Studies and Scientific Research as Vice-Chair
- Vice President for Graduate Studies and Scientific Research as Head of the Research Excellence Branch University
- Vice President as Head of the Administrative Excellence Branch/Entities
- Vice President for Academic Affairs as Head of the University Teaching Excellence Branch University

- Vice President for Student Affairs as Head of the Colleges Excellence Branch Dean of Admissions and Registration as Head of the Academic Excellence Branch (Students)
- Supervisor of the General Administration for Scholarships, Recruitment, and International Cooperation as Head of the Excellence Branch for Scholars
- Dean of E-Learning and Information Technology as Head of the Electronic Excellence Branch (Entities)
- Dean of Community Service as Head of the Social Responsibility Excellence Branch Dean of Development and Quality as Head of the Academic Department Excellence Branch
- Dean of Human Resources as Head of the Job Excellence Branch/Individuals Supervisor of the Innovation and Entrepreneurship Center as Head of the Innovation and Entrepreneurship Excellence Branch

## 5.6 Duties of the Branch Head

- Form the executive and judging committees of the branch.
- Propose the standards and controls specific to the branch and amend them as necessary after obtaining approval from the Supreme Supervisory Committee.
- Oversee the receipt, sorting, and verification of submissions from the award's website or those referred by the Dean of Development and Quality.
- Chair the branch's judging committee.
- Implement the general policies, systems, and foundations that govern the award concerning his branch.
- Propose subfields within the branch.
- Recommend to the Supervisory Committee the approval of the names of the winners in the branch.

## 5.7 Participant Evaluation Mechanism

- Participants wishing to nominate themselves must submit their electronic nomination file through the award's system or on a hard or magnetic disk, attached with all required evidence (accredited and authenticated), which is then delivered to the Dean's office and subsequently referred to the branch head.
- The branch committee receives the candidates' files.
- The committee sorts and evaluates the candidates' files through three judges according to the specified award standards.
- The committee prepares a report on the evaluation results of the candidates' files, including the names of all candidates and the scores obtained, along with a summary of the evaluation results for each candidate.
- The top winners in the criteria are determined.

- The branch committee submits its reports on the evaluation results of the candidates' files to the Supervisory Body for the award for approval, along with a paper and electronic copy of each candidate's file.

## 5.8 General Terms and Conditions:

- The award is announced through the Dean of Development and Quality. All submissions are uploaded to the award's website or sent to the Dean's office in the narrowest limits if it is not possible to upload the documents to the website, which will then refer them to the branch head for study and announcement of results within no more than two weeks from the date of receipt of the submissions or the closing of nominations.
- Members of the Supervisory Committee are not eligible to apply for individual-targeted awards.
- Winners of any branch of the award are not eligible to apply for the same branch until after two competitive cycles have passed.
- All works, documents, evidence, and documents submitted are owned by the award supervisory entity and are not returned to their owners.
- Files that do not complete all evidence and data will be excluded.
- Applicants for the award must adhere to its standards, evidence, and proofs and not attach any documents unrelated to the award's standards, as these documents will not be considered, and the specialized committee may choose not to consider the nomination file for this reason.

## Appendices and References

1. NCAAA Website with all forms.
2. Jazan University Policies and Guidelines
3. Deanship of Development and Quality website with all forms.
4. JU survey