Part1:

Programs Quality Assurance system
University of Tabuk

Second Edition

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Contents

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1. Introduction

1. Definition of Quality Assurance

Quality assurance is primarily an internal responsibility system in an institution, and it depends heavily on the commitment and support of all those who involve in administration, management, and teaching. The procedures and standards outlined by The National Commission for Academic Accreditation & Assessment (NCAAA) are based on the expectation that institutions would adopt such a responsibility system and take appropriate actions to ensure that high quality criteria are achieved. This Handbook is intended to guide and support those processes. Due to the importance of the higher education system for students, their families, and the wider community, one cannot simply assume that quality can be simply achieved. Quality must be verified by independent processes in order to guarantee to everyone concerned that high levels of quality are being accomplished. The NCAAA accreditation processes for higher education institutions and the programs provide this verification.

1.2 The Significance of Quality Assurance

Quality assurance is both a process and a framework that aims at accomplishing excellence and transparency. The process aims to ensure quality in the attainment of the university's mission and vision and consequently this will lead to having university performance that is aligned with its purpose. The major goal of quality assurance is to have all institutional functions performing at an optimum level including academics, students, support services, physical plant (i.e. buildings, classroom environment), research, and services to the local and regional community. With continuous evaluation for attaining high quality in all areas, the university will be well-positioned to adapt itself to changes and provide the highest quality education to students.

Based on its endeavor to ensure having a distinguished status at the regional, national and international levels, University of Tabuk (UT) is striving to implement quality systems and processes in all its units

1. Relationship of Quality Assurance to Accreditation

Quality assurance is a continuous, ongoing process of monitoring outcomes and ensuring quality in all university endeavors. If such a process is done properly, institutions will constantly evolve and adapt to environmental changes and social needs. Accreditation is mainly based on the evaluation at a specific period of time, highlighting institutional quality and outcomes that demonstrate alignment of purpose with performance. As such, quality assurance can be considered as a prerequisite for accreditation.

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Accreditation process, at the institutional or programmatic level, involves evaluation by an external body (such as ABET) or the internal body of Saudi Arabia (i.e. NCAAA) based upon a set of agreed standards. If the standards are met, accreditation is granted. It is worth mentioning that being accredited indicates that the institution and its programs are up to international standards, and it is essential to maintain such quality standards as part of the institution's ongoing and long-term performance improvement. Thus, it is unlikely that accreditation can be completely granted unless providing evidence that further steps to maintain the effectiveness and the quality of its programs through continual evaluation and assessment are provided.

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1. The Quality Assurance Framework of Higher Education in Saudi Arabia

Within higher education, accreditation plays a major role in quality assurance and institutional effectiveness. Thus, granting academic accreditation is advantageous locally and internationally. Starting with learning outcomes, accreditation supports the interests of students by ensuring that the educational programs offered have attained a level that meets international quality standards and it guarantees that the students have demonstrated a certain set of skills and abilities. Taken into account the rapid regional and international changes, the international
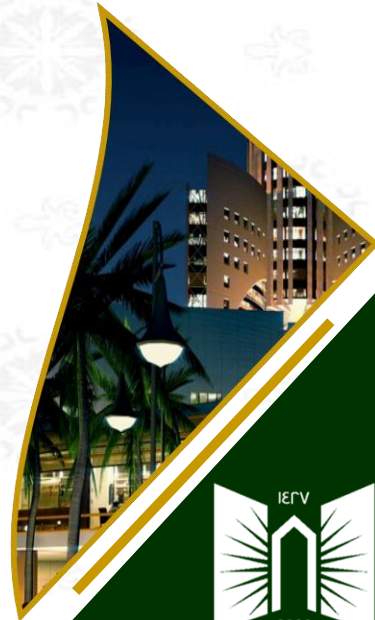
competition, and the third millennium modern challenges associated with technology development and computer revolution, equipping the students with such skills will enhance their future opportunities and develop their competitiveness in the job market.

In terms of improving education quality, accreditation has become a critical target to be attained by all academic and professional communities in order to improve educational policies and experiences. The main challenge for the modern educational systems is not only to provide education, but also to make sure that the educational environment and its outcomes as a whole are of high quality.

With the purpose of raising the quality and adequacy in addition to contributing to the national economy and development, some organizational arrangements for the Council of Ministers' Resolution No. 94 has approved the Education Evaluation Commission issued on 7/2/1438 AH. It stated that the commission is the competent authority in the Saudi Kingdom to assess and accredit education and training institutions and programs..

The National Center for Academic Accreditation and Evaluation, one of the centers supervised by the Commission, is an extension of what was previously known as the National Commission for Academic Accreditation and Assessment (NCAAA), which was established under the Royal Decree No. 7/B/ 6024 dated 9/2 / 1424H. NCAAA is an independent legal entity with administrative and financial governance that acts as the authority responsible for academic accreditation and quality assurance in higher educational of public and private institutions and programs.

1. National Commission for Academic Accreditation and Assessment (NCAAA)

The National Commission for Academic Accreditation & Assessment (NCAAA) has been established with responsibility for determining standards and criteria for academic accreditation and assessment and for accrediting postsecondary institutions and the programs they offer. The Commission is committed to a strategy of encouraging, supporting, and evaluating the quality assurance processes of postsecondary institutions to ensure that quality of learning and management of institutions are equivalent to the highest international standards.

The eleven broad standards are applicable to both institutions and programs; however, there are differences in how they are applied for these different kinds of evaluation. The standards are presented in five groups as the following:

A.   Institutional Context

1) Mission and Objectives

2) Governance and Administration

3) Management of Quality Assurance and Improvement

B. Quality of Learning and Teaching

4) Learning and Teaching

C. Support for Student Learning

5) Student Administration and Support Services

6) Learning Resources

D. Supporting Infrastructure

7) Facilities and Equipment

8) Financial Planning and Management

9) Employment Processes

E. Community Contributions

10) Research

11) Institutional Relationships with the Community

1. National Qualifications Framework for Higher Education in the Kingdom of Saudi Arabia (NQF)

The system for accreditation and quality assurance in the Kingdom of Saudi Arabia is designed to ensure that the quality of higher education is equivalent to high international standards and is widely recognized as such in the international academic and professional communities. The National Qualifications Framework is an important element in this system. It is intended to ensure consistency within the Kingdom in the standards of student learning outcomes regardless of institution attended, and to make clear the equivalence of those standards with those for equivalent awards granted by higher education institutions in other parts of the world. The Framework helps to provide appropriate points of comparison in academic standards for institutions in their planning and self-review processes and for external reviewers involved in program accreditation processes and institutional reviews.

1. Principal Elements in the Qualifications Framework

The principal elements in the framework are:

- **Levels:** Levels numbered and linked to qualification titles to describe the increasing intellectual demand and complexity of learning expected as students progress to higher academic awards.

- **Credits:** Points allocated to describe the amount of work or volume of learning expected for an academic award or units or other components of a program.

- **Domains of Learning:** The broad categories of types of learning outcomes that a program is intended to develop.

1. Program Quality Assurance Framework a University of Tabuk

UT believes that proper designing, implementing and continuous assessment and improvement of all of its sectors and activities can guarantee high quality. For this reason, UT has recommended general guidelines and procedures in the form of quality practices in order to ensure that good practices of all sectors follow the requirements of NCAAA quality expectation. UT quality assurance processes include 5 levels as shown in below Figure:
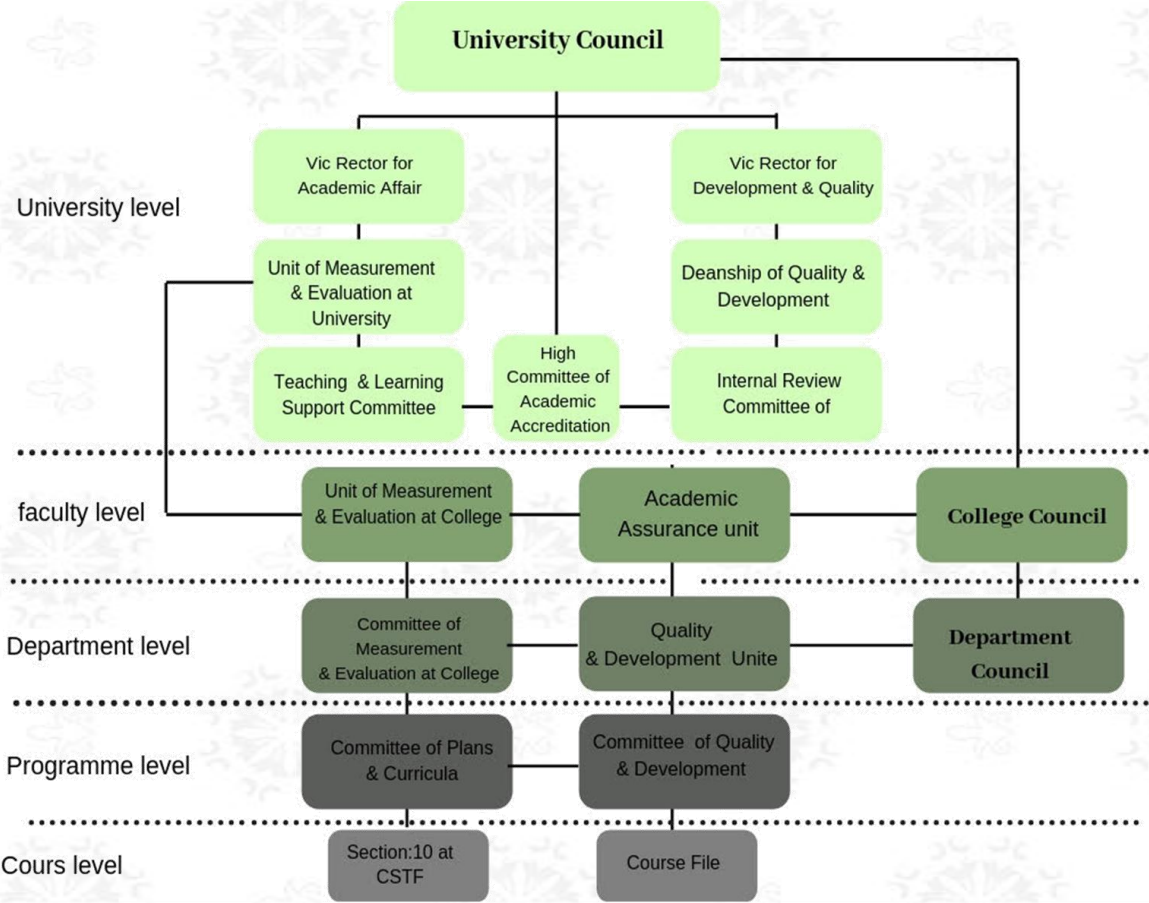
Figure 1UT Program Quality Assurance Processes - 5 Levels

1- University level: It includes Senior Administration and supporting deanships.

2- Faculty level: It includes quality units and vice-deans along with their organizational structures and tasks.

3- Department level: It includes quality sub-committees and department coordinators.

4- Program level: It includes program and course coordinators. Self-evaluation processes and quality assurance mechanisms are carried out by several committees and task forces for each level.

5- Course Level: It includes course instructors and students, facilities, resources, teaching strategies, assessment strategies, and recommendations for continuous improvements.

In order to give a clear picture about the program quality assurance system at the University of Tabuk, we will start from bottom to head as follows :

1. Course level

At the end of each semester, the faculty members submit a course file and course reports on the NCAAA templates. Course reports should be prepared at the end of the semester in which the course was delivered. The minimum requirements for annual course monitoring should include summary and analysis of: final marks of students with comments on grade profiles, course learning outcomes, effectiveness of planning teaching and assessment strategies for course SLOs, course evaluation by students and other evaluators, and an action plan for improvement that may include arising issues or proposals for change. If the course was offered in a different location such as on the main campus and satellite campuses, a separate report for each location should be considered and provided to the course coordinator who prepares one final report for all locations showing the difference between locations regarding the handling of the course..
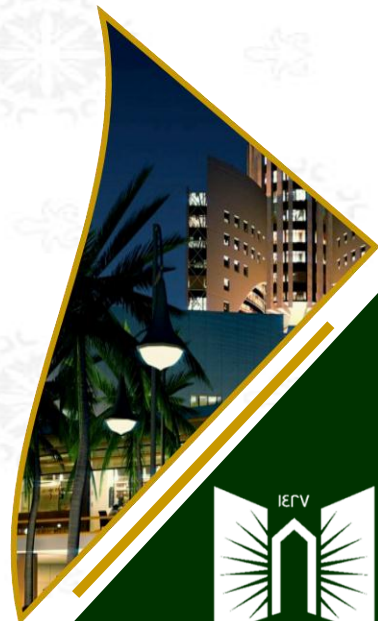
All course reports of the program are in turn provided to program coordinators which should be read before the completion of the annual program report. Also, the supervisors of the units of measurement and evaluation in the main campus and satellite campuses of the university are instructed to guide the faculty members to fill item No. 10 of the course syllabus. The evaluation department in the unit of measurement and evaluation gathers and analyzes the observations received from each faculty and prepares a special report.

1. Program Level

The University of Tabuk has put in place an effective system to ensure that all programs meet high standards through initial approval, performance monitoring, and the provision of institution-wide support services. Academic programs should be developed and evaluated in accordance with the university's mission, the NQF, scientific and educational innovations, national development plans, and market demand. Consequently, the quality assurance system of the program classified into two phases :

(1) establishing new program or modifying existing program.

(2) monitoring the quality assurance of the program in long term and annually.

(1) Establishing new program or updating existing program :

To establish a new academic program or modify existing programs, a program specification is prepared along with course specifications as per the NCAAA standards and forms. The study plans are then discussed by departmental committees, which report to the Programs of Study and Study Plans Committee in the faculty, which in turn forwards them to the Programs and Study Plans committee at the university for discussion and approval by the University Council. Below Figure illustrates the main procedures involved in approving a new program or changing an existing program.

University Council To Approve The Programs

To review the fulfillment of the program for the accreditation requirements of the University Council

Vice rectorate for Academic affairs

Notification of the decision

Qualifications Registration Unit for Program Registration

Review the program's compliance with the requirements for the registration of qualifications, as well as review the completion of programs for the requirements of academic accreditation

Permanent Committee of Curriculums and study plan at the UT Level

Quality

Notification of the decision

Dean of the Faculty

Studying and approving the program according to the recommendations of the department council and the programs and plans committee

Faculty Council

Review the program& course specification and the faculty requirements for developing or developing the program

Committee of Curriculums and study plan at the faculty level
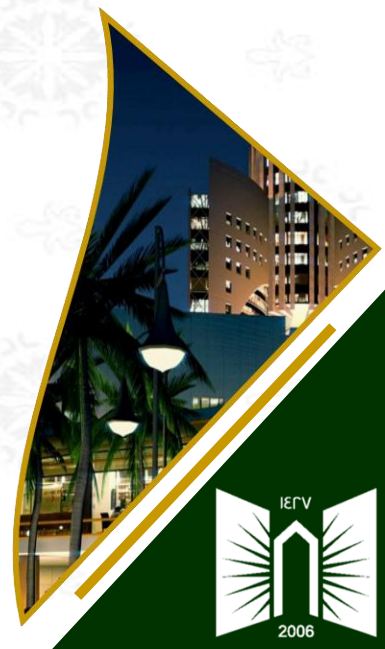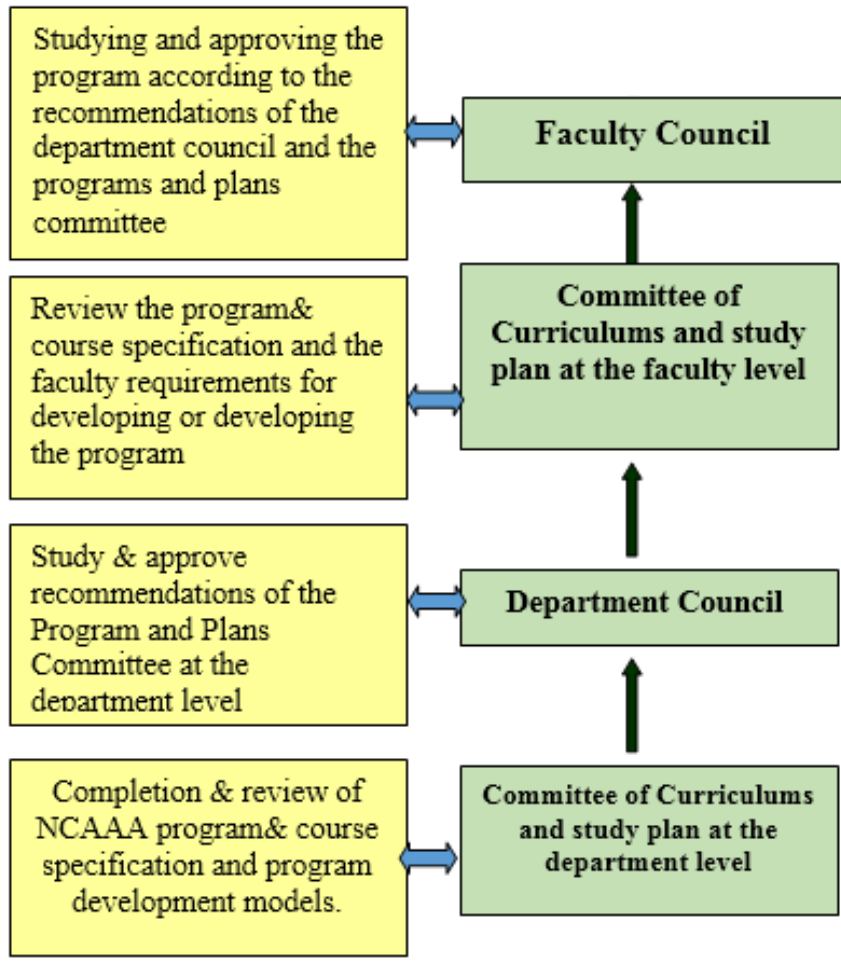
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Figure 2. The UT's main procedures for approving a new program or alterations for existing programs

As shown above in Figure 2, the procedures for approving new programs and modifying existing

programs are as follow:

1. The planning and curriculum committee in each department develops and reviews the academic program in line with the local and international professional frameworks. The committee then forwards the proposed program study plan to the department council for approval.

2. The department council examines the study plan and provides any necessary recommendations for modification or improvement. Then, the study plan is returned to the committee.

3. After addressing all the comments which have been made, the study plan is approved by the academic department council and forwarded to the faculty council.

1. The faculty council forwards the proposal to the faculty planning and curriculum committee for review and for that committee to verify its compliance with the NCAAA standards.

2. Then, if the plan is approved, it is sent to the Deanship of   Development and Quality Assurance ; if not, it is returned to the faculty planning and curricula committee with feedback and possibly some suggestions for amendments.

3. The Deanship of   Development and Quality assurance reviews the proposed study plan based on the NCAAA standards and requirements and to ensure that the requirements and procedures embedded in the UT's vision, mission, and objectives will be met. If the study plan is not approved, it is returned to the faculty planning and curricula committee for reconsideration
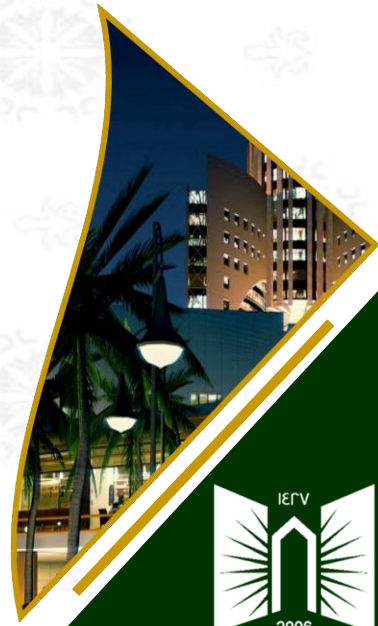
4. Upon approval, the study plan is then proposed to the university's Permanent Planning and Program Committee. The committee studied the program specification and course specification and learning outcomes carefully. If the study plan is not approved, it is returned to the faculty planning and curricula committee for reconsideration.

1. In case of acceptance, in order for the Permanent Planning and Educational Programs Committee to set the plan, the committee chooses two external independent reviewers whom have enough experience in the fields to review the proposal. When the independent reviewers have some comments on the proposal , it is returned to the faculty planning and curricula committee for reconsideration.

2. In case of the independent reviewers have no comments, the proposal will be forwarded to the University Council to set it or return it to the permanent committee alongside evidence indicating the committee's decision, for it then to be returned to the faculty. If it is approved, the study plan is proposed to the UT Council.

The University Council carefully examines and reviews the study plan to ensure that it meets all the requirements of UT and NCAAA. If the study plan is approved, it is then considered as an official document that must be followed by all c faculties that provide the same program

(2)Monitoring of program quality assurance:

In order to maintain the quality of UT's academic programs for long term, a self-assessment should be carried out to the program every five/four years to ensure that it remains in accordance with the reaccreditation requirements of the organization. The self-evaluation process involves a retraction from the continuous process and a revision of all areas of the program based on present developments during a specific period, and on the potential changes that have occurred in the environment in which the students are being prepared to work. The quality assurance activities at the program level are presented in table 1 below and specified by time.

Table 1 The Quality assurance and Accreditation Procedures at Programs level

Activity Name	Start of Semester	End of Semester	Annually	Bi-annual	Every 5 years
Program Level Activities					
Program Specification Review					√
Course Evaluation Surveys		√			
Course Report Preparation		√			
Course Recommendation Reporting		√			√
Course File Preparation and Submission		√			
Employer Evaluation Survey		√			
Alumni Evaluation Survey			√		
Program SWOT Analysis Reparation and Reporting					√
Program KPI Report Preparations and Analysis			√		
Annual Program Report Preparation			√		
Annual Program Report Revision			√		
Recommendations Conclusion			√		
Program Self Study Report Development					√
Course Report		√			
Course Recommendation Report	√				
Course File		√			
Student Evaluation Surveys		√			
Employer Evaluation Survey			√		
Alumni Evaluation Survey		√			
External Program Assessment				√	

The quality of all programs and their courses at the university are monitored on a regular basis using an appropriate evaluation mechanism in order to support the continuous improvement of all programs and activities and ensure that they are achieving their expected learning outcomes. All the academic departments are required to submit the Program annual reports, summarize their program performance quality, and implement action plans and developments related to the educational process. These program reports must be approved by the department council and faculty council as well before submitting to the deanship of development and quality assurance.

These program reports are reviewed by the Standing Internal Review Committee in the Deanship of Development and Quality assurance, which issues reports containing feedback on the extent to which quality assurance standards are being met by these programs. Simultaneously, these annual reports are employed to develop the current programs. Moreover, the committee is considered to function as a consulting unit; that is, it supports programs in order to improve their performance.

The mechanism used by the Development and Quality Deanship is presented below in Figure2 belwo:

PROGRRAM QAULITY ASSURACE CYCILE ANNUAIIY

Collect the course data automatically from Mesbar gate

Analyzing the course data and scores etc.

when the Semester Starts, Submit the colluded feedback to the programs and facilities

When the Second Semester Finish, Collect The Course Report And program ANNAUI reportS

Review and Approve Program & Course Reports by Department Council

Review and Approval by faculty Council

Review By The Standing Internal Review Committee

Submit the Concluded Feedback TO the Program

Action Plan for Improvement From The Department

Progress Report Of Improvement TO The Deanship OF Development and quality assurance

Reporting to standing committee for academic accreditation which supervised by the UT rector

Each Semester

Once Every Year

Figure 2 program quality assurance cycle

1. **Department level**

Each Department has a number of committees to handle different tasks in accordance with quality assurance. The committees with respective tasks are listed in Table 2

Table *2* The departmental committees with respective tasks

S.No	Name of Committee	Definition	Task of the Committee
1	Department Council	The department council consists of the teaching staff members. Every council has its validities in the academic affairs in the limits of the system and its rules.	1. Recommendation of appointing the teaching staff members. 2. Recommendation of the acknowledgement of the study plan or amending them. 3. Recommendation of acknowledgement of the programs and the study curricula and the reported books and references in the department. 4. Forming the committee from among the teaching staff members when necessary. 5. Suggesting the admission rules and the transferring from and to the faculty. 6. Encouraging the department members to prepare the scientific researches and coordinating and spreading them.

2	Committee of Plans & Curricula	This committee aims at giving care to the development and the continuous updating of the curricula according to the need of the marketplace and putting the plans necessary for activating the demanded academic policies.	1. Preparing periodical studies and the needs of the market place of the program presented to the department. 2. Studying the current position of the curricula and developing them according to the marketplace need. 3. Continuous update of the educational policies in the department and studying them. 4. Putting plans necessary for activating the demanded educational policies and
			overcoming the different education problems in the department. 5. Supervising the plans of the development and putting time schedules for its execution at the department level.

3	Exams Committee	This committee aims at giving care to the development and the continuous update of the different evaluation systems in the department.	1. Studying the current state of the systems of evaluating the students at the department level. 2. Continuous development of the systems used for evaluation at the department level. 3. Putting complete model for the exam paper at the department level. 4. Studying the students' satisfaction of the different evaluation methods in the department. 5. Putting mechanism for internal and external revision of the systems of the exams in the department. 6. Putting a way for making complaints of the exams results and its continuous activation.

4	Committee of Students Instruction	This committee aims at supervising the students' affairs from instruction, direction and the student's complaints in addition to the several activities.	1. Directing and instructing the students in the department concerning the subjects and the necessary skills and monitoring the weak students and instructing them academically and psychologically. 2. Studying the problems of students and suggesting solutions to them. 3. Receiving the students' complaints concerning the curricula or teaching staff members. 4. Presenting suggestions
			concerning developing the academic programs in the department.

5	Committee of Labs, Equipment and services	This committee aims at giving care to the affairs of the labs, equipment and services which it presents.	1. Ascertaining providing the lab equipment and the students' services of the program. 2. Ascertaining providing the maintenance plans to the labs, the equipment and the students' services. 3. Presenting periodical report to the department head at the end of every academic year to perform the necessary repairs/amendments. 4. Supervising providing the procedures of the safety and security of the labs and the lesson halls and presenting a report about them to the department head. 5. Spreading the awareness, preparing and distributing instructional pamphlets to the students for the different risks (Chemical, Electrical, radiation) at the start of the year.

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6	Committee of the Development and Quality	This committee aims at giving care of the affairs of the development and quality in the department.	1. Spreading the quality culture in the department. 2. Supervising the strategic plan of the department and monitoring its execution. 3. Suggesting the developmental plans of the department. 4. Executing and pursuing the activities of the evaluation and the academic approval in the department. 5. Suggesting the aim and outputs of the learning for the different department programs.
			6. Supervising the self – evaluation process of the programs of the department and preparing the reports of the self-study of the academic programs. 7. Collecting the data and the information, in continuous way, about the requirements of the academic approval and the quality activities and applying them in the department.

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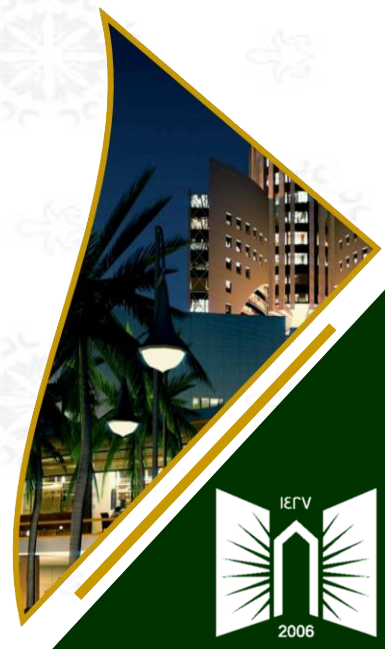| 7	Recruitment Committee	The academic recruitment committee is to assist in selecting the faculty with the best academic background and experience who can contribute to the efforts towards a quality education to the highest international standards	1. Prepare the requirements for the up-coming academic year. 2. Ensure all academic credentials of applicants being transmitted by the faculty recruitment office are valid (on campus education and well known universities) 3. Recommend candidates for interview and for hiring 4. Conduct on-campus interview, if possible or interview by Skype 5. Arrange Interview schedule for faculty candidates 6. Teaching experience preferred from well-known universities 7. All such information should be verified by respective academic committee members.

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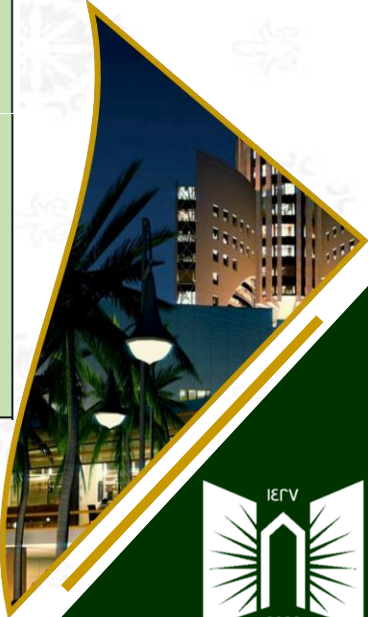| 8	**Time Table Committee**	This committee for supervision on the statements of registering the students for curricula and opening the sections for preparing time tables of different faculty members based on their University work load norms and specializations.	1. Supervising the process of registering the students for the curricula 2. To open number of sections of theory, labs, tutorials and projects based on statistics of previous semester registration of students in different subjects 3. To prepare time tables of various faculty members as per their specializations and designation norms 4. Handling the problems of registering the students in the faculty curricula.

| 9 | Social Care Committee | This committee aims at giving care for all services presented by the department to the staff and to arrange an orientation programs for newly joined staff in the department. | 1. To arrange orientation programs for newly joined staff in the department
2. To arrange get together parties frequently to motivate staff academically and socially
3. To arrange fresher and send off party for newly joined and leaving staff of the department. |

| 10 | Committee for E-learning, Web Development & Media | It is to supervise the work process in the electronic procedures in the faculty and supervising the activation of the best use of the technology in facilitating achieving the aims and strategic plans of the faculty and executing the policies and confirmed programs of the electronic transactions, the electronic learning and the aiding educational services and achieving the determined aims | 1. Presenting support to the teaching staff members in the field of the electronic education
2. To arrange E-learning orientation program at the faculty level for newly joined staff in the department
3. Putting development plans of the unit
4. Coordinating with the electronic learning management concerning activating the electronic learning in the faculty
5. Evaluating the performance of the unit personnel
6. Monitoring the works of the electronic transactions and the electronic learning in the faculty. |

12	Project Committee (if any)	This committee to manage the final year project work	1. Collect project titles with abstract from the faculty members 2. Allocation of projects to the student group of three 3. Supervise the conduct of evaluation of projects done two times per semester for both project -1 & 2 4. Presentation of projects in the poster day 5. Submission of project assessment grades to the departmental exam committee

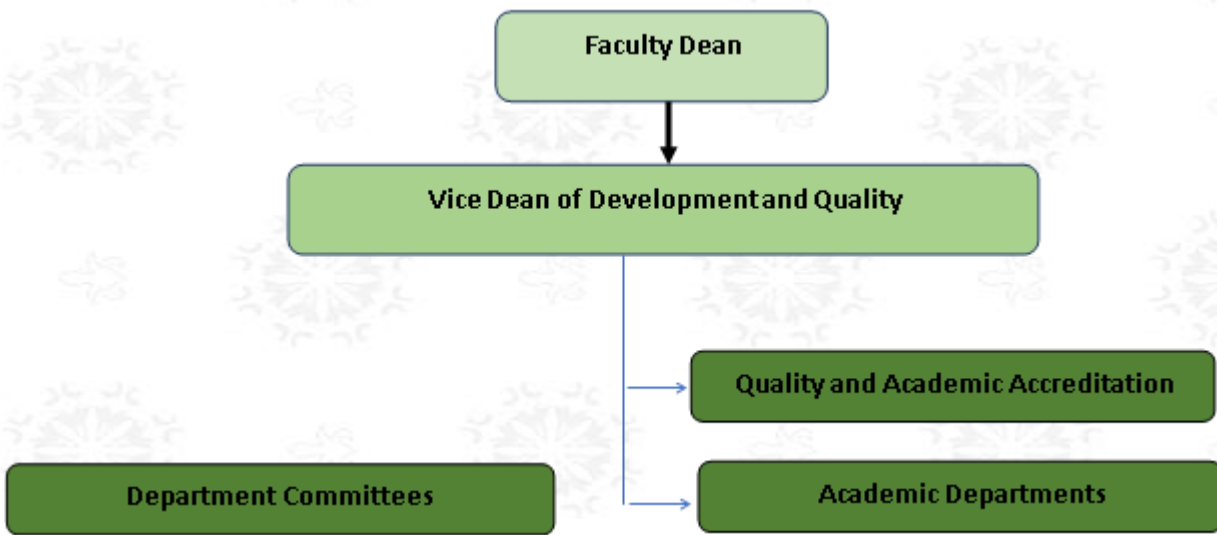| 13	Training and Community Services	This committee aims to give training to the staff on technology and extent community services	1. Arrange training to staff and students on subjects related to program. 2. To arrange services to the society

1. Faculty Level

The Vice-rector of Development and Quality at UT is responsible for taking variety of measures to ensure the integration and harmony of the quality practices in different sectors of the university. Thus, in order to ensure the integration and comprehensiveness of quality and accreditation and develop the ability to control and ensure the quality of internal and external

operations affecting either levels, institutional or programmatic, in accordance with the standards of NCAAA, the University's Vice-rector of Development and Quality evaluates the importance of restructuring these departments through the formation of a unified quality management structure and organization in different faculties.

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Faculty Dean

Vice Dean of Development and Quality

Quality and Academic Accreditation

Department Committees

Academic Departments

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Figure 4 Qaulity Assurance at Faculty Level structure

1. The Quality Assurance Unit (QA) at Faculties

The Quality assurance and Accreditation Unit is supervised directly by the Vice Dean of Development and Quality and it is specialized in the development and implementation of plans and objectives to ensure educational quality and achieve the requirements of institutional and academic accreditation.

Tasks:

1) Develop and consolidate the concept of quality and disseminate its culture at the faculty level.

2) Follow-up quality assurance activities and academic accreditation of the university and support the efforts of the university to meet the requirements of NCAAA.

3) Develop strategic and developmental plans to improve the performance of the faculty in accordance with the requirements of NCAAA and implementing them.

4) Encourage and direct departments in the faculty to apply for national and international academic accreditation.

5) Conduct internal review for all academic programs and review self-study reports for the academic programs, which applied for program accreditation.

6-   Support the departments in the implementation of faculty plans and programs to achieve quality assurance standards and obtain academic accreditation.

7-   Provide recommendations and proposals to improve the quality of the outputs of academic programs in the faculty.

8-   Develop the annual implementation plan for the quality and academic accreditation unit in coordination with the strategic planning unit and submit it to the Deanship for approval and work on its implementation.

9-   Provide the training programs related to quality and academic accreditation in coordination with the Community Service and Training Unit.

10- Carry out any related tasks requested by the Vice Dean for Development and Quality.

Table 3 The Quality assurance and Accreditation Procedures at faculty **level**

Activity Name	Start of Semester	End of Semester	Annually	Bi-annual	Every 5 years
faculty Level Activities					
Strategic Plan Development					√
Strategic Plan KPI Execution Follow-up		√			
SWOT Analysis Preparation					√
Self-Scale Evaluation Report (Inst.)				√	
Stakeholder Surveys and Meetings			√		
Recommendation Conclusion and Assessment			√		
Actions Plan Preparation and Distribution			√		
Actions Plan Execution Assessment			√		

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1. University Level

The University Council is the executive authority, which helps the university's president to effectively manage the academic and administrative affairs as well as propose and amend the university regulations and pass them on to the education minister for approval. The Council shall review and make recommendations on issues of university such as carry out approving study plans and contracting with teaching personnel etc.

The most important cycle in the quality assurance of education at the institutional level is the five-year Strategic Plan cycle. Policy for the next five years is driven by the vision and objectives set out in the Strategic Plan and in the Vision on Teaching and Learning arising from it. The UT educational policy must cohere with Ministry of Education policy. The UT annual report presents an overall account of progress. The University Council is responsible for the education and student policy, as well as for the general management of the university. The first responsibility means that it has its own substantive role regarding the quality of the programs. The second entails University Council role with respect to the tasks of the deans. UT Council can issue guidelines to the deans concerning the coordination and organization of programs through periodic consultations such as the Periodic University Council meetings.

UT in its commitment to program quality assurance at the university level has established in its hierarchal a vice-rectorate for development and quality, which is the umbrella for the deanship of development and quality assurance. The vice-rectorate for development is in charge and responsibility for the quality assurance and development at the university. It is responsible for quality assurance planning etc. Moreover, the vice-rectorate for academic affairs are playing main part of the program quality assurance and development too. The UT level of quality assurance can be summarized in next institutional level units and committees:

1. Standing Committee for Academic Accreditation

The university Rector and all university vice rectors are involved in the quality assurance activities. This committee is supervised by the university rector and memberships of university vice rectors and the dean of the deanship of development and quality assurance and other members from the faculty members. This committee plays main role in monitoring the quality assurance of the all program as the annual program reports and all action plans for improvement are reported to this committee

1. Standing internal Review Committee.

This committee is responsible for conducting an internal review in order to ensure that NCAAA accreditation requirements are met both at the university level and at the program level. Therefore, the committee prepares internal review forms for use by the various different university bodies.

The committee also assists all the university's academic and administrative units in the development of quality improvement strategies in their own areas, conducts site visits to assess the achievement of high standards of performance, and oversees the implementation of actions in the recommended priority areas for improvement. At the end of each year, the committee reports to the Higher Committee for Academic Accreditation on the performance of the different academic and administrative units at the university in relation to their NCAAA accreditation requirements.

1. Teaching and Learning Support Committee

This committee is supervised the university vice rector for academic affairs. This committee monitoring the university KPIs for standard 4,5 and 6 which gives general overall about university performance at the learning and teaching perspective. It is in touch with all programs regarding their annual program reports and notified from the internal standing committee about the programs progress and action plans for improvements.

1. Unit of measurement and evaluation

The aim of the unit of measurement and evaluation in general is to measure and evaluate academic performance in the departments and faculties of the university by achieving the following objectives:

1) Dissemination of the culture of measurement and evaluation of the university.

2) Establish standards for measurement and evaluation of the university and the preparation of indicators to measure the academic performance of the university.

3- Diagnosis of the reality of the educational process and the discovery of problems and shortcomings and work on the treatment.

4- Conducting statistical studies and submitting periodic reports on academic performance in university faculties.

5- Provide statistical and educational consultations in the fields of measurement and evaluation.

6- Measuring the learning outcome of the university to develop it.

The unit of measurement and evaluation contains two departments:

1. Department of evaluation activities.
2. Department of measurement and testing activities.

A set of quarterly and annual tasks as shown in the following tables 4 and 5.
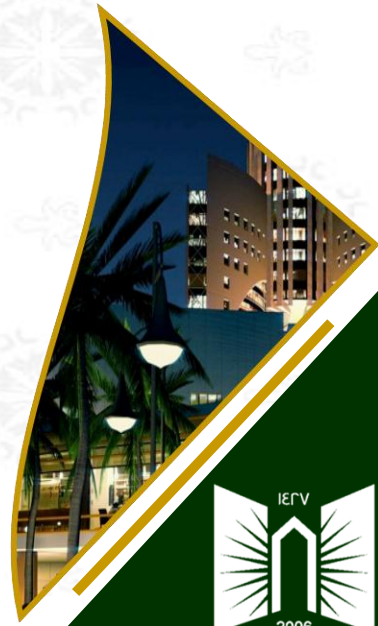
Table 4: Department of evaluation activities

Activity Name	Start of Semester	End of Semester	Annually	Objectives	Procedures
Study of tenth item for course syllabus typical format (CSTF)		√		Diagnosis of the reality of the teaching process in the main campus and satellite campuses and related problems	The supervisors of the units of measurement and evaluation in the main campus and satellite campuses of the university are instructed to guide the faculty members to fill item No. 10 of the course syllabus. The evaluation department in the unit of measurement and evaluation gathers and analyzes the observations received from each faculty and prepares a special report
Follow-up the preparation of the course syllabus typical format (CSTF) and the loading of it on the site of faculty member for all collages in the main campus and satellite campuses of the university	√			Unifying the general format of the university's course syllabus and ensuring access to students.	The Evaluation Department, in cooperation with the supervisors of the units of measurement and evaluation in the faculties, scans the sites of faculty members on the university website to make sure that each member of the faculty is loaded the plans of his/her courses for the semester, then the evaluation department prepares a special report

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Table 5: Department of measurement and testing activities

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Activity Name	Start of Semester	End of Semester	Annually	Objectives	Procedures
Study of Evaluation of a sample of the final tests of university courses in the main campus and satellite campuses in each semester		√		Diagnosis of weaknesses and strength in the formulation of test questions for university courses in the main campus and satellite campuseS of the university	Each college provides a unit of measurement and evaluation at the university with a sample of 20% of the university final tests at the end of each semester. The measurement department then applies the criteria prepared by the unit of measurement and evaluation to the sample of tests and prepare a special report

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