KINGDOM OF SAUDI ARABIA
Ministry of Higher Education
NAJRAN UNIVERSITY

جامعة نجران
NAJRAN UNIVERSITY

Quality Manual of Najran university

Quality in higher education is a mean for improving and developing the education. It is not limited to the tools for monitoring and improving performance but beyond towards the advancement of education and its quality in order to rise to the challenge of meeting national and international standards. Hence, quality is no longer a luxury to institutions of higher education, which they may take it or leave it; instead, it became a necessity for existence and excellence within the unique national and international conglomerate of higher education institutions.

Despite the disparity between the institutions and the pioneers, researchers and practitioners in the field of quality on the concept of quality and its definition, it is worthwhile to mention some of these definitions:

Concept of quality according to some institutions:

1- **National Commission for Academic Accreditation & Assessment (NCAAA):**

Quality is the value, quantitative measure or level, given to an educational institution or an educational program based on the comparison with generally accepted standards for similar educational institutions or programs.

2- **The Quality Assurance Agency For Higher Education (QAA) Of The United Kingdom:**

QAA states that quality is a method for describing all the systems, materials and standards used by universities and educational institutes to maintain the standards and improve quality. This includes teaching, students learning, scholarships and research.

3- **Federal Quality Institute:**

"Perform the work correctly from the first time, with the dependence on the evaluation of the stakeholders to know the extent of the performance improvement".

4- **World conference on higher education- UNESCO (Paris- 1998):**

Quality in higher education is a multidimensional concept which should include all the functions of education and activities such as curriculum, educational programs, scientific research, students, buildings, facilities, tools, community services and self- learning, and to identify internationally recognized standards for comparison.

5- **ISO 9000:**

A collection of distinctive features of a product that satisfies the declared and expected needs or able to meet them"

Quality concept from the perspective of pioneers and researchers:

1- Joseph M. Juran:

Defines quality as the accurate use according to the perspective of the stakeholders

Juran has determined the three dimensions of quality under what is called the quality triplex:

Quality planning	Specify the stakeholders. Specify the needs of these stakeholders. Improve the products which are able to meet these needs. Improve the qualifications of the products to meet our needs and the needs of the stakeholders
Quality improvement	Develop the processes of producing a product. Improve the process.
Quality control	The ability of the procedures to produce a product under the available operation conditions with the minimal amount of inspection.

2- W. E. Deming:

"Focus on current and future needs of the clients or consumers". Deming concluded seven obstacles that hinder the optimization process. He called them as “the seven deadly diseases”. They include:

1. Lack of constancy of purpose.
2. Emphasis on short-term profits.
3. Evaluation by performance, merit rating, or annual review of performance.
4. Mobility of management.
5. Running a company on visible figures alone.
6. Excessive medical costs.
7. Excessive costs of warranty, fueled by lawyers who work for contingency fees.

Deming also offered the fourteen key principles to improve quality, which are:

1. **Create constancy of purpose** for the improvement of product and service. With the aim to become competitive, stay in business, and provided jobs.

2. **Adopt the new philosophy of cooperation** (win-win) in which everybody wins. Put it into practice and teach it to employees, customers, and suppliers. This is because unmotivated efforts will not achieve the required objectives, and that quality improvement is a comprehensive process.

3. **Cease dependence on mass inspection** to achieve quality. Improve the process and build quality into the product in the first place.

4. **End the practice of awarding business on the basis of price tag alone**. Instead, minimize total cost in the long run. Move toward a single supplier for any one item, on a long-term relationship of loyalty and trust.

5. **Improve constantly and forever the system of production, service, planning, or any activity**. This will improve quality and productivity and thus constantly decrease costs.

6. **Institute training for skills**. This should include all employees. They must be trained on the duties assigned to them with the focus on production.

7. **Adopt and institute leadership** for the management of people, recognizing their different abilities, capabilities, and aspiration. The aim of leadership should be to help people, machines, and gadgets do a better job. Leadership of management is in need of overhaul, as well as leadership of production workers.

8. **Drive out fear and build trust** so that everyone can work effectively. The attention to quality requires that employees feel safe within the institution or organization to which they belong to, and to provide job stability for them, because this ensures loyalty to the Organization and a sense of belonging. It also keeps away the obstacle of fear and allows the employees to express their views and to speak frankly. This is what makes the workers work well and do their jobs more effectively without fear.

9. **Break down barriers between departments. Abolish competition and build a win-win system of cooperation within the organization.** People in research, design, sales, and production must work as a team to foresee problems of production and in use that might be encountered with the product or service.

10. **Eliminate slogans**, exhortations, and targets asking for zero defects or new levels of productivity. Such exhortations only create adversarial relationships, as the bulk of the causes of low quality and low productivity belong to the system and thus lie beyond the power of the work force.

11. **Eliminate numerical goals, numerical quotas and management by objectives**. Reducing the directions that require achieving specific results for the year or singling out one employee alone while focusing on pursuing a course of a team

within the company or organization is recommended. This is because overpassing the client's expectations as far as quality is concerned has a longer-term value than the forecast as far as the quantity of manufactured production is concerned.

12. **Remove barriers that rob people of joy in their work**. This will mean abolishing the annual rating or merit system that ranks people and creates Competition and conflict. Negative performance evaluations which focus on the negative details can destroy any desire among workers or employees to improve performance. Most workers and employees want to do their jobs properly well. They do not want to be sentenced inaccurate, or be subject to unfair criticism, as their least expectations is to be treated in a fair manner.

13. Institute a vigorous program of education and self-improvement. This can be done by setting up continuous developing programs, focusing on the process of development and self-improvement, and acquiring new knowledge and skills. This is because the staff must have a strong basis and up-to-date information about the work they do, as tools, techniques and information are on continuous change and evolution.

14. Put everybody in the company to work to **accomplish the transformation**. The transformation is everybody's job. It requires consolidation of the previous principles by all members of the company or institution as well as making them real thing and not just glamorous slogans proclaimed and brag them. It also requires encouragement for implementing and committing to them permanently and continuously. They should take the proper attention and commitment by all employees of the organization or institution, starting from the top management and ending up with the lowest ranked worker or employee.

3- **Philip B. Crosby**

Defined quality as a conformity to certain specifications set forth by management and not some vague concept of "goodness." He focused on both quality management and taking preventive measures. He also empathized on the outcomes and reduction of defects in performance. Crosby is considered as the pioneer of the concept "zero defects". He introduced his philosophy for total quality management through four major principles:

1. The definition of quality is conformance to requirements (requirements meaning both the product and the customer's requirements)

2. The system of quality is prevention

3. The performance standard is zero defects (relative to requirements)

4. The measurement of quality is the price of nonconformance

He also offered the following fourteen steps for quality improvement in teams:

1. Management commitment.

2. The quality improvement team.

3. Quality measurement.

4. Cost of quality.

5. Quality awareness.

6. Corrective action.

7. Zero Defects planning by creating a work environment that ensures the implementation of the zero-defects programs.

8. Employee education to take part in the quality improvement process.

9. Zero Defects Day. A day allocated so workers can feel that there is a change for the better.

10. Goal-setting and encouraging innovation by employees of the organization.

11. Error-cause removal. Encouraging employees to contact management in the case of their inability to solve the problems that stand in the way to achieve flawless performance.

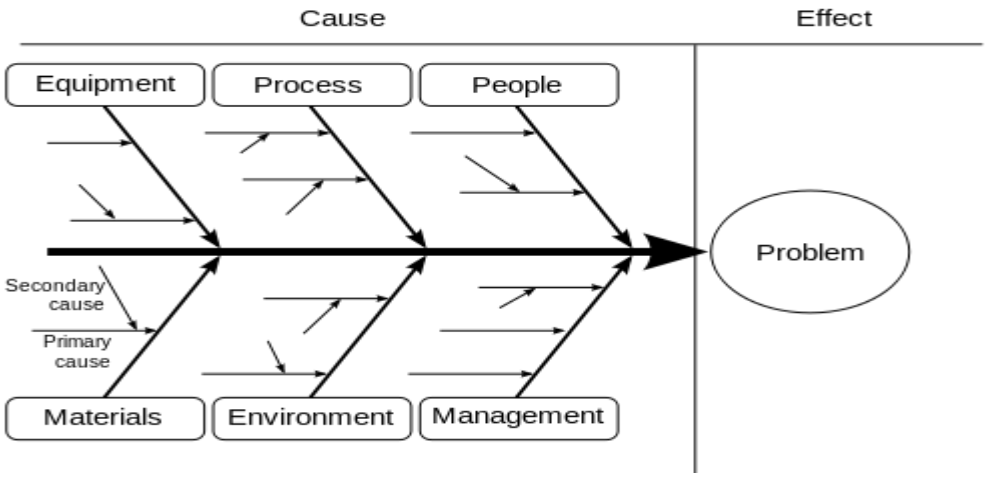
12. Recognition. Hold programs to reward and motivate the employees who have achieved good performance indicators to improve quality.

13. Forming Quality councils.

14. Repeat the previous steps to ensure the continuity and never stopping improvement.

4- Ishikawa:

He is the real father of quality cycles for being the first to call for the composition of a number of volunteers, between four and eight, who has a mission of identifying the problems they face and suggest the best ways to solve them. He issued a book called "Guide to quality control". He also suggested the fishbone diagrams, which resemble skeletons of fish, where the bones or thorns represent potential causes of a particular problem. The fishbone diagram is used to keep track of customer complaints about quality and identify the source or sources of errors or shortcomings.



Ishikawa believes that while the responsibility of the product quality in US companies is limited to a small number of quality management crew, all Japanese managers are responsible and committed to quality. He also focused on the importance of the after-sales service in quality control, and the participation of all the employees at different levels in this quality control process through his classification of the statistical quality tools into groups. Then each of these groups will be connected with a certain level of employees as follows:

1. The first group : the tools that can be learned and applied by anyone in the company in order to assess quality problems e.g. cause and effect, Pareto scheme, process control maps, terraced repeatability, dispersion schemes, and inspection tools.

2. The second group: the tools that can be used by managers and quality experts, which include samples and test hypotheses.

3. The third group: the tools that are used in solving the advanced statistical problems and used by quality experts and advisers.

5- Robert Kronsky defined the total quality as a philosophy to promote the institute mission and objectives using the tools and techniques of continuous quality improvement (CQI) as means to achieve simultaneous and mutual satisfaction of all concerned parties.

The importance of Robert Kronsky in that he was the first to apply what is known as the concept of TQM at colleges and universities, including the classrooms. He was also the first to publish a book on the application of this concept on the academic circles.

6- James Saylor: total quality management is a philosophy and a set of principles which are the basis for continuous improvement. It is also the implementation of quantitative methods and inclusive efforts for the organization seeking to create a climate in which workers continuously improve their abilities to improve implemented procedures; hence, improve the quality of the products to meet current and future needs of the client. Quality management works to achieve the integration of administrative and technical methods and to optimize the efforts in order to focus on continuous improvement.

7- K.D. Lam, Stephen R. and Frank Watson: The definition of Quality in their book "Total quality: A textbook of Strategic Quality Leadership and Planning, 1991" is the fundamental change in the way business is performed. It creates a new trend illustrated by the performance of the employer and members of the higher management. In other words, it is a climate of nurture creativity, leadership, innovation, individual responsibility and accountability".

Criteria affecting quality in universities:

1- Tangibles: Refers to the availability of adequate equipments and modern devices with easy access and use, in addition to good learning environment and supportive services such as housing and sports facilities.

2- Competences: It is expressed in the availability of sufficient number of faculty members, developed theoretical courses, efficient practical training, experience in teaching and communication and significant research activities.

3- Attitude: Knowing students' needs and providing help, guidance, personal attention to the problems of the students and expressing passion and respect.

4- Contents: It refers to harmony and effectiveness of the study plan with the jobs available for the students after their graduation. These study plans should be designed to provide basic information and advanced skills as well as to train the students on using of modern technologies, computer, communication and scientific research skills throughout their study.

5- Delivery: It includes explanation of subjects and topics in an influential and gradual manner and within specific determined times, justice in exams, getting feedback from the students and benefiting from them in the programs development and services and encouraging students to study and be creative.

6- Reliability: It is expressed by being confident in the university, and earning a respectable degree that qualifies graduates to compete in the job market. It also includes addressing the problems of the students and working with them to meet the promises, mission and objectives set forth.

Total quality management: International experiences and trends

1- North Missouri State university:

This university is a pioneer in the field of Total Quality Management (TQM), its experience began in 1986. In the year 1991, the university has developed a culture of quality. When the university adopted a culture of quality, faculty and staff members contributed to the production of a list including more than 200 ideas concerning possible changes on the campus, from which 42 were chosen to be implemented over seven years. At the end of that period, the university had successfully achieved the followings:

- Seven colleges were merged into four and 24 programs were canceled due to substandard participation or low quality level.

- Turned 6% of the budget allotted for management and academic support services to teaching.

- Salaries of teaching staff members increased by 15%.

- Removed the accumulation of unachieved maintenance projects during the last six months to eighteen months.

- Identified the main competences that should be attained by the students and the courses to achieve the intended learning outcomes.

- Turned a deficit of a million dollars to a reserve amount of three million dollars.

- Student registration increased by 26% of the absorptive capacity.

- Established a comprehensive e-campus in the United States.

- Conducted a comprehensive final exam for graduation in all the departments.

2- The idea of the house of quality in Japan:

This experiment was established in the industrial area in Japanese universities. A house of quality refers to a set of basic concepts that contributes to total quality with the following bases:

- The superstructure which is composed of three systems affecting the total quality and its tools. These systems are the social system, administrative system and the technical system.

- Quality foundations and pillars that include customer service, respect, management by facts and continuous improvement.

- Assets upon which the pillars are built. These consist of four operations namely strategic assets, operations, projects and humane management.

-Finally, the corners, profession, vision, values, goals and issues.

3- The European Pilot Project For Evaluation Quality in Higher Education:

This project was conducted by the European Commission to evaluate teaching and learning in universities, taking into account the research activities and their impact on the educational process in two disciplines: Engineering sciences and information and communication sciences. Forty six educational institutions have been evaluated in the same period from November 1994 to June 1995 and resulted in 46 reports of self-evaluation, and a similar number of reports at the institutional level. From these reports, 18 reports analyzed the experience at the national level and the final report that is based on the national reports at the European level in November 1995. The report displayed and analyzed the first experience with the pilot project and provided proposals for future cooperation and future follow-up activities.

Determinants of Quality:

The provision of distinct educational services to meet the purpose of which they are intended mainly depends on four key factors:

- Service design.

- Conforming to the design (upon execution).

- Ease of Use.

- Services after the provision of the service.

Quality assurance:

Quality assurance of higher education refers to a specific process of verifying that the academic standards are compatible with the educational mission of the institution. It also means that they have been identified, defined and achieved as consistent with the corresponding standards, whether at the national or international level. Finally, it also refers to that the quality of learning opportunities, scientific research, community participation and the development of environment that should be appropriate or

exceed the expectations of all types of end-users services provided by the educational institution.

Quality deals with both efficiency and effectiveness. Efficiency means the optimal use of the available input potentials in order to obtain a specified amount of outputs, using the lowest amounts or the least possible cost from inputs. This represents the total quality foundation, which is to achieve the required specifications by the best way involving minimal cost and effort. While effectiveness means to achieve the desired goals or outputs. This is also an important component of quality, as the total quality aims to achieve goals at the lowest cost.

It should be pointed out that the diversity of the educational process outputs depends, to a large extent, on the nature and diversity of the objectives of the educational institutions, while taking into account the conditions and requirements of the surrounding environment, as well as the effectiveness of these institutions and efficiency, making the educational institutions adopt some outputs not others; hence the quality systems vary among different educational institutes (Al Zalimy and others).

The interest of educational institutions in the concepts of intended outputs became clear in their prompt efforts to satisfy the needs and requirements of the labor market. When the educational institutions are unable to achieve the targeted level of quality in their outputs they tend to measure and compare their actual outputs to the ambitious outputs (targeted) that guarantee a minimum level of quality standards, which requires considering the targeted outputs as one of the most important inputs to the modern educational system.

Despite that the trends towards the application of TQM in education is relatively recent, there is already a trend emerging in the field of TQM towards continuous quality improvement.

Wolverton, 2003 defined the continuous improvement as "a special philosophy of quality that depends mainly on the leadership of the organization towards the analysis of its systems in a developing way to take a variety of decisions based on facts. Also it is to inform internal and external stakeholders about the philosophy of the institution, in addition to continuously update the employees of the institution with current inputs.

International examples for quality assurance:

1- United states of America:

Through the accreditation process which makes sure that what the university offers in teaching and management services meet the minimum quality assurance standards. There is entity in the United States or the Federal Ministry that controls or supervises the higher education. In fact, accreditation is provided by a private non-profit organization mainly established for this purpose. Accordingly, the adopted system in the United States is the external audit system (External Quality Monitoring). It is a continuous process in the sense that earning an initial accreditation does not mean it is

final as there is a periodical auditing process. Generally this process includes: a self-report from the university, a review report (Peer review) made by specialized group based on the self-report, and an onsite visit to verify what was stated in the report. All the members of the team are usually volunteers and they do not get any amount of payment. The organization makes its decision by whether awarding the institute an accreditation or not. It also continues to make periodic reviews of the institution for several years (up to ten years).

2- Great Britain:

Quality Assurance Agency for Higher Education (QAA) was established to ensure the quality of higher education in Britain. It is an independent national body who gets financial support from the fees paid by the universities for accreditation. Quality assurance is initially verified through an internal auditing of the university and then reviewing its implemented processes. During the internal audit, the awarded certificates that the university grants are being confirmed to be of acceptable quality and at good academic standards as well as that they are in line with the laws. Institutional review is carried out through a continuous cycle every six years. It includes an internal audit, self-report and an onsite visit. The audit team gives one of the conclusions, either high confidence, limited trust or no trust. The whole process depends on the code of practice to ensure the quality of academic teaching. This Code contains several parts including: scientific research programs for postgraduate studies, scientific cooperation, students with disabilities, external examiners, the complaints of students and academic needs, evaluation of students, program accreditation and review, jobs, counseling, and admission policy.

3- Australia

Australian universities are considered as self-accreditation institutions that have an ongoing review process carried out by the evaluators of various programs and units. Quality assurance includes: student evaluation questionnaires, accreditation from professional bodies as well as the presence of external examiners. In the year 2000, the Ministerial Council for Education, Training and Youth Affairs established an agency to ensure the quality of Australian universities as an independent non-profit unit that evaluates universities and submit the evaluation report. One of the main objectives of the agency is to create a system for periodic review to ensure the quality, conduct analysis and provide reports about accreditation standards of new universities. The Universities themselves bear the cost of the audit and evaluation. Despite the fact that this is considered as external auditing, there are no specific criteria or standards that are common, as each university develops its own system according to its objectives. The accreditation agency accepts these systems as a starting point. Therefore the university has to develop a system and mechanisms to achieve its goals. External audit begins as usual by the self-study file then a site visit to make sure that the institution has achieved its objectives.

4- **The Swiss system**:

It is a mixed system that includes a strict accreditation system for the private universities eligible for governmental support. This system encourages public universities to develop a self study-file for internal auditing.

5- The German system:

Is a special central system which does not provide enough encouragement for the universities to conduct corrective measures, it has recently been partially moved towards formative approach.

6- The French system:

It includes evaluating the governance and administration, quality assurance system, the achievements of scientific research units and the methods of teaching and learning adopted by the university. One weakness of this system is that it is specific for each university and, similar to the German system, it does not encourage adopting real improvement steps or motivates universities to achieve higher quality ranks; thus, making it not necessary for the university to acknowledge its weaknesses and work on improving them.

7- Irish system :

It is perhaps the most comprehensive system which is mainly internal "within the university (Institutional)"; however, the law imposes it on each university so that each university has to conduct a strict internal auditing and provide reports on teaching and scientific research in every department as well as on the services provided to students in general. The law includes a periodic review and assessment of the process as well as submission of files of internal auditing. Although the university is the responsible body but the Irish system ensures that the university will take this subject seriously.

8- The Scottish system

It is similar to the Irish system where the university is the responsible body for the auditing process and the development of its own system. The basic difference is that this system focuses on teaching, while the scientific research is assessed through other bodies. It is a sophisticated system, where public and private universities that want to develop teaching for the undergraduate level and master level can benefit from it.

9- The Austrian system:

This system adopts transparent measures to allow universities to consider themselves as private universities. It is a system which encourages development in an indirect way via achievement of the minimum requirements of quality standards "Summative & Agency-led system". However, internal auditing to be considered as a means for accreditation is still superficial.

10- Hong Kong:

It is influenced by the system in Australia, New Zealand and the United States. It focuses on the responsibility of the university itself in the quality assurance of teaching and learning. It also can enhance the supportive role of national institutions concerned with quality assurance such as the commission of quality assurance. Therefore the system acknowledges that each university has suitable objectives for its mission.

11-The European university Association (EUA):

The system includes governance, the ability to change and quality assurance. Like other systems, it includes self-study reports, strategic SWOT analysis followed by a field visit by five experts including one of the students, who in turn make recommendations in this regard. Thus, the correction and development become the responsibility of the university which is free to accept the recommendations or neglect them.

The following includes the best practices concluded from the previously mentioned systems that would help to develop the quality system of Najran university:

1. Strong and good system. It is the system that examines the strategy of the university in the light of its objectives.

2. The system should focus on an ongoing process for quality assurance and not on a fixed and rigid standards.

3. To be "Institutional Driven" as well as the responsibility of a national body since the internal auditing process is a very important step.

4. The system should be simple and practical to encourage the universities to accept it rather than reject it.

5. The system should be compatible with the nature of the university.

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System of quality

System of quality:

The system is defined as the organizational structure, responsibilities, operational procedures and processes, and the required resources needed to manage quality.

The system organizes a group of elements, such as human resources and physical components. The elements of this system are organized and built to perform operations through inputs to produce the system's intended outputs, which means it is the process by which inputs are converted into outputs.

It is worthwhile here to use the definition of the NCAAA of inputs, outputs and processes as stated in their manual of quality assurance and academic accreditation in Saudi Arabia (Part I).

Inputs are the resources available to and used by the organization to provide programs.

The inputs include financial resources, facilities, equipments, faculty members and students. It can also include the indicators of the efficiency of faculty members. Inputs could include the number and qualifications of the teaching staff and their ratios to students. It can also include some aspects of equipment indicators, such as the ratio of computer labs to number of students, or the rate of wasted time due to equipment faults.

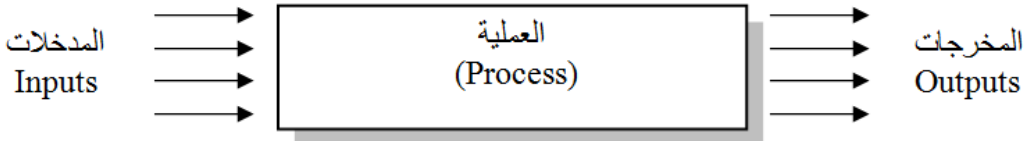
Until recently, the quality assurance systems relied heavily on the input indicators of quality, using indicators like financial resources, the qualifications of faculty members and provision of computers. But despite the fact that these systems still have importance as factors of empowerment, attention has now moved to the output measures related to research and quality of student learning.

Operations include administrative arrangements and organizational policies and procedures that are carried out by the educational institution in the field of planning, reviewing and providing programs.

Operations are what take place in an organization when using the available inputs for the production of outputs. The term includes teaching processes and procedures for evaluation and management of researches and social activities, as well as a wide range of other activities that have a direct or indirect impact on educational programs.

Outputs: are the results of teaching, learning and research processes in the organization.

This term is usually used as a description to what the programs or the institution produces as a final result of the educational operation. For example, referring to the results of the students' education, it usually means the efficiency of their level of education and what they can do after the completion of the program in which they have registered. Similarly, the research results are usually related to research quality and impact, rather than just being a statistic versions or completed research projects.



Responsibility for quality:

Quality is not the responsibility of one person or one department but it is everyone's responsibility; "Quality is Every One's Business". The responsibility of quality starts when the university / program specifies requirements of the beneficiary parties in terms of educational, research and community services,. It continues until the beneficiaries receive their services to monitor their satisfaction with these services in terms of efficiency and sufficiency.

Policies of Najran university in Management of Quality Assurance:

1) Quality improvement is an integral part of the regular planning processes carried out by the university including planning, implementation, evaluation and auditing.

2) Procedures implementation of quality improvement in the programs and courses of all the academic departments to assure accordance with the general framework of

national qualifications requirements and to ensure that applicable standards are met for the accreditation of professional programs according to the templates of the National Commission for Academic Accreditation and Assessment.

3) Provide technical support to all administrative units especially the ones newly introduced to the organizational structure in order to help them to efficiently perform their duties in the integrated system of total quality management of the university.

4) Monitoring job satisfaction of faculty staff members and administrators, and to work constantly in cooperation with the relevant administrative units in order to improve it.

5) Continuous evaluation of the performance of academic, administrative leaders and all employees and affiliates of the university.

6) Achieve the principle of accountability, which is based on reward and punishment in all academic and administrative transactions at the university.

7) Provide administrative and legal framework that ensure transparency and clarity in all stages of the processes of accountability, follow-up and improvement of all the employees and affiliates of the university.

8) Adopting effective strategies to create a positive regulatory environment to assure permanent and regular active participation in discussing work issues and development decisions.

9) Continuous assessment of the quality of the working environment through surveys and discussions with faculty, staff and students of the university.

10) Maintaining quality in all academic and administrative activities, all university buildings, facilities and services, and in continuous improvement in cooperation with the concerned Academic and Administrative Units.

11) Persistent and continuous reviewing for institutional and programmatic performance using the reference quality performance indicators.

12) Conduct a periodic "every three years" self-evaluation "institutional and programmatic" for all the Academic and Administrative Units of the university in order to take advantage of it in the development of plans for improvement of academic and professional accreditations.

13) The final results for the evaluation of a program performance are the average results of the evaluations of the men's and women's sections.

14) The obligation to apply the requirements of the International Standard ISO9001: 2008, and periodical reviewing of its terms to ensure continuous and constant improvement of the quality system in all administrative units of the university.

Quality management:

Based on the approval of the Higher Education Council at its fifty fourth session, held on 14/05/1430 H, and according to the resolution No. (13/54/1430) of the higher education council, the university Vice Rectorship for Development and Quality was established. It is noted here that the minutes of the above mentioned meeting were approval by the Custodian of the Two Holy Mosques, Prime Minister, Chairman of board of the Higher Education Council via telegram No. 4882 / MB dated 29/05/1430 H.

The Vice Rectorship for Development and Quality supports the Academic and Administrative Units of the university through encouraging the contributions of the faculty, students and the administrative staff towards achieving the strategic goals of the university, which are guided by ambitious and realistic vision and mission. The vice rectorship was keen to develop a strategic plan reflects the strategic objectives to be achieved during the plan period, which will lead to the development and improvement of teaching and learning, scientific research, and community service in the region within the framework of Islamic values and the university regulations and traditions, while preserving the Islamic identity of the community.

Vision of the vice rectorship

Achieving leadership in quality and development locally and regionally

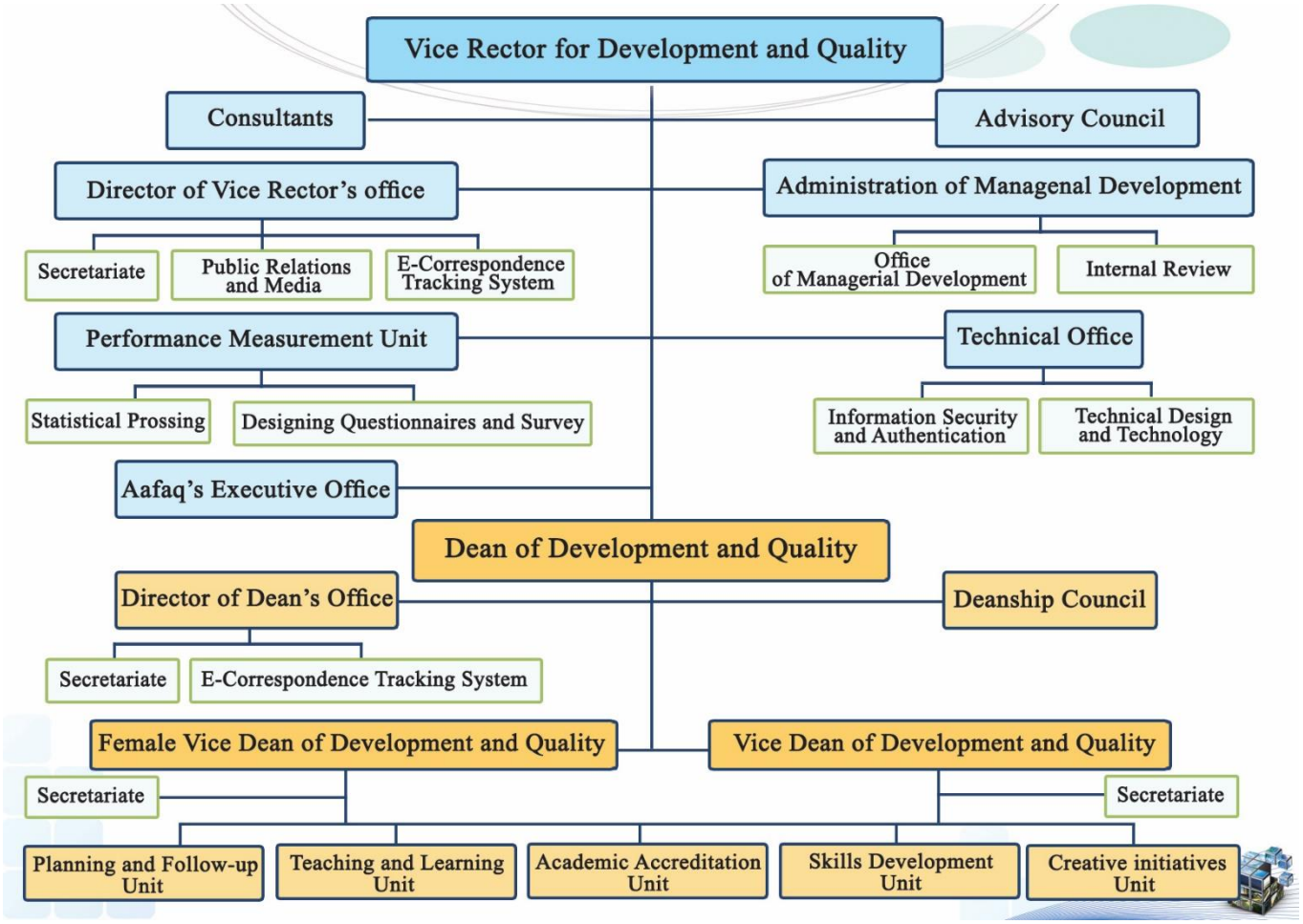
Mission of the vice rectorship

Achieving excellence in university academic, research and administrative performance and community service through continuous improvement of the applications of comprehensive quality systems, enhancing its units to obtain specialized accreditations and reinforcing the University's outlook to be an international one in the light of Islamic values.

Strategic objectives

1- Upgrading the program quality to meet the University mission
2- Enhancing follow-up and evaluation systems in teaching and learning process in the light of a unified institutional framework.
3- Improving systems of data and information administration to meet requirements of continuous improvement and assessment.
4- Supporting academic and administrative units of the University to obtain notable specialized accreditations
5- Upgrading training system provided for administrative and academic employees to enhance quality administration.
6- Enhancing the university role in carrying out its community responsibility.
7- Promote the performance of the Vice-Rectorship in development and quality locally and regionally

Organizational Structure of Vice-Rectorship for Development and Quali



Establishment of the Deanship of Development and Quality (center of assessment and academic development):

university Council recommended at its first meeting dated 07/02/1428 H to establish the university center of assessment and academic development. Then in its third meeting held on 23/06/1431 H corresponding to June 6, 2010, the university Council recommended to approve the conversion of the center of the assessment and academic development to the Deanship of Development and Quality in order to : -

1. Find a base for self-evaluation of the various academic programs at the university.

2. Support scientifically and technically in setting goals for various programs at the university, verifying their implementation through continuous assessment of the educational process and reviewing the development plans of various programs.

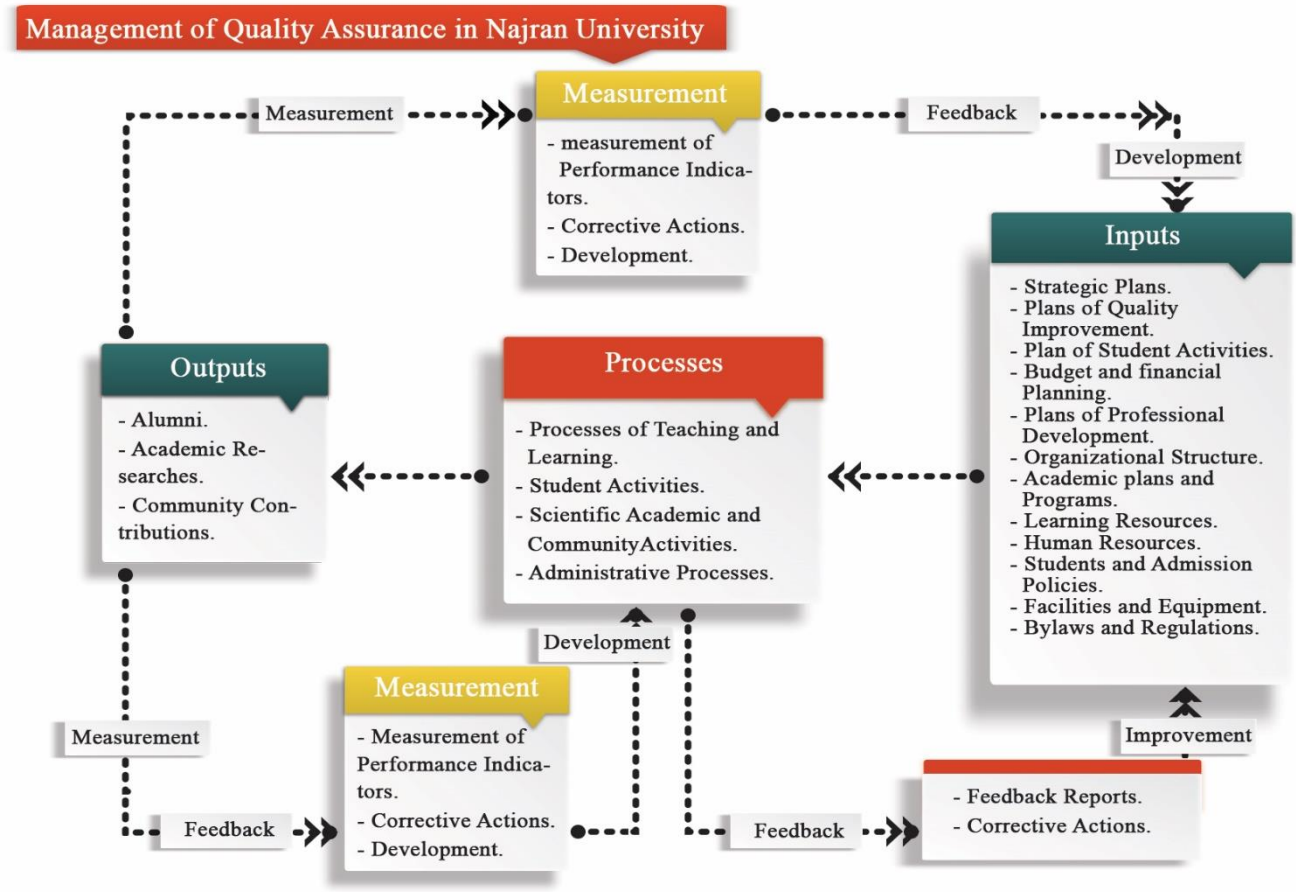
3. Help in the development of the teaching skills of faculty members.

4. Help in the development of the of the learning skills among students

5. Improve methods of evaluating the courses in line with the objectives of the curriculum

6. Evaluate the performance of faculty members

7. Establish the principle of continuous development for all the elements of the educational process.



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Quality Management of Inputs

1- Strategic plan:

This includes all the strategic plans of the university, whether the university administration or the strategic plans of the academic units and supportive deanships of the university as well as the strategic plans of quality.

Quality assurance of Strategic Plans:

- Equal representation of both men and women sections in the preparation of the strategic plans.

- Inclusion of the stakeholders within the preparation teams.

- Alignment with the national strategic plan.

- Use of the external auditor system on strategic plans to ensure alignment and realistic strategies and their effectiveness.

Responsibility for Implementation:

The responsibility for implementation lies on the shoulders of the Academic and Administrative Units of the university.

Responsibility of technical support:

The responsibility for technical support lies on the shoulders of the Unit for Strategic Planning.

Responsibility of follow-up:

The responsibility for follow-up lies on the shoulders of the secretariat of the Unit for Strategic Planning.

2- Improvement plan

This includes all the improvement plans of the university, which can be designed by either the academic units, supportive deanships or the administrative units of the university.

Procedures of quality assurance:

- Alignment with the university strategic plan for quality.

- Approval of the plan by the authorized council.

Responsibility for implementation:

This responsibility is for the Academic and Administrative Units of the university.

Responsibility of Technical Support:

This responsibility is for the Development and Quality Units in colleges and supportive deanships/ Unit of quality Support for colleges.

Responsibility of follow-up:

This responsibility is for the Development and quality units in colleges and supportive deanships/ Unit of quality Support for colleges.

3- Plan of student activities

This includes the extracurricular activities prepared by the Deanship of Student Affairs who is also responsible for managing its implementation.

Procedures of quality assurance:

- Designed to satisfy each student, male or female.
- Reviewed by the Unit of Strategic Planning to assure alignment with the objectives of the university.
- Include both male and female sections equally.
- Include the plan in the financial budget of the university to ensure the flow of funding.

Responsibility for implementation:

This responsibility is for the Academic and Administrative Units of the university.

Responsibility of Technical Support:

This responsibility is for the development and quality units in colleges and supportive deanships/ Unit of Quality Support for colleges.

Responsibility of follow-up:

This responsibility is for the development and quality units in colleges and supportive deanships/ Unit of Quality Support for colleges.

4- Budget and financial support

This includes the annual budget of the university that is built on the actual needs of the university and approved by the university council.

Procedures of quality assurance:

- Participation of all the academic units in the preparation of the plan in accordance with their respective strategic plans and their actual needs.
- Approval of the university council on the budget.
- Notify all Academic and Administrative Units with the approved budget of the Ministry of Finance.

- Supervise the implementation of the financial plan for the distribution of financial resources.

Responsibility for implementation:

It is the responsibility of the Financial and administrative management / Academic and Administrative Units of the university.

Responsibility of technical support:

It is the responsibility of the Financial and administrative management

Responsibility of follow-up:

It is the responsibility of the Finance controller.

5- Plans of professional development

This includes the training plans which aims to help in the academic development of the teaching staff as well as to improve the performance of the administrative staff.

Procedures of quality assurance:

- Designing training plans to meet the actual needs of all targeted groups.

- Approving the training plans by the Supreme Council or the competent authority.

- Including professional development within the performance evaluation system of the faculty and administrative staff.

Responsibility for implementation:

This responsibility lies on the shoulders of the Skills Development Unit of the Deanship of Development and Quality / Development and Quality Units in colleges and deanships.

Responsibility of technical support:

This responsibility lies on the shoulders of the Unit of Quality Support for colleges and deanships/ Unit of teaching and learning / Academic Accreditation Unit.

Responsibility of follow-up:

This responsibility lies on the shoulders of the Unit of Strategic Planning.

6- Organizational structures

This includes all the organizational structures and job descriptions of all the Academic and Administrative Units of the university.

Procedures of quality assurance:

- Provision of technical support from academic and professional competent authorities of both the Administration Institute and the College of Administrative Sciences during the process of designing organizational structures and job descriptions.

- External reviewing for the proposed organizational structures to ensure the alignment with the organizational structure of the university and development goals and mission.

Responsibility for implementation:

This responsibility lies on the shoulders of the Academic and Administrative Units of the university.

Responsibility of technical support:

This responsibility lies on the shoulders of the Administration Institute / College of Administrative Sciences.

Responsibility of follow-up:

This responsibility lies on the shoulders of the secretariat of the Strategic Planning Unit.

7- Programs and plans of study

Plans of study for various academic programs of the university should be designed to cope with the scientific development, job market needs and requirements of national qualification framework in the Kingdom of Saudi Arabia.

Procedures of quality assurance:

The procedures are basically to take the appropriate steps to make sure of the following:

- Program mission and goals are clearly linked to the university mission, goals and objectives.
- Goals of the curriculum and learning outcomes of the program are in accordance with the standards of the National Qualifications Framework in the light of the educational policy of the Kingdom of Saudi Arabia.
- Curriculum is in alignment with the objectives of the study in the university and respective college and meets the requirements of the college and university.
- Commitment to the templates of the National Commission for Academic Accreditation in both program and course descriptions and reports.
- Study Plans meet the required minimum and maximum credit hours according to the national qualifications framework.
- Commitment to the codes and numbers of the courses according to the system officially adopted by the college and university.
- Courses are distributed within the program at levels not less than eight levels, while academic course load for any of the levels should not be less than (12) and not more than (18) credit hours.
- The gradient in levels is compatible with the bloom's taxonomy.
- Emphasis on the unity of university science departments and to avoid duplication by coordinating between the various scientific departments within the university.
- The study plans cope with the needs of society and the requirements of the labor market.
- The study plan should include a program of field and professional training field to enhance the student experience.

- Taking into account when preparing the study plan to include: special needs to support the teaching and learning processes (labs, equipments, faculty members or technicians... etc.), so as to enable the college and university to implement the proposed plan.

- Use the Advisory Committees Policy to discuss programs and courses reports.

Responsibility for implementation:

This responsibility lies on the shoulders of the Academic and Administrative Units of the university.

Responsibility of technical support:

This responsibility lies on the shoulders of the Unit of Quality Support for colleges and deanships/ Unit of teaching and learning.

Responsibility of follow-up:

This responsibility lies on the shoulders of the Unit of Teaching and Learning/ The Study Plans and Curricula Committee.

8- Learning resources

These include a range of printed and non-printed materials and equipments which are selected, organized and prepared to serve the needs of teachers and students according to the learning objectives and intended learning outcomes of the educational programs. The main objective of the library and information resources is to support the learning and teaching process, as well as scientific research in ways that are consistent with the organization mission and goals. The provision of adequate library and learning resources which are consistent with the programs offered at the institution have a great importance in supporting the cultural and artistic development for the students enrolled in the courses and programs regardless of their fields. The presence of a library and information centers support and facilitate teaching and learning process. They also facilitate conducting researches by the students and faculty members. Therefore, it is imperative to address the library holdings and quality of provided services in the evaluation process in order to determine the level of effectiveness of the support provided by the academic programs offered by the institution.

Procedures of quality assurance:

- Contents of the library and other information centers are determined by the needs of different programs and courses. Requirements of the faculty members is regularly investigated to ensure that the programs meet their requirements in terms of printed and non printed materials through paper and digital library.

- Development of library management system that ensures accessibility to students and teachers to sources, resources and other services of the library.

- Issuing brochures to inform both students and faculty about the library policy.

- Setting up an approved system that is operated by the library management to ensure the continuation of the orientation process for both students and faculty members, especially new comers. This is to effectively facilitate access to electronic databases, research materials and scientific journals related to various programs.

Responsibility for implementation:

This responsibility lies on the shoulders of the Deanship of Library Affairs.

Responsibility of technical support:

This responsibility lies on the shoulders of the Unit of Quality Support for colleges and deanships.

Responsibility of follow-up:

This responsibility lies on the shoulders of the Deputy of scientific research/ Deanship of development and quality.

9- Human resources

These can be classified into:

Academic staff: Can be defined as faculty members who are in charge of the implementation of the educational process in the college. They are also required to provide initiatives for the development of study plans and follow up on the implementation of the approved programs. They are also responsible for conducting scientific research and provide consulting and community contributions in the area of specialization.

Procedures of quality assurance:

- Develop policies at the university level for recruitment to be completed by the programs heads according to the programs respective missions, objectives and requirements to ensure the provision of the most efficient academic staff.

- Develop procedures manual, which verifies the qualifications and experiences of faculty members before the appointments.

- Commitment to the academic programs to achieve the performance indicators related to faculty/ students ratio through the recruitment process (the ratio should be the same for both men and women sections in the case of offering the program in both sections).

- Organize orientation programs for new faculty members to introduce them to the rules, regulations and academic affairs.

- Develop special regulations and procedures to deal with conflicts.

Responsibility for implementation:

This responsibility lies on the shoulders of the Councils of academic departments in colleges/ Deanship of Employee Affairs

Responsibility of technical support:

This responsibility lies on the shoulders of the Deanship of Employee Affairs.

Responsibility of follow-up:

Deanship of employee affairs Deanship of Employee Affairs.

Administrative staff: Includes all the employee conducting supportive administrative tasks in all the units of the university.

Procedures of quality assurance:

- Develop policies at the university level for appointment.

- Develop procedures manual, which ensures transparency in recruitment process starting from announcements of vacant positions and ending with choosing and appointing employees.

- Commitment to the administrative units to achieve the performance indicators related to administrative staff/ students ratio and administrative staff/ teaching staff ratio (the ratio should be the same for both men and women sections).

- Organize orientation programs for newly appointed staff to introduce them to the rules and regulations related to their jobs.

- Develop special regulations and procedures to deal with conflicts.

Responsibility for implementation:

This responsibility lies on the shoulders of the Councils of academic departments in colleges/ Deanship of Employee Affairs

Responsibility of technical support:

This responsibility lies on the shoulders of the Deanship of Employee Affairs.

Responsibility of follow-up:

This responsibility lies on the shoulders of the Deanship of Employee Affairs.

10- Students and admission policies

Students are considered to be the first beneficiary from an educational institute. Their enrolment to the university and the academic programs should be accompanied by approved and declared policies. These policies have to be realistic and meet the requirements of the respective academic program.

Procedures of quality assurance:

- Provision of clear, specific and approved policy for admission to the university that agrees with its mission. The policy should define personal and academic standards for students to be accepted in the university.

- There should be a manual for the specific policies and procedures to determine students' distribution process, and assign them to the various programs and

tracks offered by the university according to their qualifications, academic and technical skills.

- The obligation to accept the numbers of male and female students as stated in the Tenth Development Plan.

- There should be a clear definition to requirements of graduation from the programs offered by the university. Graduation requirements should be declared and published by the university or the college.

- Implement effective technical programs to provide all the information related to the programs and courses offered by the university, such as the program requirements, costs, financial services and other related information.

- Develop students' records system to provide statistical data and information required for planning, reporting and quality assurance on a regular basis.

Responsibility for implementation:

This responsibility lies on the shoulders of the Councils of academic departments in colleges/ Deanship of admission and registration.

Responsibility of technical support:

This responsibility lies on the shoulders of the Deanship of admission and registration.

Responsibility of follow-up:

This responsibility lies on the shoulders of the Unit of performance assessment.

11- Facilities and equipment

These include the university campus, classrooms, laboratories, equipment, facilities of information technology and students housing.

Procedures of quality assurance:

- Setting up policies for the operations and development of the facilities and equipment used by the university, whether for the purposes of teaching or scientific research.

- Provide security and safety requirements for all university facilities and equipment.

- Forming security and safety administrative unit at the university.

- Consulting faculty members in various programs about the facilities and equipment for their programs.

- Setting up future plans for the expansion of facilities and equipment to meet programs requirements, whether educational or research.

- Provision of university dormitory in accordance with reference standards.

- Provision of facilities for religious activities, sports and serving food in accordance with reference standards.

- Putting a plan for the development of the facilities of information technology.

- Use of benchmarking system to determine the requirements of different programs for facilities and equipment.

Responsibility for implementation:

The councils of academic departments in colleges / deans / Engineering administration / Administration of Security and Safety.

Responsibility of technical support:

This responsibility lies on the shoulders of the Deanship of Development and Quality.

Responsibility of follow-up:

This responsibility lies on the shoulders of the Unit of Performance Assessment.

12- Regulations and operation systems

These include employment manual, legal documents, regulations, procedures of Academic and Administrative Units and the services they offer.

Procedures of quality assurance:

- Publishing all relevant documents and procedures on the university website in addition to printing out the key documents and ensuring ease of accessibility by all stakeholders.

- Establishing a system for suggestions and complaints within all the Academic and Administrative Units of the university.

- Activating the website of the university to ensure receiving complaints and suggestions from students, faculty and community.

- Establishing an effective system for delegations in different academic and administrative areas.

- Establishing competent scientific and administrative councils in accordance with the system of the Higher Education Council for the implementation, review and monitoring of the effectiveness of the rules and regulations.

Responsibility for implementation:

This is the responsibility of the Academic and Administrative Units of the university / Administration of the university website.

Responsibility of technical support:

This is the responsibility of the Deanship of Development and Quality.

Responsibility of follow-up:

This is the responsibility of the Deanship of Development and Quality/ Unit of performance assessment.

"2"
Quality management of processes

1- Teaching and learning processes

This includes all activities of the educational process and the implementation of the study plans and program specification to achieve the targeted learning outcomes of the courses, programs and objectives. Educational activities are carried out by faculty members and their assistants; it may also involve some external institutions according to the regulations and decree of some programs under the supervision of the program management.

Procedures of quality assurance:

-Use the template of the National Commission for Assessment and Accreditation for preparing course reports at the end of each semester.

- Use the template of the National Commission for Academic Accreditation and Assessment for preparing program reports at the end of the program cycle of 4, 5, or 6 years, according to the program cycle. The report should be discussed and approved by the academic program council.

- Adopting the system of the Deanship of Development and Quality (unit of teaching and learning) in order for the external auditor to review the program reports.

- Committee of study plans and curricula should discuss both the program report and the report of the external auditor.

- The adoption of an integrated matrix of performance indicators for the objectives of the programs and the outcomes of learning and quality of the programs.

- Annual monitoring of performance indicators and discussions at the level of the councils of academic departments, the Deanship of Development and Quality, and the committee of study plans and curricula.

- Use advisory boards to discuss programs and course reports. The committee should meet at least twice a year.

- Use student surveys to evaluate the performance of faculty teachings at the end of each semester.

- Measure learning outcomes of the courses annually, and discuss them in relevant councils.

- Involve students and peer evaluations in the process of evaluating the performance of faculty teaching staff.

- Use of an independent audit system for exam papers review.

- Involve female teaching staff from the female sections in the program and faculty councils to ensure addressing and discussing all the problems facing teaching and learning process in both male and female sections.

- Monitor performance indicators for the quality of teaching and learning processes in both male and female sections, and discuss them with relevant councils.

- Receive faculty members' opinions annually to monitor their satisfaction with the efficiency and effectiveness of the available facilities and equipment and their adequacy for the purpose of teaching and learning.

- Take advantage of the research conducted by faculty members in developing the courses through annual reports approved by the department council.

- Analysis of students results and rates of progress must be discussed by the councils of the academic departments.

- Adoption of self-learning strategies into effective teaching strategies of the courses.

- Performance development for teaching staff through training on the skills of assessment and improving on effective teaching strategies.

- Evaluating the methods of assessment adopted in the courses each semester by the units of development and quality in colleges.

- Activating the academic advising system to support outstanding, innovative and slow progressing students.

- Usage of orientation and counseling programs at the beginning of each semester for new students to define the objectives, outcomes and assessment methods for the program and its courses.

- Availability of advising programs to introduce the new students and faculty members to the services of paper and digital library.

- Measuring the degree of satisfaction of students and faculty with the services of the paper and digital library.

- Monitoring frequency rates for using the library and information database to provide feedback for the academic programs.

- Providing semester based reports on the efficiency and effectiveness of academic advising system.

Responsibility for implementation:

This is the responsibility of the Academic programs.

Responsibility of technical support:

This is the responsibility of the Deanship of development and quality / Quality unit in colleges / Unit of teaching and learning / Unit of Quality Support for colleges and deanships.

Responsibility of follow-up:

This is the responsibility of the Deans of the colleges / Deanship of development and quality (unit of teaching and learning / Unit of performance assessment).

2- Student activities

Include extra-curricular activities carried out by the students e.g. religious, sports, social, artistic and cultural activities.

Procedures of quality assurance:

- The percentage of students participating in extra-curricular activities.

- Appropriate places for prayer times and study schedules that respect these times to allow students to perform religious rites.

- Students satisfaction with the complaints system.

- Annual reports on student satisfaction on the extra-curricular activities in terms of their adequacy and effectiveness.

Responsibility for implementation:

This is the responsibility of the Deanship of Student Affairs.

Responsibility of technical support:

This is the responsibility of the Deanship of development and quality / Quality unit in colleges / Unit of Quality Support for colleges and deanships.

Responsibility of follow-up:

This is the responsibility of the Unit of Quality Support for colleges and deanships / Unit of performance assessment.

3- Research, scientific and community service activities

Activities include scientific research and community services performed by faculty members and graduate students and research centers.

Procedures of quality assurance:

- Annual reports from all the programs, research centers and the Deanship of Graduate Studies on their achievements according to the priorities of the university strategic plan of scientific research.

- Annual reports from all the programs, research centers and the deanship of community services on their achievements according to the priorities of the university strategic plan of community services.

- Annual reports on the operation rates of the facilities and equipment used for the purposes of scientific research in all programs.

- Annual reports on the use of the library and databases for the purposes of scientific research.

- Satisfaction of faculty members on the adequacy and efficiency of the facilities and equipment used in scientific research purposes.

- Reports on the participation of graduate students in research projects.

Responsibility for implementation:

This is the responsibility of the Deanship of Scientific Research / All the programs / Deanship of Graduate Studies.

Responsibility of technical support:

This is the responsibility of the Deanship of development and quality / Unit of Quality Support for colleges and deanships.

Responsibility of follow-up:

This is the responsibility of the Unit of Quality Support for colleges and deanships / Unit of performance assessment.

4- Administrative and financial processes

These include all the processes of administrative and financial support for the academic affairs, researches and community services.

Procedures of quality assurance:

- Reliance on electronic systems in all administrative and financial transactions at the university.

- The usage of electronic procedures to ensure prompt response to the administrative transactions.

- Achievement of appropriate job satisfaction in all the targeted aspects to ensure the effectiveness of the administrative system in achieving the mission and objectives of the university.

- Presence of annual reports to ensure the effectiveness of the administrative delegations in the university.

- Activation of the electronic delegation system to ensure ease of the administrative and financial processes.

- The presence of a comptroller system to ensure the flow of financial operations in accordance with the rules and regulations through authorized persons.

Responsibility for implementation:

This is the responsibility of the Deanship of employee and faculty affairs/ Administrative and financial affairs/ Colleges of the university.

Responsibility of technical support:

This is the responsibility of the Deanship of development and quality / Unit of Quality Support for colleges and deanships/ Administration of administrative development.

Responsibility of follow-up:

This is the responsibility of the Administration of administrative development/ Unit of performance assessment.

"3"
Quality management of outputs

1- Graduates:

Graduates include all the students who have completed their university studies in various educational stages, according to the university regulations.

Procedures of quality assurance:

- Check, review and approve the graduation documents by officials after verifying that students did meet graduation requirements.

- Establishment of an alumni club and follow up with graduates of all the faculties of the university.

- Design of comprehensive graduation exam for the students of the final level to assess their achievement of the program intended learning outcomes.

- Communicate with the graduates on a regular basis in collaboration with the Public Relations Unit and alumni offices in different colleges.

- Introduce the graduates to different career opportunities available in different institutions and companies from both public and private sectors through the annual employment forum.

- Establishment of a data bank to contain the data of all the graduates.

- Follow-up the graduates and help them to improve their professional skills through academic programs as per the requirements of the labor market.

- Issuing periodic bulletins for the graduates about all new issues of interest at different areas of specializations.

- Diversity of ways to communicate with alumni across different means of communications which enhances the relationship of the graduates with the university.

- Communicate with institutions, companies and ministries through meetings and opinion polls to get to know the skills of employed graduates.

- Directing the scientific research to conduct surveys and studies on the graduates of different disciplines to assess the employment ratio and other interested issues. Results should be provided to an authorized body in the university in order to take necessary actions.

Responsibility for implementation:

It is the Colleges of the university, and the university Public affairs responsibility.

Responsibility of technical support:

It is the Unit of Quality Support for colleges and deanships responsibility.

Responsibility of follow-up:

It is the Unit of performance assessment responsibility.

2- Research:

The main objective for quality assurance in scientific research is to empower the "scientific research system" in order to work effectively in lights of scientific and social objectives. Research must not only be of high scientific quality but also must benefit the society and have effective contributions in plans of sustainable development of the geographical region.

Procedures of quality assurance:

- Linking scientific research and technological development with the development plans and the needs of the community of both private and governmental sectors.

- Reports on the effectiveness of the university policies regarding the quality of scientific research in terms of trends and quality publishing.

- Presence of annual reports on the contribution of scientific research in the development of the educational process.

- The university commitment to marketing researches and technology services through the institute of consultations and deanship of scientific research.

- Annual reports on the integration of research at the university level and at the local and regional level.

- Develop effective systems for scientific awards to ensure encouragement to implement the strategic plan for scientific research.

- Reports on the satisfaction of faculty with the training programs for the development of research skills for the faculty members.

- Periodic reports on the effectiveness of research grants.

- Reports on external scientific and technological cooperation.

- Periodic reports on inventions and innovations rates compared to the approved performance indicators.

Responsibility for implementation:

It is the Colleges of the university/ Deanship of Graduate Studies/ Deanship of scientific research/ Institution of consultation responsibility.

Responsibility of technical support:

This responsibility is for the Unit of Quality Support for colleges and deanships.

Responsibility of follow-up:

This responsibility is for the Unit of performance assessment.

3- Community contributions:

Community services in higher education institutions are considered as the third role besides education and research activities, as stated by the regulations of higher education in the Kingdom of Saudi Arabia; The university should become a partner in the construction of society and its development and growth; supporting its governmental and private institutions.

Procedures of quality assurance:

- Reports about community satisfaction with the services offered by the university.

- Reports on the implementation of the community-service plan in the various programs of the university; explaining their role in meeting the needs of the community.

- Monitoring the performance indicators for community service and comparing it with targets.

- Reports on the mechanism used to follow-up the implementation of the strategic plan of community service.

Responsibility for implementation:

This responsibility is for the Colleges of the university/ Deanship of community service and continuing education.

Responsibility of technical support:

This responsibility is for the Unit of Quality Support for colleges and deanships.

Responsibility of follow-up:

This responsibility is for the Unit of performance assessment/ Deanship of community service and continuing education.

Timetable for management of quality assurance in the university

Timetable for management of quality assurance of inputs

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													• Equal representation of both men and women sections in the preparation of the strategic plans.	**Strategic plans**
													• Inclusion of the stakeholders within the preparation teams.	
													• Alignment with the national strategic plan.	
													• Use of the external auditor system on strategic plans to ensure alignment and realistic strategies and their effectiveness.	
													• Alignment with the	**Improvement**

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													university strategic plan for quality.	**plans**
													• Approval of the plan by the authorized council.	
													- Designed to satisfy each of male and female students.	**Plan of student activities**
													- Reviewed by the Unit of Strategic Planning to assure alignment with the objectives of the university.	
													- Equally inclusion of both male and female sections.	
													- Include the plan in the financial budget of the university to ensure the flow of	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													funding.	
													- Participation of all the academic units in the preparation of the plan in accordance with their respective strategic plans and their actual needs.	**Budget and financial support**
													- Approval of the university council on the budget. - Notify all Academic and Administrative Units with the approved budget from the Ministry of Finance.	
													- Presence of a financial plan for the distribution of financial resources if less than the targeted plan. -	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													Designing training plans to meet the actual needs of all targeted groups.	**Plans of professional development**
													- Approval of the training plans by the Supreme Council or the competent authority.	
													- Inclusion of professional development within the performance evaluation system of the faculty and administrative staff.	
													- Provision of technical support from academic and professional competent authorities of both Administration Institute or College of Administrative Sciences during the process of designing organizational structures and job descriptions.	**Organizational structures**
													- External reviewing for the proposed organizational structures to ensure the alignment with the organizational structure of the	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													university, the goals and mission.	
													- Program mission and goals are clearly linked to the university mission, goals and objectives.	**Programs and plans of study**
													- Goals of the curriculum and learning outcomes of the program are in accordance with the standards of the National Qualifications Framework in the light of the educational policy of the Kingdom of Saudi Arabia.	
													- Curriculum is in alignment with the objectives of the study in the university and meets the requirements of the college	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													and university.	
													- Commitment to the templates of the National Commission for Academic Accreditation in both program and course descriptions and reports.	
													- Study Plans meet the minimum and maximum credit hours requirements according to the national qualifications framework.	
													- Commitment to the codes and numbers of the courses according to the system that is officially adopted by the college and university.	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													- Courses are distributed within the plan at levels no less than eight levels. Academic load for any level should not be less than (12) and not more than (18) credit hours.	
													- The gradient in levels is compatible with the bloom's taxonomy.	
													- Emphasis on the unity of university science departments and to avoid duplication by coordinating between the various scientific departments within the university..	
													- The study plans cope with the	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													needs of society and the requirements of the labor market.	
													- The study plan should include a program of field and professional training field to enhance the student experience.	
													- Taking into account when preparing the study plan to include : special needs to support the teaching and learning processes (labs, equipments, faculty members or technicians... etc.), so as to enable the college and university to implement the proposed plan.	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													- Use the Advisory Committees policy to discuss programs and courses reports.	
													- Contents of the library and other information centers are determined by the needs of different programs and courses. Requirements of the faculty members is regularly investigated to ensure that the programs meet their requirements in terms of printed and non printed materials through paper and digital library.	**Learning resources**
													- Development of library management system that ensures	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													accessibility to students and teachers to sources, resources and other services of the library	
													- Issuing brochures to inform both students and faculty about the library policy	
													- Setting up an approved system that is operated by the library management to ensure the continuation of the orientation process for both students and faculty members, especially new comers. This is to effectively facilitate access to electronic databases, research materials and scientific	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													journals related to various programs.	
													• **Academic staff** - Develop policies at the university level for recruitment to be completed by the programs heads according to the programs respective missions, objectives and requirements to ensure the provision of the most efficient academic staff	**Human resource**
													- Develop procedures manual, which verifies the qualifications and experiences of faculty members before the	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													appointments	
													- Commitment to the academic programs to achieve the performance indicators related to faculty/ students ratio through the recruitment process (the ratio should be the same for both men and women sections in the case of offering the program in both sections)..	
													- Organize orientation programs for new faculty members to introduce them to the rules, regulations and academic affairs.	
													- Develop special regulations	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													and procedures to deal with conflicts.	
													• **Administrative staff** - Develop policies at the university level for appointment.	
													- Develop procedures manual, which ensures transparency in recruitment process starting from announcements of vacant positions and ending with choosing and appointing employees.	
													- Commitment to the administrative units to achieve the performance indicators related to administrative staff/	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													students ratio and administrative staff/ teaching staff ratio (the ratio should be the same for both men and women sections).	
													- Organize orientation programs for newly appointed staff to introduce them to the rules and regulations related to their jobs.	
													- Develop special regulations and procedures to deal with conflicts.	
													- Provision of clear, specific and approved policy for admission to the university that agrees with its	**Students and admission policies**

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													mission. The policy should define personal and academic standards for students to be accepted in the university.	
													- There should be a manual for the specific policies and procedures to determine students' distribution process, and assign them to the various programs and tracks offered by the university according to their qualifications, academic and technical skills.	
													- The obligation to accept the numbers of male and female students as	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													stated in the Tenth Development Plan.	
													- There should be a clear definition to requirements of graduation from the programs offered by the university. Graduation requirements should be declared and published by the university or the college.	
													- Implement effective technical programs to provide all the information related to the programs and courses offered by the university, such as the program requirements, costs, financial services and	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													other related information.	
													• Develop students' records system to provide statistical data and information required for planning, reporting and quality assurance on a regular basis.	
													Setting up policies for the operations and development of the facilities and equipment used by the university, whether for the purposes of teaching or scientific research.	**Facilities and equipment**
													- Provide security and safety requirements for all university facilities and equipment.	
													- Forming security and safety administrative unit at the university.	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													- Consulting faculty members in various programs about the facilities and equipment for their programs.	
													- Setting up future plans for the expansion of facilities and equipment to meet programs requirements, whether educational or research.	
													- Provision of university dormitory in accordance with reference standards.	
													- Provision of facilities for religious activities, sports and serving food in accordance with reference standards.	
													- Putting a plan for the development of the facilities of information technology	
													- Use of benchmarking system to determine the requirements of different programs for facilities and	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													equipment.	
													Publishing all relevant documents and procedures on the university website in addition to printing out the key documents and ensuring ease of accessibility by all stakeholders.	**Regulations and operation systems**
													- Establishing a system for suggestions and complaints within all the Academic and Administrative Units of the university.	
													- Activating the website of the university to ensure receiving complaints and suggestions from students, faculty and community.	
													- Establishing an effective system for delegations in different academic and administrative areas	
													- Establishing competent scientific and administrative councils in accordance with the	

Remarks	12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Inputs
													system of the Higher Education Council for the implementation, review and monitoring of the effectiveness of the rules and regulations.	

Timetable for management of quality assurance of processes

12	11	10	9	8	7	6	5	4	3	2	1	Procedures of quality assurance	Processes
												Use the template of the National Commission for Assessment and Accreditation for preparing course reports at the end of each semester.	**Teaching and learning process**
												- Use the template of the National Commission for Academic Accreditation and Assessment for preparing program reports at the end of the program cycle of 4, 5, or 6 years, according to the program cycle. The report should be discussed and approved by the academic program council.	
												- Adopting the system of the Deanship of Development and Quality	

12	11	10	9	8	7	6	5	4	3	2	1	**Procedures of quality assurance**	Processes
												(unit of teaching and learning) in order for the external auditor to review the program reports.	
												- Committee of study plans and curricula should discuss both the program report and the report of the external auditor.	
												- The adoption of an integrated matrix of performance indicators for the objectives of the programs and the outcomes of learning and quality of the programs.	
												- Annual monitoring of performance indicators and discussions at the level of the councils of academic departments, the Deanship of Development and Quality, and the committee of study plans and curricula.	
												- Use advisory boards to discuss programs and course reports. The committee should meet at least twice a year.	
												- Use student surveys to evaluate the performance of faculty teachings at the end of each semester.	
												- Measure learning outcomes of the courses annually, and discuss them in relevant councils	

12	11	10	9	8	7	6	5	4	3	2	1	**Procedures of quality assurance**	Processes
												Involve students and peer evaluations in the process of evaluating the performance of faculty teaching staff.	
												- Use of an independent audit system for exam papers review.	
												- Involve female teaching staff from the female sections in the program and faculty councils to ensure addressing and discussing all the problems facing teaching and learning process in both male and female sections.	
												- Monitor performance indicators for the quality of teaching and learning processes in both male and female sections, and discuss them with relevant councils.	
												- Receive faculty members' opinions annually to monitor their satisfaction with the efficiency and effectiveness of the available facilities and equipment and their adequacy for the purpose of teaching and learning.	
												- Take advantage of the research conducted by faculty members in developing the courses through annual reports approved by the	

12	11	10	9	8	7	6	5	4	3	2	1	**Procedures of quality assurance**	Processes
												department council.	
												- Analysis of students results and rates of progress must be discussed by the councils of the academic departments.	
												- Adoption of self-learning strategies into effective teaching strategies of the courses.	
												- Performance development for teaching staff through training on the skills of assessment and improving on effective teaching strategies.	
												- Evaluating the methods of assessment adopted in the courses each semester by the units of development and quality in colleges.	
												Activating the academic advising system to support outstanding, innovative and slow progressing students.	
												Usage of orientation and counseling programs at the beginning of each semester for new students to define the objectives, outcomes and assessment methods for the program and its courses.	
												- Availability of advising programs to introduce the new students and faculty members to the services of	

12	11	10	9	8	7	6	5	4	3	2	1	**Procedures of quality assurance**	Processes
												paper and digital library.	
												- Measuring the degree of satisfaction of students and faculty with the services of the paper and digital library.	
												- Monitoring frequency rates for using the library and information database to provide feedback for the academic programs.	
												- Providing semester based reports on the efficiency and effectiveness of academic advising system.	
												- The percentage of students participating in extra-curricular activities.	Student activities
												Appropriate places for prayer times and study schedules that respect these times to allow students to perform religious rites.	
												- Students satisfaction with the complaints system.	
												- Annual reports on student satisfaction on the extra-curricular activities in terms of their adequacy and effectiveness.	
												- Annual reports from all the programs, research centers and the Deanship of Graduate Studies on their achievements according to the priorities of the university strategic plan of scientific research.	Research, scientific and community service activities

12	11	10	9	8	7	6	5	4	3	2	1	**Procedures of quality assurance**	Processes
												Annual reports from all the programs, research centers and the deanship of community services on their achievements according to the priorities of the university strategic plan of community services.	
												- Annual reports on the operation rates of the facilities and equipment used for the purposes of scientific research in all programs.	
												- Annual reports on the use of the library and databases for the purposes of scientific research.	
												- Satisfaction of faculty members on the adequacy and efficiency of the facilities and equipment used in scientific research purposes.	
												- Reports on the participation of graduate students in research projects.	
												- Reliance on electronic systems in all administrative and financial transactions at the university.	Administrative and financial processes
												The usage of electronic procedures to ensure prompt response to the administrative transactions.	

12	11	10	9	8	7	6	5	4	3	2	1	**Procedures of quality assurance**	Processes
												Achievement of appropriate job satisfaction in all the targeted aspects to ensure the effectiveness of the administrative system in achieving the mission and objectives of the university.	
												Presence of annual reports to ensure the effectiveness of the administrative delegations in the university.	
												- Activation of the electronic delegation system to ensure ease of the administrative and financial processes	
												- The presence of a comptroller system to ensure the flow of financial operations in accordance with the rules and regulations through authorized persons.	

Time table for management of quality assurance of outputs

12	11	10	9	8	7	6	5	4	3	2	1	**Procedures of quality assurance**	Outputs
												- Check, review and approve the graduation documents by officials after verifying that students did meet graduation requirements.	**Graduates**
												- Establishment of an alumni club and follow up with graduates of all the faculties of the university.	
												- Design of comprehensive graduation exam for the students of the final level to assess their achievement of the program intended learning outcomes.	
												- Communicate with the graduates on a regular basis in collaboration with the Public Relations Unit and alumni offices in different colleges.	
												- Introduce the graduates to different career opportunities available in different institutions and companies from both public and private sectors through the annual employment forum.	
												- Establishment of a data bank to contain the data of all the graduates.	
												- Follow-up the graduates and help them to improve their professional skills through academic programs as per the requirements of the labor	

12	11	10	9	8	7	6	5	4	3	2	1	**Procedures of quality assurance**	Outputs
												market.	
												- Issuing periodic bulletins for the graduates about all new issues of interest at different areas of specializations.	
												- Diversity of ways to communicate with alumni across different means of communications which enhances the relationship of the graduates with the university.	
												- Communicate with institutions, companies and ministries through meetings and opinion polls to get to know the skills of employed graduates.	
												- Directing the scientific research to conduct surveys and studies on the graduates of different disciplines to assess the employment ratio and other interested issues. Results should be provided to an authorized body in the university in order to take necessary actions..	
												Linking scientific research and technological development with the development plans and the needs of the community of both private and governmental sectors.	**Research**
												- Reports on the effectiveness of the university policies	

12	11	10	9	8	7	6	5	4	3	2	1	**Procedures of quality assurance**	Outputs
												regarding the quality of scientific research in terms of trends and quality publishing.	
												- Presence of annual reports on the contribution of scientific research in the development of the educational process.	
												- The university commitment to marketing researches and technology services through the institute of consultations and deanship of scientific research.	
												- Annual reports on the integration of research at the university level and at the local and regional level.	
												- Develop effective systems for scientific awards to ensure encouragement to implement the strategic plan for scientific research	
												- Reports on the satisfaction of faculty with the training programs for the development of research skills for the faculty members.	
												- Periodic reports on the effectiveness of research grants.	
												- Reports on external scientific and technological cooperation.	

12	11	10	9	8	7	6	5	4	3	2	1	**Procedures of quality assurance**	Outputs
												- Periodic reports on inventions and innovations rates compared to the approved performance indicators.	
												- Reports about community satisfaction with the services offered by the university.	**Community contributions**
												- Reports on the implementation of the community-service plan in the various programs of the university; explaining their role in meeting the needs of the community.	
												Monitoring the performance indicators for community service and comparing it with targets.	
												- Reports on the mechanism used to follow-up the implementation of the strategic plan of community service.	

Follow-up templates for management of quality assurance

Management system for quality assurance of inputs

Remarks	Indicators of achievement	The processes benefited from the input	quality m/ deanship/	Procedures of quality assurance	Inputs
				Equal representation of both men and women sections in the preparation of the strategic plans.	**Strategic plans**
				Inclusion of the stakeholders within the preparation teams.	
				Alignment with the national strategic plan.	
				Use of the external auditor system on strategic plans to ensure alignment and realistic strategies and their effectiveness.	
				Alignment with the university strategic plan for quality.	**Improvement plans**
				Approval of the plan by the authorized council.	
				Designed to satisfy each of male and female students.	**Plan of student activities**
				Reviewed by the Unit of Strategic Planning to assure alignment with the objectives of the university.	

Remarks	Indicators of achievement	The processes benefited from the input	quality m/ deanship/	Procedures of quality assurance	Inputs
				Equally inclusion of both male and female sections.	
				Include the plan in the financial budget of the university to ensure the flow of funding.	
				Participation of all the academic units in the preparation of the plan in accordance with their respective strategic plans and their actual needs.	**Budget and financial support**
				- Approval of the university council on the budget. Notify all Academic and Administrative Units with the approved budget from the Ministry of Finance.	
				- Presence of a financial plan for the distribution of financial resources if less than the targeted plan.	
				Designing training plans to meet the actual needs of all	**Plans of professional**

Remarks	Indicators of achievement	The processes benefited from the input	quality m/ deanship/	Procedures of quality assurance	Inputs
				targeted groups.	**development**
				- Approval of the training plans by the Supreme Council or the competent authority.	
				- Inclusion of professional development within the performance evaluation system of the faculty and administrative staff.	
				- Provision of technical support from academic and professional competent authorities of both Administration Institute or College of Administrative Sciences during the process of designing organizational structures and job descriptions.	**Organizational structures**
				- External reviewing for the proposed organizational structures to ensure the alignment with the organizational structure of the university, the goals and mission.	

Remarks	Indicators of achievement	The processes benefited from the input	quality m/ deanship/	Procedures of quality assurance	Inputs
				Program mission and goals are clearly linked to the university mission, goals and objectives.	**Programs and plans of study**
				Goals of the curriculum and learning outcomes of the program are in accordance with the standards of the National Qualifications Framework in the light of the educational policy of the Kingdom of Saudi Arabia.	
				Curriculum is in alignment with the objectives of the study in the university and meets the requirements of the college and university.	
				Commitment to the templates of the National Commission for Academic Accreditation in both program and course descriptions and reports.	
				Study Plans meet the minimum and maximum credit hours requirements according to the national qualifications	

Remarks	Indicators of achievement	The processes benefited from the input	quality m/ deanship/	Procedures of quality assurance	Inputs
				framework.	
				Commitment to the codes and numbers of the courses according to the system that is officially adopted by the college and university.	
				Courses are distributed within the plan at levels no less than eight levels. Academic load for any level should not be less than (12) and not more than (18) credit hours.	
				The gradient in levels is compatible with the bloom's taxonomy.	
				Emphasis on the unity of university science departments and to avoid duplication by coordinating between the various scientific departments within the university..	
				The study plans cope with the needs of society and the requirements of the labor market.	
				The study plan should include a program of field and professional training field to	

Remarks	Indicators of achievement	The processes benefited from the input	quality m/ deanship/	Procedures of quality assurance	Inputs
				enhance the student experience.	
				Taking into account when preparing the study plan to include : special needs to support the teaching and learning processes (labs, equipments, faculty members or technicians... etc.), so as to enable the college and university to implement the proposed plan.	
				Use the Advisory Committees policy to discuss programs and courses reports.	
				Contents of the library and other information centers are determined by the needs of different programs and courses. Requirements of the faculty members is regularly investigated to ensure that the programs meet their requirements in terms of printed and non printed materials through paper and digital library.	**Learning resources**
				Development of library management system that ensures accessibility to	

Remarks	Indicators of achievement	The processes benefited from the input	quality m/ deanship/	Procedures of quality assurance	Inputs
				students and teachers to sources, resources and other services of the library	
				Issuing brochures to inform both students and faculty about the library policy	
				Setting up an approved system that is operated by the library management to ensure the continuation of the orientation process for both students and faculty members, especially new comers. This is to effectively facilitate access to electronic databases, research materials and scientific journals related to various programs.	
				• **Academic staff** Develop policies at the university level for recruitment to be completed by the programs heads according to the programs respective missions, objectives and requirements to ensure the provision of the most efficient academic staff	**Human resource**

Remarks	Indicators of achievement	The processes benefited from the input	quality m/ deanship/	Procedures of quality assurance	Inputs
				Develop procedures manual, which verifies the qualifications and experiences of faculty members before the appointments	
				Commitment to the academic programs to achieve the performance indicators related to faculty/ students ratio through the recruitment process (the ratio should be the same for both men and women sections in the case of offering the program in both sections)..	
				Organize orientation programs for new faculty members to introduce them to the rules, regulations and academic affairs.	
				Develop special regulations and procedures to deal with conflicts.	
				• **Administrative staff** Develop policies at the university level for appointment.	
				Develop procedures manual, which ensures transparency in	

Remarks	Indicators of achievement	The processes benefited from the input	quality m/ deanship/	Procedures of quality assurance	Inputs
				recruitment process starting from announcements of vacant positions and ending with choosing and appointing employees.	
				Commitment to the administrative units to achieve the performance indicators related to administrative staff/ students ratio and administrative staff/ teaching staff ratio (the ratio should be the same for both men and women sections).	
				Organize orientation programs for newly appointed staff to introduce them to the rules and regulations related to their jobs.	
				Develop special regulations and procedures to deal with conflicts.	
				Provision of clear, specific and approved policy for admission to the university that agrees with its mission. The policy should define personal and academic standards for students to be accepted in the	**Students and admission policies**

Remarks	Indicators of achievement	The processes benefited from the input	quality m/ deanship/	Procedures of quality assurance	Inputs
				university.	
				There should be a manual for the specific policies and procedures to determine students' distribution process, and assign them to the various programs and tracks offered by the university according to their qualifications, academic and technical skills.	
				The obligation to accept the numbers of male and female students as stated in the Tenth Development Plan.	
				There should be a clear definition to requirements of graduation from the programs offered by the university. Graduation requirements should be declared and published by the university or the college.	
				Implement effective technical programs to provide all the information related to the programs and courses offered by the university, such as the program requirements,	

Remarks	Indicators of achievement	The processes benefited from the input	quality m/ deanship/	Procedures of quality assurance	Inputs
				costs, financial services and other related information.	
				Develop students' records system to provide statistical data and information required for planning, reporting and quality assurance on a regular basis.	
				Setting up policies for the operations and development of the facilities and equipment used by the university, whether for the purposes of teaching or scientific research.	**Facilities and equipment**
				- Provide security and safety requirements for all university facilities and equipment.	
				- Forming security and safety administrative unit at the university.	
				- Consulting faculty members in various programs about the facilities and equipment for their programs.	
				- Setting up future plans for the expansion of facilities and equipment to meet	

Remarks	Indicators of achievement	The processes benefited from the input	quality m/ deanship/	Procedures of quality assurance	Inputs
				programs requirements, whether educational or research.	
				- Provision of university dormitory in accordance with reference standards.	
				- Provision of facilities for religious activities, sports and serving food in accordance with reference standards.	
				- Putting a plan for the development of the facilities of information technology	
				- Use of benchmarking system to determine the requirements of different programs for facilities and equipment.	
				Publishing all relevant documents and procedures on the university website in addition to printing out the key documents and ensuring ease of accessibility by all stakeholders.	**Regulations and operation systems**
				- Establishing a system for suggestions and complaints within	

Remarks	Indicators of achievement	The processes benefited from the input	f quality m/ deanship/	Procedures of quality assurance	Inputs
				all the Academic and Administrative Units of the university.	
				- Activating the website of the university to ensure receiving complaints and suggestions from students, faculty and community.	
				- Establishing an effective system for delegations in different academic and administrative areas	
				- Establishing competent scientific and administrative councils in accordance with the system of the Higher Education Council for the implementation, review and monitoring of the effectiveness of the rules and regulations.	

Management system for quality assurance of processes

The inputs which were improved due to feedback reports	**Indicators of achievement**	The outputs benefited from the process	Summary for the procedures conducted by the program (done/ not done/ not applicable)	**Procedures of quality assurance**	Processes
				Use the template of the National Commission for Assessment and Accreditation for preparing course reports at the end of each semester.	**Teaching and learning process**
				- Use the template of the National Commission for Academic Accreditation and Assessment for preparing program reports at the end of the program cycle of 4, 5, or 6 years, according to the program cycle. The report should be discussed and approved by the academic program council.	
				- Adopting the system of the Deanship of Development and Quality (unit of teaching and learning) in order for the external auditor to review the program reports.	

The inputs which were improved due to feedback reports	**Indicators of achievement**	The outputs benefited from the process	Summary for the procedures conducted by the program (done/ not done/ not applicable)	**Procedures of quality assurance**	Processes
				- Committee of study plans and curricula should discuss both the program report and the report of the external auditor.	
				- The adoption of an integrated matrix of performance indicators for the objectives of the programs and the outcomes of learning and quality of the programs.	
				- Annual monitoring of performance indicators and discussions at the level of the councils of academic departments, the Deanship of Development and Quality, and the committee of study plans and curricula.	
				- Use advisory boards to discuss programs and course reports. The committee should meet at least twice a year.	
				- Use student surveys to evaluate the performance of	

The inputs which were improved due to feedback reports	**Indicators of achievement**	The outputs benefited from the process	Summary for the procedures conducted by the program (done/ not done/ not applicable)	**Procedures of quality assurance**	Processes
				faculty teachings at the end of each semester.	
				- Measure learning outcomes of the courses annually, and discuss them in relevant councils	
				Involve students and peer evaluations in the process of evaluating the performance of faculty teaching staff.	
				- Use of an independent audit system for exam papers review.	
				- Involve female teaching staff from the female sections in the program and faculty councils to ensure addressing and discussing all the problems facing teaching and learning process in both male and female sections.	
				- Monitor performance indicators for the quality of teaching and learning processes in both	

The inputs which were improved due to feedback reports	**Indicators of achievement**	The outputs benefited from the process	Summary for the procedures conducted by the program (done/ not done/ not applicable)	**Procedures of quality assurance**	Processes
				male and female sections, and discuss them with relevant councils.	
				- Receive faculty members' opinions annually to monitor their satisfaction with the efficiency and effectiveness of the available facilities and equipment and their adequacy for the purpose of teaching and learning.	
				- Take advantage of the research conducted by faculty members in developing the courses through annual reports approved by the department council.	
				- Analysis of students results and rates of progress must be discussed by the councils of the academic departments.	
				- Adoption of self-learning strategies into effective teaching strategies of	

The inputs which were improved due to feedback reports	**Indicators of achievement**	The outputs benefited from the process	Summary for the procedures conducted by the program (done/ not done/ not applicable)	**Procedures of quality assurance**	Processes
				the courses.	
				- Performance development for teaching staff through training on the skills of assessment and improving on effective teaching strategies.	
				- Evaluating the methods of assessment adopted in the courses each semester by the units of development and quality in colleges.	
				Activating the academic advising system to support outstanding, innovative and slow progressing students.	
				Usage of orientation and counseling programs at the beginning of each semester for new students to define the objectives, outcomes and assessment methods for the program and its courses.	

The inputs which were improved due to feedback reports	**Indicators of achievement**	The outputs benefited from the process	Summary for the procedures conducted by the program (done/ not done/ not applicable)	**Procedures of quality assurance**	Processes
				- Availability of advising programs to introduce the new students and faculty members to the services of paper and digital library.	
				- Measuring the degree of satisfaction of students and faculty with the services of the paper and digital library.	
				- Monitoring frequency rates for using the library and information database to provide feedback for the academic programs.	
				- Providing semester based reports on the efficiency and effectiveness of academic advising system.	
				- The percentage of students participating in extra-curricular activities.	Student activities
				Appropriate places for prayer times and study schedules that respect these times to allow students to perform religious	

The inputs which were improved due to feedback reports	**Indicators of achievement**	The outputs benefited from the process	Summary for the procedures conducted by the program (done/ not done/ not applicable)	**Procedures of quality assurance**	Processes
				rites.	
				- Students satisfaction with the complaints system.	
				- Annual reports on student satisfaction on the extra-curricular activities in terms of their adequacy and effectiveness.	
				- Annual reports from all the programs, research centers and the Deanship of Graduate Studies on their achievements according to the priorities of the university strategic plan of scientific research.	Research, scientific and community service activities
				Annual reports from all the programs, research centers and the deanship of community services on their achievements according to the priorities of the university strategic plan of community services.	

The inputs which were improved due to feedback reports	**Indicators of achievement**	The outputs benefited from the process	Summary for the procedures conducted by the program (done/ not done/ not applicable)	**Procedures of quality assurance**	Processes
				- Annual reports on the operation rates of the facilities and equipment used for the purposes of scientific research in all programs.	
				- Annual reports on the use of the library and databases for the purposes of scientific research.	
				- Satisfaction of faculty members on the adequacy and efficiency of the facilities and equipment used in scientific research purposes.	
				- Reports on the participation of graduate students in research projects.	
				- Reliance on electronic systems in all administrative and financial transactions at the university.	Administrative and financial processes
				The usage of electronic procedures to ensure prompt response to the administrative	

The inputs which were improved due to feedback reports	**Indicators of achievement**	The outputs benefited from the process	Summary for the procedures conducted by the program (done/ not done/ not applicable)	**Procedures of quality assurance**	Processes
				transactions.	
				Achievement of appropriate job satisfaction in all the targeted aspects to ensure the effectiveness of the administrative system in achieving the mission and objectives of the university.	
				Presence of annual reports to ensure the effectiveness of the administrative delegations in the university.	
				- Activation of the electronic delegation system to ensure ease of the administrative and financial processes	
				- The presence of a comptroller system to ensure the flow of financial operations in accordance with the rules and regulations through authorized persons.	

Management system for quality assurance of outputs

Improvement processes and corrective procedures on processes	Improvement processes and corrective procedures on the inputs	Performance indicators	Summary for the procedures conducted by the program (done/ not done/ not applicable)	Procedures of quality assurance	Outputs
				- Check, review and approve the graduation documents by officials after verifying that students did meet graduation requirements.	**Graduates**
				- Establishment of an alumni club and follow up with graduates of all the faculties of the university.	
				- Design of comprehensive graduation exam for the students of the final level to assess their achievement of the program intended learning outcomes.	
				- Communicate with the graduates on a regular basis in collaboration with the Public Relations Unit and alumni offices in different colleges.	
				- Introduce the graduates to different career opportunities available in different institutions and companies from both public and private sectors through the annual employment forum.	
				- Establishment of a data bank to contain the data of all the graduates.	

Improvement processes and corrective procedures on processes	Improvement processes and corrective procedures on the inputs	Performance indicators	Summary for the procedures conducted by the program (done/ not done/ not applicable)	Procedures of quality assurance	Outputs
				- Follow-up the graduates and help them to improve their professional skills through academic programs as per the requirements of the labor market.	
				- Issuing periodic bulletins for the graduates about all new issues of interest at different areas of specializations.	
				- Diversity of ways to communicate with alumni across different means of communications which enhances the relationship of the graduates with the university.	
				- Communicate with institutions, companies and ministries through meetings and opinion polls to get to know the skills of employed graduates.	
				- Directing the scientific research to conduct surveys and studies on the graduates of different disciplines to assess the employment ratio and other interested issues. Results should be provided to an authorized body in the university in order to	

Improvement processes and corrective procedures on processes	Improvement processes and corrective procedures on the inputs	Performance indicators	Summary for the procedures conducted by the program (done/ not done/ not applicable)	Procedures of quality assurance	Outputs
				take necessary actions..	
				Linking scientific research and technological development with the development plans and the needs of the community of both private and governmental sectors.	**Research**
				- Reports on the effectiveness of the university policies regarding the quality of scientific research in terms of trends and quality publishing.	
				- Presence of annual reports on the contribution of scientific research in the development of the educational process.	
				- The university commitment to marketing researches and technology services through the institute of consultations and deanship of scientific research.	
				- Annual reports on the integration of research at the university level and at the local and regional level.	
				- Develop effective systems for scientific	

Improvement processes and corrective procedures on processes	Improvement processes and corrective procedures on the inputs	Performance indicators	Summary for the procedures conducted by the program (done/ not done/ not applicable)	Procedures of quality assurance	Outputs
				awards to ensure encouragement to implement the strategic plan for scientific research	
				- Reports on the satisfaction of faculty with the training programs for the development of research skills for the faculty members.	
				- Periodic reports on the effectiveness of research grants.	
				- Reports on external scientific and technological cooperation.	
				- Periodic reports on inventions and innovations rates compared to the approved performance indicators.	
				- Reports about community satisfaction with the services offered by the university.	**Community contributions**
				- Reports on the implementation of the community-service plan in the various programs of the university; explaining their role in meeting the needs of the community.	

Improvement processes and corrective procedures on processes	Improvement processes and corrective procedures on the inputs	Performance indicators	Summary for the procedures conducted by the program (done/ not done/ not applicable)	Procedures of quality assurance	Outputs
				Monitoring the performance indicators for community service and comparing it with targets.	
				- Reports on the mechanism used to follow-up the implementation of the strategic plan of community service.	

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