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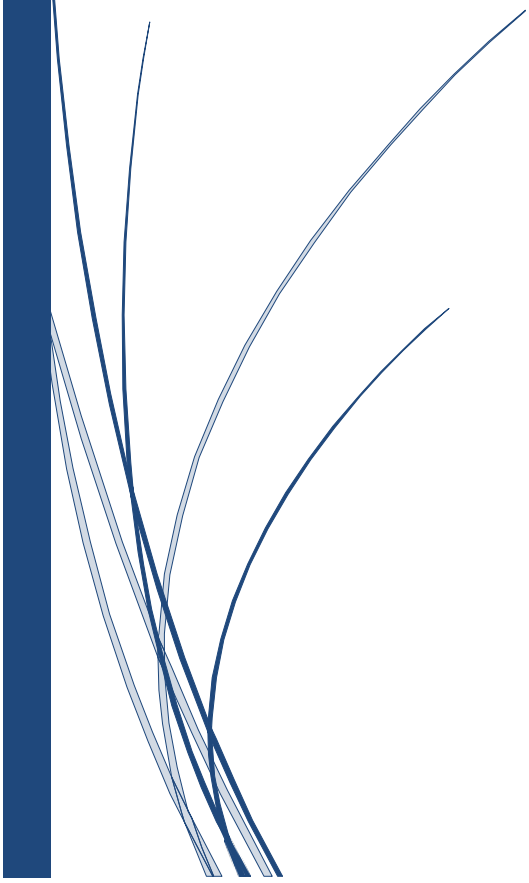
[Quality Assurance Handbook]

[Information Technology]



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[COMPANY NAME]

Quality Assurance Handbook

Information Technology

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Introduction

Quality Assurance process determines both strengths and weaknesses points, and corrective and protective plans in academic programs leading to its quality improvement. Teaching quality is becoming a strategic direction of the higher education repairs in the Arab area and in the heart of Saudi Arabia. Its importance is recently gaining more and more recognition by both the policy makers as well as the various providers of higher education. For Computer Science (CS) Program, a vision to keep abreast of theage and to the leadership in the academic and community services, in order to realize the vision of 2030 in preparing distinguished cadres in the field of computer science to serve the nation in various fields of life. Hence the role of the National Center for Academic Accreditation and Evaluation (NCAAA) in the adoption and evaluation of academic CS program to be achieved improvement, quality and excellence. Performance indicators are important tools for assessing the quality of Academic Programs and monitoring their performance. They contribute to continuous development processes and decision-making support. The National Center for Academic Accreditation and Evaluation has identified 17 key performance indicators; Majmaah University Identified 5 key performance indicators; Computer Science and Information Technology Program Identified 5 key performance indicators at the program level. All of which are in line with the evolving program accreditation standards. These indicators are the minimum to be periodically measured, and the academic program can use additional performance indicators if it believes they are necessary to ensure the quality of the program. Accreditation of the program is being based on a set of indicators known as the key performance indicators (KPIs) were been adopted by the Center (NCAAA)and the quality management system at Majmaah University, moreover indicators of learning outcomes approved by the college of Science. KPIs are collected through different questionnaires for teaching staff, undergraduates, postgraduates, graduates and employers, as well as statistics on numerical achievements and values of learning outcomes indicators. All achieved KPIs of CSIT program should be compared with internal or external benchmarks. This report uses qualitative and quantitative methods to achieve the objectives of program. In total, 5 questionnaires are being distributed to teaching staff, student (Course evaluation, program evaluation, student's experiences), employers. A questionnaire was designed to assess the favorability of the selected KPIs using a five-point scale:

1.00 – Least favorable

2.00 – Slightly favorable

3.00 – Moderately favorable

4.00 – Favorable

Analysis of questionnaires are being done using statistical mean, percentages and/ or standard deviation. Any data can be used tomeasure the achievement in a program. Moreover, Statistics for numbers of students, graduates, teaching staff, citations and publications. Values of KPIs of the last years were used as an internal benchmark. An internal monitoring system which will regularly measure the effectiveness of the procedures. A self-evaluation system which will examine and report on the quality of programmers andservices. Here, various committees perform in an integrated with director of the programs in administration academically and environmentally to control of the quality from planning, implementation, monitoring and to improvement.

Purpose

Academic quality assurance aims primarily to certify continuous improvement in different programs of botany and microbiology department, through a process of self-evaluation, internal review and constructive, formative criticism by external reviewers (nationally and internationally accreditation bodies). A quality assurance review is to evaluate five aspects of a program:

(1) Quality.

(2) Resource use.

(3) Following of achievement of action plan for program, and Consistent mission and goals of program with the university.

(4) Adaptability.

(5) Review of a program is a tool for well change.

Policy

The Academic Quality Assurance Policy has three main goals:

(1) Ensure high standards, quality of outcomes and continuous improvement of the program.

(2) Determine strengths and weaknesses paths, corrective and protective methods for continues improvement of programs of the department.

(3) Document, Integrate, communicate the different procedures of quality assurance processes.

Definitions in the Quality

Quality it is meet of requirements for customer as good product or service

Academic quality is meet of stockholders needs from educational process including appropriate and effective teaching, support, assessment and learning opportunities are provided for them.

Quality assurance (QA) process in which determines both strengths and weaknesses points, and corrective and protective plans in academic program leading to its quality improvement

Quality system also known as a Quality Assurance (QA) system or a Quality Management System (QMS), is a management system that helps to ensure the consistency of quality of educational outcomes

Compliance with Quality System Standards is established by completion of a successful quality internally and externally reviews conducted by an accreditation bodies acceptable to the Saudi Arabia (for examples, The National center for Academic Accreditation & Assessment (NCAAA)

Vision, Mission and Goals of programs

Vision, mission and goals of the programs of the department were submitted in website of CSI department as in this link https://www.mu.edu.sa/en/colleges/college-of-science-al-zulfi/19843 the mission and goals of the program are consistent with mission and goals of college of science.

Vision:

Building an outstanding educational environment that empowers the graduates in professional computing and contributes in development of an informatics knowledge society.

The mission:

Preparing qualified graduates with high skills and sufficient knowledge to join the IT labor market locally and globally with qualitative, and knowledge of research methods that contribute to community and sustainable development.

The following statements summarize the university, college and department missions.
Mission 1. Quality education (university, college, and department)
Mission 2. Research Services (university)
Mission 3. Serve society (university, college, department)
Mission 4. Highly skilled graduates (college, department)

Academic standards:

The level of requirements that must be met by the educational CSIT program in order to ensure that the graduate has acquired the minimum level of the knowledge, skills and tendencies in line with the program's mission.

Program Goals:

The program goals can be defined as what the program aims to achieve for the student and can be seen in the graduate after completing the study plan and following the approved methods in order to achieve the mission. These goals must be specificand clear. They also must be measurable, which means that they are realistic, and there must be a timeline to achieve them.

The program goals are to produce graduates who can:

PEO1: Practice as computing professionals in areas of IT with an appropriate combination oftheoretical knowledge and hands-on skills.
PEO2: Enhance their skills and master new computing technologies through self-directed professional development or post-graduate education.
PEO3: Demonstrate efficient IT capabilities, and search for information and engage in life-long self-learning.

2-1-3 Targeted learning outcomes of the program:

Learning outcomes refer to the actual realization of the academic program objectives. The National Qualification Framework classifies learning outcomes into five areas and describes the learning outcomes at each level for each group,and these areas are:

Knowledge:

It is the ability to

retrieve, understand and present information, which includes:

Knowledge of certain facts
Knowledge of specific concepts,
foundations and theories
Knowledge of certain procedures.

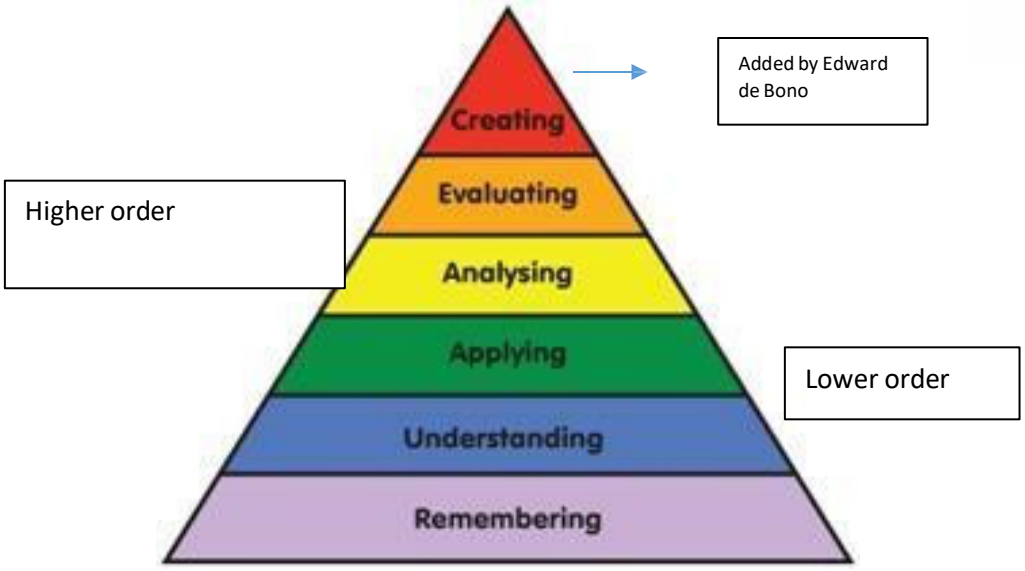
Skills:

Includes the ability to:
apply conceptual understanding of the concepts, principles, and theories,
apply methods involved in critical thinking and creative problem solving, whether it's at the request of others, or when facedwith new and unexpected situations,
study subjects and problems in a certain major using a variety of sources and draw valid conclusions.

Values

It includes the ability to:

take responsibility for self-learning and continuing personal and professional development, work in a group and effectively exercise leadership when needed, act responsibly in the personal and professional relationships,
behave ethically and commit to high-standard personal and social moral values.



Knowledge level in Bloom's taxonomy

Program learning Outcomes:

I. Knowledge and Understanding

K1	Understand and identify mathematics and science principles of computing problem appropriate to its solution.
K2	Describe the fundamental principles in all core areas of computer science (algorithms, programming languages, computer systems, software development methodology).
K3	Gain significant application of software design systems to construct and demonstrate intermediate mastery of their applications.

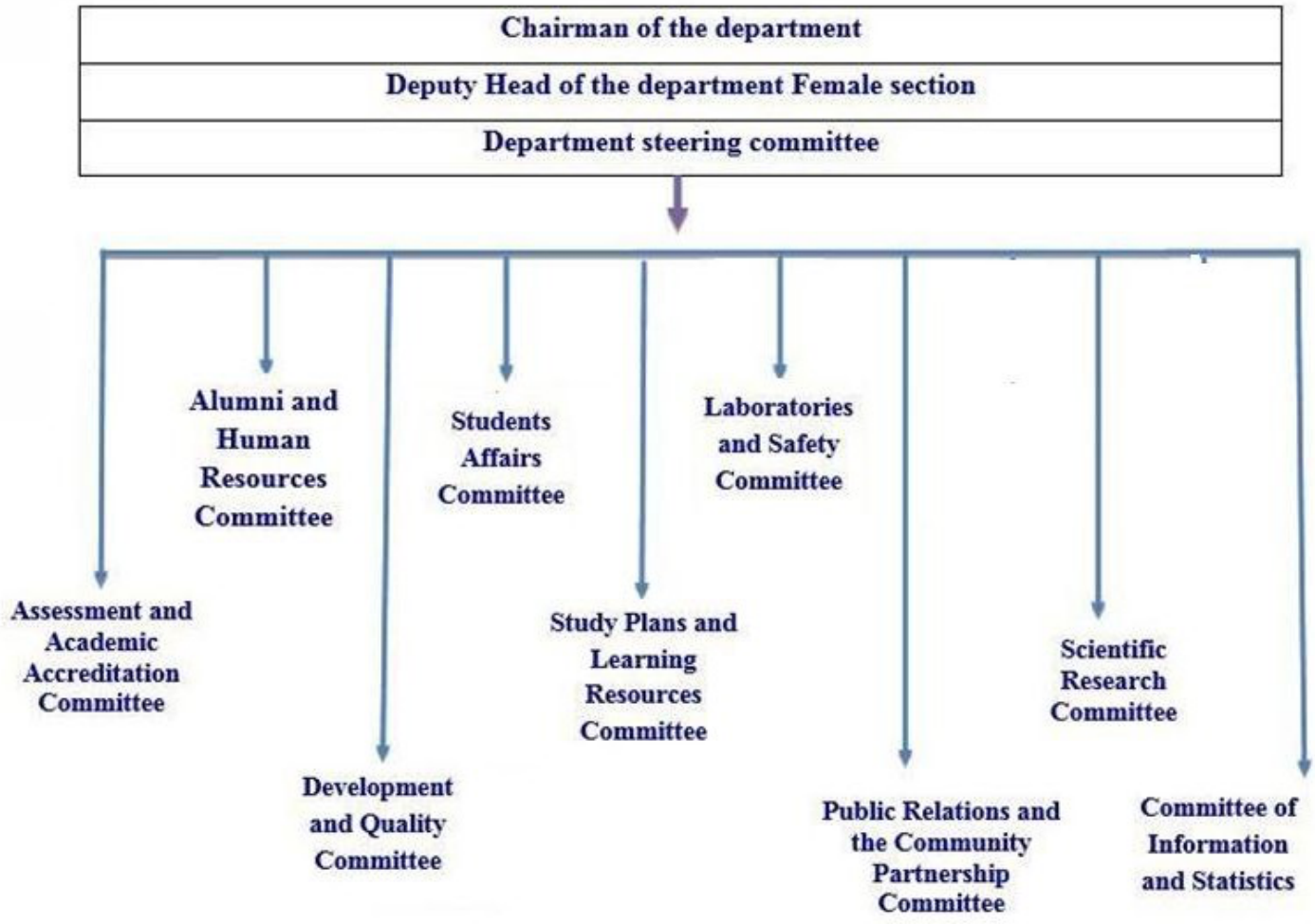
II. Skills :

S1	Use abstraction, modeling, and mathematical concepts, methods, and techniques to analyze computing-based problems.
S2	Analyze a complex computing problem, apply principles of computing, and other relevant disciplines to identify solutions.
S3	Use Information Technology (IT) principles, architecture models, user experience theories, and their applications at basic and advanced levels.
S4	Explain cybersecurity foundations, principles, concepts, theories, procedures, operations, policies, and technologies at basic and advanced levels.
S5	Design and implement cloud applications.
S1	Use abstraction, modeling, and mathematical concepts, methods, and techniques to analyze computing-based problems.

III. Values:

V1	Communicate effectively with a range of audiences as a member or a leader of a team.
V2	Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

Organization Structure of the Quality Management System in Department of Botany and Microbiology



Tasks of the Department Committees

1. Department's Steering Committee

Supervision and follow-up of quality activities: -

1. Supervising the implementation of the working plans of the various activities of the department.
2. Follow up the completion of all academic accreditation requirements.
3. Preparing and updating the manuals of the department and program.
4. Holding a monthly meeting to discuss the reports of the quality management system in the department.
5. Follow-up and coordination with the Vice Dean of Development and quality and providing it with periodic reports.

Committee No	Files	Requirements	الادلة
1	A: About the Accreditation Procedure	A: About the Accreditation Procedure	
	B:Characteristics of the Degree Programme(s)	B:Characteristics of the Degree Programme(s)	
	C: Self-assessment for the ASIIN-Seal	5. Quality Management: Quality Assessment and Development	**02**
2	C: Self-assessment for the ASIIN-Seal	1. The Degree Programme: Concept, Content & Implementation	**1.1 05-07 1.2 06 1.3. 08 1.4 11-12-16 1.5 14**
3	C: Self-assessment for the ASIIN-Seal	4. Transparency and Documentation	**4.1 09– 14-15-05-12- 22**
4	C: Self-assessment for the ASIIN-Seal	4. Transparency and Documentation	**4-3 rules and duties**
5			**21**

Committee No	Files	Requirements	الادلة
6			**03**
7	C: Self-assessment for the ASIIN-Seal	3. Resources	**3.1 19** **3.2 20** **3.3 20**
8			**04**
9	C: Self-assessment for the ASIIN-Seal	2. Exams: System, Concept & Organisation	17-18 Matrix - Study Programmes with no corresponding SSC
10			01-10
11			13

The strategic plan: -

1. Define the vision, mission and goals of the department and review it periodically.
2. Follow up the implementation of the department's action plan.
3. Identifying elements of strength and weakness in the various activities of the program and drawing up the necessary plans to benefit or address them.
4. Looking forward to the future plans of the department.

2. The Development and Quality Committee (DQC):

1. Enhancing quality culture among faculty members, department staff and students.
2. Develop, manage and monitor quality control processes in the department.
3. Prepare, monitor, distribute, collect and analyze all five questionnaires of the National Commission for Academic Evaluation and Accreditation.
4. Selecting performance indicators and benchmarking of the program, analyzing it and building improvement plans based on it.
5. Select and follow up the independent auditor's report and develop improvement plans based on his / her recommendations.
6. Follow up the development of modern trends in methods, methodology and teaching techniques.

3. The Evaluation and Academic Accreditation Committee (EAAC):

1. Preparing and revising reports of Program's Description, course specification, and Courses Reports that are assembled from College members, and running its electronic saving, and then sorting them in their specific files in the program's academic room (PAR).
2. Organizing, supervising and preserving program's documentations in the academic room, in order to be ready prepared and organized at the time of the external auditors' surveillance stopover.
3. Ensure the preparation of copies of the student exams and copies of their answer sheets for all courses of the program each semester.
4. Regularly updating and revising all (QMS) accreditation files documentation of ACR's, in order to be ready at any sudden visit of scrutiny, and any allowed users.
5. Regularly organizing, preparing and submitting periodical reports of the Committee's meeting, and also placing all these reports in the program's Academic Accreditation room (ACR).
6. Supervising and Preparing the Self-study report (SSR) for obtaining or updating national and international accreditations.

4. Student Affairs Committee

Guidance and student rights:

1. Prepare a plan for the student guidance program and update it annually.
2. Raising awareness of the importance of academic, professional, psychological and social accreditation.
3. Raising students' awareness of supporting services and activities provided by the college and university and follow-up.
4. Receiving and responding to students' proposals or complaints and working to overcome them.
5. Prepare preventive programs to protect students from vulnerability.
6. Academic support (study the situation of students with default or low rates) and preparing academic programs to support students with unsatisfactory performance.
7. Follow-up of extra-curricular activities

Registration and tests:

1. Equation of the courses of the program with the courses of other programs.
2. Work on the preparation of study schedules; to be delivered on time.

3. Follow up the commitment of the departments with the regulations of the college in the preparation of the time table of the study.
4. Prepare and review the teaching load of faculty members.
5. Follow-up distribution of the courses of the departments on the halls assigned to each department.
6. Checking the suitability of the number of students in each section with the capacity of the class assigned for the course.
7. Follow up the work of the examination committees.
8. Receive the results from the teachers of the courses in preparation for adoption before monitoring.

5. Committee of study plans and learning resources

Study Plans:

1. Arbitration of study plans from internal and external bodies to ensure access to an academic excellence plan, with emphasis on the fulfillment of the "National Qualifications Framework".
2. Developing plans, curricula and scientific curricula in accordance with the needs of the society and the labor market.
3. Activate the role of the advisory committee in the department.
4. Identify and implement training programs to develop teaching, research and technical skills for faculty members.
5. Determine the appropriateness of courses for practical life.
6. Submit periodic reports on the curricula and scientific program to the department council.
7. Introducing good interdisciplinary programs.
8. Preparation and implementation of workshops for proposed or new programs in the department.

Learning Resources:

1. Supervising the library of the department
2. Follow-up and work to provide sources of learning to meet all the needs of the program and its courses.
3. Ensuring an easy access to learning resources when students need them.
4. Collecting the needs of the teaching staff from the learning resources before using them in sufficient time and work to provide them.

5. Follow-up updating the scientific references of the decisions.

E-Learning:

1. Activating and integrating the work with electronic courses and digital content at all levels of study in the department.
2. Commitment to the Blackboard system to be the tool in delivering electronic course information.
3. Determine the appropriate training needs for faculty members and students to apply e-learning.
4. Supervising the department's website.
5. Urging faculty members to update their electronic pages on the department's website and to develop their educational materials and scientific production.

6. Alumni and Human Resources Committee

1. Establishing a database of graduates of the department and update it periodically.
2. Collecting personal data of the students who are expected to graduate including their contact details
3. Attract graduates qualified to continue their higher studies.
4. Follow-up promotion of faculty members.
5. Collecting, tabulating and documenting the data of employers and employers, indicating how to contact them, and exploring the possibility of cooperation with them in recruiting graduates and creating effective partnership in this context.
6. Develop communication programs, whether electronic or otherwise, to strengthen the relationship between graduate students and employment.
7. Surveying (preparation, distribution and collection of questionnaires) graduates' opinions who have jobs in the public and private sectors outside the college.
8. Find an effective mechanism to provide employment opportunities for graduates in their fields of specialization.
9. Communicating with the public and private sectors to find opportunities to train students and qualify them to work in summer classes.

7. Laboratories and Safety Committee

Laboratories:

1. Inventory materials, equipment and equipment in various laboratories and their requirements of materials, and organize the process of placing them in the correct place and maintenance periodically.
2. Make a list of the day and date and sign the examiner at each device and follow it up first.
3. Ensure the availability and operation of all laboratory equipment in the student laboratories.
4. Ensure that maintenance plans (periodic and preventive) are available for laboratories and scientific equipment.
5. Working to provide the required spare parts through guaranteed signed and approved maintenance and purchase contracts.
6. Supervising and following-up the updating of the equipment in the student labs, providing the necessary maintenance, and ensuring full care for their cleanliness.
7. Follow up the requests of faculty members for equipping laboratories and follow up the implementation of these requests.
8. Provide teaching and learning aids for students in laboratories.

Safety:

1. Develop safety policies and regulations that achieve the safety in the department.
2. Ensure that safety measures are provided in laboratories and classrooms before starting the study in each semester.
3. Communicate with the main safety committee in the college regarding coordination, training courses and other works.
4. Development of emergency phone numbers - Preparation of awareness-raising instructional publications for students on safety procedures for various hazards at the beginning of the academic year.
5. Conducting periodic training for faculty members and students to comply with the implementation of evacuation methods and dealing with safety methods in laboratories.
6. Follow-up of all safety requirements in the Department - Raising awareness among the staff of the department and students of the importance of complying with safety instructions.

8. High Studies and scientific Research Committee

1. Develop a strategic plan for scientific research in the department and follow up on its implementation.
2. Encouraging publication in scientific journals with a global classification.
3. List of undergraduate students involved in research, projects, conferences, patents, and local or international awards.

4. Conducting an annual evaluation of scientific research projects in the department and submitting recommendations to the Scientific Research.
5. Construct a new high curricular plans in master and diploma in computer sciences.

9. Committee on Public Relations and Community Partnership

Public relations:

1. Caring for social relations between faculty members and / or department.
2. Develop program of internal and external visits to the college or department.
3. Follow-up files and correspondence with internal and external bodies and twinning projects and inform the Dean of the College or the Head of the Department of the progress and results later to make the appropriate decisions.
4. Contribution in providing the university magazine and the site of the college on web with the activities and events that taking place.
5. Caring for social relations between faculty members or the department

Community Partnership:

1. Develop practical programs to strengthen the relationship between the department and the community, and follow up their implementation.
2. Monitor and categorize scientific research projects carried out by the department and its members that contribute to the service of society and development plans.
3. Monitoring and tabulating training programs and scientific consultations, and cultural and awareness activities carried out by the department, which contribute to community service and development plans.
4. Supervising the activities that serve the community, namely: museums, astronomical observatory, permanent exhibition, greenhouse etc.
5. Encouraging and developing the spirit of initiative among the employees of the department and the students to maximize the return of the service role to society.
6. Activating the partnership between the program and the various community institutions, in particular public and private schools.
7. Deepening communication between the department (Program) and the bodies responsible for development plans in the Kingdom of Saudi Arabia.

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10. Committee of Information and Statistics

1. Updating a database of faculty members, administrators, technicians, scholarships and internal supervision in the department and keeping them in a special record.

2. Making list of the scientific works of each member of the teaching staff, and the activities they have undertaken since the previous year whether writing books, research projects, scientific research, attending seminars or conferences inside or outside the Kingdom.
3. Making list of seminars, conferences, lectures, training courses, scientific consultations, research services, cultural, social and awareness activities of the faculty members which they have undertaken for community service over the past three years.
4. Making list of the prizes received by faculty members or students in the department.

Academic program quality assurance:

There is no doubt that the program quality management is instrumental in ensuring the quality of performance and outputs for there is a need to identify the various program committee structures, specify the tasks and responsibilities of each committee, and identifying relations between the committees.

The following are some of the functions of the program quality management:

- prepare operational plans for the academic program and follow-up the implementation
- review the academic program specification
- oversee the formulation of academic course description
- consider modifications to the program / course description and submit them to the competent department for approval.
- ensure the quality of performance and the application of quality standards during the implementation of the program
- oversee the measurement of program performance indicators
- annual evaluation of the program
- prepare the annual report for the program
- prepare a self-study for the program with the help of the program/faculty staff.

The following is a review of the most important elements to ensure the quality of the academic program requirements,whether old or new

First: The quality requirements for academic program:

These are the new academic programs which the university intends to start. They should have the following:

A study plan

The following conditions must be available in the study plan:

The plan is prepared by specialists in the scientific field.

The plan preparation should take into consideration the national framework requirements for the qualifications (the name ofqualification, the number of hours, targeted learning outcomes).

The program vision and mission should be consistent with those of the college/university. Relevant

departments should alsobe consulted when formulating the vision and the mission.

Program objectives (graduate qualities) should be drawn in line with the program mission.Program learning outcomes should serve to implement the objectives of the program.
The description of the program and its courses should be built on the model of the National Commission for Evaluation andMeasurement as well as specialized professors.
Teaching strategies, evaluation methods, and credit hours distribution should be formed in line with the targeted teachingoutcomes.
Preparation of the knowledge and skill matrix for the program and a review should be done by professionals in the scientificfield.

Infrastructure

A sufficient number of laboratories and teaching rooms should be prepared in accordance with the scientific courses andtheir timetables.

HR:

We must ensure the availability of a sufficient number of faculty staff members in the light of scientific specialization, theteaching load and course distribution on school years.
We must also make sure we have the suitable number of human resources (administrators and technicians) to start theprogram.

General procedures

The department / committee should set the program admission requirements (in case they were different from those of thefaculty) and they should be consistent with the learning outcomes and the graduate qualities.

Prepare a benchmark of the proposed plan with a similar program
The program must be approved by the relevant authorities after making sure that it satisfies the previous requirements.

The quality cycle is:

Second: The quality management system in academic program

In order to ensure the quality of academic programs, there should be a fixed system to regulate the sequence of different stages in the planning, implementation and follow-up of the program's academic performance according to Deming model,as indicated by the following figure:

As in the above model, the improvement cycle consists of the following stages:

1. Plan: During this stage, we set up the executive plans for the academic program after conducting various measurementsand determining the strength points that must be enhanced and weak points that the plan will work to remedy. (For more information about setting up the program improvement plans, please refer to Chapter IV).
2. Implementation (Do):

During this phase, we begin to implement the planned activities and note the effectiveness of that application in achievingthe desired activities.

3. Evaluation (Check):

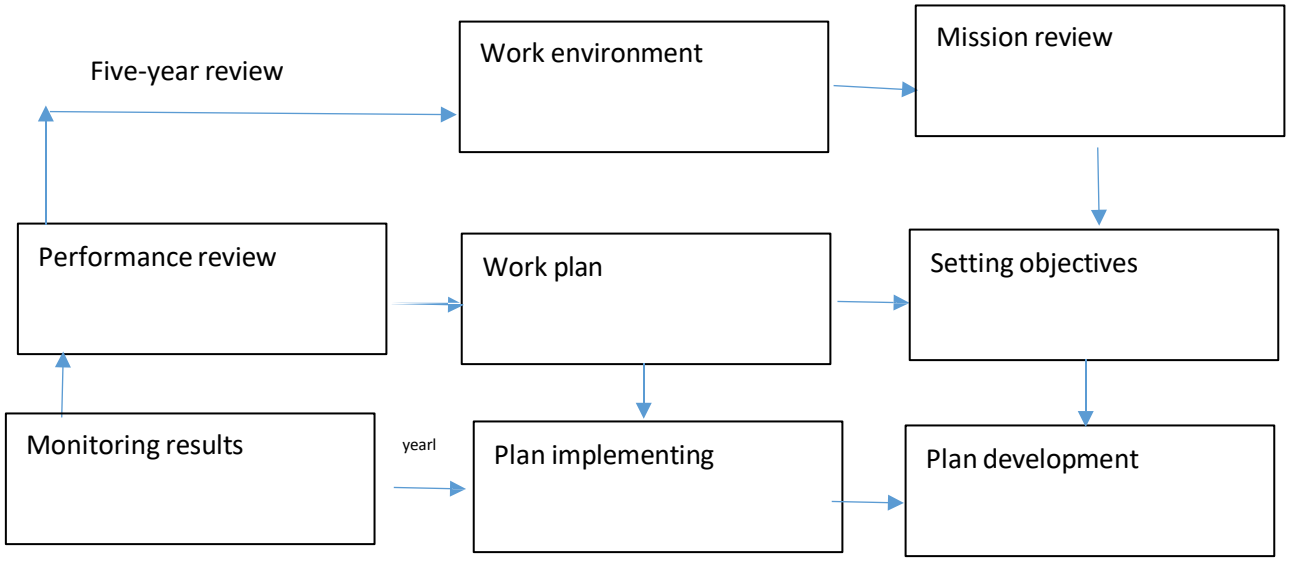
It is the stage of evaluating and analyzing the measured results, suggesting solutions for improvement, and determiningmethods of implementation.

4. Correction (Act):

The improvement steps are circulated for the whole CSIT program to achieve the desired goals. In case thedesired results and goals are not achieved, we go back to the planning step and try again. Quality assurance for academic programs includes two main categories:

1. Performance quality assurance
2. Outcome quality assurance

First: Performance quality assurance in academic programs:



The performance quality assurance for the program is implemented as in the above figure, which was designed by theNational Commission for Academic Accreditation and Assessment. The figure shows two cycles; one is annual and theother is periodical to be done four years.

The annual performance review cycle:

It enables us to review performance quality annually through:

1. Program performance indicators as defined by the National Commission for Academic Assessment andAccreditation. They are (.....) indicators.
2. Analyzing students' results and recommendations by discussion at the department meetings.
3. Program annual report which contains course reports and the final reports for the quality improvement annual plan.
4. Recommendations of the department council and the program internal committees such as academic committees,activity committees, and program

counseling committees.

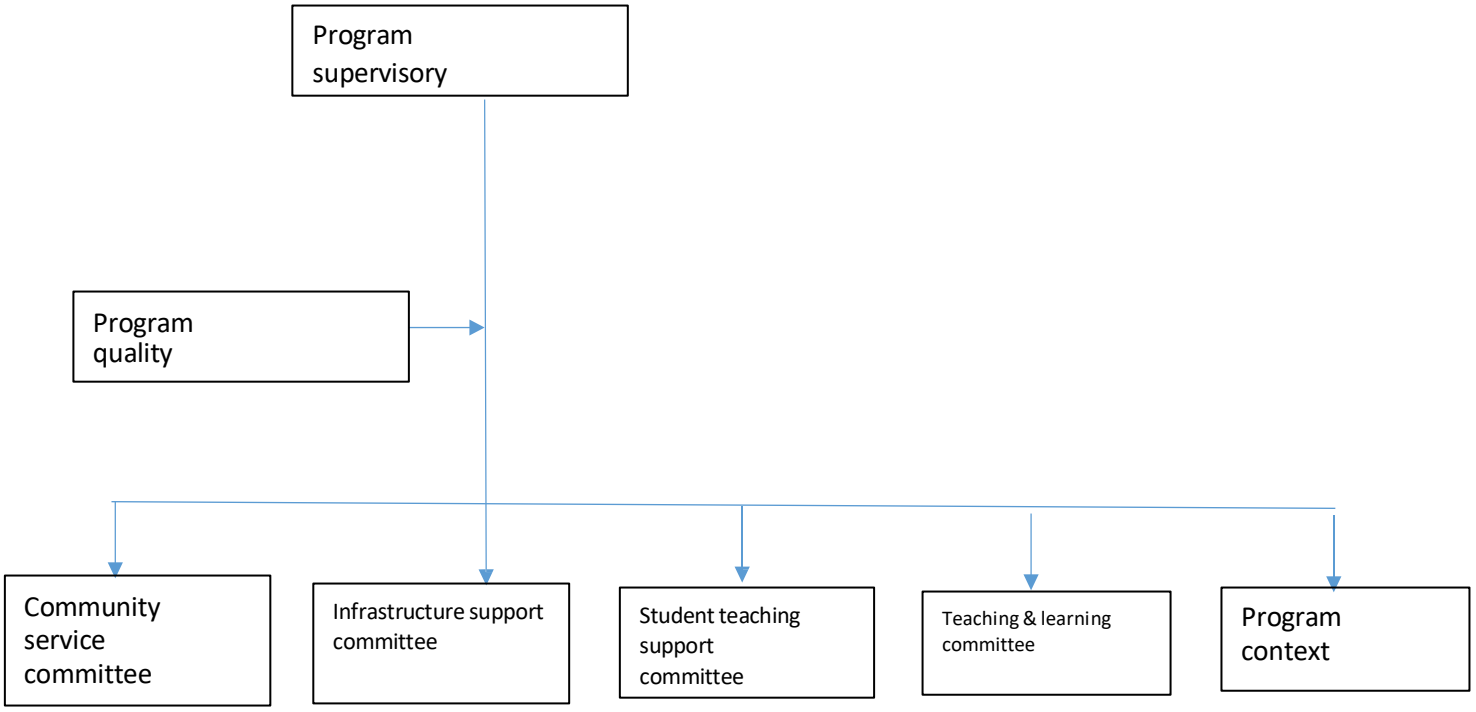
These results will help prepare the quality annual action plan for the next year.

Periodical performance review cycle:

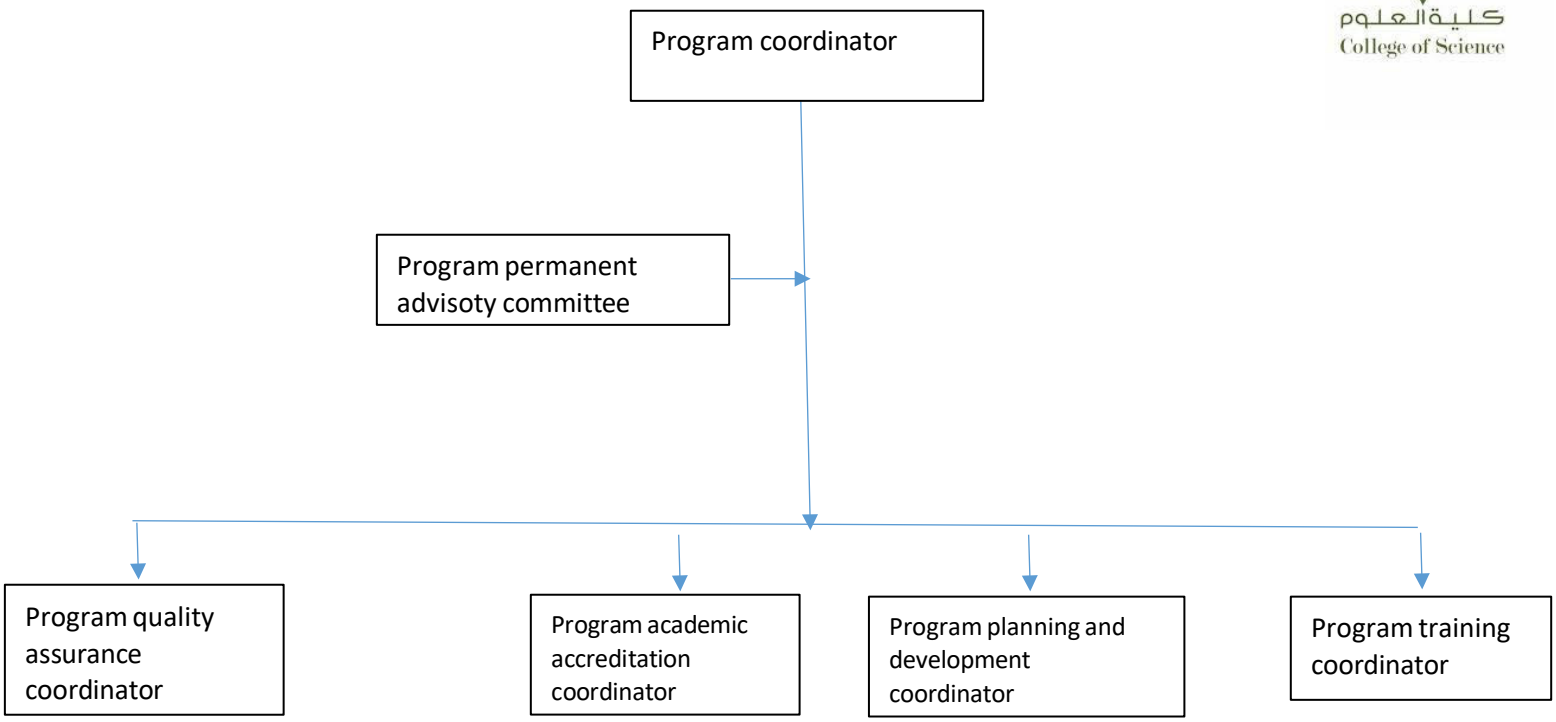
Such review cycle is done every four or five years depending on the study plan for the program. It allows for the revisionof the program mission, goals and educational outputs through:

1) Program self-study report, which contains a comprehensive evaluation of the program.
2) Recommendations of the board of the department and the internal committees of the program.
3) Program independent reports must be reviewed by at least two specialized reviewers.

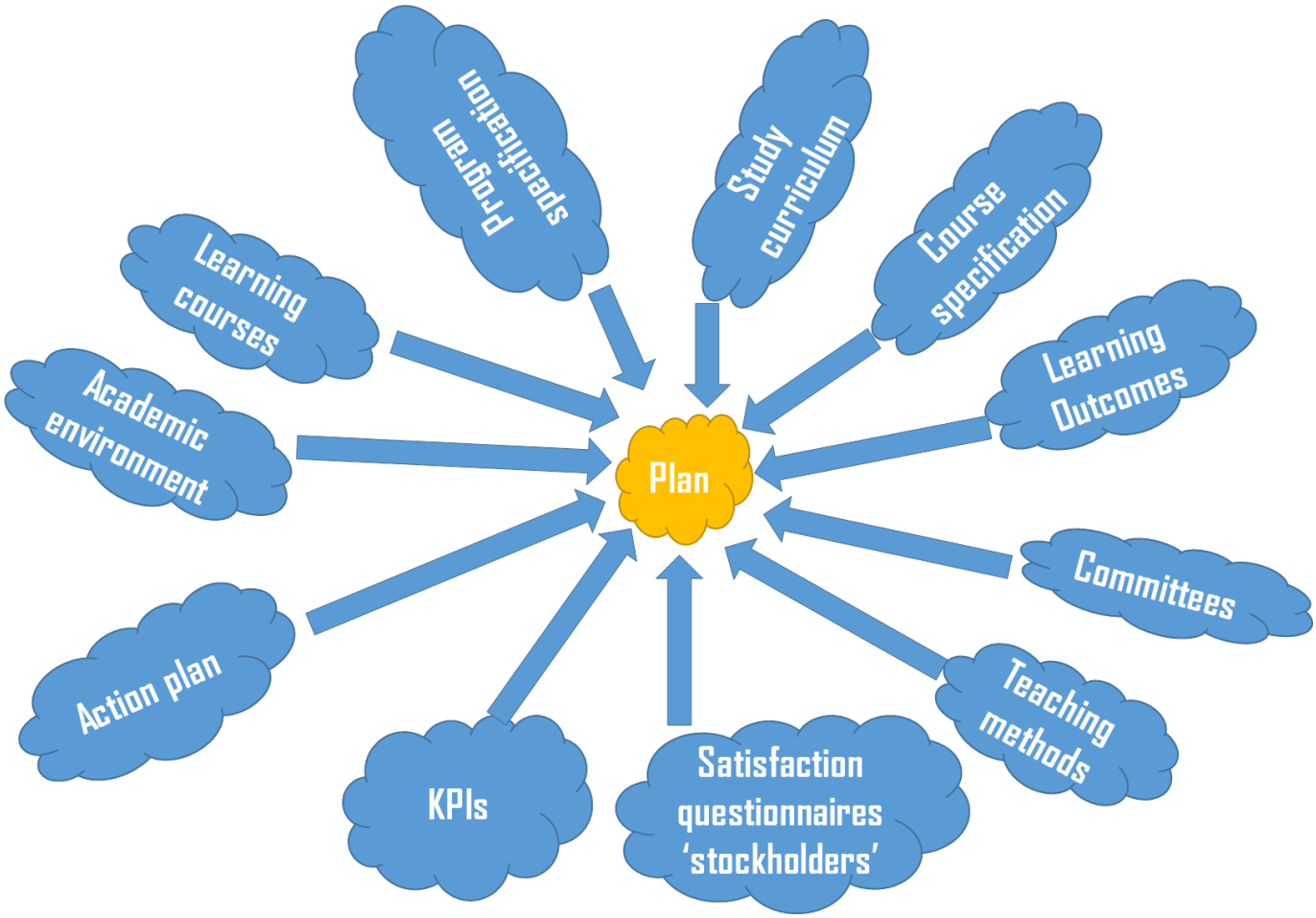
These results will help identify adjustments to the mission, goals, educational outcomes, teaching strategies and programevaluation methods to update the program specification and prepare the quality annual work plan for the following year.



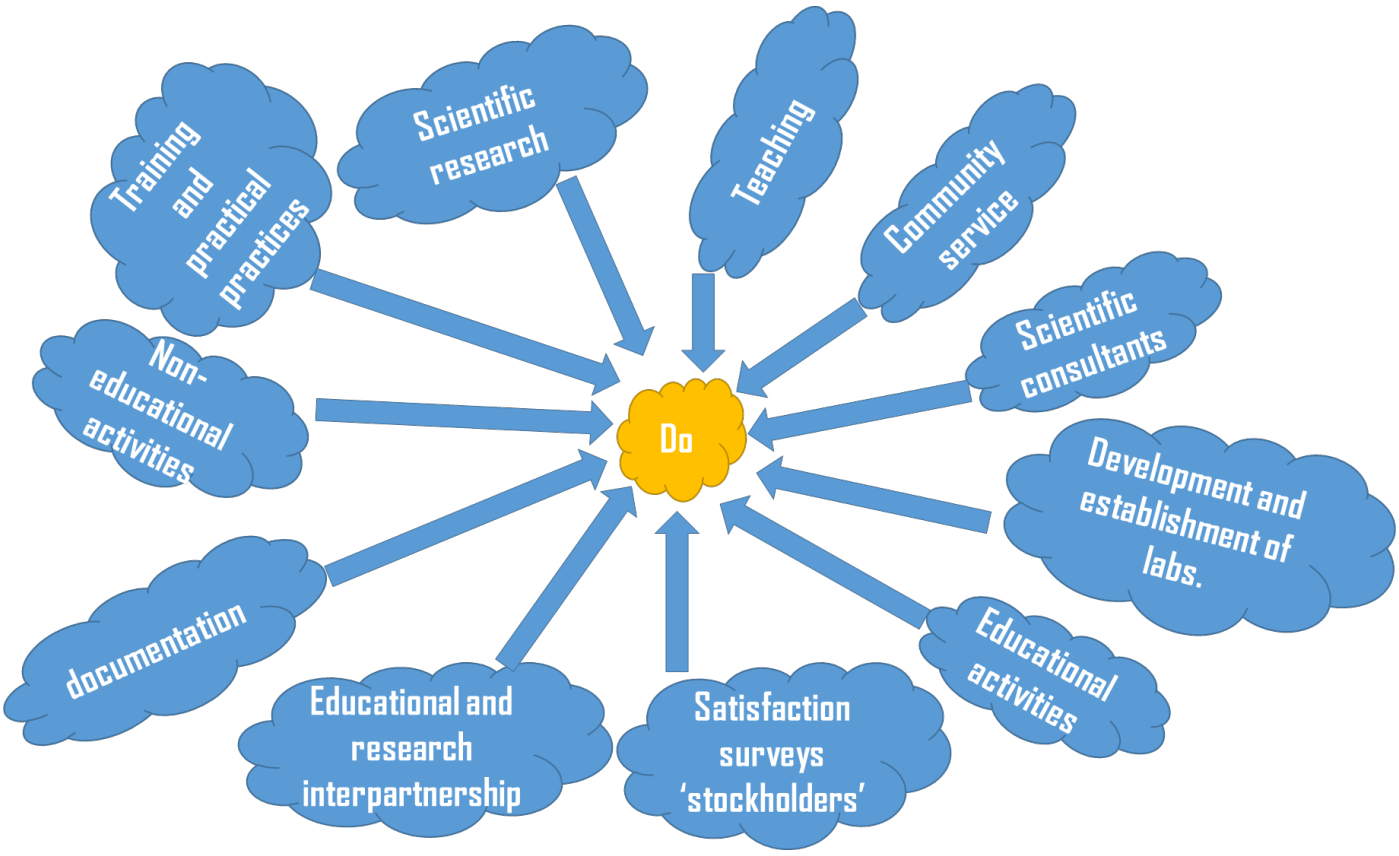
A suggested organizational structure for the quality units representing all the faculty quality units under the supervision ofthe college vice rector for quality and improvement.


Program coordinator
Program permanent advisoty committee
Program quality assurance coordinator
Program academic accreditation coordinator
Program planning and development coordinator
Program training coordinator

1- Plan


Program specification
Study curriculum
Course specification
Learning courses
Learning Outcomes
Academic environment
Plan
Committees
Action plan
Teaching methods
KPIs
Satisfaction questionnaires 'stockholders'

2- Do


Training and practical practices
Scientific research
Teaching
Community service
Scientific consultants
Non-educational activities
Do
Development and establishment of labs.
documentation
Educational and research interpartnership
Satisfaction surveys 'stockholders'
Educational activities

3- Monitor

- Courses Reports
- KPI Report
- Annual Program Report
- Self-Evaluation scales Report
- Self-Study Report
- Corrective Procedures
- Strengths and weakness points

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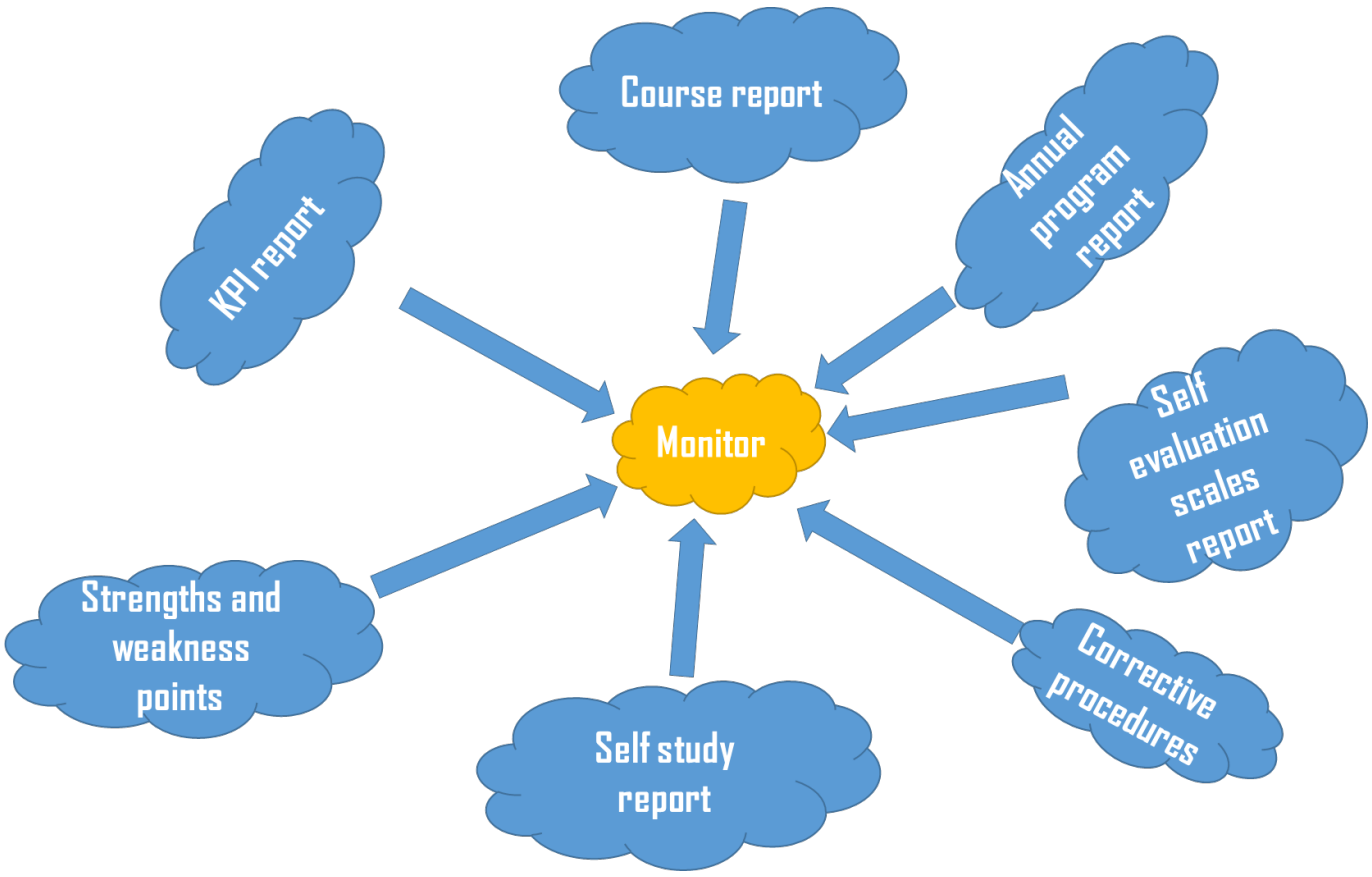

4- Improve

Second: Quality assurance for academic program outcomes:

There are six main steps to achieve quality assurance for academic program outcomes at Al Majmaah University:

1. Consistency
2. Identifying skills
3. Curriculum map
4. Measuring outcomes
5. Recommendations
6. Procedures

1. Consistency: means:
    - Consistency between the college's mission and the university's mission statement.
    - Consistency between the missions of the program and the college.
    - Consistency between the program mission and objectives.
    - Consistency between learning outcomes and program objectives.
    - Consistency between the learning outcomes and the outcomes of the national framework of qualifications.
2. The identification of skills:
   It allows for the identification of the learning outcomes, their delivery strategies and methods for measuring studentsunderstanding. It has four stages:
    - To identify the university foundation skills.
    - To identify foundation skills for scientific fields.
    - To identify college foundation skills.
    - To identify program foundation skills this is the umbrella for all previous skills.
3. Curriculum map: It allows for the identification and development of:
    - a rubric for the program learning outcomes.
    - ways to measure program learning outcomes.
    - program learning outcomes matrix / courses (general x matrix).
    - program learning outcomes matrix / courses (detailed I-R-E matrix).
    - a table of the selected courses to measure learning outcomes.
    - a timetable to measure learning outcomes.
    - learning outcomes matrix for all courses and its relation to the program outcomes.
4. Measuring outcomes: This stage allows us to:
    - Monitor the results after measuring learning outcomes in all courses for each

semester.

- Analyze the results after measuring the program learning outcomes annually.
- Analyze the results after measuring the foundation skills of the university/sectors/college/program.

5. Recommendations:
   This stage allows us to identify:
   - Final recommendation for the quality and improvement action plan for the program learning outcomes.
   - The final recommendations of the essential skills which are forwarded to the sectors, then the college and theuniversity (University /scientific sectors / college / program).
6. Procedures:
   This stage helps to identify responsibilities for the implementation of the annual quality work plan, responsibility tomonitor the results, as well as a review of performance through the following:
   Improvement of educational outcomes.
   Improvement of foundation skills that take place in coordination with the relevant authority (University / scientificsectors / college / program).

Evaluation of Program Quality matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching and assessment	Student, peer Reviewer, program leaders	Program evaluation questioner Students- faculty meetings	End of academic year
Extent of achievement of course/program learningoutcomes	Program Leaders, faculty,quality and development unit	Preparation of program report Peer consultation on teaching Departmental council discussions Self-evaluation	At end of each study term
Quality of learning resources	Student, faculty, internal andexternal auditors	Program evaluationSelf- study report	At end of each study term At writing of self-studyreport

Program KPIs

Standard and KPI's

Standard	#	Code	Notes
1. Mission and Goals	1	KPI-P01	
	28	KPI-P18	
2. Program Management and Quality Assurance	2	MU-P1	Stakeholder evaluation of community services
	30	KPI-P20	
	32	KPI-P22	
3. Teaching and Learning	4	KPI-P02	
	5	KPI-P03	
	6	KPI-P04	
	7	KPI-P05	
	8	KPI-P06	
	9	KPI-P07	
	10	KPI-P08	
	29	KPI-P19	
	31	KPI-P21	
4. Students	11	KPI-P9	
	12	KPI-P10	
	13	MU-P2	
	14	MU-P3	
	15	MU-P4	
5. Teaching Staff	16	KPI-P11	
	17	KPI-P12	
	18	KPI-P13	
	19	KPI-P14	
	20	KPI-P15	
	21	KPI-P16	
	22	MU-P5	
6. Learning Resources, Facilities, and Equipment	23	KPI-P17.a	Digital Library
	24	KPI-P17.b	IT Services
	25	KPI-P17.c	E-Learning Services
	26	KPI-P17.d	Policy Handbook
	27	KPI-P17.e	Library and Media Center

Education and Training Evaluation Commission (ETEC) KPI's

#	Code	Key Performance Indicators	
1	KPI-P01	Percentage of achieved indicators of the program operationalplan objectives	
2	KPI-P02	Students' Evaluation of quality of learning experience in theprogram	
3	KPI-P03	Students' evaluation of the quality of the courses	
4	KPI-P04	Completion rate	
5	KPI-P05	Percentage of students entering programs who successfully .complete first year	
6	KPI-P06	Students' performance in the professional and/or nationalexaminations	
7	KPI-P07	Graduates' employability and enrolment in postgraduate programs Percentage of graduates from the program who withina year of graduation	
8	KPI-P08	Average number of students in the class	
9	KPI-P9	Employers' evaluation of the program graduates proficiency	
10	KPI-P10	Students' evaluation of the offered services	
11	KPI-P11	Ratio of students to teaching staff	
12	KPI-P12	Percentage of teaching staff distribution Percentage of teachingstaff distribution	
13	KPI-P13	Proportion of teaching staff leaving the program	
14	KPI-P14	Percentage of publications of faculty members	
15	KPI-P15	Number of refereed publications / member of teaching staff : x/1	
16	KPI-P16	Number of citations/ All teaching staff: X/1	
17	KPI-P17.a	Digital Library	Stakeholder evaluation of the learningresources
	KPI-P17.b	IT services	
	KPI-P17.c	E-learning .services	
	KPI-P17.d	Policy Handbook	
	KPI-P17.e	library and media center	

Majmaah University KPI's

#	Code	Key Performance Indicators
2	**MU-P1**	Stakeholder evaluation of community services
13	**MU-P2**	.Proportion of students have one notification or more
14	**MU-P3**	.Proportion of deprived students
15	**MU-P4**	The number of student searches
22	**MU-P5**	Percentage of teaching staff participating in professional development Activities

Extra KPI's

#	Code	Key Performance Indicators
27	**KPI-P18**	**Stakeholder evaluation ratings of the Mission Statement andObjectives**
28	**KPI-P19**	**Proportion of courses in which there was independentverification within the institution**
29	**KPI-P20**	**Proportion of courses in which student evaluations wereconducted during the year**
30	**KPI-P21**	**Proportion of students participating in extracurricularactivities**
31	**KPI-P22**	**Number of community education programs provided by theprogram**

كلية العلوم
College of Science