

Policy and System of Quality in Qassim University

Prepared By:
Deanship of Development and Quality
2019

Manual Contents

Introduction

Quality assurance policies

Organizational structure of quality management in the University

Tasks and responsibilities of the components of the quality structure of the University

Organizational structure of quality in colleges

Tasks and responsibilities of the components of the quality structure in the faculties

Cycle of Measurement, Evaluation and Revision

Introduction

The quality assurance and management (institutional and programmatic) is one of the main aspects that Qassim University gives great attention to as it constitutes a fundamental part of its mission and a key goal in its strategy. This reflects positively on the outputs and outcomes of the University's work in the three axes of its mission: education, scientific research and community service. The quality procedures are implemented by an integrated system, with a tight and declared administrative, hierarchical structure, headed by the University president and monitored by the University Vice-Presidency for Planning, Development and Quality, through its executive arm, the Deanship of Development and Quality, up to the quality units and committees within the colleges, supporting (administrative) deanships, academic programs, centers and directorates.

This guide provides an explanation of the general policies governing the quality assurance system at the University, description of the quality (organizational) structure, functions of each unit and the policy of evaluating the performance of these units, in pursuit of achieving the University mission and objectives, and realizes the quality assurance of the programs and institution.

Quality Assurance Policies

Qassim University follows quality policies that are consistent with the quality standards specified by the National Center for Academic Accreditation and Assessment (NCAAA for short). The university is fully committed to sustain its position as an NCAAA accredited institution, and to assure that its academic programs and administrative units comply with NCAAA quality standards. QU's accreditation is a major orientation in its mission:

“To provide advanced and accredited university education to prepare integrated qualifications that meet the needs of the labor market, to offer distinctive community services and applied research that promote the local community and contribute to building knowledge economy by adopting the latest management, technology and information techniques, to activate the national and international partnerships, and to improve university resources.”

Providing advanced and accredited University education is one of the main axes of the mission. This axis has been clearly reflected in the 2010-2020 University Strategic Plan as the first objective which is formulated as 3 strategies and more than 20 projects, and it will remain a key objective in its forthcoming strategic plan (2020-2025). The following table shows the first objective of the 2010-2020 strategic plan: «Raising the quality of education in all disciplines, achieving excellence in each, and obtaining national and international academic accreditation», in addition to the strategies and projects that serve this objective.

5

Objective 1: Raising the Quality of Education in all Specializations and Realizing Distinctiveness in Others and Obtaining National and International Academic Accreditation:

Strategy 1-1

Development of educational programs, plans and syllabi according to the needs of the labor market, community institutions, quality requirements and academic accreditation

Projects

- 1-1-1 Survey study of labor market and community needs
- 1-1-2 Benchmarking at university, college and department levels in the fields of programs, plans and syllabi
- 1-1-3 Description and specification of the requirements for developing programs, plans and syllabi
- 1-1-4 Quality and academic accreditation for programs at the national level for all specializations and internationally for others
- 1-1-5 Evaluation of the Preparatory Year Program
- 1-1-6 Development of the programs of cooperative training and practical application
- 1-1-7 Cooperation and partnerships and in the fields of programs, plans and syllabi
- 1-1-8 Study and restructure of the specializations of female students in the light of community and labor market needs.
- 1-1-9 Development of the educational programs in community colleges
- 1-1-10 Strengthening of the cooperative relationship between the community colleges and the rest of the university colleges
- 1-1-11 Description and development of educational outputs in educational programs



- Practical cooperative training of students in some programs and courses
- The positive role played by the Preparatory Year Program
- Allowing students to choose their specialties
- Updating plans, syllabi and courses
- Expansion of graduate study programs, upgrading and linking them to labor market needs



- The gap between syllabi and the labor market
- Lack of diversity and adequacy of learning sources
- Weakness of the instructional process in the female students' sections in particular
- Weakness of English language use in most courses
- The nonexistence of graduate studies in some specializations and the lack of evaluation for the present programs
- The weak coordination and links between courses in some programs

Strategy 1-2

Development of teaching and evaluation methods and support of sources of learning and the educational environment

Projects

- 1-2-1 Development and diversification of learning sources
- 1-2-2 Development and support of self-learning
- 1-2-3 Evaluation of teaching methods
- 1-2-4 Assessment of evaluation methods
- 1-2-5 Study and completion of the requirements of the educational environment
- 1-2-6 E-learning
- 1-2-7 Increasing the attractiveness of libraries to students



- The growth of the private sector in the Qassim Region
- The instruction of the Ministry of Higher Education to support and raise the quality of the educational process
- Existence of consultative institutions working to refine instructional methods
- Availability of criteria for program and institutional quality assurance and accreditation at the national and international levels
- Existence of international and national universities willing to engage in cooperation and partnership in the field of education
- The rise in demand for graduate studies



- Constant change in labor market requirements
- Competition to refine syllabi nationally and internationally
- Low achievement level of students recruited to the University

- 69% of the University students are of the view that their academic standard in secondary schools was either low or average.
- Freshmen are of a low academic standard, particularly in the English language, with an average of 2.46 out of 5.
- Available statistics indicate that the Preparatory Year Program contributes towards improving the academic standards of students, particularly in mathematics.
- Most students (an arithmetic mean of 2.5 out of 5) maintain that faculty members do not encourage them adequately in carrying out their educational duties.
- 55% of the faculty maintain that the level of the qualification of the university graduates is weak as compared to the labor market needs, while 25% think that the student qualifications are average.
- The overall interaction of the faculty with students averaged 2.58 out of 5.
- The qualifications of the faculty members are average from the students' point of view (an arithmetic mean of 3.17 out of 5), and the quality of their instruction varied from weak to average: 27% weak academic training 49.9% average.
- The student satisfaction with scientific tutoring was low: 35.2% found it moderately useful and 44.4% found it of little use.
- One the major requirements for a distinguished university is the modification of the syllabi to fit labor market requirement. This view was expressed by all parties concerned.

Strategy 1-3

Reduction in the numbers of students for the Bachelors Degree in the specialties for which demand is declining and expanding graduate studies programs for specializations in high demand

Projects

- 1-3-1 Study and evaluation of the feasibility of the specializations in the University
- 1-3-2 Development of the organizational and procedural framework for graduate studies
- 1-3-3 Development of the information system for graduate studies
- 1-3-4 Determining community needs of graduate study research
- 1-3-5 Establishing mechanisms to link graduate studies research with community needs
- 1-3-6 Development of graduate studies programs.

■ Projects started at the University level ■ Projects started in some units

Vice Dean for Quality in the deanship

Quality Assurance Management

Quality assurance processes are relevant to all departments of the institution, and an integral part of routine management and planning processes, where the performance metrics focus particularly on outcomes. The main stakeholders (faculty, administration and students) have a commitment to improvement, and they periodically review their performance through various evaluation levels. Quality is assessed based on evidence according to a set of performance indicators and external standards. The University's quality policy is primarily based on the following rules and considerations:

1- The existence of an effective quality assurance and management system, linked to senior management, includes all its activities and units.

As part of Qassim University's endeavors to improve its performance and programs and achieve the desired objectives, the University established the Standing Committee for Quality, and the University Vice Presidency for Planning, Development and Quality. Furthermore, the Deanship of Development and the Deanship of Quality Assurance and Academic Accreditation were merged into the Deanship of Development and Quality, based on the QU's strong believe that development and quality are inseparable; two sides of the same coin where the outputs of one constitute the inputs of the other. Moreover, it was necessary for QU to make the necessary arrangements to support those who lead the implementation of quality assurance processes in the individual units (e.g. academic programs, colleges, deanships). In this regard, quality assurance units were established in all colleges, programs, deanships and various administrative units within the University. Terms of reference, duties, tasks, procedures and so forth are publicized and well described in multiple handbooks, guidebooks and manuals e.g. "Quality System of Academic Programs at Qassim University" and "Quality System for Supporting Deanships and Administration Units in Qassim University". On an ongoing basis, the Deanship of Development and Quality monitors and evaluates the performance of all these quality units.

2- Provide material, financial and human support appropriate to the requirements of quality assurance.

The institution must be committed to maintaining and developing quality through effective leadership and active participation of faculty and staff. In order to achieve this, Qassim University (QU) has:

- Included the strategic quality and academic accreditation projects in its execution plan (2010-2020), and quality objectives will be a key part in its forthcoming plans (2020-2025).
- Supported the Quality Committees in all units including the "Standing Committee of Quality" in the form of financial help and human resources.

- Supporting the “Deanship of Development and Quality” with qualified human resources and expert consultants, and enriching its structure with the necessary units.
- Allocating good financial rewards (starting from 130,000 up to 220,000 SAR) for the academic programs which obtain an academic accreditation.
- Decided to reduce the teaching load for the faculty participating in the quality and academic accreditation works.
- Decided to reward the faculty participating in the quality processes and activities.
- Established Vice-Dean of Quality positions in colleges.

3- Participation of all beneficiaries (e.g. faculty, staff and students) in quality assurance processes.

The quality assurance activities necessary to ensure a high level of quality are applied to all tasks and functions of QU, and faculty and staff in various colleges, deanships and organizational units are involved in performance evaluation and improvement planning through the Quality Committees mentioned in this handbook, in addition to the participation in preparing the periodical reports (course reports and self-study reports). All faculty are encouraged to participate through decreasing their teaching loads, Summer Term rewards, and accreditation rewards mentioned previously in (2).

4-The Institution has a central system for collecting and documenting data, analysis, management and reporting.

The University has established many centres and central systems for collecting, archiving, analyzing and managing the data, and preparing the periodical reports. These are detailed as follows:

- The Center of Information and Decision Support and its units (for more information please see “Manual for the System of Collecting, Analyzing and Handling Information at Qassim University”)
- The electronic academic system for faculty and students (e-Register) which includes students’ records, faculty records, faculty loads, courses records, grades and students’ surveys, etc. (for more information about this system, visit the site of Information Technology Deanship: <https://it.qu.edu.sa>)
- The system of administrative communication (Injaz), which is a central system for performing and documenting all administrative transactions.
- The system of managing customer relationship (CRM), which is a supporting system supervised by Information Technology Deanship (more information about this system is available here <https://it.qu.edu.sa>)

5-The Institution uses various mechanisms and tools to track performance and measure progress at all levels.

Specific performance monitoring indicators were identified and appropriate benchmarks were selected to assess the extent to which goals and objectives were achieved and to evaluate the quality of the institution's core functions. The Strategic Planning Administration of the University measures and follows up periodically the performance indicators of the strategic plan. The Deanship of Development and Quality measures annually, through the quality committees in the colleges the key performance indicators established by NCAAA, and prepare detailed reports concerning the quality achievements according to the results. More details about the key performance indicators, their measuring cycle and utilization mechanism are available in "Key Performance indicators Guide in Qassim University".

6- The Institution makes benchmarks against its institutional and academic and administrative performance according to key performance indicators

The University is committed to perform benchmarking of its performance at the institution level as a whole, and at the level of its units and academic programs as follows:

- The university during preparing its strategic plan performed benchmarking with 20 university from 12 different countries.
- The University performed benchmarking of the key performance indicators of NCAAA with nationally accredited universities including: King Saud University, King Khalid University, Almagmaa University and Altaif University, and utilized the results in its Self Study Report (SSR-I 2019) and accordingly developing its action plans.
- The supporting deanships, centers and directorates apply specific criteria established by the Deanship of Development and Quality where these criteria assure that the administrative units regularly benchmark their performance against similar units from different universities.
- The academic programs carry out regularly benchmarking with peer programs in international and local universities using the key performance indicators described in "Key Performance Indicators Guide in Qassim University", and in accordance with the procedures explained in "Benchmarking of Academic Programs Manual".
- In addition to following up the results of the KPIs of the University units, the Deanship of Development and Quality employs internal benchmarking to prepare annual report presenting the strengths and improvement opportunities along with action plans for development. This report is presented to the Standing Committee of Quality for approval. Thereafter, the related bodies are informed to follow the recommendations raised in the report, and set up appropriate action plans.

7- The Institution benefits from the results of measuring satisfaction rates and performance evaluation in providing feedback, development and continuous improvement.

This is achieved by QU at the institutional level through:

- Making use of the results of the annual surveys (surveys of NCAAA such as course evaluation survey and employers' survey) by formulating action recommendations which are addressed to the related bodies and higher administration.
- Making use of the annually measured performance indicators by formulating executive recommendations which are directed to the related bodies and higher administration.
- Following up these action recommendations is done through the Deanship of Development and Quality during the annual internal audit.
- Establishing the action plans to cure the recommendations of the independent reviewers and external reviewers of the accreditation authorities.

At the level of QU's units and academic programs this is achieved through:

- Preparation of the annual internal audit reports, and sending them to the relevant units and academic programs. The deanship follows up carrying out the actions necessary for performing these action recommendations in the next audit.
- Preparing the report of evaluation of all University units and academic programs according to the NCAAA criteria and the University administration criteria, including executive/action recommendations. The report is directed to the higher administration of the University. These recommendations are followed up by the Deanship, and checked in the next audit cycle.

8- The Institution conducts research and development studies necessary to improve its performance and achieve its objectives.

The strategic plans of the University is built up depending on developing studied carried out at the beginning and end of the institutional accreditation periods (for example: the strategic plan; 2010-2020, has been built according to the developing study carried out in 2009 and according to its first SSR and the recommendations of its reviewers)

To ensure the axis of quality and accreditation in its mission, the Development and Quality Deanship prepare annual reports in which the performance of all colleges, academic programs, supporting deanships and directorates is analyzed according to the national quality criteria. In these reports all the scientific research tools including surveys, statistics, qualitative analysis and quantitative analysis have been employed to identify the strength points and improvement opportunities at the University level as a whole. Then, executive recommendations are formulated and raised to the higher administration of the

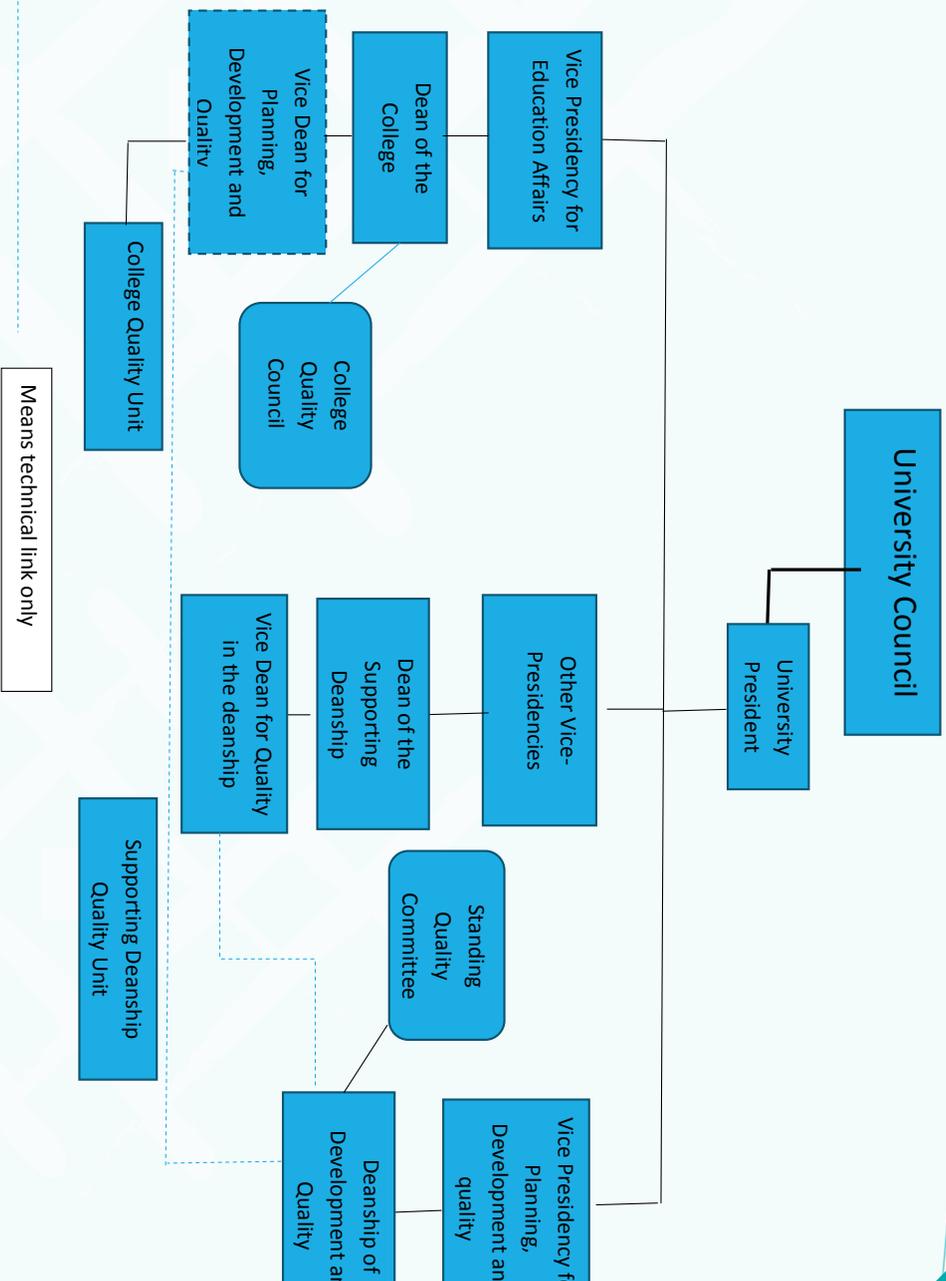
University to guide and follow up their implementation. The outputs/concluding results of these reports are used primarily in the 7-year self-study report whose outputs in return are the main inputs of the forthcoming strategic plans.

9- The quality assurance system is subject to continuous evaluation and improvement.

The internal quality assurance system is evaluated annually following the processes of internal auditing according to the following:

- i. The results and practices performed during the internal auditing of the academic programs and administration units of the University.
- ii. Policies admitted or recommended by the Standing Quality Committee according to the internal developments (such as establishing new quality units, alternations/changes of the administration hierarchical/organizational structure at the University level or decisions of the University higher administration which directly intercept with the quality processes in the University) or external changes/factors (such as changes of the policies of the accrediting bodies/authorities or the developments of the quality standards such as the new NCAAA standards in 2018), in addition to the new plans and projects of the Ministry of Education and/or plans related to the Saudi 2030 Vision.
- iii. Exploring the opinion of the beneficiaries such as academic program directors or quality committees' members through several electronic communication channels.
- iv. The results of the accreditation of the academic programs, and the external reviewers' recommendations regarding the quality levels of these programs (for example the need for establishing units having tasks related to quality or the need to reconsider the mechanisms of incorporating the stakeholders in the quality processes).

Organizational Structure of Quality Management in the University



Tasks and Responsibilities of the Components of the Quality Structure of the University

Vice Presidency for Planning, Development and Quality

Overview on the Vice-Presidency

In light of the continuous development witnessed in the higher education sector in the Kingdom, which has become based on the basic components of qualitative expansion, in line with the aspirations of our rulers may God protect them, ensuring the fulfillment of the development requirements of the Kingdom. It is the premise that the Ministry of Education has endeavored to launch many qualitative development initiatives such as the nationalization of quality in educational institutions, the improvement of the skills of faculty members and staff of universities, global leadership programs, academic department development programs, and other qualitative initiatives that have become a major challenge for Saudi universities to prove themselves according to these development programs. In order to fulfil that, there has become a need for a higher administrative body at the University to adopt these initiatives and work to localize them and complete the organizational units at the University to enhance the institutional performance of the University as required. This requires the establishment of a Vice-Presidency for the University in the field of planning, development and quality, which is believed that it can result in a qualitative leap to the University at all levels of academic, administrative, financial and social in cooperation with other university Vice Presidents in their respective areas.

Starting from this, the Vice Presidency of Planning, Development and Quality is devoted to the task of directing all the administration and educational activities towards the satisfaction of the beneficiaries as regarding the continuous developing and improving the quality of the education services delivered to the beneficiaries to take them to the levels which enable competitive disadvantage in the local, regional and international markets. Also, the Vice-Presidency is keen to spread the quality culture which concentrates on the beneficiaries, continuous evaluation, development and improvement, the contribution of the administration and employees in realizing the quality of the performance, such that the academic criteria, quality and excellence standards are achieved. The Vice-Presidency seriously works for institutionally accrediting the University, and supports the academic accreditation of its Programs

The Vice-Presidency tasks

- Recommending the establishment and activation of academic programs at the level of bachelor and graduate studies.
- Signing of institutional and program accreditation contracts with the National Center for Academic Accreditation and Assessment after the approval of the Rector.
- Supervising and following up on the preparation of the annual report of the University.
- Approving the commencement of colleges in conducting program accreditation for their departments.
- Supervising and following-up the preparation of the University's strategic plan (2020-2030) in line with the vision of the Kingdom (2030) and work to achieve on time.
- Determining the annual training needs of the University employees and accordingly adopt the training plan for them.
- Adopting training programs for University employees inside the Kingdom and supervising their implementation.
- Forming the temporary committees associated with the Vice-Presidency, setting its policies, defining its tasks and adopting its minutes, which do not entail financial obligations on the University.
- Approving the performance appraisal of Vice-Presidency officials, excluding deans.
- Liaising with counterparts in ministries, government agencies and private agencies regarding the work of the Vice-Presidency.

Vice-Presidency Vision:

Achieving leadership by creating an effective tool to achieve excellence in the field of quality and strategic planning, and improve the skills of University staff and raise the level of administrative and academic quality therein.

Vice-Presidency Mission:

To adopt the development initiatives of the University by raising the level of quality of administrative and academic processes, to propagate quality assurance in its systems, to develop the skills of University employees and to help achieve academic and national (and international) accreditation.

Strategic Goals:

1. Performing planning in its general form and strategic planning in its special form at the University and following up its implementation.
2. Work to achieve the objectives of the University on issues of quality and academic accreditation.
3. Develop the strategic plans of the University and follow up its implementation and work to update them whenever the circumstances surrounding the University change.
4. Developing general strategies for performance evaluation and quality assurance at the University and assisting in their implementation.
5. Effective contribution in enhancing efforts to raise the academic and professional classification of the University by contributing to the development of academic programs and plans to achieve the required educational level.
6. Setting criteria and indicators of academic and administrative performance of the University and follow-up on the implementation.
7. Following up on the implementation of the general policies and work rules that regulate the University's comprehensive development efforts.
8. Unify the development path within the University and find full coordination between the University channels related to the development of the University in the fields of education and research.
9. Ensure the quality of the outputs of the educational process at the University through the continuous development of academic and administrative programs and the development of the performance of faculty and staff in the areas of teaching, learning and scientific research.
10. Provide scientific advice and develop practical solutions and conduct research studies that enhance the academic side of the University.
11. Adopting strategic research and studies based on interest in planning and future development and monitoring local and regional changes, especially those related to higher education.
12. Developing the skills of faculty members at the University.
13. Work to develop the administrative and financial performance in the University.
14. Working to provide statistical data and information about the University to meet the needs of decision makers in the University or other bodies of this information.

The Deanship of Development and Quality

The Deanship Vision:

A nationally distinguished deanship in quality assurance and accreditation.

The Deanship Mission:

Leading Qassim University units to meet the requirements of Quality Assurance and Accreditation, providing efficient support for the sustainable quality development of the University's activities and contributing to the endeavors to achieve Academic, national and international accreditation.

The Deanship Goals:

The Deanship seeks to build and develop a culture of appropriate quality for the University by achieving full commitment to the system of values related to quality that is jointly adopted and activated in order to develop the University's ability to develop advanced systems, policies and standards of quality according to a strategic perspective based on the principle of initiative to seize opportunities and maximize the positives and strengths in a stimulating work environment and an organizational context that leads employees to excellence in performance and innovation and teamwork. These values include: **Belief in continuous improvement** of quality- **Considering quality as a strategic factor** for the organization's work - **Giving quality the most attention** in planning, organizing, **implementing and providing supporting** infrastructure of quality. The Deanship primarily aims to:

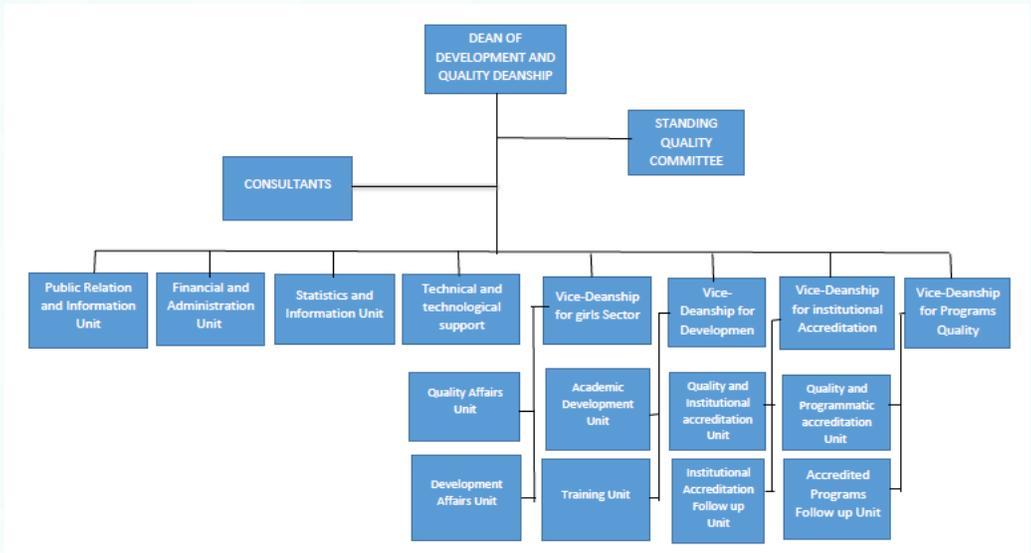
1. contribute to the formulation of the strategic objectives of the University in the areas of development, quality and academic accreditation.
2. achieve the mission of the University "to provide advanced education and accreditation" according to advanced methods and mechanisms.
3. provide effective advisory support to the units and programs of the University in the areas of quality development and accreditation.
4. build cooperative partnership relations with prestigious institutions in the areas of development, quality and accreditation to achieve strategic benefits for the University.
6. build distinguished and cumulative experiences in the areas of development, quality, evaluation and academic accreditation in university education.
7. strengthen efforts to upgrade the University's academic and professional rankings.
8. propagate a culture of quality among University employees and encouraging development studies and holding events in the field of quality and academic accreditation.
9. achieve accreditation of all QU academic programs.

Deanship Responsibilities and Tasks:

The duties and responsibilities of the Deanship of Development and Quality include:

- 1) implement (and follow up) the University's strategic plan projects related to quality and accreditation, evaluate their implementation processes and take the necessary procedures according to the approved mechanisms.
- 2) Develop (and improve) quality systems and self-evaluation procedures to measure the quality performance of QU's units and programs, based on various continuous improvement mechanisms.
- 3) assure that all QU's units, programs, colleges etc. comply with the quality standards (e.g. NCAAA) according to the policies and procedures presented in this handbook and other relevant handbooks including "Quality System of Academic Programs at Qassim University", "Quality System for Supporting Deanships and Administration Units in Qassim University", "Key Performance Indicators Guide in Qassim University", and "Benchmarking of Academic Programs Manual".
- 4) Form the necessary committees supporting the annual internal audit.
- 5) Represent the University before external quality bodies, conventions, authorities etc.
- 6) Liaise between QU (and its units) and external parties vis-à-vis quality, benchmarking and accreditation.
- 7) Conduct evaluation studies that help identify strengths and development opportunities in the units and activities of the University in order to make appropriate decisions and continuous improvement.
- 8) Periodically measure (institutional and programmatic) KPIs, and create databases of their reports to identify performance trends and measure the change in the performance of the various units of the University.
- 9) Contribute to the development of knowledge and skills of stakeholders (e.g. faculty members) in the field of academic quality and accreditation, through well-established training programs based on the results of self-evaluation and internal auditing.
- 10) provide support (and consultation) to QU's programs and units in relation to quality, NCAAA standards, priorities for improvement, Saudi Qualification Framework etc.
- 11) Review documents and requests the establishment, development of new or old academic programs related to the requirements of NCAAA, Saudi Qualification Framework, labour market, professional standards, and according to the "establish/change academic program" form. Then, provide the Standing Committee of Study Plans with relevant suggestions/recommendations.
- 12) Review summer semester reports in terms of their compliance to quality standards and requirements (e.g. course reports, samples of independent verification of student works). Then, provide the Ad-hoc Committee of Summer Semester with relevant suggestions/recommendations.

Deanship of Development and Quality Administrative Structure



Details about the job specifications, terms of reference and tasks of the Dean (or vice-deans) of the Deanship of Development and Quality, and quality vice-deans in the supporting deanships are given in the “Qassim University Organizational Structure Manual”.

Standing Committee for Quality

The Standing Committee for Quality is formed annually according to a decision by the University President based on the membership suggestion presented by the Deanship of Development and Quality. The suggestion of membership of the Standing Committee of Quality takes into consideration the following in its members:

- 1- Representing most of the colleges and branches in the Committee (such as health colleges, scientific colleges, literature colleges, Islamic studies colleges, and the colleges of the southern and western branches).
- 2- Balanced representation of male and female.
- 3- Existence of the necessary experience in the nominated member (for example: directors of the quality units in the colleges, vice-deans for development and quality in the colleges, deans of nationally accredited colleges, and ex-consultants for the accreditation authorities).

4- Relation of the body which the member represents with the programmatic or institutional quality criteria (for example: Dean or Vice-Dean of the Scientific Research, Dean or Vice-Dean of Postgraduate Studies and Dean or Vice-Dean Community Service).

The Standing Committee of Quality acts as the main consultation body for the Deanship of Development and Quality, and its role is similar to that of deanship councils in the supporting deanships. The Committee is concerned with designing and reviewing the general policies and procedures for the development, quality and academic accreditation activities in the University, designing the internal audit program for academic programs, supporting deanships and departments, suggesting the training plans for the University employees, according to the following tasks:

- Development and review of general policies for quality and academic accreditation activities at the University.
- Design and participation in the implementation of the annual internal audit programs for academic programs and support deanships and departments in the university.
- Participation in monitoring performance of all academic and administrative units in the university and their implementation of quality improvement plans.
- Study (and approval) of the requests of international and national accreditation of the academic programs.
- Recourse to qualified University staff when needed and contribution to the development of a second line of quality leadership.

Organizational Structure of Quality in Colleges



Tasks and responsibilities of the components of the quality structure in the Colleges

College Quality Council

Organizational Relationship:

The Quality Council is affiliated with the Dean.

The Overall Objective of the Council:

The College Quality Council works on planning and following up the performance of the College's Quality Unit and the Quality Committees in the Departments and on providing appropriate advice and recommendations on various topics and issues related to quality assurance in the College, in addition to taking the leading role in the adoption of quality assurance initiatives and academic accreditation programs at the College.

The College Quality Council shall be formed as follows:

- | | |
|---|---------------|
| • Dean of the College | Chairperson |
| • Vice Dean for Planning, Development and Quality man | Vice-chairman |
| • Vice Dean for Educational Affairs | Member |
| • Vice Dean of the female section | member |
| • Director of Quality Assurance and Accreditation | Rapporteur |
| • Director of the research center in the faculty | member |
| • Two (2) faculty members selected by the Dean | member |
| • Director of Administrative Affairs in the faculty | member |

Quality Council Tasks:

- 1- Shaping the quality and accreditation policy in the college and adopting the strategic plan of the quality assurance unit in the college.
- 2 - Adoption of a plan to spread the culture of quality and academic accreditation in the College and follow-up activities supporting it.
3. Adopting the executive plans for the quality unit in the faculty and the quality committees in the departments and supporting them in all aspects.

- 4 - Adoption of development and training plans for faculty members that contribute to the application of internal quality mechanisms in order to achieve the professional growth of the faculty.
- 5- Discuss periodical reports submitted by the Quality Unit on the stages of its work.
6. Review and approve quality plans for departments and administrative units, and find solutions to the problems and constraints they face.
7. Provide the necessary recommendations and proposals to assure the overall quality and accreditation of the departments and units of the college.
- 8 - Follow up the quality committees in the academic departments and help them to carry out their tasks.
- 9 - Effective communication with the bodies concerned with quality, evaluation and academic accreditation at the national and international levels to exchange experiences.
10. Planning to visit internal and external auditors.
- 11- Approval of quality reports issued by the Quality Unit and submitted to both the Deanship of Quality Assurance and Accreditation and the Vice President for Development, Planning and Quality.
12. Perform any other tasks within the scope of work.

Performance Measurement and Evaluation Criteria:

1. Effectively follow up the executive plans of the quality unit in the faculty and the quality committees in the departments.
2. Quality in reviewing the quality plans of departments and administrative units, and the effectiveness of the solutions provided to the problems and constraints faced.
3. Effectively disseminate the culture of quality and academic accreditation at the college, and accuracy in the follow-up activities supporting it.
4. Effectively follow up the quality committees in the academic departments and help them to carry out their tasks.
5. The quality of the recommendations and proposals necessary to assure the overall quality and accreditation of the departments and units of the college.
6. Accuracy when discussing and approving reports submitted by the quality unit periodically on the stages of its work.
7. Accuracy in the follow-up of training experiences and development projects that contribute to the application of internal quality mechanisms to achieve the professional growth of the teaching staff.

8. Effective communication with the bodies concerned with quality, evaluation and academic accreditation at the national and international levels.
9. Accurate planning for visiting internal and external auditors.
10. Completeness and accuracy of the annual quality report issued by the Quality Unit and the timing of the elevation to the Deanship of Quality Assurance and Accreditation and the Vice President for Development, Planning and Quality.

Vice Dean for Planning, Development and Quality Organizational Relationship:

- The Vice Dean for Planning, Development and Quality shall be responsible to the Dean of the College.
- The Vice Dean for Planning, Development and Quality shall be responsible for:
Quality Assurance and Academic Accreditation Unit and its sub-committees.

General Goal:

Contributing in enabling the College to achieve its mission and objectives through direct supervision of the establishment of scientific and research identity; and enhancing its capabilities and develop its own resources to obtain and maintain academic accreditation in all its scientific departments and the application of the highest local and international quality standards in the scientific, research, educational, administrative, organizational and technical fields.

Detailed tasks:

1. Participate in the preparation and formulation of the strategic vision of the college, and work to achieve it after its adoption within the limits of its competence.
2. Participate in the preparation of plans, work programs and planning budgets at the college level, and implement them after their adoption within the limits of its competencies.
3. Direct supervision of the implementation of the college's five-year plan and the preparation of periodic reports to the Dean and include the necessary proposals and recommendations in accordance with the approved mechanism

4. Preparation of detailed executive work programs for the implementation of the projects contained in the college's five-year plan in the field of studies and development.
5. Direct supervision on the process of developing programs and educational tracks in the scientific departments of the faculty according to the approved mechanism.
6. Direct supervision of all work related to quality assurance and academic accreditation and provide the elements of maintaining it in the scientific departments of the faculty according to the approved mechanism.
7. Direct supervision of all work related to measuring performance in the college and provide the ingredients to benefit from it in the development of programs and services in the college according to the mechanism approved.
8. Supervise the participation of the college in scientific and professional exhibitions according to the approved mechanism.
9. Prepare the draft annual report of the College and ensure the quality of coordination between the educational and administrative units on obtaining all the required data and information accurately and smoothly and submit the draft to the dean for review and accreditation according to the mechanism approved.
10. Follow-up on what is published in topics related to planning, development and quality, study and analysis, and identify areas of reflection and its impact on the mission of the College and its strategic plan and educational programs and implementation after adoption.
11. Cooperate with the Vice Dean for Educational Affairs on related developmental aspects
12. Educational programs and affairs, to ensure the integration of development and modernization efforts in the college.
13. Follow up the commitment of the administrative units of the Vice-Presidency to the instructions, decisions and regulations and ensure the quality and effectiveness of their application.
14. Follow up and analyze the administrative practices of the directors of the administrative units of the Vice-Presidency and ensure that they comply with the objectives and components of the administrative organization approved by the College.
15. Prepare periodic and extraordinary reports on the work of the Vice-Presidency and include development proposals and submitted to the Dean of the College and follow-up implementation after approval.
16. Periodic evaluation of the performance and achievements of the administrative units of the Vice-Presidency and compared with the objectives and plans adopted, and work to improve performance and improve its achievements.
17. Perform any other tasks assigned by the Dean and fall within the scope of his work.

Performance Measurement and Evaluation Criteria:

- Quality of the College's five-year strategic plan.
- The quality and effectiveness of the implementation of the College's five-year strategic plan.
- Quality of program development and educational processes.
- Quality in the development and development of new educational programs and paths in the light of market needs.
- Obtaining academic accreditation from prestigious accreditation bodies.
- Effectiveness in providing the elements of maintaining academic accreditation.
- The quality and effectiveness of measuring the achievement of educational units in the college.
- The quality and effectiveness of measuring the achievement of administrative units in the college.
- Quality and effectiveness of coordination between the Vice-Presidency's units.
- The quality and timeliness of the college's annual report.
- Quality and timeliness of reports on studies and development.

College Quality Unit

Organizational Relationship:

The Quality Assurance and Academic Accreditation Unit is affiliated with the Dean of the College or one of the Vice Deans.

General Goal:

Contributing in enabling the college to achieve its mission and objectives through quality assurance and provide the elements and requirements for obtaining academic accreditation for its various academic programs and maintain it to the highest local and international quality standards in the educational, administrative, organizational and technical fields in order to enhance the capabilities of the college to achieve sustainable competitive advantages in accordance with its vision, mission and strategic objectives.

The Quality Assurance and Academic Accreditation Unit of the College is formed as follows:

- Director of the unit and is selected by the dean of professors with experience in the field of quality assurance and academic accreditation.
- Directors of academic programs at the College.
- A representative of the administrative affairs in the college.

The Detailed Tasks for the Unit:

- 1 - Participation in providing data and information required to prepare, develop and evaluate plans and programs in the college.
- 2 - Participation in the preparation and implementation of the strategic plan of the College.
- 3 - Application of systems, controls, procedures and standards to obtain academic accreditation and follow-up continuity of implementation in the college.
- 4 - Verifying the application of systems, controls and standards of quality assurance in the educational, administrative, organizational and technical fields and follow up the continuity of implementation in the college.
- 5 - Preparing an integrated manual for quality assurance and academic accreditation at the college in the light of leading local and international experiences to ensure that the college obtains and maintain academic accreditation and applying quality standards and requirements in the educational, administrative, organizational and technical fields.
- 6 - Monitor and continuously track outstanding experiences in the field of quality assurance and academic accreditation, including policies, regulations, controls, standards, tools and techniques used, and prepare reports with their incorporation of development proposals at the College.
- 7 - Proposing the names of institutions, universities and colleges that can cooperate, alliance and partnership with them in the field of quality assurance and academic accreditation.

- 8 - Proposing the names of the specialized centers in the field of quality assurance and academic accreditation that can benefit from their expertise and services to obtain the academic accreditation.
- 9 - Proposing appropriate academic accreditation bodies for the college after extensive study and balance all available alternatives in the light of the college vision, mission and strategic objectives.
- 10 - Proposing standards, tools and mechanisms for evaluating and measuring the performance of the educational and administrative units in the faculty in the field of quality assurance and academic accreditation and follow up their accreditation.
- 11 - Continuous following-up of the performance of educational and administrative units in the field of quality assurance and academic accreditation and the preparation of reports and include development proposals.
- 12 - Building an integrated database to ensure quality and academic accreditation and enter the necessary data and processed and updated continuously.
13. Preparation and implementation of programs to spread the quality culture in the college.
14. Submitting semi-annual reports to the Deanship of Quality Assurance and Accreditation on all activities and achievements of the College in the field of quality assurance and academic accreditation.
15. Performing any other tasks that fall within the scope of work.

Criteria for measuring and evaluating the performance of the unit:

1. Effectiveness in the implementation of the strategic plan of the college.
2. The quality and degree of benefit from the distinctive experiences in the field of quality assurance and academic accreditation.
3. Obtain and maintain academic accreditation locally and internationally.
4. Quality and completeness of the manual on quality assurance and academic accreditation.
5. The quality of accreditation bodies proposed to obtain academic accreditation from them.
6. Quality of consulting and services obtained by the College in the field of quality assurance and academic accreditation.
7. Quality standards and tools for evaluating and measuring the performance of educational and administrative units in the College in the field of quality assurance and academic accreditation.

8. Quality and regularity of the evaluation of the performance of educational and administrative units in the field of quality assurance and academic accreditation.
9. The quality of the proposals submitted to computerize the work of quality assurance and academic accreditation.
10. Quality and completeness of databases of quality assurance and academic accreditation.
11. Effectiveness in developing standards, tools and mechanisms for evaluating performance and measuring achievements for the educational and administrative units in the college.
12. Effectiveness in spreading the culture of quality in the college.
13. Quality of coordination and interaction with the Deanship of Quality Assurance and Accreditation at the University.
14. Quality and periodicity of reports.
15. Accuracy and completeness of information about the unit in the college site.

Director of Quality Assurance and Academic Accreditation Unit

Organizational Relationship:

The Director of the Quality Assurance and Academic Accreditation Unit is associated with the Dean of the College or one of the Vice Deans.

Functions of the Unit Manager:

The Director of the Quality Assurance and Academic Accreditation Unit supervises all administrative work of the Unit and follows up the implementation of the decisions of the College Quality Committee. Its functions are detailed as follows:

- Ensure that quality assurance system policies and procedures are applied and portfolios are standards, effective and complete.
- 2 - Follow up the implementation of the decisions of the Quality Committee in the College with program managers on the application of quality and quality assurance system for academic programs at the University.
- 3 - Develop the administrative organization of the Quality Assurance Unit and the academic accreditation specified for its terms of reference and the distribution of tasks and responsibilities to members.

- 4 - Representation of quality committees in the departments in the Quality Council in the College.
5. General supervision of the work of the Quality Assurance and Academic Accreditation Unit.
- 6 - Coordination between the various departments of the College and management in all matters relating to quality work.
- 7 - Coordination through the Dean with the Deanship of Quality Assurance and Accreditation in all that would enable the college to achieve high standards in the field of quality assurance and academic accreditation.
8. Perform any other tasks within the scope of work.

Criteria for measuring and evaluating the performance of the unit manager:

1. Accurately ensure that the quality standards and quality assurance system procedures for academic programs are applied, maintained, effective and complete.
2. Effectively follow up the implementation of the decisions of the main quality committee in the faculty with program managers on the application of quality standards and quality assurance system for academic programs at the University.
3. The quality of the administrative organization of the Quality Assurance Unit and the specific academic accreditation of its competencies and the accuracy in the distribution of tasks and responsibilities among the members.
4. Effectiveness of the representation of quality committees in departments in the quality council in the faculty.
5. Effective supervision of the work of the Quality Assurance and Academic Accreditation Unit at the College.
6. Quality coordination between the various departments of the college and management in all matters relating to quality work.
7. Effective coordination with the Deanship of Quality Assurance and Accreditation in all that would enable the college to achieve high standards in the field of quality assurance and academic accreditation.

Directors of academic programs

Organizational Relationship:

The program Director is affiliated with the head of the program department. One of the faculty members in the department is responsible for the program manager and has the following duties while performing his duties.

Tasks of Program Directors:

- 1 - Participate in the preparation of program descriptions and courses in accordance with the forms of the National Commission for Academic Accreditation and Accreditation and submit these descriptions to the (Council of the Department / Reference Committee) for review and accreditation. And distribute the standardized and approved by the (Department Council / Reference Committee) to the faculty members of the department.
- 2 - Review the performance indicators (KPIs) of the program and make sure that they are approved by the department council / reference committee and work on collecting them annually and prepare the performance indicators report and recommendations for improvement.
- 3 - Participate in the preparation of the program benchmark comparisons report and recommendations for improvement.
- 4 - Ensure the preparation of reports analysis of the questionnaires for the program and recommendations for improvement, and distribution to faculty members.
- 5- Work on the compilation of reports of the decisions of the program and follow-up review with the relevant committees of the section and approved and submitted to the (Council of the Section / Committee of the Program Reference) and follow-up the preparation of the consolidated report for each decision.
- 6 - Keeping all developments and improvements resulting from the periodic review work through periodic program and decision reports in the program developments model (kept as evidence of the continued development of the program).
- 7 - Ensure follow-up of implementation of recommendations for improvement of decisions and program.
- 8 - Participate in the preparation of the self-study report of the program.
- 9 - Perform any other tasks within the scope of work.

Performance Measurement and Evaluation Criteria:

1. Effective participation in the preparation of program descriptions and courses, and follow-up and submission of these descriptions to the (Section Board / Reference Committee) for review and approval.
2. Accurately follow-up the distribution of the standardized and approved by the (Department Council / Reference Committee) to the faculty members of the department.
3. The quality of reviewing the performance indicators reports (sKPI) of the program in all departments involved in teaching the program and following up the implementation of the recommendations of improvement.
4. Quality and accuracy of benchmarking reports received from divisions and transparency in the preparation of the standardized benchmarking report of the program and follow-up on the implementation of improvement recommendations.
5. Accurately follow up on implementation of improvement recommendations from decisions and programs reports.
6. Accurately follow-up keeping all developments and improvements that result from the periodic review work through the periodic decisions and program reports in the program developments model.
7. Effective participation in the preparation of the self-study report of the program.

Programs Quality Committees

General Organization:

The program quality committee is linked to the department head.

The overall objective of the Program Quality Committee:

The Program Quality Committee is comprised of some faculty members. This committee works to control the learning outcomes of the program and ensure the implementation of the quality standards issued by the National Commission for Academic Accreditation and Assessment and the program quality assurance system issued by the University. In the case of multiple programs within one section, a committee shall be formed for each program that follows the section.

Functions of Quality Committees in Departments:

- 1 - Reviewing the educational objectives and learning outcomes of the program in the light of the requirements of the benchmarking report of the plan, the labor market, the professional bodies, and what the University and the National Commission for Academic Accreditation and Assessment issued in coordination with the (council section / program reference committee) and the plans committee in the program.
2. Adopting the means and tools of direct and indirect evaluation of decisions and programs.
- 3 - Participate in the preparation of the scale of the evaluation of student work (Rubrics) for various decisions of the program and presented to the (Council of the Department / Reference Committee) for review and accreditation and distribution to faculty members in the department.
- 4 - Participation in the preparation of the program description in accordance with the forms of the National Commission for Academic Accreditation and Assessment and submitted to the (Council of the Section / Reference Committee) for review and accreditation.
- 5 - Participate in the preparation and review of the annual program report and its adoption by the (Section Board / Program Reference Committee) and follow-up on the preparation of the consolidated report of the program and the process of obtaining it.
6. Participate in the preparation and review of the program performance indicators (KPIs) and their approval by the (Council Section / Reference Committee) and the preparation of the report of performance indicators and recommendations for improvement.
- 7 - Participation in the preparation and review of benchmarking comparisons (Benchmarking) for the program and approved by the (Council Section / Reference Committee).
8. Prepare a list of recommendations for improvement from the reports of the decisions and the program and submit them to the (Council section / reference committee) and follow up the adoption of these recommendations and notify the section of those recommendations.
- 9 - Participation in the preparation of self-study of the program (SSR) according to the models of the National Commission for Academic Accreditation and Assessment.
10. Perform any other tasks within the scope of work.

Performance Measurement and Evaluation Criteria:

1. Accurately review the quality of educational objectives and educational outputs and their relevance to the mission and objectives of the program in light of the requirements of the labor market and professional bodies and what is issued by the University and the National Commission for Assessment and Academic Accreditation.
2. Effectively follow up the application of the means and tools of direct and indirect evaluation of the program decisions.
3. Accurately review the quality and effectiveness of the student business assessment ladder (Rubrics) for the various courses of the program and follow up the results of those tools.
4. Accuracy of the review of the standard program description in accordance with the models of the National Commission for Academic Accreditation and Assessment.
5. Accuracy in reviewing and approving the annual program reports of the department and submitting them to the department council for approval.
6. Accuracy in preparing a list of recommendations of improvement from the reports of decisions and programs and the speed of submission to the (Council of the Section / Reference Committee) for approval and follow-up implementation.
7. Effectively following up on the adoption of improvement recommendations and promptly notify the department of those recommendations.
8. Effective participation in the preparation of the self-study of the program (SSR) according to the models of the National Commission for Academic Accreditation and Assessment.
9. Effective participation in the preparation and review of the performance indicators of the program (KPIs) and the speed of submission to the (Council Section / Reference Committee) for approval.
10. The effectiveness of participation in the preparation and review of benchmarking reference comparisons of the program and the speed of submission to the (Council Section / Reference Committee) for approval.
11. The quality, completeness and accuracy of the SSR review report.

Cycle of Measurement, Evaluation and Revision

The Cycle of Measurement, Evaluation and Revision at Qassim University consists of three main parts, and is performed at all levels of the organizational structure as follows:

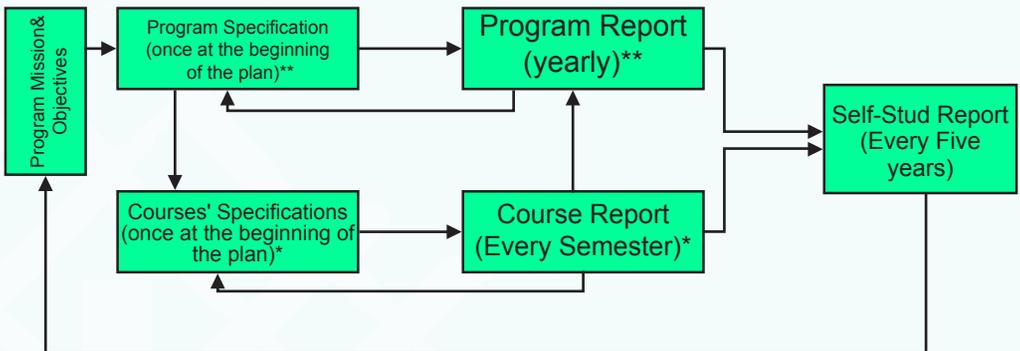
Cycle of quality assurance at the academic program level 1-

Cycle of quality assurance at the college level 2-

Cycle of quality assurance at the university level 3-

Cycle of Quality Assurance at the Academic Program Level

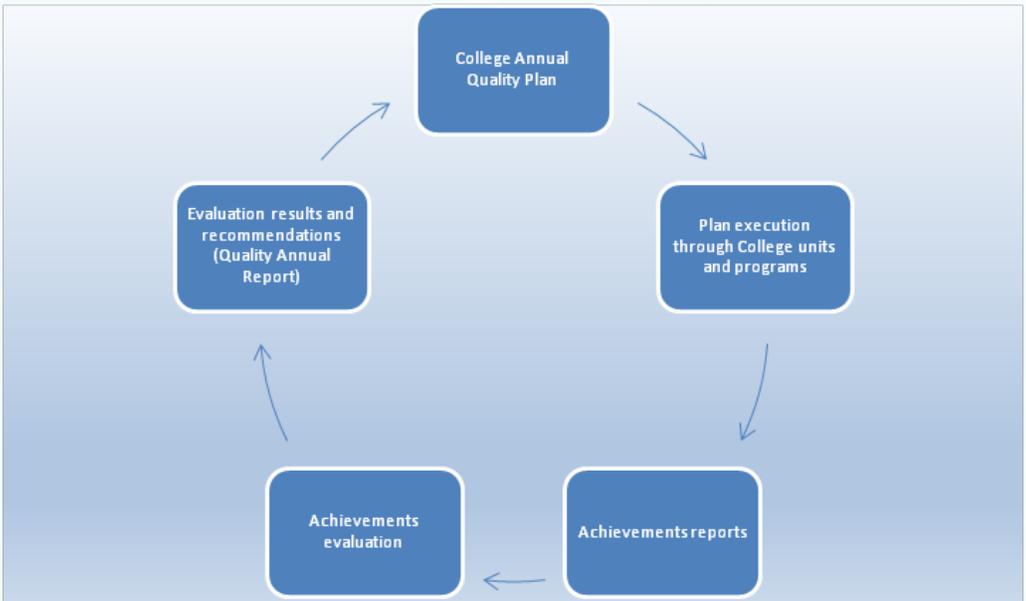
The program carries out a continuous evaluation process for the courses, annual assessments of the learning outcomes and key performance indicators, in addition to stakeholders' surveys. Then annual reports are prepared including the point of strengths and improvement opportunities, from which improving plans are established. Thereafter, at the end of the cycle the program prepares the self-study report. This cycle has been explained in details in the manual of "Quality System of Academic Programs at Qassim University" and the related manuals such as "Key Performance Indicators Manual" at Qassim University" and "SSR Manual



Cycle of quality assurance at the level of the program

Cycle of Quality Assurance at the College Level

The college vice-deanship for planning, development and quality develops an annual plan for quality in which the outputs of the previous plan will act as inputs for the present one. The plan is evaluated through the Quality Unit which follows up the performance through assessment of the quality levels in the academic programs, measuring the key performance indicators and carrying out the stakeholders' surveys. Then, annual reports are prepared including the strengths and improvement chances. These reports, in addition to the (internal audit) action recommendation sent by the Deanship of Development and Quality, form the basis a complete action plan.



Cycle of quality assurance at the college level

Cycle of Quality Assurance at the University (Institutional) Level

The cycle of quality assurance at the university level is tightly linked to the objectives of the Deanship of Development and Quality, which are fully aligned with the strategic quality objectives in the University Strategic Plan. The cycle consists of the main elements of quality management system (QMS) such as Deming Cycle, through performance monitoring, planning, acting and continuous improvement. The cycle of quality assurance at the university level depends mainly on the policies, documents and criteria of NCAAA.

More specifically, this cycle depends in all its phases on the results of three main tools, namely;

- 1- Key performance indicators (KPIs) and benchmarks.
- 2- Stakeholders' evaluations (e.g. surveys).
- 3- Annual internal audit for colleges, supporting deanships, centers and various administration directorates in the University.

Performance Indicators and Benchmarking

The programs prepare annual reports including the results of measuring the key performance indicators (17 indicator) according to (Manual of Key Performance Indicators in Qassim University). Then, they send these reports to the Deanship of Development and Quality, and upload these on the program profile on NCAAA Daman Platform. Depending on these reports, the Deanship calculates the institutional key performance indicators (23 indicator). This is done either i) by calculating the institutional KPI as an average of the corresponding programs KPIs (for example: for KPI-I-03 and KPI-I-05), ii) through the institutional data from the relevant units (for example: KPI-I-20 and KPI-I-21), or iii) through the stakeholders' evaluations (e.g. KPI-I-15). Then, the Deanship prepares the key performance indicators and benchmarking report which includes:

- 1- analysis of all KPIs according to: i) their components (branches and gender sectors), ii) their historical values and targets (internal benchmarks), and iii) values in other universities (external benchmarks).
- 2- strengths and improvement opportunities.
- 3- improvement (action) recommendations.
- 4- actions taken to implement the recommendations.
- 5- procedures (or method) to verify the implementation of recommendations.

The full report is then sent to higher authorities of quality (e.g. the Standing Committee of Quality, Vice-Presidency of Quality, University Council etc.) for approval. Next, the bodies related to this report are informed about these results along with improvement recommendations. These bodies, in turn, prepare action plans to implement the recommendations, and send them to the Deanship. In the next audit cycle, progress of these plans will be checked with the responsible body, and the quality of their implementation will be evaluated.

Stakeholders' evaluation

All programs annually upload the results of the five surveys (mandated by NCAAA) on NCAAA DAMAN Platform. These five surveys are:

- 1- Course evaluation survey (CES)
- 2- Program evaluation survey (PES)
- 3- Student experience survey (SES)
- 4- Employers evaluation survey (EES)
- 5- Alumni evaluation survey (AES)

Once the reports of the 5 surveys of (not less than 70% of) the University programs are completed, the Deanship prepares an overall report for each survey by averaging the results of the programs surveys. Each report shall include the followings:

- 1- analysis of each item of the survey as regarding the stakeholder categories (e.g. male/female, or faculty/student).
- 2- strengths and opportunities of improvement.
- 3- improvement (action) recommendations.
- 4- actions taken to implement the recommendations.
- 5- procedures (or method) to verify the implementation of recommendations.

As the institutional quality criteria require exploring the opinion of stakeholders in other issues not fully included in the previous (mandatory) surveys, the Deanship prepare and apply reports for extra 22 surveys. These are evaluation surveys include:

- 1- Professional and academic advising
- 2- Accessibility of Information to QU's stakeholders
- 3- University administration units and organizational structure
- 4- University Councils Decisions
- 5- University Mission
- 6- University Vision
- 7- University values
- 8- Non-curricular activities
- 9- Field training
- 11- Services offered to the faculty
- 12- Services offered to people of special needs
- 13- Services offered to the international students
- 14- Facilities and equipment
- 15- Participation in quality processes
- 16- Information technology
- 17- Satisfying the needs of the colleges and programs
- 18- Electronic services, academic portal, admission and registration
- 19- Rights and Duties regulations
- 20- Planning for the admitted number of students
- 21- Learning resources and library services
- 22- Clarity of the objectives and evaluation methods of the students

Then, statistical reports for all surveys (including the 5 NCAAA surveys) are prepared and supported with strengths, improvement opportunities and improvement recommendations, in addition to procedures (or methods) to verify the implementation of these recommendations. The full reports are then sent to higher authorities of quality (e.g. the Standing Committee of Quality, Vice-Presidency of Quality, University Council etc.) for approval. Then, the related bodies are corresponded and informed about the results and the improvement recommendations, which, in turn, develop action plans in response to the recommendations, and send them back to the Deanship. In the next audit cycle, the implementation of the improvement recommendations and plans will be checked with the responsible body, and the quality of implementation will be evaluated through reapplying the surveys.

Internal Annual Audit

The internal annual audit is considered as the most important tool in the cycle of quality assurance at the University level. The internal audit process has been continuously developed and improved through the years according to the internal changes took place in the University, the external variations which affected it, and according to renewing the policies of the accreditation authorities such as NCAAA. However, the audit process kept its original essence as the principle tool for the system of quality assurance in all University units, and the ideal mean for evaluating their performance and improving their inputs, processes and outcomes.

The internal audit cycle commences with putting a plan and a schedule, which are prepared by the Deanship of Development and Quality and introduced to the Standing Quality Committee. This plan includes many factors such as:

- 1- Identification of the academic and administrative units in the University, which are subject to the internal audit.
- 2- Formation of the audit teams (including new members as assistants).
- 3- Preparation of the time schedule of electronic reviewing, and the verification site visit.
- 4- Preparation of the electronic audit templates according to the NCAAA for the academic programs, and according to the special criteria of the University for the administrative units.
- 5- Preparation of the site visit templates, in which (verifiable items, questions etc.) are determined for the different categories of stakeholders going to be met.
- 6- Training the new members in the audit teams through intensive workshops.

Then, the audit processes are carried out for a period usually lasting for 4 – 6 weeks. After completion of the evaluation reports resulting from the audit, the reports are reviewed by the Deanship consultants, and returned back to the audit teams for modification when necessary. Next, an individual, detailed report is sent to every academic program or administrative unit. The report contains the strengths, improving opportunities and some improvement (action) recommendations. The program/administration unit responds to the report by either accepting the recommendation (and hence setting up an action plan), or by partial acceptance with sufficient justification.

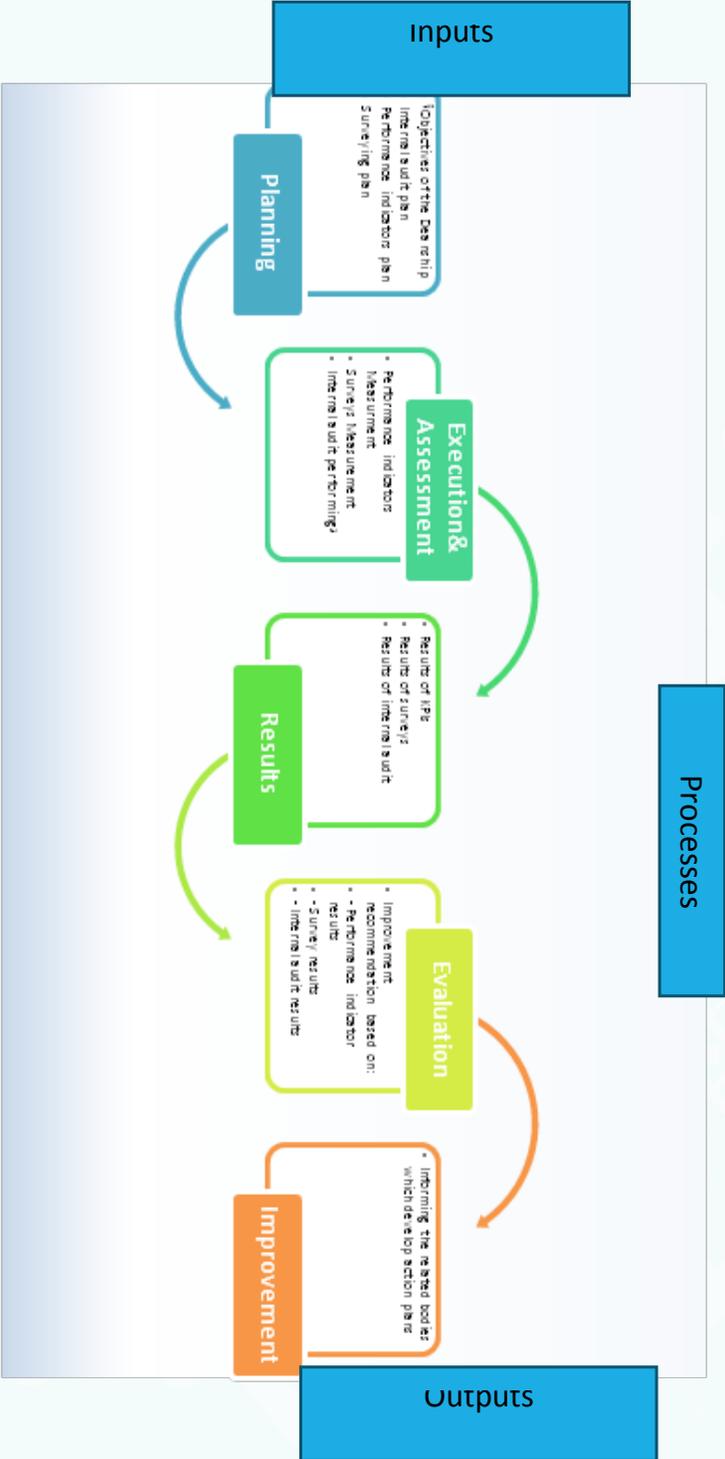
Next, a comprehensive report about the internal audit is prepared including analysis of the performance of all the programs, supporting deanships and directorates according to the criteria and practices with the exploration of the strengths and improvement opportunities. In light of this report, colleges and academic programs are honored in the annual quality ceremony. The University higher administration and University Council are briefed about the improvement opportunities included in the report. Also, the Deanship follows up the implementation of the recommendations (by the programs and units) in the next audit.

Stages of the University Quality Assurance Cycle

The cycle contains two stages:

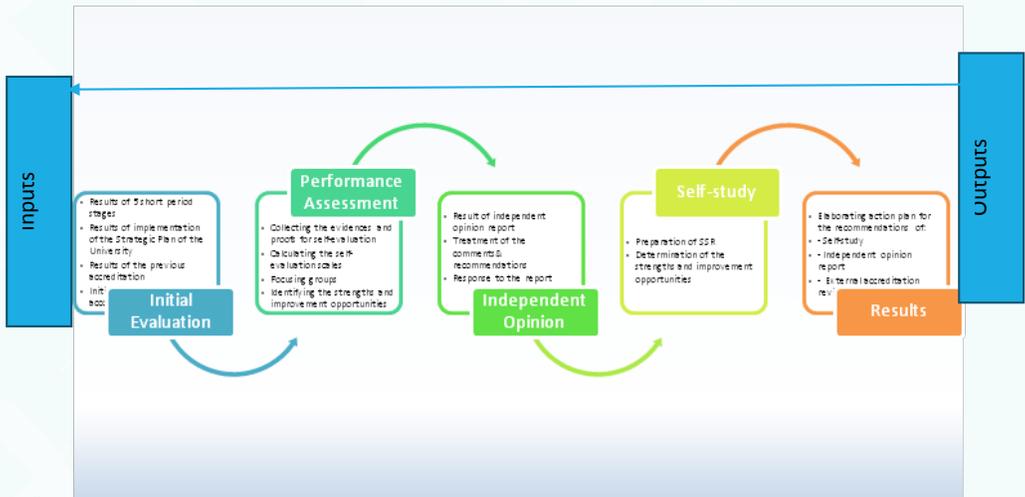
- i- Short period stage (annual)
- ii- Long period stage (6-7 years)

Short Period Stage



The short period cycle is annual and it begins at the end of the second term, and it is initiated by setting up plans of internal audit, measuring of the performance indicators and conducting the stakeholders' surveys. These initial plans are totally based on (and carefully aligned with) the objectives of the Deanship of Development and Quality and the quality strategic objectives of the University. Then, these plans and measurements are performed. The results are collected assessed and evaluated so that recommendations for improvements are formulated. The targeted bodies are briefed, which in turn develop action plans for implementing the recommendations. These action plans are considered the outputs of the present cycle and the inputs for the next-year cycle.

Long Period Stage (6-7 years)



This cycle is repeated each 6 or 7 years by the end of the institutional accreditation, and the inputs to this cycle include many elements, mainly;

- Results of the short period stages (performance indicators and benchmarking results, surveys' results and results of internal audit) for at least 3-5 years.
- Results of implementation of the Strategic Plan of the University, including the quality strategic objectives.
- Results of the previous institutional accreditation, and its consequent (improvement/ action) plans.
- Initial self-evaluation of the University performance according to NCAAA institutional standards and criteria.

Then, all the University academic and administration units are evaluated according to the NCAAA institutional quality standards (8 standards). This is documented in the self-evaluation scales. These are presented to external reviewers seeking for independent opinion. The independent reviewer prepares a report which evaluates the University performance according to the institutional standards. This ends with the preparation of the institutional self-evaluation report (SSR-I) along with developing plans to implement the improvement/action recommendations resulted from the Self-study, the independent opinion reports, and the external NCAAA reviewers' report. This process continues through following up the improvement plans such that the outputs of this stage are considered the main inputs to the next cycle. It should be mentioned here that outputs of this cycle also determine the strategic directions of the university in its future strategic plans.



VISION رؤية

2030

المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

Policy and System of Quality in Qassim University