Quality Assurance Manual
Quality Unit
College of Medical Rehabilitation
Qassim University

Manual Content

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Introduction

College of Medical Rehabilitation (CMRh) quality assurance and management is a key for fulfilling College of Medical Rehabilitation mission and objectives, which is derived from the Qassim University mission and objectives. Quality Assurance Unit was established in the college under the guidance of His Excellency the President of the University and a decision by the dean of the college to follow the internal quality standards of the college and help educational programs to fulfill the college strategic plan. The quality unit is committed to all the regulation of Qassim University Deanship of Development and Quality which follows all regulations specified by the National Center for Academic Accreditation and Assessment (NCAAA)

The Quality Unit has prepared this guide to describe its administrative structure and as a guide to quality standards and all models that we use in the college to evaluate programs and units within the college and as an aid to all faculty employees to clarify the tasks of the quality unit.

Part One:
Policy and Systems of Quality in College of Medical Rehabilitation

(Based on Policy and Systems of Quality in Qassim University manual)

1-1 Quality Assurance Policies

College of Medical Rehabilitation quality policies are consistent with Qassim University follows quality policies and the quality standards specified by the National Center for Academic Accreditation and Assessment (NCAAA).

Our policy is to fulfill our mission which its first pillar in Providing advanced educational programs to prepare qualified health contributors in Medical Rehabilitation along with the college Objectives. Objective 1: Raising the quality of learning and excellence in disciplines of medical rehabilitation and to seek accreditation of national and international levels. Through specific projects as specified in the college strategic plan.

1-2 Quality Assurance Management

Quality assurance processes involve participation of all college Departments, Units and committees. It is subjected to proper planning and continuous evaluation. where the performance metrics focus particularly on outcomes. Stakeholders (faculty, administration, students and employment institution) participation in planning and evaluation is a corner stone in the college development. Quality is assessed based on Key performance indication and internal and external benchmark ensure the continuous improvement and quality of educational and administration system in college. The College's quality process is based on the followings:

Presence of the quality unit which have an annual plan to support implementation of quality in all programs and units in collage, this unit is linked to Quality council in college to ensure its efficacy. It is also linked with the dean ship of Development and Quality in the university, which assess the quality of college and program through annual evaluation. Along with the presence of quality committee which ensures the quality of the educational and administrational part in the program.

Participation of all beneficiaries (e.g. faculty, staff and students) in quality assurance processes. College of medical rehabilitation ensure that All faculty, administration, students are committed to all quality activities, in both planning and evaluation.

Staff members participation in quality improvement and self- assessment process and decision making through:

- Preparing course portfolios which include – course specification, syllabus, report, student course evaluation survey, response to survey, grade report, sample of exams and sample of student activity.
- College Board Meeting
- Participating in program self-evaluation activities.
- Participating in different program and college committees
- All annual surveys distributed by quality unit which include program evaluation, evaluation of program administration, teaching and learning resources, IT, maintenance and job satisfaction survey.
- Participate in the advisory committee of the program.

Student participation in quality assurance and program decision making is encouraged by program administration through:

- Student committee (elected group of students of all year and levels) meet the dean and vice dean of educational affair at least once per semester to discuss problems encountered during their academic education. Each meeting has an action plan and report on it to resolve the encountered problems.
- They also have a group on what's Up, where they can discuss any urgent problems.
- Student leaders are invited to share in the college board meeting and the collage council when issues regarding students' needs are discussed.
- Organization group on blackboard for communication between Collage administration and students.
- Quality unit annual surveys (Program evaluation, student experience, course evaluation, academic advising, student club, transportation, teaching and learning resources, IT and maintenance surveys.

Employee share in quality assurance and decision making through sharing in different committee such as quality unit, library, Internship committee and Alumni Unit. In-addition sharing in the annual surveys which include IT, maintenance and job satisfaction survey.

To ensure high standards of practice the CMRh, all surveys were statistically and qualitatively analyzed, strengths a as well as areas needs attention are identified and a plan of improvement is implanted.

The college and its programs have both academic and administration Key performance inductors and External and internal benchmark to ensure the quality of the programs.

The college quality assurance system is subject to continuous evaluation and improvement. Through internal evaluation presented in quality unit annual report, program reports and development plans, assessment of beneficiaries through different surveys, independent opinion and self-evaluation study every five years

1-3 Organizational structure of Quality Unit

The program management is committed toward quality assurance through the establishment of the Quality Committee within the program which is part of the Quality Unit in the CMRh. The CMRh quality unit is committed to the rules and regulations of Qassim University deanship of Quality Assurance and Accreditation as well as the National Center for Academic Accreditation and Assessment (NCAAA). The quality unit has a well-defined structure and clear responsibilities which is stated in the official declaration of both the quality unit and committee.

Figure (1): Organizational structure of quality

1-4 Tasks and Responsibilities of the components of Quality structure

Quality assurance unit aim is to enable the college to achieve its mission and goals through quality assurance management and providing the ingredients and requirements for obtaining academic accreditation for its various academic programs and maintaining it in accordance with the highest local and international quality standards in the educational, administrative, organizational and technical fields so as to enhance the faculty's capabilities to achieve sustainable competitive levels according to its vision and mission of its strategic objectives.

Quality Unit Council:

Overall objectives:

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.

Organizational relationship:

The Quality Council is affiliated to the Dean of the College

Quality Council tasks:

1. Review and approve quality plans for departments and administrative units, along with all templates and surveys used by quality unit, and find solutions to the problems and constraints they face.
2. Adoption of a plan to spread the culture of quality and academic accreditation in the College and follow-up activities supporting it.
3. Discuss periodical reports submitted by the Quality Unit on the stages of its work.
4. Provide the necessary recommendations and proposals to assure the overall quality and accreditation of the departments and units of the college.
5. Follow up the quality committees in the academic departments and help them to carry out their tasks.

6. Approval of quality reports issued by the Quality Unit and submitted to both the college Council and the Deanship of Quality Assurance and Accreditation

Performance Measurement and Evaluation Criteria:

- Effectively follow up the executive plans of the quality unit in the faculty and the quality committees in the departments.
- Effectively follow up the quality committees in the academic departments and help them to carry out their tasks.
- The quality of the recommendations and proposals necessary to assure the overall quality and accreditation of the departments and units of the college.
- Accuracy when discussing and approving reports submitted by the quality unit peri- odically on the stages of its work.
- Accurate planning for visiting internal and external auditors.
- 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 college council.

Structure of Quality Council:
- Dean of the college
- Quality Unit consultant and Vice dean of Academic Affairs
- Chairman of the department and Manger of the program
- Director of the quality unit
- Members of quality unit

Quality Unit:

Organizational relationship:

The Quality Assurance Unit is affiliated with the Dean of the College

Overall Goal:

Quality unit is committed to assist the college to achieve its mission and objectives through quality assurance planning process. It also provides 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.

Quality Unit tasks:

1. Participate in providing the data and information required to prepare, develop and evaluate plans and programs in the college.
2. Participate in preparing and implementing the college's strategic plan.
3. Implementing the systems, controls, procedures and criteria for obtaining academic accreditation and following up the continuity of their implementation in the college.
4. Verifying the application of quality assurance systems, and standards in the educational, administrative, organizational and technical fields and follow up the continuity of its implementation in the college
5. Preparing an integrated manual for quality assurance and academic accreditation in the college in light of the leading local and international experiences in a way that ensures that the college obtains and maintains academic accreditation and applies quality standards and requirements in the educational, administrative, organizational and technical fields.
6. Continuous monitoring and tracing of distinguished experiences in the field of quality assurance and academic accreditation including policies, regulations, controls, standards, tools and techniques used and preparing reports with their inclusion of development proposals in the college.
7. Propose the names of centers specialized in the field of quality assurance and academic accreditation that can benefit from their expertise and services in order for the college to obtain academic accreditation.
8. Propose academic accreditation bodies appropriate to the college after extensive study and balance between all available alternatives in light of the college's vision, mission and strategic goals.
9. Propose criteria, tools and mechanisms for evaluating and measuring the performance of the educational and administrative units of the college in the field of quality assurance and academic accreditation and following up their accreditation.
10. Continuous monitoring of the performance of the educational and administrative units in the field of quality assurance and academic accreditation, preparation of reports and their incorporation of development proposals.
11. Preparing the college manual and handbook for organization structure and tasks for all unit and committees in the college
12. Support and follow-up of the college's administration in setting the college's vision and mission, its strategic goals and objectives and disseminating it to the college on a large scale
13. Preparing questionnaires and approving them from the competent authorities and distributing them.
14. 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 Quality unit annual plan of the college assist the fulfillment of college strategic plan.
2. Quality and completeness of the manual on quality assurance and academic accreditation.
3. 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.
4. Quality and regularity of the evaluation of the performance of educational and administrative units in the field of quality assurance and academic accreditation.
5. The quality of the proposals submitted to computerize the work of quality assurance and academic accreditation.
6. Quality and completeness of databases of quality assurance and academic accreditation.
7. Effectiveness in spreading the culture of quality in the college.
8. Quality and periodicity of reports
9. Accuracy and completeness of information about the unit in the college site.

Quality Unit Director:

Organizational relationship:

The Quality unit manager is associated with to the Dean of the College

Quality Unit Manager task:

1. 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. Representation of quality committees in the departments in the Quality Council in the College.
4. General supervision of the work of the Quality Assurance and Academic Accreditation Unit.
5. Coordination between the various departments of the College and management in all matters relating to quality work.
6. Follow-up and review the annual reports for self-evaluation of the college units and committees and their commitment to the specified forms
7. Preparing an annual report on the college's activity
8. Perform any other tasks within the scope of work.

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

- Accurately ensure that the quality standards and quality assurance system procedures for academic programs are applied, maintained, effective and complete.
- 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.
- 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.
- Effectiveness of the representation of quality committees in departments in the quality council in the faculty.
- Effective supervision of the work of the Quality Assurance and Academic Accreditation Unit at the College.
- Quality coordination between the various departments of the college and management in all matters relating to quality work.

Directors of academic programs

Organizational relationship:

The program Director is affiliated with the head of the program department.

Program Manager tasks:

1. Participate in preparing the program and course descriptions according to the templates from National Center for Academic Accreditation and Assessment, and submit these descriptions to the (department board / reference committee) for review and accreditation; along with distributing the unified template to faculty members
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. Ensuring the preparation of reports of the program benchmarks comparisons report and recommendations for improvement. and improvement recommendations
4. Ensuring preparing report on different surveys related to the program and the necessary improvement recommendations

5. Collecting course reports following up their review with the relevant committees in the department and adopting them and submitting them to the department board.
6. Preparing program report and submit it to both department and college council for accreditation
7. 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.
8. 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).
9. Ensuring follow-up to the implementation of improvement recommendations for both program and courses
10. Participating in preparing a self-study report for the program
11. Perform any other tasks within the scope of work.

Performance measurement and evaluation criteria

- The effectiveness of participation in preparing program and course specification and submitting them to Department Council for accreditation
- Accuracy and follow-up of staff members commitment to fulfilling course specification and reports
- Quality of reviewing the performance indicators reports (KPIS) for the program and follow up implementation improvement recommendations
- Quality and accuracy of benchmarking reports received from departments and transparency in preparing the benchmark report and follow up improvement recommendations implementation.
- Accurate follow-up improvement recommendations implementation from both program and course reports.
- The effectiveness of participation in preparing the self-study report

Program Quality committee:

The program quality committee is formed by some members of staff members. The committee is chaired by the program managers who follows the department. This committee works to fulfill the learning outcomes of the program and ensure the implementation of quality standards issued by the National Center for Academic Accreditation and Assessment, as well as the program quality assurance system issued by the university. In the event of multiple programs

within the same section. A committee shall be formed for each program that follows the department. The main tracks of the program should be represented in this committee.

General Organization:

The program quality committee is linked to department head.

Program Quality committee task:

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 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 for review and accreditation and distribution to faculty members in the department.
4. Create an appropriate environment for implementation and successful management of quality assurance in the programs.
5. 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 (program council for review and accreditation.
6. Participate in the preparation and review of the annual program report and its adoption by the board council and follow-up on the preparation of the consolidated report of the program and the process of obtaining it.
7. Participate in the preparation and review of the program performance indicators (KPIs) and their approval by the College Council and the preparation of the report of performance indicators and recommendations for improvement.
8. Participation in the preparation and review of benchmarking comparisons (Bench- marking) for the program and approved by the program and College Council.
9. Prepare a list of recommendations for improvement from the reports of the decisions and the program and submit them to the program and college Council section and follow up the adoption of these recommendations and notify the section of those recommendations

10. Participation in the preparation of self-study of the program (SSR) according to the models of the National Commission for Academic Accreditation and Assessment.
11. Perform any other tasks within the scope of work.
12. Ensure the involvement of all stakeholders in achieving the quality standards required by the university.
13. Ensure faculty members play an active role in quality management at the college and program level, especially with regard to improvement plan.
14. Receiving teams of different academic accreditation bodies from outside the university and quality committees from within the university.

Performance measurement and evaluation criteria

- Accurate reviewing of the quality of program objectives and learning outcomes, their suitability and relevance to the program's mission and goals in light of the requirements of the labor market and professional bodies and what is issued by the university and NCAAA
- Effective follow-up of implementation of both direct and indirect evaluation measures.
- Accuracy of reviewing the quality and effectiveness of the student assessment (RUBRICS) for various courses and follow the results of those tools
- Accuracy of reviewing program specification according to NCAAA templates
- Accuracy in reviewing and approving the annual program reports of the department and submitting to the Accreditation Council
- Accuracy in preparing a list of improvement recommendations presented in course and program reports and submitting them to Department Council Department for accreditation and follow-up of its implementation
- Effectiveness of improvement recommendations follow-up and notify the department of these recommendations
- Effective participation in preparing self-study (SSR) according to the models of the NCAAA
- The effectiveness of participation in preparing and reviewing the performance indicators of the program (KPIS) and the speed of its submission to Department council for Accreditation
- The effectiveness of participation in preparing and reviewing the benchmarking comparisons (BENHMARKING) of the program and the speed of submitting them to the department council for approval
- The quality, completeness and accuracy of the SSR review report.

1-5 Cycle of quality assurance

The quality assurance and continuous improvement of educational programs is based on the self-evaluation carried out by the program and its various units based on the quality performance criteria.

The cycle of quality assurance has to two levels according to Qassim university policy and procedures:

- Cycle of quality assurance at the academic program
- Cycle of Quality assurance at the college level

Cycle of quality assurance at the academic program:

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 will be explained in details later on

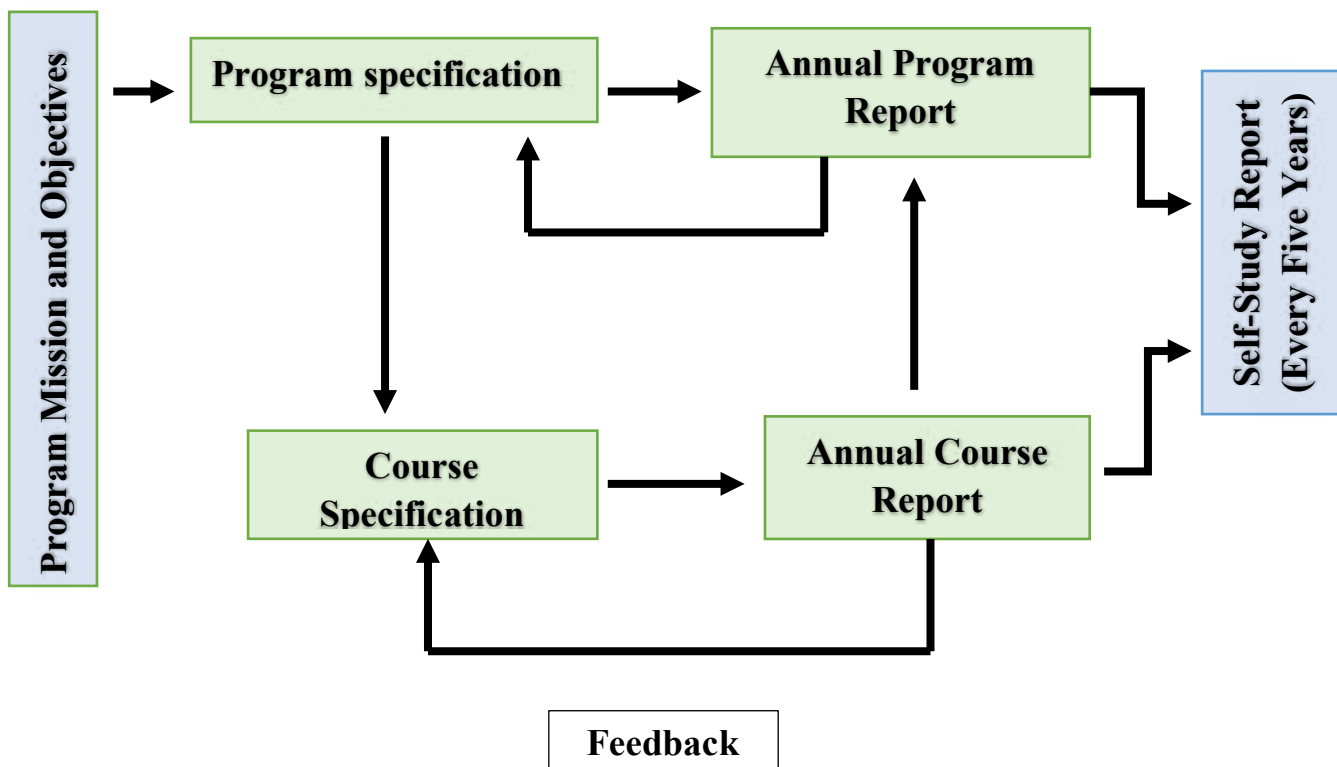**Figure (2): Representation of program committee**

Figure (3): Cycle of quality assurance at the level of the program

Cycle of Quality assurance at the college level:

The Quality unit in the collage has an annual action plan and annual report to ensure high quality performance and to measure the fulfillment of its intended plan. Both the annual plan and its report are approved from the quality assurance council and the college board. The Quality unit action plan ensure high quality of the whole educational and administrative process. Educationally through ensuring preparation of Program specification and report along with course portfolio. Ensuring that all administrative and different units and committees prepare their action plan at start of the academic year and at the end they submitted accomplishment report with its measuring KPIs (ex. Academic advising, community services unit ..etc.) along with applying satisfaction surveys regularly for stakeholders.

Figure (4): Cycle of quality assurance at the college level

Part Two:

Quality Systems of Academic programs in College of medical rehabilitation

(Based on Quality systems of Academic Programs at Qassim University manual)

Quality assurance in the educational system is a continues process of planning and assessment to ensure reaching quality in the educational process. Emphasizing the quality of the educational process requires studying all aspects, activities and steps of the process and achieving quality in each. This requires the following:

- Clarity and transparency of all academic programs, providing clear and accurate information to internal and external (relevant) stakeholders.
- Defining clear and precise objectives for the academic programs offered by the College which must be consistent with the mission of these programs and which must be in accordance with the College's mission.
- Ensuring that the necessary conditions are met to achieve the objectives of the academic programs effectively and continue to maintain them.
- Ensuring that academic program learning outcomes are consistent with labor market requirements and meet community needs.
- Ensuring that academic programs meet the requirements of academic accreditation, whether these are required by the National Center for Academic Accreditation and Assessment (NCAAA) or by Dean ship of quality and development
- Strengthening bridge of cooperation with the community, and improving the quality of services provided by the college to the community.
- Commitment of all faculty members and their involvement in quality assurance processes, and their active participation in all activities.

2-1 Planning and review cycle:

Quality assurance process is an ongoing process of planning and evaluation. The program has a structural process to ensure the quality of the program. This process depends on both direct and indirect methods of measuring the quality of the offered program with the KPI and bench mark the director of improvement. The program improvement is guided by the collage strategic plan. There are two main levels of evaluation: annual evaluation and periodic evaluation which occur every five years

The program ensures high quality performance for the whole educational and supportive administrative process through the following process:

First: Planning which include preparing the program plan which is integrated with the program objectives and the program Key performance indicators (KPI)

Second: Implementation were all parts of the plan is fulfilled through-out the academic year

Third: Monitoring the outcome through the extent of fulfilling of the KPI and action plan

Fourth: Performance evaluation is done through writing both reports the department and program reports with identifying points of strength and improvement opportunities which is included in next year the program annual report which integrate all the data gathered along the year to write the progress report on previous plan and formulate a new action plan to be fulfilled the next year.

Fifth: Improvement plans which is based on the annual reports strengths and improvement opportunities, which lead improvement plan which should be implemented on next year.

Sixth: Periodic reviews: Periodic review should be comprehensive and include a re-examination of the environment in which the program operates and any changes or expected developments of program activities. A report should be prepared that includes an analysis of changes in the original plans that may have occurred during the period, assessments of the degree of success in achieving the objectives, and assessments of the strengths and weaknesses that need to be addressed in future planning, and planning responses to these assessments.

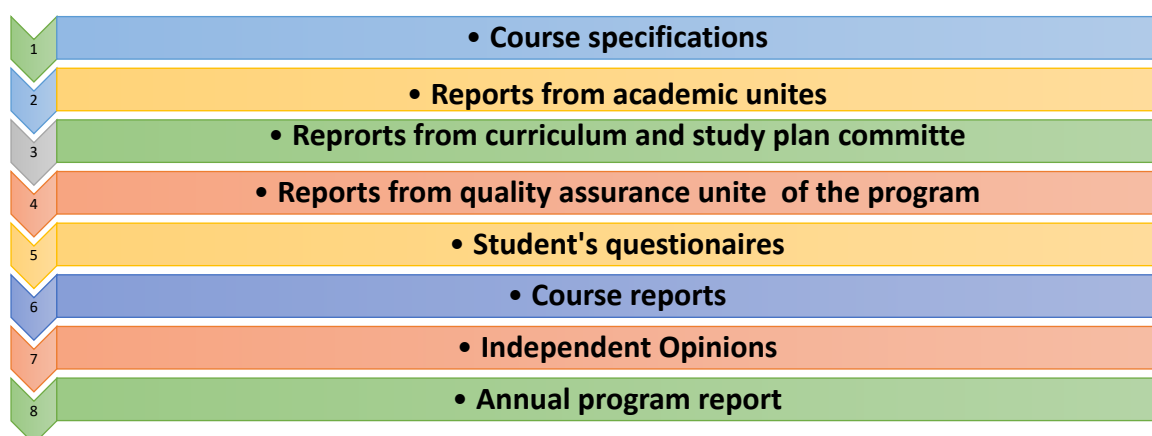|	
1	• Course specifications
2	• Rerorts from academic unites
3	• Rerorts from curriculum and study plan committe
4	• Reports from quality assurance unite of the program
5	• Student's questionaires
6	• Course reports
7	• Independent Opinions
8	• Annual program report

Figure (5) The Procedure of Quality Assurance Management in DPT Program.
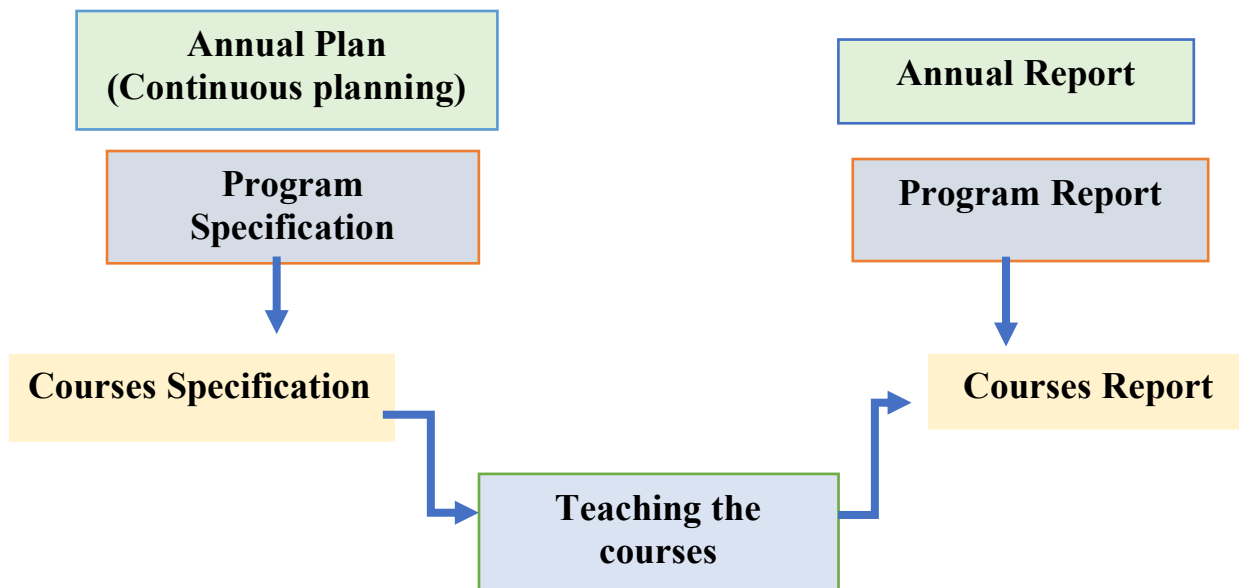
Figure (6): Sequence of Planning and documentation processes

Types of comprehensive evaluation:

A- Internal Auditing:

This is done by the dean ship of development and Quality in two phases:

First submitting an electronic program Data through Daman platform and electronic copy of NCAAA six standards verification documents then second stage involves site visits to the academic program by a selected Teams formed by members of Deanship of Development and Quality and the Standing Committee of Quality. Site visits during internal audits involve meeting and interviews with programs' stakeholders (e.g. students and faculty) to ensure that reality is well reflected in the programs' quality documents. Internal audits always end with a full report sent to the colleges/programs containing a number of strengths and action recommendations for improvement, of which programs managers are asked to respond with action plans. Progress in these action plans is evaluated in the next internal audit round.

This will be followed by a report including Strength and improvement opportunities, where the program has to submit an improvement plan for these recommendations which will be verified on next year Internal Auditing

B- Independent Opinion

An independent reviewer should review all the program operations, activities and outputs/outcomes of the program through verification of all documents supporting the program processes and visiting the program facilities. Then this reviewer will provide the program with a detailed report about strength ang recommendation for improvements, which will be used by program director to enhance the quality of educational process.

2-2 Quality Assurance Criteria for Academic Programs

The Program assurance process for academic program starts from the college Mission and objectives which explain the reason of the presence of the college and its purpose.

From this point the Program Mission is formulated which is derived from college Mission which lead to the development of program objectives. Each academic program identifies its graduate attributes with regarding to labor market and stakeholder expectation and aligned with both college and University graduate attributes.

Program uses a development framework for demonstrating the links between program graduate attributes, in relation to program learning outcomes, as well as courses learning outcomes. Course curriculum, including course objectives and assessment criteria, is consistent with graduate profiles, to ensure there is a strong link between the attributes of graduates and actual intended learning outcomes of the program.
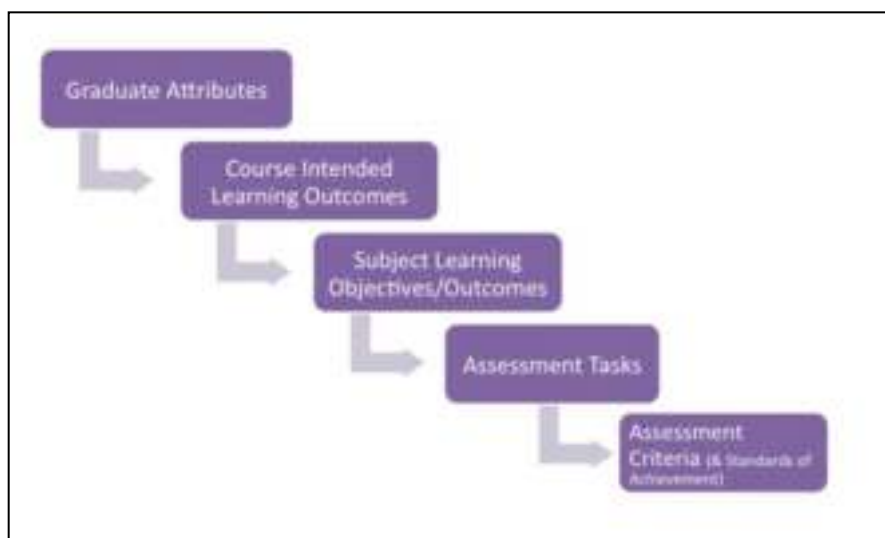
Figure (7): Graduate Framework

Program learning outcomes are formulated defining what the student will gain through all the program from Knowledge, skills and competencies. The curriculum, assessment methods and criteria used to evaluate performance must be consistent with these learning outcomes. Program learning outcomes must be consistent with the requirements of the Saudi Arabia Qualifications Framework (SAQF), as well as the labor market requirements, and as per the requirements for professional practice in Saudi Arabia in the fields of practice

The Quality assurance process takes five years, it starts by formulation of program specification, then course specification-Which is approved by the standing Committee of study plans and University council in QU. So, course learning Outcomes are consistent with program Learning Outcomes. Followed by the preparation of course reports whish lead to program report. Which is also based on stakeholder evaluations and units and committee reports. Program reports leads to improvement plans which is fulfilled and monitored in the next year and the cycle goes on. After five year the program prepare the self-study report and the cycle goes on.

Figure (8): Cycle of quality assurance at the level of the program

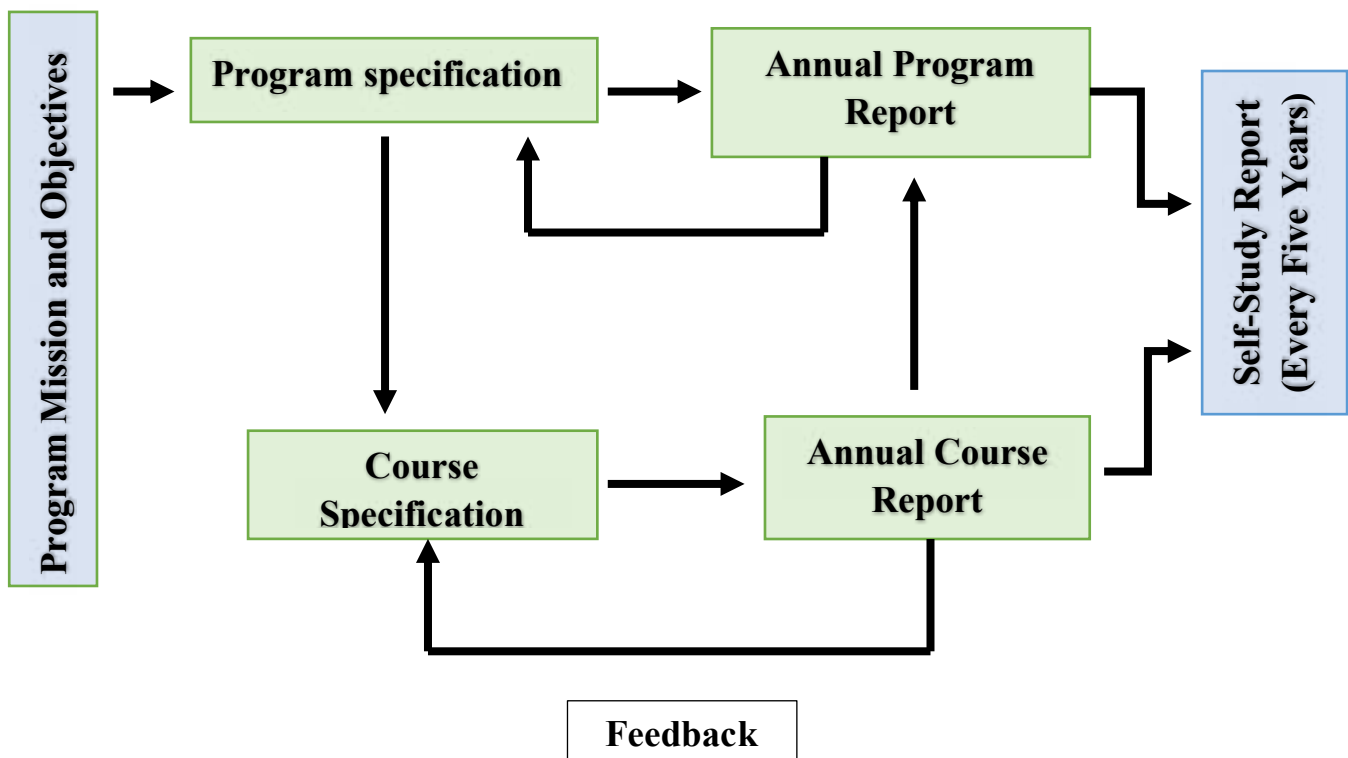The program annual report – based on NCAAA forms- is a key stone in maintaining high quality performance for the whole educational and supportive administrative process. It integrates all the data gathered along the year to write the progress report on previous plan and formulate a new action plan to be fulfilled the next year. This report includes the following:

First Statistical Information which give brief description on student enrolment, accomplishment and graduation which include:

- Number of students who started the program in the year concerned.
- Apparent completion rate.
- Enrollment Management and Cohort Analysis.
- Destination of graduates as shown in survey of graduating students.

Second Course Reports Information Summary to ensure the quality of delivering the courses and proper assessment for the students which includes:

- Analysis of Significant Results or Variations.
- Delivery of Planned Courses Third Summary Program Evaluation:
- Graduating Student Evaluations (surveys).
- Employers' evaluation survey.

Fourth Program Course Evaluation and KPI assessment:

- All program courses taught during the year.
- Program Learning Outcomes Assessment.
- Orientation programs for new teaching staff.
- Professional Development Activities for Faculty, Teaching and Other Staff.

Fifth Independent Opinion on Quality of the Program

- Program KPI and Assessment Table.
- Program Action Plan Table.

Finally, Program action Plan Progress Report

This sequence shows the detailed assessment and analysis carried by the program to ensure the quality of the delivered program.

2-3 Cycle of Measuring the outcomes and Evaluation of Academic programs

Program Learning outcomes are specific sentences written in SMART way to demonstrate the Knowledge, skills and competences that student will gain by completing the program which is reflected in the graduate attributes. Program Learning outcomes are fulfilled by the courses Learning Outcomes which are written in the same way.

Assessment of PLOs and CLOs should be aligned with assessment of graduate attributes. In other words, results of PLOs & CLOs assessment should be used as indictors of the extent to which program's graduate attributes are achieved.

Program Learning Outcomes measurement/assessment tools include both direct and indirect tools may include:

1. Results of self-evaluation scales, which should depend on evaluations by focus groups including students, faculty, employers, alumni and other stakeholder when preparing the self-study report.
2. Benchmarking which is used to compare program outcomes and some external benchmarks
3. Independent evaluation of external reviewers.
4. Questionnaires completed by students, graduates and employers, including:
   ▪ Course survey
   ▪ Student experience survey
   ▪ Program survey
   ▪ Alumni survey
   ▪ Employers survey
5. Performance Indicators
6. Use of Rubrics (a clear, gradual set of criteria to assess the achievement of learning objectives and learning outcomes) at the program level.
7. Direct assessment methods e.g. exams, exist exams, student portfolios

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│  University Mission │
│    and objectives   │
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┌─────────────────────┐
│  College Mission and│
│      objectives     │
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┌─────────────────────┐
│  Program/ Department│
│       Mission       │
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│   Defining Program  │
│      Objectives     │
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│  Formulation of program      │
│  learning outcomes and       │
│  identifying graduate        │
│  attribute                   │
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│  Defining and selecting      │
│  appropriate measures for    │
│  program and courses         │
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│  Determine the      │
│  expected           │
│  performance level  │
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│  Apply measurement  │
│        tools        │
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│  Analysis of results│
│  and recommendation │
│  for improvement    │
│     (annually)      │
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│  Implementation of  │
│  Improvement        │
│  recommendations    │
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│ Outcomes and Goals  │
│ Review              │
│ Start a new cycle   │
│ (Self-study report  │
│  every 5 years)     │
└─────────────────────┘
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Feedback

Feedback

Figure (9): Learning Outcomes measurements and evaluation cycle

Part Three:
Key Performance Indicators for College of medical rehabilitation
DPT program

Based on QU KPIs Handbook

Key Performance indicators:

They are specific forms of evidence used by the college and to provide evidence of quality performance. The basic performance indicators are one of the most important tools for assessing the quality of academic programs according to the criteria and rules of the National Center for Academic Assessment and Accreditation, and are among the most prominent practices that contribute to decision-making and follow-up processes and continuous development and improvement.
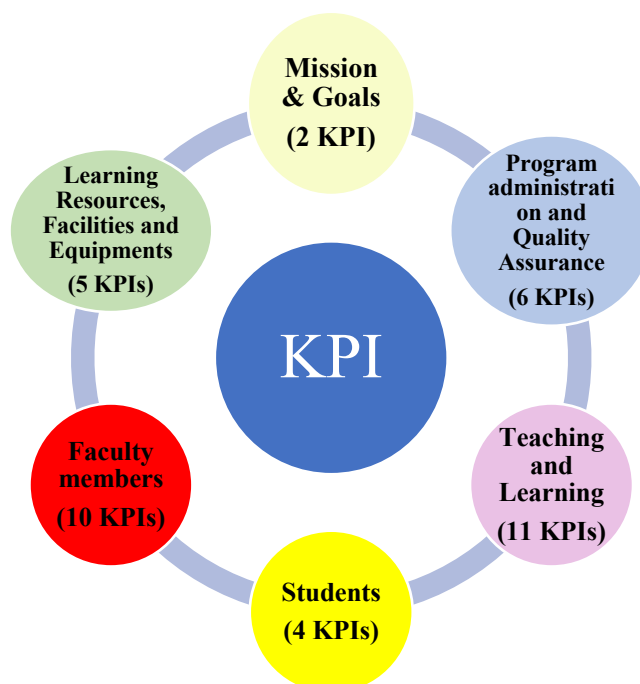

Figure (10): DPT program KPIs

Table (1): Key Performance Indicators:

Standards	Code	Key Performance Indicator	Description
S1- Mission and Goals	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year
	S1.1	Stakeholders' awareness ratings of the Mission Statement and Objectives	Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five- point scale in an annual survey.

Standards	Code	Key Performance Indicator	Description
S2- Program administration and Quality Assurance	**S2.1**	Stakeholder evaluation for the program administration quality	Average rating on quality program administration to teaching staff, student and Alumni, on a five- point scale in an annual survey.
	S2.2	Ratio of students to teaching staff. (Based on full time equivalents).	Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program
	S2.3	Proportion of teaching staff with verified doctoral qualifications.	Ratio of teaching staff with verified doctoral qualifications to the total number of teaching staff.
	S2.4	Number of community education programs presented in co-operation with dean ship of community service	Approved number of community services by the deanship of community service measure compatibility between community service unit objectives and dean ship of community service objectives
	S2.5	Number of Research projects approved from the Dean ship of research in the university in the past year	Approve Number of Research projects from the Dean ship of research in the university in the past year Measure compatibility between research unit objectives and dean ship of research objectives
	S2.6	Number of refereed publications in the previous year for teaching staff.	Total number of publications of staff members measure the commitment of staff members to research

Standards	Code	Key Performance Indicator	Description
S3- Teaching and Learning	**KPI-P-02**	Students' Evaluation of quality of learning experience in the program	Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual program survey
	KPI-P-03	Students' evaluation of the quality of the courses	Average students overall rating for the quality of courses on a five-point scale in an annual survey
	KPI-P-04	Completion rate	Proportion of undergraduate students who completed the program in minimum time in each cohort
	KPI-P-05	First-year students retention rate	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year
	KPI-P-06	Students' performance in the professional and/or national examination	Percentage of students or graduates who were successful in the professional and / or

			national examinations, or their score average and median (if any
KPI-P-07	Graduates' employability and enrolment in postgraduate programs	Percentage of graduates from the program who within a year of graduation were: a. employed b. enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year
KPI-P-08	Average number of students in the class	Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session
KPI-P-09	Employers' evaluation of the program graduate proficiency	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey
S3.1	Stakeholder evaluation for the quality of the graduate	Average rating on quality of the graduate from Employment Institution and Alumni, on a five- point scale in an annual survey
S3.2	Percent of teaching staff attending workshops on teaching strategies and evaluation annually	Percentage of the total number of teaching staff attending workshops to the total number of full-time teaching staff in the program. To measure commitment of staff members for improving their teaching and assessment skills
S3.3	Student overall rating on feedback quality given on their exams	Average rating of students on a five -point scale on overall feedback quality.

Standards	Code	Key Performance Indicator	Description
S4-Student	KPI-P-10	Students' satisfaction with the offered services	Average of students' satisfaction rate with the various services offered by the program (Student club activity, Orientation day, academic advising and transportation) on a five-point scale in an annual survey
	S4.1	Ratio of students to teaching staff. A. In lectures B. In practical section c. In clinical section	Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program (Based on full time equivalents). A. In lectures B. In practical section c. In clinical section
	S4.2	Students overall rating on the quality of their courses.	Average rating of students on a five-point scale on overall evaluation of courses.
	S4.3	Alumni evaluation of Alumni Unit	Average rating of Alumni on a five-point scale on overall evaluation of Alumni Unit.

Standards	Code	Key Performance Indicator	Description
S5-Faculty members	**KPI-P-11**	Ratio of students to teaching staff	Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program
	KPI-P-12	Percentage of teaching staff distribution	Percentage of teaching staff distribution based on a- Gender b- Branches c- Academic Ranking
	KPI-P-13	Proportion of teaching staff leaving the program	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.
	KPI-P-14	Percentage of publications of faculty members	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program
	KPI-P-15	Rate of published research per faculty member	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year
	KPI-P-16	Citations rate in refereed journals per faculty member	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published)
	S5.1	Proportion of teaching staff participating in professional development activities during the past year.	Percentage of the total number of teaching staff attending workshops to the total number of full-time teaching staff in the program. To measure commitment of staff members for improving their professional skills
	S5.2	Proportion of full time teaching and other staff actively engaged in community service activities	Proportion of the total number of teaching staff engaged in community service activities to the total number of full-time teaching staff in the program. To measure commitment of staff members for improving community service activities
	S5.3	Percent of teaching staff sharing in assessment and decision making in the program	Proportion of the total number of teaching staff engaged assessment and decision making in the program the total number of full-time teaching staff in the program. To measure the contribution of staff members is defining the program plans of improvement

Standards	Code	Key Performance Indicator	Description
		Teaching staff Job satisfaction survey.	Average rating on job satisfaction on a five-point scale in an annual survey of teaching staff.

Standards	Code	Key Performance Indicator	Description
S6-Learning Resources, Facilities and Equipment	**KPI-P-17**	Satisfaction of beneficiaries with the learning resources	Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (E-learning, library, electronic library, class room, lab. Facilities and clinical practice facilities (on a five-point scale in an annual survey)
	S6.1	Number of - text book available in the library for the program	Number of - text book available in the library for the program
	S6.2	Stakeholder evaluation of the IT services.	Average overall rating of the adequacy of: a) IT availability, b) Security, c) Maintenance, d) Accessibility e) Support systems, f) Software and up-dates, g) Age of hardware, and h) Other viable indicators of service on a five- point scale of an annual survey.
	S6.3	Average Capacity of students for a class room	Average Capacity of students for a class room
	S6.4	Average Capacity of students for a laboratory	Average Capacity of students for a laboratory

Table 2: Objectives, Polarity, and Method of Measuring Indicators and the Target:

Code	Indicator	Goal	Polarity	Measurement	Measurement Tools	Target
KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	Measuring the quality of program performance in all axes	Positive	Annually at the end of academic year	Statistical data and analysis	The target is determined based on: Future plan for College strategic plan, indicators'

Code	Indicator	Goal	Polarity	Measurement	Measurement Tools	Target
S1.1	Stakeholders' awareness ratings of the Mission Statement and Objectives	Measuring the awareness ratings of the Mission Statement and Objectives	Positive	Annually at the end of academic year	Questionnaires	values in distinct similar programs. Graduation in the target value is applied when-ever the current values are far from the strategic targets

Code	Indicator	Goal	Polarity	Measurement	Measurement Tools	Target
S2.1	Stakeholder evaluation for the program administration quality	Measuring the quality of program administration performance in all axes	Positive	Annually at the end of academic year	Questionnaires	The target is determined based on: Future plan for College strategic plan, indicators' values in distinct similar programs. Graduation in the target value is applied when-ever the current values are far from the strategic targets
S2.2	Ratio of students to teaching staff. (Based on full time equivalents)	Measuring the quality of education elements	Negative	Annually each academic year	Statistical data and analysis	
S2.3	Proportion of teaching staff with verified doctoral qualifications.	Measuring the quality of Staff members	Positive	Annually each academic year	Statistical data and analysis	
S2.4	Number of community education programs presented in co-operation with dean ship of community service	Measure compatibility between community service unit objectives and dean ship of community service objectives	Positive	Annually each academic year	Statistical data and analysis	
S2.5	Number of Research projects approved from the Dean ship of	Measure compatibility between research unit objectives and dean ship of	Positive	Annually each academic year	Statistical data and analysis	

Code	Indicator	Goal	Polarity	Measurement	Measurement Tools	Target
S2.6	Number of refereed publications in the previous year for teaching staff.	Measure the commitment of staff members to research	Positive	Annually each academic year	Statistical data and analysis	

(continued from research in the university in the past year / research objectives)

Code	Indicator	Goal	Polarity	Measurement	Measurement Tools	Target
KPI-P-02	Students' Evaluation of quality of learning experience in the program	Measuring the educational quality of the program	Positive	Annually at the end of academic year	Program evaluation questionnaire	The target is determined based on:

Future plan for

College strategic plan, indicators' values in distinct similar programs.

Graduation in the target value is applied |
KPI-P-03	Students' evaluation of the quality of the courses	Measuring the educational quality of the program	Positive	Annually at the end of academic year	Questionnaire	
KPI-P-04	Completion rate	Measuring the educational quality of the program	Positive	Annually at the end of academic year	Statistical data and analysis	
KPI-P-05	First-year students retention rate	Measuring the educational quality of the program		Annually at the end of academic year	Statistical data and analysis	
KPI-P-06	Students' performance in the professional and/or national examination	Not Applicable				
KPI-P-07	Graduates' employability and enrolment in postgraduate programs	Measuring the quality of graduates ‹characteristics, and the extent of employers› satisfaction, and the labor market›s need for them	Positive	Annually each academic year	Statistical data and analysis	
KPI-P-08	Average number of	Measuring the quality of	Negative	Annually each academic year	Statistical data and analysis	

Code	Indicator	Goal	Polarity	Measurement	Measurement Tools	Target
	students in the class	educational facilities				when- ever the current values are far from the strategic targets
KPI-P-09	Employers' evaluation of the program graduate proficiency	Measuring the quality of graduates ‹characteristics and employers› satisfaction with them	Positive	Annually each academic year	Questionnaires	
S3.1	Stakeholder evaluation for the quality of the graduate	Measuring the quality of graduates ‹characteristics and employers› satisfaction with them along with their satisfaction about them selves	Positive	Annually each academic year	Questionnaires	
S3.2	Percent of teaching staff attending workshops on teaching strategies and evaluation annually	Measure commitment of staff members for improving their teaching and assessment skills	Positive	Annually each academic year	Statistical data and analysis	
S3.3	Student overall rating on feedback quality given on their exams	To measure commitment of staff member to give feedback on their exams	Positive	Annually each academic year	Questionnaires	

Code	Indicator	Goal	Polarity	Measurement	Measurement Tools	Target
KPI-P-10	Students' satisfaction with the offered services	Measuring the quality of support for students	Positive	Annually each academic year	Questionnaires	The target is determined based on: Future plan for College strategic plan, indicators' values in distinct
S4.1	Ratio of students to teaching staff. A. In lectures B. In practical section c. In clinical section	Measuring the quality of education elements	Negative	Annually each academic year	Statistical data and analysis	

Code	Indicator	Goal	Polarity	Measurement	Measurement Tools	Target
S4.2	Students overall rating on the quality of their courses.	Measuring the educational quality of the program	Positive	Annually at the end of academic year	Questionnaire	similar programs. Graduation in the target value is applied when- ever the current values are far from the strategic targets
S4.3	Alumni evaluation of Alumni Unit	Measuring the quality of serves presented to graduated students	Positive	Annually at the end of academic year	Questionnaire	

Code	Indicator	Goal	Polarity	Measurement	Measurement Tools	Target
KPI-P-11	Ratio of students to teaching staff	Measuring the quality of education elements	Negative	Annually each academic year	Statistical data and analysis	The target is determined based on: Future plan for College strategic plan, indicators' values in distinct similar programs. Graduation in the target value is applied when- ever the current values are far from the strategic targets
KPI-P-12	Percentage of teaching staff distribution	Measuring the quality of education elements	Even	Annually each academic year	Statistical data and analysis	
KPI-P-13	Proportion of teaching staff leaving the program	Measuring faculty's satisfaction with the educational environment	Negative	Annually each academic year	Statistical data and analysis	
KPI-P-14	Percentage of publications of faculty members	Measuring the quality of the axis of scientific research	Positive	Annually at the end of academic year	Statistical data and analysis	
KPI-P-15	Rate of published research per faculty member	Measuring the quality of the axis of scientific research	Positive	Annually at the end of academic year	Statistical data and analysis	
KPI-P-16	Citations rate in refereed journals per faculty member	Measuring the quality of the axis of scientific research	Positive	Annually at the end of academic year	Statistical data and analysis	

Code	Indicator	Goal	Polarity	Measurement	Measurement Tools	Target
S5.1	Proportion of teaching staff participating in professional development activities during the past year.	Measuring commitment of staff members for improving community service activities	Positive	Annually at the end of academic year	Statistical data and analysis	
S5.2	Proportion of full time teaching and other staff actively engaged in community service activities	Measuring commitment of staff members for improving community service activities	Positive	Annually at the end of academic year	Statistical data and analysis	
S5.3	Percent of teaching staff sharing in assessment and decision making in the program	Measuring the contribution of staff members is defining the program plans of improvement	Positive	Annually at the end of academic year	Statistical data and analysis	
S5.4	Teaching staff Job satisfaction survey.	Measuring faculty's satisfaction with the educational environment	Positive	Annually at the end of academic year	Questionnaire	

Code	Indicator	Goal	Polarity	Measurement	Measurement Tools	Target
KPI-P-17	Satisfaction of beneficiaries with the learning resources	Measuring the quality of learning resources	Positive	Annually at the end of academic year	Questionnaire	The target is determined based on: Future plan for College strategic plan, indicators' values in distinct similar programs. Graduation in the target value
S6.1	Number of - text book available in the library for the program	Measuring the quality of learning resources	Positive	Annually each academic year	Statistical data and analysis	
S6.2	Stakeholder evaluation of the IT services.	Measuring the quality of IT resources	Positive	Annually at the end of academic year	Questionnaire	

Code						
S6.3	Average Capacity of students for a class room	Measuring the quality of education elements	Negative	Annually each academic year	Statistical data and analysis	is applied when-ever the current values are far from the strategic targets
S6.4	Average Capacity of students for a laboratory	Measuring the quality of education elements	Negative	Annually each academic year	Statistical data and analysis	

* a KPI's polarity indicates its preferable direction. A positive KPI means higher values are preferable and vice versa. A negative KPI means lower values are preferable and vice versa.

Table 3: KPIs associated with quality criteria and the mechanism of calculating the new target

Code	Indicator	Criteria Associated with the Indicator
KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	All the following criteria
S1.1	Stakeholders' awareness ratings of the Mission Statement and Objectives	The program ensures awareness of stakeholders with Mission Statement and Objectives to ensure that it's the main guide for all program activities

Code	Indicator	Criteria Associated with the Indicator
S2.1	Stakeholder evaluation for the program administration quality	The program provides qualified management of the program to ensure fulfilling the program objectives
S2.2	Ratio of students to teaching staff. (Based on full time equivalents)	The numbers of students admitted to the program are compatible with the resources available to it (such as: the educational staff - classrooms - laboratories – equipment)
S2.3	Proportion of teaching staff with verified doctoral qualifications.	The faculty members have the necessary competence (such as: qualifications, certificates, professional licenses and experience required, teaching effectiveness, and appropriate mechanisms are applied to verify them)
S2.4	Number of community education programs presented in co-operation with dean ship of community service	The program ensures awareness of faculty members community service objective and encourage their effective participate, and their participation in these activities is one of the criteria for their evaluation and promotion
S2.5	Number of Research projects approved from the Dean ship of research in the university in the past year	The program ensures awareness of faculty members scientific unit objective and encourage their effective participate, and their participation in these activities is one of the criteria for their evaluation and promotion.

Code	Indicator	Criteria Associated with the Indicator
S2.6	Number of refereed publications in the previous year for teaching staff.	The faculty members participate efficiently in research and scientific production activities, and their participation in these activities is one of the criteria for their evaluation and promotion

Code	Indicator	Criteria Associated with the Indicator
KPI-P-02	Students' Evaluation of quality of learning experience in the program	The curriculum considers the achievement of the objectives of the program, its educational outputs, scientific, technical and professional developments in the field of specialization, and reviews it periodically.

Teaching and learning strategies and assessment methods used are consistent with targeted learning outcomes of the program at curricular and program levels |
| **KPI-P-03** | Students' evaluation of the quality of the courses | The learning outcomes in the courses are related to the program›s learning outcomes (Matrix for mapping/ distributing the program›s learning outcomes to the courses.) |
| **KPI-P-04** | Completion rate | The curriculum considers the achievement of the objectives of the program, its educational outputs, scientific, technical and professional developments in the field of specialization, and reviews it periodically.

Teaching and learning strategies and assessment methods used are consistent with targeted learning outcomes of the program at curricular and program levels |
| **KPI-P-05** | First-year students retention rate | The curriculum considers the achievement of the objectives of the program, its educational outputs, scientific, technical and professional developments in the field of specialization, and reviews it periodically.

Teaching and learning strategies and evaluation methods in the program vary in proportion to its nature and level, it enhances the ability to conduct scientific research, and ensures that students acquire higher-order thinking and self-learning skills |
| **KPI-P-06** | Students' performance in the professional and/or national examination | Not applicable |
| **KPI-P-07** | Graduates' employability and enrolment in postgraduate programs | The curriculum considers the achievement of the objectives of the program, its educational outputs, scientific, technical and professional developments in the field of specialization, and reviews it periodically.
Teaching and learning strategies and evaluation methods in the program vary in proportion to its nature and level, it enhances the ability to conduct scientific research, and ensures that students acquire higher-order thinking and self-learning skills |

Code	Indicator	Criteria Associated with the Indicator
KPI-P-08	Average number of students in the class	The numbers of students admitted to the program are compatible with the resources available to it (such as: the educational staff - classrooms - laboratories – equipment)
KPI-P-09	Employers' evaluation of the program graduate proficiency	Program students and alumni have additional activities to develop them professionally, in line with targeted learning outcomes and labor market developments. The program applies effective procedures to track student progress and ensure that they meet graduation requirements
S3.1	Stakeholder evaluation for the quality of the graduate	Program students and alumni have additional activities to develop them professionally, in line with targeted learning outcomes and labor market developments. The program applies effective procedures to track student progress and ensure that they meet graduation requirements
S3.2	Percent of teaching staff attending workshops on teaching strategies and evaluation annually	The faculty members participate efficiently in professional development activities, and their participation in these activities is one of the criteria for their evaluation and promotion
S3.3	Student overall rating on feedback quality given on their exams	The program applies effective procedures to give student feedback to improve his progress and ensure that they meet success requirements

Code	Indicator	Criteria Associated with the Indicator
KPI-P-10	Students' satisfaction with the offered services	The program offers a comprehensive configuration for new students, ensuring their full understanding of the types of services and capabilities available to them The program introduces students to their rights, duties, codes of conduct, complaints, complaints and disciplinary procedures, in a variety of ways, and applies them fairly. Students in the program are provided with effective services for academic, professional, psychological and social counseling and guidance, through qualified and sufficient cadres. Students of the program have extracurricular activities in many fields to develop their abilities and skills, and the program takes appropriate measures to support and stimulate their participation.
S4.1	Ratio of students to teaching staff. A. In lectures B. In practical section c. In clinical section	The numbers of students admitted to the program are compatible with the resources available to it (such as: the educational staff - classrooms - laboratories – equipment)

Code	Indicator	Criteria Associated with the Indicator
S4.2	Students overall rating on the quality of their courses.	The curriculum considers the achievement of the objectives of the program, its educational outputs, scientific, technical and professional developments in the field of specialization, and reviews it periodically. Teaching and learning strategies and assessment methods used are consistent with targeted learning outcomes of the program at curricular and program levels
S4.3	Alumni evaluation of Alumni Unit	The program has additional activities to develop the gradates professionally, in line with targeted learning outcomes and labor market developments

Code	Indicator	Criteria Associated with the Indicator
KPI-P-11	Ratio of students to teaching staff	The number of students admitted to the program are compatible/commensurate with the resources available to it (such as: the educational staff - classrooms - laboratories -equipment)
KPI-P-12	Percentage of teaching staff distribution	The program applies appropriate policies and procedures for selecting faculty members in the program and retaining the distinguished ones The program has a sufficient number of faculty members, in all locations The faculty members have the necessary competence (such as: qualifications, certificates, professional licenses and experience required, teaching effectiveness, and appropriate mechanisms are applied to verify them)
KPI-P-13	Proportion of teaching staff leaving the program	The program applies appropriate policies and procedures for selecting faculty members in the program and retaining the distinguished ones The program has a sufficient number of faculty members, in all locations The faculty members have the necessary competence (such as: qualifications, certificates, professional licenses and experience required, (teaching effectiveness, and appropriate mechanisms are applied to verify them)
KPI-P-14	Percentage of publications of faculty members	The faculty members participate efficiently in research and scientific production activities, and their participation in these activities is one of the criteria for their evaluation and promotion
KPI-P-15	Rate of published research per faculty member	The faculty members participate efficiently in research and scientific production activities, and their participation in these activities is one of the criteria for their evaluation and promotion

Code	Indicator	Criteria Associated with the Indicator
KPI-P-16	Citations rate in refereed journals per faculty member	The faculty members participate efficiently in research and scientific production activities, and their participation in these activities is one of the criteria for their evaluation and promotion
S5.1	Proportion of teaching staff participating in professional development activities during the past year.	The faculty members participate efficiently in professional development activities, and their participation in these activities is one of the criteria for their evaluation and promotion
S5.2	Proportion of full time teaching and other staff actively engaged in community service activities	The faculty members participate efficiently in community service activities, and their participation in these activities is one of the criteria for their evaluation and promotion
S5.3	Percent of teaching staff sharing in assessment and decision making in the program	The program applies appropriate policies and procedures for selecting faculty members in the program and ensure their involvement in decision making
S5.4	Teaching staff Job satisfaction survey.	The program applies appropriate policies and procedures for selecting faculty members in the program and retaining the distinguished ones by offering encouraging educational environment

Code	Indicator	Criteria Associated with the Indicator
KPI-P-17	Satisfaction of beneficiaries with the learning resources	The library has a sufficient number of diverse resources that are easily accessible, commensurate with the needs of the program and the numbers of students, and appropriate times, and are updated periodically The program has specialized electronic sources (such as: digital references, multimedia, software), and appropriate databases and electronic systems that allow beneficiaries to access information, research materials and scientific journals from within or outside the organization The program is provided with laboratories, computer and technical equipment, and appropriate materials for specialization and sufficient to conduct scientific research and studies in accordance with its objectives, and appropriate mechanisms are in place to maintain and update them
S6.1	Number of - text book available in the library for the program	The library has a sufficient number of diverse resources that are easily accessible, commensurate with the needs of the program and the numbers of students, and are updated periodically
S6.2	Stakeholder evaluation of the IT services.	The program has specialized IT resource, which are sufficient for the program needs and have periodic maintenance

S6.3	Average Capacity of students for a class room	The numbers of students admitted to the program are compatible with the resources available to it (such as: the educational staff - classrooms - laboratories – equipment)
S6.4	Average Capacity of students for a laboratory	The numbers of students admitted to the program are compatible with the resources available to it (such as: the educational staff - classrooms - laboratories – equipment)

Part Four:
Criteria for choosing Benchmark in College of Medical Rehabilitation

Based on QU Benchmarking of Academic Programs
Manual/Handbook

Benchmarking is a systemic and continuous process for measuring the program performance by comparing it to another program within or outside this university. to identify the causes of the gap and work to address it and reach the best performance

Benchmarking is vital processes for maintain high quality of performance of any program. It ensures comparing the performance of various aspects of the program with respect to the good practices recommended by the NCAAA. The DPT program choose both National and International benchmark which was approved from the college council.

National Benchmarking is chosen based on main criteria:

- Similar in the educational system (offering DPT degree)
- Similar cultural, social and economic conditions (both offering DPT program for girls in KSA.)

An International benchmark was chosen from USA as it is the first place to award DPT degree.

International Benchmarking is chosen based on main criteria:

- Academic rank,
- Number of credit hours,
- Degree type (entry level DPT) and
- Similarity of mission.

The Importance of Benchmarking:

1. Rationalization of expenditures.
2. Providing continuous learning opportunities.
3. Provide an opportunity for the organization to move - internally and externally - towards better models.
4. Providing cooperation opportunities between local organizations or units.
5. Enabling senior management to answer a set of questions.
6. Adopting an organizational culture aimed at solving problems.
7. Assisting the foundation in precisely defining the gap between its performance and that of the leading institutions in its field of work.

8. It helps to provide the appropriate climate, and enhances the desire for leadership of the institution and its employees to adopt a policy of change towards all that is better and new.
9. Help define critical processes, give them the necessary attention and priority in implementation, and actively contribute to developing individual and group creativity.
10. It actively contributes to increasing the chances of achieving additional benefits for the program.
11. The external focus of the benchmarking method creates external competitive measures that necessarily increase the efficiency and effectiveness of internal performance quality measures, and makes them more competitive.
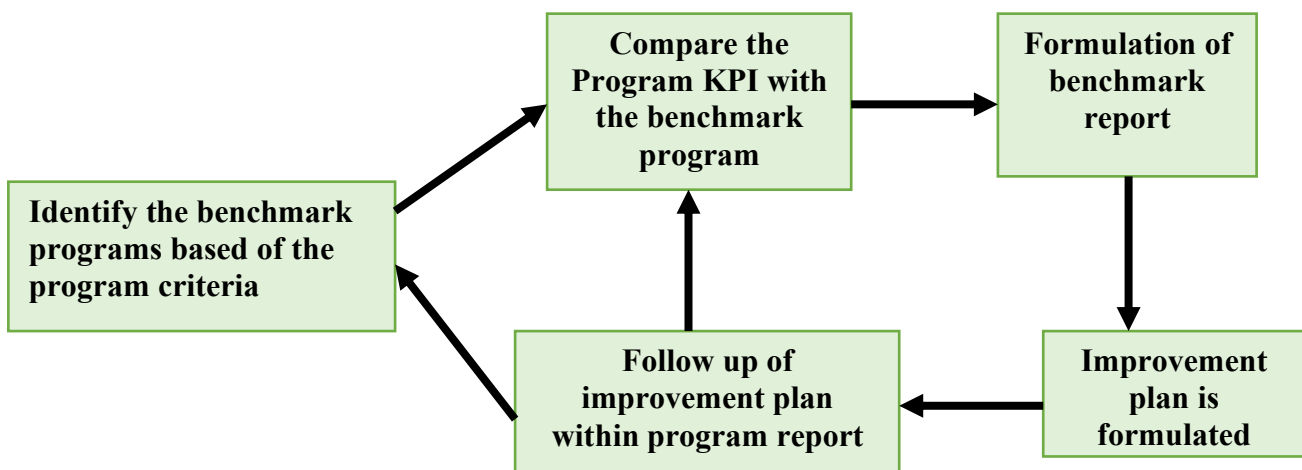
Figure (11): Cycle of improvement based on benchmark

Part Fifth:

NCAAA standards Manual in College of medical rehabilitation

Based on QU Guidelines for NCAAA New Standards

NCAA Standards documentation

1. MISSION AND GOALS

The program must have a clear and appropriate mission that is consistent with the mission statements of the institution and the college/department, and support its application. The mission must guide program planning and decision-making processes. The program goals and plans must be linked to it, and it must be periodically reviewed.

-1-	Mission and Goals	Suggested Evidences
1-0-1	The program has a clear, appropriate, approved and publicized widely mission that is consistent with the mission of the institution and the college/department; and is consistent with the needs of the society and the national trends*	1. The Program Specifications (including program mission) according to the NCAAA updated forms and approved by the College Council / Department Council 2. Minutes of the College Council / Department Council approving program mission's and objectives 3. Matrix between Qassim University Mission and Objectives with both College of Medical Rehabilitation and Program Mission and Objectives 4. Letters / documents indicating the involvement of beneficiaries (faculty, students, graduates, employers, etc.) in the formulation of the program's mission and objectives (e.g. through surveys, meetings) 5. The independent opinion report on the appropriateness of the program mission and objectives. 6. Methods of announcement of mission vision and objectives for students in orientation day. (e.g. presentation, info-gram, Brochure ……etc.) 7. Approved statistical report of program mission and objectives appropriateness and awareness survey.
1-0-2	The program goals are linked to its mission, consistent with the goals of the institution/college, and characterized by being clear, realistic and measurable.	1. The Program Specifications (including program objectives) according to the NCAAA updated forms and approved by the College Council / Department Council 2. Minutes of the department council / college council approving program objectives and performance indicators associated with each objective. 3. The independent opinion report on the mission and objectives of the program.

		4. Approved documents / reports indicating the periodic measurement of the program objectives according to the performance indicators associated with each objective. 5. The self-study report -including the evaluation of the program according to its objectives- is updated and approved by the College Council / Department Council. 6. The strategic plan of the college is approved.
1-0-3	The program mission and goals guide all its operations and activities (e.g., planning, decision-making, resources allocation, curriculum development).	1. Reports or minutes of the College Board / Department Board stating that the mission and objectives of the program are used and used in all decisions of the College / Department / Reference Committee.
1-0-4	The program goals and its implementation needs are linked to appropriate operational plans that are consistent with the institution/college plans.	1. Program Operational Plan document in the light of the following: Program objectives and performance indicators to measure the extent to which the objectives are met with the target values for each indicator 2. Report on accomplishment of strategic plan projects and extent of program participation The objectives of the college in its strategic plan and the extent of the contribution of the program in achieving them.
1-0-5	Program managers monitor the extent to which its goals are achieved, through specific performance indicators, and take the necessary actions for performance improvement. *	1. An updated and approved report showing the progress of the program in its implementation plan, including the performance indicators values associated with the objectives with an analysis highlighting the strengths and opportunities for improvement, and an implementation plan for improvement recommendations, and a completion report for the plan approved by the department and college councils. 2. The independent opinion report on the extent to which the program mission and objectives have been achieved.
1-0-6	The program mission and goals are reviewed periodically with the participation of relevant stakeholders, and are developed accordingly.	1. Minutes of the College Council / Department /or any approved letters / documents stating that the mission and objectives are reviewed periodically. 2. Approved letters / documents indicating the involvement of beneficiaries in reviewing the program's mission and objectives (e.g. through surveys, interviews, workshops). 3. Approved statistical report of program mission and objectives appropriateness and awareness survey.

2. PROGRAM MANAGEMENT AND QUALITY ASSURANCE

The program must have effective leadership that implements the institutional systems, policies and regulations. The program leadership must plan, implement, monitor, and activate quality assurance systems that achieve continuous development of program performance in a framework of integrity, transparency, fairness and within a supportive organizational climate.

2-1	Program Management	Suggested Evidences
2-1-1	The program is governed by specialized councils (College Council, Department Council) with defined tasks and authorities.	1. Manual for Job Description and responsibilities of the Program's Leadership and Managers 2. Updated and approved sample of the minutes of the meetings of the College Council / Department Council. 3. Program Specifications is up-to-date and approved (including the organizational structure of the program). 4. Official declaration of different units and committees which specify the responsibilities and powers necessary for each committee / unit to manage the program.
2-1-2	The program leadership has the appropriate academic and administrative experience to achieve its mission and goals.	1. Rules and regulation for choosing the academic leadership 2. Curriculum Vitae of program leaders. 3. Policies of delegation 4. Approved annual questionnaires report (including evaluation of faculty and students for program management), including statistical analysis identifying the main strengths, opportunities for improvement, plans to implement the opportunities contained therein, and a completion report for the implementation plans.
2-1-3	**The program has the sufficient number of qualified staff to perform its administrative, professional and technical tasks, and they have defined tasks and authorities. ***	1. An updated and approved Job description manual clearly defining structure, responsibilities and powers of all units and committees. 2. Administrative and professional assignments for faculty members 3. Database of staff members including their qualification. 4. CVs of faculty and similar staff, technicians and administrators in the program. 5. The benchmarking report (including, for example, an analysis of the ratio of students to faculty members, the percentage of faculty who hold PhDs, as well as the student-employee ratio).

		6. The independent opinion report on this criterion.
2-1-4	The program management acts to provide an organizational climate and supportive academic environment.	1. Approved annual questionnaires report (e.g. faculty and student evaluation for the program and its management questionnaire and academic and vocational guidance questionnaire). 2. The annual plan for the training of faculty members and administrators and their implementation reports. 3. The criteria of awards at college of medical rehabilitation 4. Annual report of awards and incentives for distinguished faculty members and administrators. 5. The independent opinion report on this criterion.
2-1-5	There are appropriate mechanisms for integration and effective participation among branches offering the same program.	Not applicable
2-1-6	The program is committed to applying the institutional regulations governing the educational and research partnerships (if any) in order to ensure the quality of all aspects of the program, including courses, educational resources, teaching, student achievement standards, and offered services.	1. A sample of memorandums of understanding and cooperation contracts (in case of an educational or research partnership with another institution) clarifying the responsibilities of the college and the participating institutions and providing for items that guarantee the quality of courses, workshops, scientific production, evaluation of students' work and tests, etc. 2. The independent opinion report on this criterion (in case of an educational or research partnership with another institution)
2-1-7	The program assesses the effectiveness of its educational and research partnerships (if any) on a regular basis and makes appropriate decisions accordingly.	1. Periodic reports on the effectiveness of partnership agreements with other educational institutions (in case of partnership), including strengths, opportunities for improvement, implementation plans to address them, and completion report of implementation plans. 2. Independent opinion related to this point (in case of an educational or research partnership with another institution) 3. A sample of the minutes of the College Council / Department Council including periodic evaluation of the effectiveness of educational and research partnerships and the decisions taken in this regard.

2-1-8	The program management monitors its commitment to implement its role in the community partnership plan of the institution through specific performance indicators.	1. Matrix of the objectives of the program for community partnership with the objectives of the deanship of community service. 2. Approved annual report of community service unit showing the progress of the program in its implementation plan for community service, including the values of performance indicators associated with the objectives and opinion polls with analysis highlighting strengths and opportunities for improvement and implementation plans for the implementation of the recommendations of improvement. 3. Sample from the staff initiatives, emails and approval litter from the deanship of community services. 4. The independent opinion report on this criterion.
2-1-9	The program management monitors its commitment to implement its role in the research plan of the institution through specific performance indicators.	1. Matrix of the objectives of research unit with the objectives of the deanship of Research 2. Research unite plan 3. An updated and approved report showing the progress of the program in its executive plan for scientific research, including the values of performance indicators associated with the objectives with an analysis that identifies strengths and opportunities for improvement, and implementation plans for improvement recommendations, and a completion report for these plans. 4. The independent opinion report on this criterion.
2-1-10	There is a sufficient amount of flexibility and authorities that allows program leadership to bring about the necessary development and changes, in response to the recent events and to the results of periodic evaluation of the program and its courses.	1. An updated and approved Job description manual clearly defining structure, responsibilities and powers for program managers. 2. A sample of the minutes of the department / / program committees including decisions related to the development and necessary change in the program in the light of the decisions, reports, the annual program report, the questionnaire reports, the independent opinion, the self- study report. etc. 3. The annual questionnaires report (including the assessment of faculty and students to program management in terms of flexibility and authority) includes an analysis of strengths and opportunities for improvement, implementation plans for improvement recommendations, and a completion report for these plans. 4. The independent opinion report on this criterion.

		5. Annual report of the program updated and approved by the relevant councils (including the completion report of the recommendations for improvement in previous years' reports)
2-1-11	The program management applies mechanisms ensuring integrity, fairness, and equality in all its academic and administrative practices, and between the male and female student sections and branches (if any).	Not applicable has only one section and one branch
2-1-12	**The program forms an advisory committee, comprised of members of professionals and experts in the program specialization, to contribute to its evaluation, development, and performance improvement. ***	1. Decision of formation of the program advisory board provided that its membership includes experts, specialists, professionals and representatives from the employers of graduates of the program, students, faculty members and representatives of the quality committees in the program. 2. Regulations of Advisory Committee 3. A sample of the Advisory Committee meetings memo 4. A report of achievement approved by the relevant councils for improvement recommendations emanating from the Advisory Board meetings.
2-1-13	The program management is committed to developing and improving professional skills and capabilities of the supportive technical and administrative staff to keep up with modern developments.	1. The decision to form a unit / committee for training and development in the college. 2. The college plan / training program regarding the development of the skills of faculty members, administrators and technicians. 3. Periodic report of the training plan including a statistical analysis identifying the main strengths and opportunities for improvement and plans to implement the recommendations contained therein, and a completion report of the implementation plans. 4. A sample of certificates of attendance of faculty / administrators / technicians for courses (inside and outside the university) that develop their skills and professional abilities.
2-1-14	The program management provides reliable and publicly disclosed information to the community about the program description, performance, and	1. A brief description of the program is up-to-date and approved and its announcement on the college website 2. The annual program report is up-to-date and approved.

	achievements that suits the needs of the stakeholders.	3. The annual performance indicators report is up-to-date and approved and includes an analysis of strengths and opportunities for improvement, implementation plans for improvement recommendations, and an achievement report for these plans.
2-1-15	The program management encourages the developmental initiatives and proposals.	1. Procedure for submitting developmental initiatives and proposals. 2. Minutes of the College Council / Department Council which includes a discussion of development initiatives and proposals with plans to implement the recommendations supported by periodic reports to follow up the implementation of those recommendations. 3. Examples of incentives provided by the program management to applicants for development initiatives and proposals. 4. The independent opinion report on this criterion.
2-1-16	**The program implements an effective system to evaluate the performance of leaders, teaching staff, and employee according to clear, published standards and mechanisms that ensure fairness, transparency, and accountability; and the results of the evaluation are used to provide feedback, improvement, and development. ***	1. Manual of procedures and regulations for the evaluation of faculty and staff certified and announced (College of Medical Rehabilitation manual). 2. Evaluation form of functional performance of faculty members 3. Performance Charter for Employee on Non-Supervisory Function and Job evaluation model 4. A sample of actual evaluations of the performance of faculty members and the like and staff and a sample of their responses and observations on the evaluation process with a view to follow-up recommendations for improvement. 5. Periodic questionnaires report (which includes the evaluation of faculty and staff to manage the program as well as policies, procedures and processes to evaluate their performance) to include a statistical analysis identifying the main strengths and opportunities for improvement and plans to implement the recommendations contained therein, and the completion report of the implementation plans. 6. The independent opinion concerning this criterion
2-1-17	**The program management is committed to activating the values of the scientific integrity, intellectual property rights, rules of ethical practices, and proper conduct in all academic, research,**	1. Student's Manual for Medical Rehabilitation college and College of Medical Rehabilitation manual including the proclaiming intellectual property rights regulations and approved practices and behavior of beneficiaries which is announced on the college website. 2. Ethics Guide for Field Experience Courses (Ethical Code)

	administrative, and service fields and activities. *	3. A sample of the decisions / minutes of a departmental committee that includes decisions to activate the ethical rules and practices stipulated in the regulations. 4. The independent opinion concerning this criterion
2-1-18	The program management applies the systems, regulations, and procedures that are approved by the institution/college, including those related to grievance, complaints, and disciplinary cases.	1. Student's Manual for Qassim University; "Policy for Student Grievances and Grade Appeals. 2. Committee of Student Rights Regulations. 3. A sample of grievances, complaints and disciplinary issues for students, staff and faculty. 4. A sample of the decisions of the College Council / Department Council / Committees stating the application of the University's regulations and procedures regarding grievances, complaints and disciplinary issues. 5. The follow-up of the implementation of those decisions. 6. The independent opinion report on this criterion.
2-1-19	The program has adequate financial funding to achieve its mission and goals, along with existence of mechanisms for prioritizing expenditures.	1. The operational / operational plan of the program. 2. An updated and approved report showing the progress of the program in its implementation plan, including an analysis of the values of the performance indicators associated with the objectives with an analysis highlighting strengths and opportunities for improvement and plans / timetable for the implementation of the improvement recommendations contained therein. 3. List of the priorities and urgent needs of the program 4. Financial plan and its completion report, and the percentage of spending on program needs from the college's predecessor. 5. Achievement report for program priorities and urgent needs of the program Sample letters specifying the financial needs of the program and the extent of the stakeholders' response 6. A sample of the decisions of the department council / college council / reference committee that includes or discusses to meet the financial needs of the program. 7. The independent opinion concerning this criterion

2-2	Program Quality Assurance	Suggested Evidences
2-2-1	The program management implements an effective quality assurance and management system that is consistent with the institution quality system.	1. The decision and formation of the quality unit / committee in the program includes a clear description of its functions and powers. 2. The quality manual approved by the relevant councils includes a full description of the mechanism and quality system in the program and the faculty consistent with the quality system at the university. 3. Sample of the minutes of the meetings of the units / committees of quality in the college and the program. 4. Annual plan of the quality unit / committee. 5. The annual report of the Quality Unit includes the extent to which the annual plan has been achieved, its main achievements and work with an analysis of strengths and opportunities for improvement and a plan for the implementation of the recommendations for improvement contained in this report. 6. Completion report of internal audit team recommendations and recommendations of national and international accreditation bodies.
2-2-2	The teaching staff, employee, and students participate in planning, quality assurance, and decision-making processes.	1. A sample of the correspondences / meetings / decisions / minutes of the meetings of the advisory committees related to planning and quality and decisions of change and improvement. 2. Samples of the minutes of the College Council / Department Council that include the active involvement of students and staff in the planning of the program, and the quality of its decisions. 3. A sample of analysis reports of faculty, students and staff questionnaires and improvement plans emanating from these reports. 4. Official declaration of stirring committee for self-study report and all committees emanating from it so that its membership includes some students and staff. 5. Official declaration of program committee
2-2-3	The program management approves key performance indicators that accurately measure the program performance and coordinates to provide regular data on them.	1. Minutes of the College Council / Department indicating the adoption of performance indicators (main indicators, indicators to measure the learning outcomes of the program, indicators related to the strategic and operational objectives of the program).

		2. A copy of the performance indicators form letter sent to the Deanship of Development and Quality on time. 3. Annual report of the program (including evaluation of learning outcomes in the program and the table of key performance indicators of the program along with the analysis and schedule of the executive work plan of the program) with the benefit of its presentation and approval by the relevant councils. 4. An updated and approved report indicating the progress of the program in its implementation plan, including the performance indicators values associated with the objectives, with an analysis highlighting strengths, opportunities for improvement and plans / timetable for implementing the recommendations for improvement.
2-2-4	**The program analyzes the evaluation data annually (e.g., performance indicators and benchmarking data, student progress, program completion rates, student evaluations of the program, courses and services, views of graduates and employers); and results are used in planning, development, and decision-making processes. ***	1. The annual report of the program is integrated, updated and approved (including the achievement report in the executive plan of the previous report) with the presentation and approval of the relevant councils.
2-2-5	The program conducts a periodic, comprehensive evaluation (every three / five years) and prepares reports about the overall level of quality, with the identification of points of strength and weakness; plans for improvement; and follows up its implementation.	1. The program self-study report is accredited (including, in particular, the results, operational proposals, and recommendations). 2. Documents stating the periodic follow-up of the executive plans emanating from self-study.

3. TEACHING AND LEARNING

Graduate attributes and learning outcomes at the program level must be precisely defined, consistent with the requirements of the Saudi Arabia Qualifications Framework (SAQF) and with the related academic and professional standards, and the labor market requirements. The curriculum must conform to professional requirements. The teaching staff must implement diverse and effective teaching and learning strategies and assessment methods that are appropriate to the different learning outcomes. The extent of achievement of learning outcomes must be assessed through a variety of means and the results are used for continuous improvement.

3-1	Graduate Attributes and Learning Outcomes	Suggested Evidences
3-1-1	The program identifies its graduate attributes and intended learning outcomes that are consistent with its mission, and aligned with the graduate attributes at the institutional level; and they are approved, publicly disclosed, and periodically reviewed.	1. Program specifications is updated and approved (including matrices) 2. A brief description of the program (including the characteristics of graduates and learning outcomes) 3. Matrix between Program Graduates Attributes and Faculty Graduates Attributes and Qassim university Program Graduates Attributes 4. Periodic review of the characteristics of graduates and learning outcomes in the program.
3-1-2	**The graduate attributes and learning outcomes are consistent with the requirements of the National Qualifications Framework (NQF) and with academic, professional, and labor market requirements.**	1. Matrix of computability between the Saudi Qualifications Framework (SAQF) and the DPT program
3-1-3	The program identifies the learning outcomes for the different tracks (if any).	Not Applicable
3-1-4	**The program applies appropriate mechanisms and tools for measuring the graduate attributes and learning outcomes, and verifying their achievement according to specific performance levels and assessment plans. ***	1. Program Specifications updated and approved (including matrices and mechanism to measure and evaluate the output and independent verification of student achievement) 2. Graduate Attribute document including: ▪ Matrix linking program attributes and University ones ▪ Matrix linking the program Attributes with program learning out comes

		▪ Measurement tools for program graduate attributes 3. Annual program report (including evaluation of learning outcomes and analysis of evaluation process and program graduate attributes fulfillment)
3-2	**Curriculum**	**Suggested Evidences**
3-2-1	The program is committed to the institutional policies, standards, and procedures in the design, development and modification of the curriculum.	1. Matrix of computability between the Saudi Qualifications Framework (SAQF) and the DPT program 2. Document of the general framework of plans and programs of study at Qassim University. 3. The decision of the University Council to approve the current study plan of the program. 4. Approve study plan from the university
3-2-2	**The curriculum design considers fulfilling the program goals and learning outcomes, and the educational, scientific, technical and professional developments in the field of specialization; and is periodically reviewed***	1. Matrix of computability between the Saudi Qualifications Framework (SAQF) and the DPT program 2. The decision of the University Council to approve the current study plan of the program. 3. Program specification accurately defining objectives and program learning outcomes and their fulfillment and keeping up with educational, scientific, technical and professional developments 4. Program report which annually revise the achievement of objectives and program learning out comes to keep up with educational, scientific, technical and professional development.
3-2-3	**The study plan ensures the balance between the general and specialty requirements, and between theoretical and applied aspects; and it takes into account the sequencing and integration of the courses. ***	1. Matrix of computability between the Saudi Qualifications Framework (SAQF) and the DPT program which ensures the balance between the general and specialty requirements, and between theoretical and applied aspects; and it ensures the sequencing and integration of the courses 2. The decision of the University Council to approve the current study plan of the program.

		3. Program specification which shows the balance between the general and specialty requirements, and between theoretical and applied aspects; and it ensures the sequencing and integration of the courses
3-2-4	The construction of the program study plan considers the identification of exit-points requirements (if any).	1. Matrix of computability between the Saudi Qualifications Framework (SAQF) and the DPT program
3-2-5	The program study plan considers the adequate requirements for the different tracks (if any) in accordance with international practices and similar programs.	1. Report on the external Benchmarking of the current study plan with corresponding programs in international and local universities.
3-2-6	The curriculum includes integrated curricular and extracurricular activities that contribute to the achievement of the program learning outcomes.	1. The Program Specifications specifying curricular and extra-curricular activities 2. Student club achievement activity report 3. Community service report 4. Free courses included in the study plan
3-2-7	**The learning outcomes in the courses are aligned with the program learning outcomes (e.g., Matrix for the alignment of the learning outcomes of the courses with program learning outcomes). ***	1. Program Specifications are up-to-date and approved (including the matrix of the program learning outcomes and courses learning outcomes).
3-2-8	Teaching and learning strategies and assessment methods are aligned with the intended learning outcomes at the program and course levels.	1. Mapped Matrix of Program learning outcomes with Courses learning outcomes. 2. The Program Specifications is approved and showing the alignment between learning strategies and assessment methods with intended learning outcomes at the program and course levels 3. Updated and approved sample of Course Specifications (including the matrix of the course output with teaching strategies and assessment methods). 4. Sample of direct assessment of learning outcome at course level 5. The independent opinion concerning this criterion

3-2-9	Teaching and learning strategies are student-centered and encourage active learning.	The independent opinion report on this criterion.
3-2-10	Teaching and learning strategies and assessment methods in the program vary according to its nature and level, enhance the ability to conduct research, and ensure students' acquisition of higher cognitive thinking and self-learning skills.	1. Program specification 2. The independent opinion report on this criterion.
3-2-11	The learning outcomes of the field experience activities are aligned with the learning outcomes of the program; and appropriate strategies for training, assessment, and training venues are identified in order to achieve these outcomes.	1. Mapped matrix between Field experience learning outcomes and Program learning outcomes 2. Field experience Specifications (if any) updated and approved. 3. Internship rules and regulation 4. The mechanism for selecting and accrediting training centers is approved by the relevant authorities. 5. The independent opinion report on this criterion.
3-2-12	Both the program field-experience supervisor and the field supervisor are informed with the intended learning outcomes and the nature of the tasks entrusted to each of them (supervision, follow-up, student assessment, evaluation and development of field experience); and their commitment is followed up according to specific mechanisms.	1. Field experience specifications updated and approved. 2. A sample of the forms used in the management and evaluation of field experience activities. ▪ Evaluation form and logbook of internship student. ▪ Assessment sheet for case study. ▪ Field experience evaluation survey 3. Periodic report of field experience updated and approved.
3-2-13	**The program ensures a unified application of its study plan as well as the program and the course specifications offered at more than one site (sections of male and female students and different branches).***	Not applicable has only one section and one branch

3-3	Quality of Teaching and Students' Assessment	Suggested Evidences
3-3-1	**The program monitors the commitment of the teaching staff to the learning and teaching strategies and assessment methods included in the program and course specifications through specific mechanisms***	1. The is rules to verify the commitment of the teaching staff to teaching and learning strategies and assessment methods which is stated in the procedure manual 2. Report of the quality assurance committee of the program that ensure the staff members commitment to teaching and learning Strategies 3. The independent opinion report includes an evaluation of the mechanism of monitoring the commitment of the faculty to the teaching strategies and evaluation methods specified in the descriptions. 4. Course Specifications and reports with a sample of students' work. 5. Approval of courses report from the department council 6. Sample of student's evaluation of the course quality

3-3-2	The necessary training is provided for the teaching staff on learning and teaching strategies and assessment methods identified in the program and course specifications, along with the effective use of modern and advanced technology; and their use is monitored.	1. The training plan adopted in the program includes training the faculty in teaching and learning strategies and evaluation methods specified in the descriptions, as well as the use of modern technology (in coordination with the competent deanships at the university).
		  ▪ Academic Development unit plan
		  ▪ Program of The Centre For Development of Leaderships and Capabilities to the teaching staff of Qassim University)
		  ▪ E-learning unit plan
		  ▪ Program of the E-learning workshops for the teaching staff
		2. A report on the implementation of the training plan above, including a sample of attendance statements, a statistical analysis identifying the main strengths and opportunities for improvement and plans to implement the recommendations contained in it, and a report of completion of the implementation plans.
		3. E-learning semester report

3-3-3	At the beginning of each course, students are provided with comprehensive information about the course, including learning outcomes, teaching and learning strategies, and	1. Approved report of the questionnaire evaluation (including the extent to which students are provided at the beginning of each course with comprehensive information about the course such as learning outcomes,

	assessment methods and dates, as well as what is expected from them during the study of the course.	teaching strategies, methods of assessment and dates, etc.) includes a statistical analysis identifying the main strengths and opportunities for improvement and plans to implement the recommendations received in it, the completion report of the implementation plans. 2. Provide information to send comprehensive information about the course • Report of the first meeting of the department council that ensure the staff members are commitment announcement of course syllabus in the first lecture and on blackboard system • Guidelines and instructions of E- learning unite to submit information on the blackboard learning system • Sample from the course syllabus submission in the blackboard
3-3-4	The courses are periodically evaluated for ensuring the effectiveness of the teaching and learning strategies and assessment methods, and reports are prepared on them.	1. Course reports are up-to-date and approved (including an assessment of learning outcomes, teaching and learning strategies, assessment methods, and course development plans) 2. The presentation of the recommendations of improvement contained in the reports of decisions to the relevant councils and committees.
3-3-5	The program applies mechanisms to support and motivate excellence in teaching, and encourages creativity and innovation of the teaching staff.	1. Evaluation form of functional performance of faculty members). 2. Report of the teaching staff members evaluation 3. The criteria of awards at College of Medical Rehabilitation 4. Annual Award Report for Distinguished Faculty Members and Administrators
3-3-6	The program implements clear and publicized procedures to verify the quality and validity of the assessment methods (e.g., their specifications, diversity, and comprehensiveness to cover the learning outcomes, distribution of grades and accuracy of marking), and to ensure the level of student achievement.	1. The Program Specifications is up-to-date and approved (and a sample of the approved Course Specifications) that includes an independent internal and external verification mechanism of the quality of assessment methods. • *Sample from skill sheets for practical and clinical exams* • *Sample of exams' blueprints* 2. Independent internal and external verification of students' work. 3. The independent opinion report on related to this test (to include an assessment of the evaluation methods and their credibility).

		4. Submission of the declaration of the program guide (including the evaluation methods).
		   ■ *Students manual for college of Medical Rehabilitation*
		   ■ *Rules and regulations of the DPT study plan) announced on website*
		   ■ *Program and report of student's orientation day*
		5. A sample of updated and approved course reports (including an analysis of student achievement levels).

3-3-7	Effective procedures are used to verify that the work and assignments of students are of their own.	1. Procedural manual outlining procedures for verifying that students' work is produced by, for example, using plagiarism detection programs (or scientific theft). 2. The independent opinion report on this criterion.
3-3-8	The feedback is provided to students about their performance and evaluation results at a time that allows them to improve their performance.	1. Approved report of the evaluation questionnaires (including an analysis of the elements related to the provision of feedback at a time when the student can improve his performance) and includes a statistical analysis identifying the main strengths and opportunities for improvement and plans to implement the recommendations contained therein, and the completion report of the implementation plans.

4.STUDENTS

The criteria and requirements for student admissions in the program must be clear and publicly disclosed, and must be applied fairly. The information about the program and the requirements for completion of the study must be available, and students must be informed about their rights and duties. The program must provide effective guidance and counseling services, and extracurricular and enriching activities to its students. The program must evaluate the quality of all services and activities offered to its students and improve them. The program must follow its graduates.

-4-	Students	Suggested Evidences
4-0-1	The program has approved and publicly disclosed criteria and requirements for the admission and registration of students that are appropriate to the nature of the program, and are applied fairly.	1. The student's manual including the criteria and conditions for admission, registration, and the statement of accreditation and announcement to the students by various means (paper, electronic). 2. The announcement of the university admission regulations and admission requirements in the program on the college website. 3. Matrix of computability between the Saudi Qualifications Framework (SAQF) and the DPT program
4-0-2	The number of students admitted to the program is compatible with the available resources for the program (e.g., teaching staff, classrooms, labs, and equipment)	1. Benchmarking report with corresponding programs (approved by the relevant councils and includes in the points of comparison faculty, classrooms, laboratories, devices) 2. Report questionnaires and the degree of satisfaction of students on the adequacy and quality of the teaching staff - classrooms - laboratories - devices includes a statistical analysis that identifies the main strengths and opportunities for improvement and plans to implement the recommendations contained therein, and the completion report of the implementation plans. 3. The independent opinion concerning this criterion
4-0-3	The program provides basic information to students, such as study requirements, services, and financial fees (if any), through various means.	1. The program guide is approved and a brief announcement of this guide for students by various means (paper, electronic).

4-0-4	The program applies fair and approved policies and procedures for students transferring to the program and the equivalency of what students had previously learned.	1. Rules and regulations for transfer to and from the program are approved by the relevant councils. 2. Matrix of computability between the Saudi Qualifications Framework (SAQF) and the DPT program
4-0-5	The program provides comprehensive orientation for new students, ensuring their full understanding of the types of services and facilities available to them.	1. Program and report of student's orientation day (includes an analysis of the participation rates of faculty and students, events, recommendations for improvement, etc.). 2. Photos of the activities of the initialization programs.
4-0-6	**The program informs students about their rights and duties, the code of conduct, and grievance, complaints, and discipline procedures, using a variety of means; and applies them fairly. ***	1. The declaration of discipline regulations, student rights, study and tests, grievance procedures, complaints and discipline by various means (electronic or paper). 2. A sample of the minutes / decisions of the relevant committees and councils discussing grievances, complaints and disciplinary cases.
4-0-7	**Students are provided with effective academic, professional, psychological, and social guidance, and counseling services through qualified and sufficient staff. ***	1. Official declaration of the Academic Advising Unit /, which includes defining its functions. 2. Approved periodic report on the extent of the completion of the Academic Advising Action Plan. 3. A periodic report on the performance of the Academic Advising Unit / Committee, which includes a statistical analysis of the academic advisory questionnaires, identifying the main strengths, opportunities for improvement, and implementation plans for improvement recommendations, and a completion report for these plans. 4. Plan and report of the leading and guidance unit
4-0-8	Mechanisms are applied to identify gifted, creative, talented, and underachieving students in the program, and appropriate programs are available to care for, motivate, and support each group of them.	1. An approved academic advising plan that includes programs to nurture, motivate and support gifted, creative, and talented students
4-0-9	Students in the program are offered extracurricular activities in variety of fields to develop their abilities and skills, and the	1. Program specification showing the extra-curricular activities. 2. The decision to form a student club unit

	program takes appropriate actions to support and motivate their participation.	3. Approved report on the implementation of the extracurricular activities (extracurricular activities) plan, which includes statistical analysis and evaluation of appropriate means to support and stimulate student participation. It identifies the main strengths, opportunities for improvement, and implementation plans for improvement recommendations. 4. Sample of honor certificate given to talented student 5. Annual report of community service unit 6. Framework of plans and curricula at the Qassim University/free hours
4-0-10	The students and alumni of the program are provided with additional activities for their professional development, consistent with the intended learning outcomes, and labor market developments.	1. Official declaration of Alumni Support and Professional Development Unit 2. Approved report on the implementation of the above-mentioned unit plan, which includes an analysis and evaluation of activities, identifying the main strengths, opportunities for improvement, and implementation plans for improvement recommendations, and a completion report for these plans. 3. The University career day 4. List of workshops presented to Alumni and Interns
4-0-11	The program implements effective procedures to monitor students' progress and to verify their fulfilment of graduation requirements.	1. Certified Academic Report (E-register) It includes a statistical analysis of students' progress, verification of their fulfillment of graduation requirements, key strengths, opportunities for improvement, implementation plans for improvement recommendations, and an achievement report for these plans. 2. Annual report of students' progress in the program.
4-0-12	The program implements an effective mechanism to communicate with its alumni and involve them in its events and activities, explore their views, and benefit from their expertise and support; and provides updated and comprehensive databases about them.	1. Official declaration of Alumni unit to effectively communicate with the graduates and provide updated databases about them. 2. Alumni unit annual plan 3. Approved report showing the completion of the plan, including an evaluation and statistical analysis of all the mechanisms of communication with the graduates, activities and opinion polls and identifying the main strengths and opportunities for improvement, and implementation plans for recommendations of improvement, and the completion report of these plans.

		4. Minute of the graduate meeting with the Alumni Support and Professional Development Unit members
4-0-13	**Effective mechanisms are applied to evaluate the adequacy and quality of services provided to students and measure their satisfaction with them; and the results are used for improvement.***	Approved report of program evaluation questionnaires and decisions (including an assessment of services provided to students, statistical analysis identifying key strengths, opportunities for improvement, plans to implement recommendations contained therein, and completion report of implementation plans).
4-0-14	The program takes into consideration the special needs of its students (e.g., students with disabilities and international students).	Not applicable because the nature of the study and requirements for enrollment in the DPT program ensures female students should be physically and medically healthy and the university scholarship system does not include health programs and therefore there are no international students
4-0-15	The program implements effective mechanisms to ensure the regularity of students' attendance and their active participation in the course and field experience activities.	1. The field experience report is updated, and approved. 2. Internship rules and regulation 3. Approved report in the presence of students for the activities of the courses and field experience with a sample of the forms used after completion of the relevant.
4-0-16	There is an appropriate representation for students in relevant councils and committees.	1. The decision for the formation of students committees in the program so that appropriate representation of students from all stages and branches, if any 2. Meeting memo of student committee and its achievement report 3. Departmental meeting and college meeting memos that were attended by student

5. TEACHING STAFF

The program must have sufficient numbers of qualified teaching staff with the necessary competence and experience to carry out their responsibilities. The teaching staff must be aware of current academic and professional developments in their fields of specialization, participate in research and community service, and in improving the program and institutional performance. Teaching staff performance must be evaluated according to specific criteria, and the results of these evaluations must be used for development.

-5-	Teaching Staff	Suggested Evidences
5-0-1	The program applies appropriate recruitment policies and procedures to attract faculty members, and retains the distinguished ones.	1. College of Medical rehabilitation Handbook 2. Rules and Regulations for Saudi and non-Saudi Staff at KSA Universities). 3. A sample of the minutes / decisions of the College Board/ Department/ /Committee in the program stating the application of regulations and policies for the selection of faculty members in the program. 4. Sample from the job advertisement in University website) 5. The rules and regulations for recruitment of instructor and The Excel sheet form for Trade-off between instructors' jobs applicants 6. A sample of the minutes / decisions of the College Board/ Department/ /Committee in the program stating the application of regulations and policies for the selection of an applicant for instructors' job 7. Determine the periodic selection and retention mechanisms after appointment (The criteria of awards at College of Medical Rehabilitation and guide to the procedures and regulations for the evaluation of faculty and staff members.
5-0-2	**The program has an adequate number of faculty members at all sites where it is offered (e.g., male and female student sections, branches).***	A benchmarking report with a corresponding program provided that the report includes a comparison of the adequacy of faculty members in each section / branch of the program (if any) with recommendations for improvement to be submitted to the relevant authorities and a report on the completion of those recommendations.
5-0-3	**The faculty members have the necessary competency (e.g.,**	1. The benchmarking report (including an analysis of the percentage of faculty who hold PhDs, as well as other certificates for the total number)

	qualifications, certificates, professional licenses, experience required), and effective teaching skills; and appropriate mechanisms are applied for verification. *	2. File/database of the curriculum vitae of the faculty in the program (accompanied by professional licenses for programs that require it) 3. Sample of the professional statement of staff member 4. Approved report to assess the competence of the faculty member (for example employing a questionnaire to evaluate the course, the program management evaluation for the faculty member, peer evaluation and independent evaluations) includes a statistical analysis that identifies the main strengths and opportunities for improvement and plans to implement the recommendations contained therein, and the completion report of the implementation plans. 5. Identify mechanisms to verify competence (e.g. accreditation of competent authorities for qualifications, professional licenses and certificates of experience).
5-0-4	The program provides appropriate orientation for new and adjunct teaching staff to ensure their understanding of the nature of the program, their rights, tasks, responsibilities, and workload.	Report of the participation of new faculty and instructors in the university's orientation programs as well as the program's orientation meeting.
5-0-5	The teaching and adjunct staff in the professional programs include some experienced and highly skilled professionals in the field of the program.	1. File/database of the curriculum vitae of the faculty in the program. 2. The independent opinion report on this point
5-0-6	The teaching staff regularly participate in academic activities (e.g., participation in conferences and group discussions, research projects, arbitration of theses and research) to ensure their awareness of the latest developments in their fields of specialization; and their participation in these activities and scientific production are considered in their criteria for evaluation and promotion.	1. Scientific report with the participation of the faculty in academic activities such as conferences, panel discussions, research projects and the arbitration of letters and research. 2. Forms of evaluation of job performance/ promotions for faculty after completion of the relevant to include evaluation scales to participate in academic activities. 3. Rules and regulations for staff members evaluation and promotions. 4. The criteria of awards at College of Medical Rehabilitation

5-0-7	Faculty members effectively participate in research activities and scientific production; and their participation in these activities is considered as one of the criteria for their evaluation and promotion.	1. Periodic report with the participation of the faculty in research activities and scientific production. 2. Forms of evaluation of job performance/ promotions for faculty after completion of the relevant to include evaluation scales to participate in scientific research activities. 3. Rules and regulations for staff members evaluation and promotions 4. The criteria of awards at College of Medical Rehabilitation
5-0-8	Teaching staff participate in community partnership activities; and their participation in these activities is considered as one of the criteria for their evaluation and promotion.	1. Periodic report of faculty participation in partnership/ community service activities 2. Forms of evaluation of job performance/promotions for faculty after completion of the relevant to include evaluation scales to participate in community partnership activities 3. Rules and regulations for staff members evaluation and promotions. 4. The criteria of awards at College of Medical Rehabilitation
5-0-9	Teaching staff participate in professional and academic development programs in accordance with a plan that meets their needs and contributes to the development of their performance.	1. The training plan in the program/ faculty is based on exploring the developmental needs of the faculty members. 2. An accomplishment report of the training plan, including an evaluation of the plan and attached with samples of attendance certificates.
5-0-10	Teaching staff participate in assessment and development activities of the program and institution.	1. Report of faculty participation in program and university development activities (e.g. participation in: self-study report, program reports, academic guidance, program committees, program / university planning) and includes an analysis of the proportions of participants.
5-0-11	Effective mechanisms are applied to evaluate the adequacy and quality of the services provided to the teaching staff and to measure their satisfaction with them.	The annual questionnaires report, which includes measuring the satisfaction of the faculty on the adequacy and quality of the services provided to them, and a statistical analysis that identifies the main strengths and opportunities for improvement and plans of improvement and its, and achievement report of the implemented plans.
5-0-12	The performance of the teaching staff is regularly assessed according to specific and published criteria; feedback is	1. Forms of evaluation of the functional performance of the faculty after completion of the relevant stakeholders include informing the member of the evaluation with the benefit of providing feedback to them from the management of the program / college.

	provided to them; and the results are used in improving the performance.	2. Approved periodic report of the performance of the faculty in the program in the light of annual evaluations (functional and other) includes a statistical analysis that identifies the main strengths and opportunities for improvement and plans for the implementation of the recommendations stated, and the completion report of the implementation plans.

6. LEARNING RESOURCES, FACILITIES, AND EQUIPMENT

Learning resources, facilities, and equipment must be adequate to meet the needs of the program and its courses; and must be available to all beneficiaries using an appropriate arrangement. Teaching staff and students must participate in identifying such resources based on their needs, and in assessing their effectiveness.

-6-	Learning Resources, Facilities, and Equipment	Suggested Evidences
6-0-1	The program implements clear policies and procedures that ensure the adequacy and appropriateness of learning resources and services provided to support student learning.	1. Official declaration of library, e-learning, clinical training and laboratory units or committee that manage learning resources in the college /program which determines its responsibilities and tasks. 2. Sample minutes of meetings of this unit or committee. 3. The procedural manual 3. Annual survey report for satisfaction of students and staff members to learning resources in terms of adequacy, relevance and effectiveness of management, including a statistical analysis that identifies the main strengths and opportunities for improvement and plans to implement its recommendations, and the completion report of the implementation of these plans. 4. The benchmark report on learning resources in terms of adequacy and relevance 5. The independent opinion report on this issue.
6-0-2	The program implements effective procedures for the management of resources and reference materials needed to support teaching and learning processes.	A periodic achievement report of the unit mentioned in the previous test (6-0-1), which include statistical analysis of the annual questionnaires related to the evaluation of beneficiaries (faculty and students) of learning resources (including electronic) in terms of its adequacy, suitability and effectiveness of its management. Improvement and implementation plan for improvement recommendations, and completion report for these plans

6-0-3	**The Library has a sufficient number of various resources that are easily accessible and appropriate to the needs of the program and the number of students; are made available in adequate and appropriate times for male and female student sections; and are updated periodically.***	1. Approved annual questionnaires/ surveys report on the evaluation of the beneficiaries (faculty and students) of learning resources in terms of adequacy, relevance and effectiveness of management (both male and female students). 2. The benchmarking report includes an analysis of program and student needs for learning resources. 3. The independent opinion report on this criterion.
6-0-4	The program has specialized electronic resources (e.g., digital references, multimedia, software), and appropriate databases and electronic systems that allow beneficiaries to access the information, research materials, and scientific journals from within or outside the institution.	Annual survey report for satisfaction of students and staff members of learning resources (including electronic) in terms of adequacy, relevance and effectiveness of management includes a statistical analysis that identifies the main strengths and opportunities for improvement and formulate plans to implement its improvement recommendations, and the achievement report of these plans.
6-0-5	**The program has laboratories, computer and technology equipment, and materials that are suitable to the specialty and sufficient to conduct research and scientific studies according to the program goals; and applies appropriate mechanisms to maintain and update them.***	1. The benchmarking report includes a statistical analysis of the needs of the program and students and faculty of laboratories, laboratories, computer and technical equipment and materials appropriate and sufficient for the specialization, and identifies the main strengths and opportunities for improvement and implementation plans for improvement recommendations, and a completion report for these plans 2. Annual survey report for satisfaction of students and staff members to laboratories and computer and technical equipment in terms of their adequacy, appropriateness, maintenance and updating. This includes a statistical analysis that identifies the main strengths and opportunities for improvement, plans to implement its recommendations, and achievement report for the implementated plans. 3. Sample of periodic maintenance reports for laboratories, laboratories and computer and technical equipment from the relevant authorities.
6-0-6	The teaching staff, students, and employee of the program have the appropriate orientation and technical training and support for the effective use of resources and means of learning.	1. A decision to establish a responsible body to provid appropriate technical support to the teaching staff and students in relation to the learning resources and to declare this periodically to the students. With defining its tasks and responsibility.

		2. Achievement report of the training plan in the program / college. The report should include the orientation presented to the beneficiaries on the use of learning resources and samples of attendance certificates.
6-0-7	The program has the suitable classrooms and facilities for its needs.	1. The benchmarking report includes an analysis of classrooms and facilities in terms of suitability, processing, adequacy, key strengths, opportunities for improvement, implementation plans for improvement recommendations, and achievement report for these plans. 2. Approved Annual survey report for satisfaction of students and staff members to the classrooms and facilities in terms of adequacy, appropriateness and maintenance, including a statistical analysis that identifies the main strengths, opportunities for improvement, plans to implement the recommendations contained therein, and achievement report for the implemented plans.
6-0-8	**All health, and general and professional safety requirements are available in the facilities, equipment, and the educational and research activities.***	1. A report from the responsible departments at the University stating that all health and safety requirements are met in the facilities, equipment and activities. 2. An actual evacuation plan for students, faculty and staff in the presence of the responsible party in the university. 3. A report showing how the program manages the potential risks in activities and facilities.
6-0-9	Standards for safety, environmental conservation, and hazardous waste disposal are applied efficiently and effectively.	1. A report from the responsible departments in the university stating that the program applies the safety, environmental protection and hazardous waste management standards efficiently and effectively. 2. An expert opinion report on the efficiency and effectiveness of the application of safety and environmental standards in the program.
6-0-10	The program has the sufficient number of qualified technicians and specialists for the operation and preparation of laboratories.	1. The benchmark report includes a statistical analysis and evaluation of the numbers of technicians and specialists in the operation and preparation of laboratories in the program in terms of efficiency and qualifications. It identifies

		the main strengths, opportunities for improvement, implementation plans for improvement recommendations, and a completion report for these plans. 2. The independent opinion concerning this criterion
6-0-11	The program has facilities, equipment, and services suitable for those students, teaching staff, and employee with disabilities.	Not applicable due to the nature the study prevents the enrollment of people with special needs. The college entrances were also secured to receive auditors and visitors with special needs. The administrative building is completely on the ground floor
6-0-12	The program has the appropriate technologies, services, and environment for courses offered through distance or e-learning according to their own specific standards.	1. Official declaration of e-learning unit responsible for e- learning and distance education with the definition of its tasks and responsibilities. 2. Sample minutes of meetings of this unit. 3. Approved report of annual questionnaires/ surveys related to the evaluation of beneficiaries (faculty and students) of the techniques and services of the courses offered in the program electronically or remotely, including a statistical analysis that identifies the main strengths and opportunities for improvement, plans to implement the recommendations contained therein, and a completion report for the implementation plans. 4. The benchmark report includes an analysis of the techniques and services of the courses offered in the program in terms of their adequacy and relevance, the main strengths, opportunities for improvement, implementation plans for improvement recommendations, and an achievement report for these plans. 5. The independent opinion report on this criterion.
6-0-13	The program evaluates the effectiveness and efficiency of learning resources, facilities, and equipment of all types; and the results are used for improvement.	1. An approved report of the annual questionnaires related to the evaluation of beneficiaries (faculty and students) of learning resources, facilities and equipment in terms of their adequacy, appropriateness, maintenance, updating and effectiveness.

Appendix

Templets

I- Surveys

Survey	Target Population
Program Evaluation Survey	Final year Students (year 6)
Teaching Staff- Program Evaluation Survey	Staff members
Staff members- Program administration satisfaction survey	Staff members
Student Experience Evaluation Survey	Second Phase Students (years 4, 5 and 6)
Course Evaluation Survey	Students of each course
Alumni Evaluation Survey	Alumni
Alumni Committee Survey	Alumni
Employer Evaluation Survey	Chairman of physical therapy department where graduates are employed and direct supervisor if there is
Job Satisfaction survey	Staff members and employers
Program mission and objectives awareness survey	Staff members and Students
Program mission and objectives awareness survey and Information Technology satisfaction survey	Staff members, students and employers

Program Evaluation Survey

Program Evaluation Survey

Measures	Statements	Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree
Help and Support for my Learning	Adequate academic and career counselling was available for me throughout the program.					
	The instructors were available for consultation and advice when I needed to speak with them.					
	The instructors in the program inspired me to do my best.					
	The instructors in the program gave me helpful feedback on my work.					
	The instructors in the program had thorough knowledge of the content of the courses they taught.					
	The instructors were enthusiastic about the program.					
	The instructors cared about the progress of their students.					
Resources to Support my Learning	Study materials in courses were up to date and useful					
	Library resources were adequate and available when I needed them.					
	Classroom facilities (for lectures, laboratories, tutorials etc) were of good quality.					

	Student computing facilities were sufficient for my needs.					
	Adequate facilities were available for extra curricular activities (including sporting and recreational activities).					
	Adequate facilities were available for religious observances.					
	Field experience programs (internship, practicum, cooperative training) were effective in developing my skills. (Omit this item if not applicable to your program)					
Evaluation of my Learning	What I have learned in this program will be valuable for my future.					
	The program has helped me to develop sufficient interest to want to continue to keep up to date with new developments in my field of study.					
	The program has developed my ability to investigate and solve new problems					
	The program has improved my ability to work effectively in groups.					
	The program has improved my skills in communication.					
	The program has helped me to develop good basic skills in using technology to investigate issues and communicate results.					

	I have developed the knowledge and skills required for my chosen career.					
Overall Evaluation	Overall I was satisfied with the quality of my learning experiences at this institution.					

Teaching staff- Program Evaluation Survey

Qassim University

Program Evaluation Survey
Teaching Staff

Statement		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Curriculum Evaluation						
1	The years of study are suitable for the degree granted.					
2	The study plan is in line with study plans with similar programs in distinguished universities locally and internationally.					
3	The plan is a relevant to leading educational programs in the world					
4	The study plan is reviewed and evaluated periodically to cope with changes in international and local standards.					
5	The updating of information in the curricula of the study plan is ongoing.					
6	The outcomes of the study plan meet the needs and desires of the employment institutions of alumni.					
Support and guidance given by faculty members and others						
7	Academic and professional guidance is provided for students during the program period.					
8	The faculty members have sufficient time to provide					

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	guidance when a student needs to speak with her					
9	The faculty members in the department encourages the student to do her best and improve the continuous performance.					
10	The faculty department provides feedback on the work of the students.					
11	faculty members have a great amount of knowledge about their teaching courses content					
12	The faculty members in the department are enthusiastic about working and cooperating					
13	The faculty members continue to monitor the progress of the students					
Resources for educational support						
14	The course materials were helpful and modern					
15	Library resources were appropriate and available whenever the student needed them					
16	Room facilities (lectures and laboratories) are characterized by quality and efficiency					
17	Computer equipment (for students and members) was sufficient to meet the requirements of the program					

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18	Appropriate equipment was available for extracurricular activities				
19	The Field experience (Internship) was effective in developing the skills of students				
Evaluation of learning outcomes					
20	The program stimulates students to continue to update their information as they arise				
21	The program develops the student's ability to investigate and solve new problems				
22	The program improves the student's ability to work effectively with groups				
23	The program improves the student's skill in oral and written communication in the work field				
24	The program contributes to the development of the basic skills of the student in the use of modern technology to study the issues and express the results and solutions				
25	Program learning Outcomes Develop the student's ability to develop the knowledge and skills necessary for the profession				

3

Staff members- Program administration satisfaction survey

Staff members- Program administration satisfaction survey

Statement		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Integrity and transparency						
1	The duties and responsibilities of all department members are defined with transparency and efficiency.					
2	The evaluation is based on clear and announced performance indicators					
3	The evaluation process is transparent and Clear					
4	Program management provides department members with feedback on their performance					
5	Program manager aim to enhance and improve performance qualify of teaching staff					
6	Supports the rights of teaching staff					
7	Continuously motivates and encourages Teaching staff					
8	He supports improvements and development initiatives					
Commitment						
9	The department's mission and goals are the main drive in making decisions and drawing future plans					
10	The program manager involves teaching staff in preparing plans					

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	and determining the needs of the program					
11	Program management directs the units and committees to prepare their annual plans in line with the strategic objectives of the department					
12	The program chairman is committed to fulfilling required work according to the approved plans schedule					
13	The program chairman regular departmental meetings to discuss recent updates obstacles and necessary improvement plans					
14	The program administration is committed to the dates specified in university calendar and implementation plans					
15	Program management is concerned with the documentation process for all department activities.					
Leadership skills and communication with others						
16	Program management has the ability to deal with urgent matters and crisis					
17	Program management has the ability to make decisions and take responsibilities of its consequences					
18	The program manager stimulates teamwork within the program					

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19	The program manager is committed to the college and university regulations and rules.					
20	The program manager sets a good example to others in his words and actions.					
21	The program manager deals with others with high professional ethics					
22	Program management perfectly manages the available resources to achieve the objectives of the program.					
Quality assurance management						
23	There is clarity in quality standards and objectives					
24	The program is committed to the recent updates in quality standards the efficiency in fulfilling them					
25	As a faculty member, I contribute in the self-evaluation processes, and participate in improvement plans, its implementation. Follow up and reporting process.					
Overall evaluation						
26	I am generally satisfied with the efficiency of program management.					

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Student Experience Evaluation Survey

Student Experience Survey

Measures	Statements	Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree
Advice and Support	It was easy to find information about the institution and its programs before I enrolled at this institution for the first time.					
	When I first started at this institution the orientation program for new students was helpful for me					
	There is sufficient opportunity at this institution to obtain advice on my studies and my future career.					
	Procedures for enrolling in courses are simple and efficient.					
Learning Resources and Facilities	Classrooms (including lecture rooms, laboratories etc.) are attractive and comfortable.					
	Student computing facilities are sufficient for my needs.					
	The library staff are helpful to me when I need assistance.					
	I am satisfied with the quality and extent of materials available for me in the library.					
	The library is open at convenient times.					
	Adequate facilities are available for extra curricular activities (including sporting and recreational activities)					
	Adequate facilities are available at this institution for religious observances.					

Learning and Teaching	Most of the faculty with whom I work at this institution are genuinely interested in my progress					
	Faculty at this institution are fair in their treatment of students					
	My courses and assignments encourage me to investigate new ideas and express my own opinions.					
	As a result of my studies my ability to investigate and solve new and unusual problems is increasing					
	My ability to effectively communicate the results of investigations I undertake is improving as a result of my studies.					
	My program of studies is stimulating my interest in further learning.					
	The knowledge and skills I am learning will be valuable for my future career.					
	I am learning to work effectively in group activities.					
Overall Evaluation	Overall I am satisfied with my life as a student at this institution.					

Course Evaluation Survey

Course Evaluation Survey

Measures	Statements	Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree
Questions about the start of the course	The course outline (including the knowledge and skills the course was designed to develop) was made clear to me.					
	The things I had to do to succeed in the course, including assessment tasks and criteria for assessment, were made clear to me.					
	Sources of help for me during the course including faculty office hours and reference material, were made clear to me.					
Questions about what happened during the course	The conduct of the course and the things I was asked to do were consistent with the course outline.					
	My instructor(s) were fully committed to the delivery of the course. (Eg. classes started on time, instructor always present, material well prepared, etc)					
	My instructor(s) had thorough knowledge of the content of the course.					
	My instructor(s) were available during office hours to help me.					
	My instructor(s) were enthusiastic about what they were teaching					
	My instructor(s) cared about my progress and were helpful to me.					
	Course materials were of up to date and useful. (texts, handouts, references etc.)					

	The resources I needed in this course (textbooks, library, computers etc.) were available when I needed them.					
	In this course effective use was made of technology to support my learning.					
	In this course I was encouraged to ask questions and develop my own ideas.					
	In this course I was inspired to do my best work.					
	The things I had to do in this course (class activities, assignments, laboratories etc) were helpful for developing the knowledge and skills the course was intended to teach.					
	The amount of work I had to do in this course was reasonable for the credit hours allocated.					
	Marks for assignments and tests in this course were given to me within reasonable time.					
	Grading of my tests and assignments in this course was fair and reasonable.					
	The links between this course and other courses in my total program were made clear to me.					
Evaluation of the Course	What I learned in this course is important and will be useful to me.					
	This course helped me to improve my ability to think and solve problems rather than just memorize information.					
	This course helped me to develop my skills in working as a member of a team.					
	This course improved my ability to communicate effectively.					
Overall Evaluation	Overall, I was satisfied with the quality of this course.					

Alumni Evaluation Survey

Alumni Evaluation Survey

Measures	Statements	Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree
Program Mission	Students were briefed about the program mission which is consistent with institution mission					
Program management and quality assurance	Students are aware of the program policies					
	information about the program and its courses were provided for the students					
	program provides academic advising to the students before registration					
	The program takes the graduates feedback regarding program future plans					
Teaching and Learning	Field training programs for students and/or internships are consistent with the student major					
	The program emphasized the importance of continuous long-life learning					
	The program has helped me in developing the knowledge and skills necessary for my profession					
	The program has prepared me ethically for the job market					
Students	program provided all students with a manual containing all conduct codes that determines the student rights and liabilities					
	Complaining students are not subject to punishment or injustice or					

الصفحة 1 من 2

	discrimination against them because of their grievance					
	Evaluation of the student by the staff members is fairly done					
	Staff members allowed the students to discuss their exam performance					
	Guidance were available for me (if needed)					
Faculty	Staff members manifested enthusiasm and interest in what they teach					
Learning Resources And facilities	Appropriate facilities were available for extra-curricular activities (religious-cultural, social and sporting).					
	Computer labs are up to date and appropriate for students					
	Classrooms were fit for learning					
	Available health services were meeting my needs					
	Appropriate restaurants were available					
	Facilities for special needs students were available					
Overall Evaluation	In general, what is your overall evaluation for the program					

Alumni Committee Survey

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Alumni Committee Survey

Measures	Statements	Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree
Alumni Committee	There is an effective communication way between the graduate and Alumni committee					
	Alumni committee hold annual meeting with the graduates (at least once)					
	Alumni committee hold workshops for the graduate					
	The head of Alumni committee is co-operative					
	Overall, I am satisfied with the performance of Alumni committee					

Employer Evaluation Survey

Employer Evaluation Survey

Measures	Statements	Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree
Knowledge	Graduate has high technical education level in the area of work					
	Graduate understands the ethical and professional liabilities in the major					
	Graduate comprehends the role and the impact of the discipline in the national context					
	Graduate has good English language skills (if demanded by employment)					
Perceptual Skills	Graduate can identify and describe the problems and recommend appropriate solutions to them					
	Graduate can gather and analyze information and give alternatives solutions to solve the problems					
	Graduate have the ability to relate theory with application in the domain of work					
Communication Skills	Graduate is able to orally communicate and converse in the field of work					
	Graduate is able to prepare reports in the field of work					
	Graduate is able participate in group discussions and work in a team					
	Students were briefed about the university mission which goes well with the nature of its activities					
	Students services and university resources are consistent with the university mission					

الصفحة 1 من 3

Personal Proficiencies-Competencies	Graduate has leadership skills					
	Graduate has loyalty to the institution					
	Graduate has the skills of understanding and grasping					
	Graduate enjoys the capacity of independent thinking					
	Graduate enjoys the capacity of critical thinking					
	Graduate has the drive to work and develop continuous learning in the domain of work					
	Graduate can adapt to modern technology					
	Students are aware of the university policies					
	Institution provides information about the programs, offered courses and its services to the students before registration					
	Institution provides academic advising to the students before registration					
	The institution takes the graduates feedback regarding university future plans					
Employment Skills - Competences	Graduate has the capacity to grasp the nature of the institution work					
	Graduate can undertake efficiently the tasks assigned to him/her					
	Graduate provide creative ideas that enhance the work					
	Graduate accepts the duty for overtimes					
	Graduate respects the due dates and job discipline					
	Graduate is able to manage time efficiently					

الصفحة 2 من 3

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	Graduate has adequate knowledge of safety and security fundamentals in the area of work					
	Graduate has creativity skills and innovative thinking in the domain of work					
	Field training programs for students and/or internships are consistent with the student major					
	The institution emphasized the importance of continuous long life learning					
Overall Evaluation	Would you employ graduates from this institution again?					

Job Satisfaction survey

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Job satisfaction survey

Statement		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
First criteria: Job Performance						
1	I love and cherish the quality of work I do and feel its importance for the university					
2	I am looking for new ways to improve my work and always suggest suitable alternatives to get the work done faster					
3	I take responsibility for my work, and my performance report corresponds to my performance and responsibilities					
4	I know exactly my job objectives and responsibilities					
Second criteria: Internal work environment						
5	The university's work environment has been improved since last year					
6	My administration carries out all the tasks assigned to it perfectly					
7	My colleagues and I are greatly appreciated whenever we accomplish our work					
8	Both employee with poor or good performance is treated fairly and equally					
9	The working environment (Air condition- office lighting) is sufficient, satisfactory and comfortable					
10	I participate in making decisions within my department					
11	Everyone in my department fully co-operative					

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Kingdom of Saudi Arabia
Ministry Education
Qassim University
College of Medical Rehabilitation
Quality Unit

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	Third criteria: Relation with department chairman					
12	The department Chairman fully supports my performance					
13	The department Chairman gives me the initiative to show my abilities and knowledge whenever the need arises					
14	The department Chairman will support and listen to me if I am facing any problems					
15	The department Chairman treats me with respect.					
16	I have enough confidence in the department Chairman and his eagerness to work together					
	Fourth criteria: Relation with other managers					
17	Managers work with different capabilities and qualifications with professionalism					
18	The information I receive about my work objectives are clear to me					
19	I appreciate all managers					
20	Managers regularly review employee performance in order to achieve the organization's objectives					
21	To what extent are you satisfied with your job in general					

2

Program mission and objectives awareness survey
IT satisfaction survey

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Program mission and objectives awareness survey

IT satisfaction survey

Statement	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Program mission and objectives awareness survey					
1 The program's mission is clearly published and available by all means (Website –brochures -on the walls)					
2 The program's objectives are clearly published and available by all means (Website –brochures -on the walls)					
3 I am fully aware by mission and objectives of the program					
Information Technology Satisfaction survey					
4 The college provides all needs of information technology services					
5 The college provides needed software and its updates					
6 An effective IT security system is available					
7 Maintenance of Adequate Information technology (hardware and software) is provided					
8 There is technical support in college to overcome technical obstacles					
9 There is an update for the electronic devices					
10 The college provides suitable electronic services (DSL or wireless networks) that support education and scientific research					

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II- Templets (Program specification and report-Course specification and report)

The college of Medical Rehabilitation is committed to the NCAAA updated forms 2018 which is available on Qassim university Dean ship of development and Quality

https://qa.qu.edu.sa/content/p/233/نماذج-المركز-الوطني-المطورة