

**Qassim
University**



جامعة القصيم

College of Engineering

كلية الهندسة

Quality System Manual for Students at Qassim Engineering College

Prepared by:

**Prof. Mohammed A. Abdel-halim
Director of QAAA Unit**

Oversighted by:

**Dr. Mohammad Alresheedi
QEC Vice Dean**

September 2020

Acknowledgment

The author acknowledges the sincere effort of the members of the QAAA unit of the College of Engineering and their support towards producing this manual.

Also, I would like to deeply thank Dr. Hussein Zain for his great help and valuable advice to finalize this manual and prepare the contained hyper-links to the necessary supporting documents.

Introduction

Qassim Engineering College is proud to present a student manual for quality system in its BSc programs. This manual has been prepared with the guidance and review of the Quality Assurance and Academic Accreditation Unit in QEC. The contents were made to the manual, for it to be in abidance with the new developments in the kingdom. The current student manual is also prepared in accordance to the new National Center for Academic Accreditation and Evaluation systems.

We ask ALLAH that this manual acts as a guide for our students, answers their academic quality quires and gives our students encouragement to be an effective part of raising quality in our academic activities.

An Opening

Qassim Engineering College is very proud of producing a student manual for the quality system in its programs. This manual was prepared under full supervision of the College QAAA Unit. The manual is designed to allow the student to be fully aware of his responsibilities and his rights. It contains an overview of the services offered by the University and College as regarding the quality aspects. It also has the role of the student in the quality assurance and academic accreditation processes. The manual will aid the student over the duration of study at the College.

QEC Vice Dean
Dr. Mohammad Alresheedi

Manual Contents

1. Introduction

1.1 Quality Assurance relation with the Students

1.2 Quality Glossary

1.3 governing and descriptive information

2. Charter of Rights and Professional Ethics

2.1 Introduction

2.2. General Undertaking

2.3 Charter of Rights

2.4 University Student Obligations

2.5 Violations of the Charter of Rights and Professional Ethics

2.6 Procedures and Guidelines

2.7 Grievances and Student Complaints

2.8 Settlement of grievances and complaints

2.9 Professional Ethics and Student Responsibility

2.10 Professional Ethics and Responsibility of Professors and Employees

3. Student Committees of Qassim University

3.1 Introduction

3.2 Objectives of Student Advisory Committee

3.3 Student committee at the College and Program Levels

3.4 Rules governing the work of Student Committees

4. Academic Advising and Support

4.1 Fresh Students Orientation

4.2 Academic Advising

4.3 On-Line Academic Advising

4.4 Student Responsibility and Role

4.5 Guidance and Counseling Services

4.6 Guidance of the International Students

5. University Electronic Gate

6. Quality Assurance System in QEC

6.1 Introduction to the Importance and Meaning of Academic Quality

6.2 Reasons for Increasing Interest in the Application of Quality in Higher Education

6.3 National Center for Academic Accreditation and Assessment

6.4 Deanship of Development and Quality

6.5 QEC Quality Assurance and Academic Accreditation Unit

7. Academic Accreditation

7.1 Importance of Accreditation

7.2 Programmatic Accreditation Standards and Criteria

7.3 Qassim University Experience Regarding Institutional Accreditation

7.4 QEC Experience in the Field of Academic Accreditation

7.5 The Role of the Student in Quality Processes and Activities

Chapter 1

Introduction

1.1 Quality Assurance Relation with the Students

The quality assurance is applied to realize academic accreditation of the programs seeking principally the benefit of students. Also, the students have effective role in the quality assurance and accreditation process. The students should be aware of some governing and descriptive information. These will be detailed in the following paragraphs.

1.2 Quality Glossary

To help achieve a common understanding of the important concepts and terms used in the accreditation and quality assurance system, definition of some commonly used terms are presented in Table 1.1.

Table 1.1: definition of some common quality and accreditation terms

| Term | Definition |
|-----------------------------|---|
| Accreditation | It is a recognized certificate issued from an approved organization that approves that the educational program or the institution is following a specific required set of standards and criteria. |
| Programmatic Accreditation | Accrediting a program by providing the program a certificate that explains that it applies the proper standards of being acceptable as a valid educational program in a certain area with the required level. |
| Assessment | A diagnostic formula for reviewing quality and evaluating the learning and the teaching process and programs by examining the course curriculums, the organization and infrastructure and the mechanisms of assessing the internal quality in the university. |
| Academic Program | A set of correlated courses spread over a specified period which qualify the candidate in a specific specialization according to a predefined rules. |
| Benchmarking | The comparison points or the performance levels used to determine the goals and evaluate the outcomes. |
| Evaluation | Measuring the performance according to set of standards and predefined criteria. |
| Institutional Accreditation | Assessing the quality of the educational level of the institution according to a specific set of standards and criteria from an external authority. |
| Goals | Specific statements that apply missions or desires of the institution/program in specific subjects. |
| Internal Quality Assurance | The processes done by the educational system to ensure quality in all the activities. |
| International Accreditation | Accrediting an institution or its programs through an accreditation agency created in a different country. |

| Term | Definition |
|----------------------------|---|
| KPI(s) | Selected principle performance indicators used in assessing the performance. |
| Learning Outcomes | Knowledge and skills gained from participating in a specific program or taking a specific course. |
| Mission | It is a general short clear statement describing the workLpurpose of a certain body |
| Objectives | General statements that describe and provide a guide on putting goals and detailed plans |
| Outcomes | The results of the learning, teaching and research in the institution. There is a lot of definitions for academic quality: |
| Quality | It is summarized in achieving the accuracy and high standards with continuous improvement. |
| Comprehensive Quality | It is a philosophy with tools and techniques that aims to achieve the culture of continuous improvement which is achieved by all the institution workers in order to make the clients happy. |
| External Quality Assurance | The processes of assessing and evaluating the institutions, activities and its programs by an external authority. |
| Quality Management | The management job is to specify and implement the quality strategy and dedicate the recourses and activities towards achieving quality. |
| Quality Control | Includes the process of controlling the quality, the mechanisms, operational activities that aims to control the system. |
| Standards | A diagnostic formula for reviewing quality and evaluating the learning and the teaching process and programs by examining the course curriculums, the organization and infrastructure and the mechanisms of assessing the internal quality in the university. |

1.3 governing and Descriptive Information

University Mission

Providing educational, professional, research and consultative services boosting sustainable national development and promoting self-resources in an inspiring, governance and energized environment for innovation, technology and partnership.

University values

Adopting the Islamic values, Qassim University believes in:

Justice: We seek to achieve the elements of justice, equal opportunities and fairness in dealing with the others.

Integrity: We work honestly, and are committed to professional ethics.

Transparency: We are committed to transactions disclosure, and support accountability and integrity requirements.

Quality: we adopt the highest quality standards to maintain the best outcomes and services.

Creativity: The University creates a motivational organizational environment that stimulates creative thinking and innovative behavior.

Teamwork: The University fosters the culture of teamwork in thinking and behavior.

Academic Freedom: The University encourages scientific exploration practices, openness and interactions.

University Attributes

The general attributes of the graduates of Qassim University agree with the Saudi National Qualification Frame. The attributes are as given in Table 1.2.

Table1.2: QU graduate attributes

| Attribute No. | Qassim University Graduate Attribute |
|-------------------------------------|--|
| Knowledge and Understanding: | |
| 1.1 | Possession of facts, information, ideas, issues, trends, theories and knowledge relevant to the field of specialization or field of work |
| 1.2 | The ability to analyze and critically evaluate information, concepts, methods and theories related to the discipline |
| 1.3 | The ability to develop new knowledge gained through innovative scientific research that generally contributes to the field of specialization |
| Skills: | |
| 2.1 | Possess the cognitive and technical skills to analyze and process data and information |
| 2.2 | Possess effective communication and information technology skills |
| 2.3 | The ability to independently create, design and implement research operations |
| Values: | |
| 3.1 | The ability to take appropriate decisions and assume the role of leadership, and address problems |
| 3.2 | The ability to work in a team and solve real problems in the field by linking knowledge and its applications |
| 3.3 | Awareness of professional ethics, ethics of scientific research, and ethics of dealing with technology and its tools |

QEC Programs' Missions

Graduating distinguished civil/electrical/mechanical engineers and performing research and community services in an inspiring, energizing and governable environment to promote self-resources, adopt recent technologies and sustainably develop the Saudi society

Programs Strategic Goals

The Programs strategic goals have been set to be as follows:

- 1- Prepare the graduates for a successful career as *civil/electrical/mechanical* engineers in governmental and private sectors.

- 2- Carry out scientific applied research and offer consultation services.
- 3- Strengthen the communication, cooperation and partnership with the community.
- 4- Participate in adopting advanced technologies and introducing innovations.
- 5- Contribute effectively in the sustainable development of the Saudi society.

QEC Graduate Attributes

Each academic program should identify the attributes of its graduated according to its nature and the market needs. These attributes should agree with the general attributes of the graduates of Qassim University given in Table 1.2.

Program Educational Objectives

These are broad statement about what the student can attain in few years after graduation are to be set. These should satisfy the employers and alumni.

Program Learning Outcomes/Student Outcomes

Therafter, the program learning outcomes; PLOs/SOs, that indicate what the student will gain as a result of learning in the academic program should be identified. These outcomes should be directly express the knowledge, understanding, skills, abilities, competencies, values and ethics that the student will gain by the time of graduation from the academic program.

It is important to make sure that the graduate attributes and PLOs are consistent with the frame of qualifications approved by the Saudi Arabia Ministry of Higher Education and accreditation agencies.

The curriculum, assessment methods and criteria used to evaluate the performance must be consistent with the learning outcomes.

Program Learning Outcomes for National Accreditation

The program learning outcomes are formulated to be as presented in Table 1.3 for the Civil, Electrical and Mechanical Engineering Programs.

Student Outcomes for International (ABET) Accreditation

QEC Programs have adopted the ABET- EAC COMMISSION suggested student outcomes. These are as follows:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Table 1.3: Program learning outcomes

| Knowledge and Understanding | |
|------------------------------------|---|
| K1 | Acquire knowledge of Basic sciences (math, physics, management, economy, etc.) and Basic Engineering sciences. |
| K2 | Identify complex electrical/civil/mechanical engineering problems by recognizing the principles of electrical/civil/mechanical engineering subjects, basic sciences, and mathematics. |
| K3 | Relate knowledge of Math, Statistics, and Basic Sciences to their engineering specialization, together with in-depth knowledge of that specialization. |
| K4 | Comprehensively Identify research and inquiry methodologies. |
| Skills | |
| S1 | Formulate , and solve complex electrical/civil/mechanical engineering problems by applying principles of engineering, science, and mathematics. |
| S2 | Use the engineering techniques, and modern IT tools for modelling, predicting and assessing the performance of electrical/civil/mechanical systems. |
| S3 | Apply design concepts to produce solutions that meet specified needs in the electrical/civil/mechanical engineering fields with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. |
| S4 | Communicate effectively with a range of audiences through engineering drawings, computer graphics, technical reports, and oral presentations. |
| S5 | Conduct inquiries, investigations, and research for complex issues and problems. |
| S6 | Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. |
| Values | |
| V1 | Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts. |
| V2 | Be able to acquire and apply new knowledge as needed, using appropriate learning strategies. |
| V3 | Function effectively on a team whose members together can provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives. |

Programs Stakeholders (Constituencies)

Those who affect and/or are affected by the program

- University Council
- Faculty
- Students
- Alumni
- Employers
- Professional Advisory Board

Chapter 2

Charter of Rights and Professional Ethics

2.1 Introduction

The Charter of Rights and Ethics aims to provide all professors, staff and students at [Qassim University with clear standards of conduct](#). Everyone acknowledges their knowledge and understanding of the Charter and its procedures as well as the consequences of violating any of these standards. Violations may be of an academic or non-academic nature. All those who attend activities outside the University as their representatives to attend academic or non-academic activities are subject to the same disciplinary action in case of violation of the Charter. Based on the vision, mission and values of Qassim University and the pursuit of the best image, the University expects Qassim University Colleges students to follow the highest standards of behavior, and adhere to them in their dealings with their professors, colleagues, faculty and staff of the university and the university community in general and vice versa. The University also expects its students and staff to act maturely and responsibly in their relationship with each other.

Each faculty member, administrative body, students (male/female) are expected to sign a copy of the charter, which will be placed in their individual files. Violators of this charter will be held accountable for their actions and will face disciplinary actions that could go to the level to the termination or dismissal from Qassim University. A copy of the charter is available via the University's website.

2.2. General Undertaking

As an employee/faculty member/student at Qassim University, I undertake to understand clearly and accept explicitly the Charter of Rights and Professional Ethics at Qassim University and to abide by the highest standards of honesty and integrity in academic and non-academic or administrative activities, and will not in any way insult or expressly or implicitly violate this Charter or any policy at the University. In this context, I agree to:

- Support and comply with all Qassim University policies, and assist my colleagues to comply with them.
- Carry out tasks and activities with the utmost good faith, objectivity, transparency, efficiency, and to perform all the duties with care, and professionalism.
- Adhere to the highest standards of literature and good behavior.
- Refrain from any act or doing that may directly or indirectly violate the ethics of the profession.
- Dealing with my colleagues in a spirit of professional friendship.
- Be accountable and responsible for all my actions and mistakes, and contribute to fostering a culture of trust in society.
- Doing my best to support and strengthen the University in supporting excellence and progress as a leading academic institution.
- Adherence to the principles of equality, non-discrimination, honesty, integrity and respect in all actions.

- Follow the highest ethical standards and principles above even in cases of disputes or complaints.

2.3 Charter of Rights

University Student (male/female) Rights

A- In the academic field

- 1- Receiving a student guide that provides information about the University, and its systems and facilities.
- 2- A Party reception for newcomers.
- 3- The education received by students will be evaluated and their observations will be used to improve the quality of teaching at the University. The students will evaluate the courses that they have studied and the faculty members who have taught them (the evaluation questionnaire is showed in the appendices) provided that the student deals with this credibly and is free from personal, partisan and tribal influences.
- 4- Providing the appropriate study environment so students can study and learn easily by providing all the educational capabilities available to serve this goal.
- 5- Obtaining the scientific material and knowledge associated with the university courses taught in accordance with the university rules and regulations governing academic work.
- 6- Obtaining the study plans in the faculty or department and the specializations, as well as reviewing the study schedules before the start of the study, conducting his/her registration in the courses offered to the student by the system, providing the rules of registration, taking into account the prioritization of registration in accordance with fair controls when it is not possible to achieve the wishes of all students.
- 7- Dropping or adding any course, dropping the entire semester as provided by the system of study and registering to the university within the specified period and announced to students.
- 8- Faculty members of the university will be committed to the dates, times of lectures to meeting the scientific and practical hours and they should not cancel the lectures or change their times unless necessary. In case of a cancellation of any lecture for whatever reason, an alternative lecture on those canceled or absent by the faculty member to complete the course would be given, after coordination with the students and the department.
- 9- Appropriate scientific inquiry and discussion with faculty members without censorship or punishment, whether during the lecture or during the announced office hours to meet the students.
- 10- The test questions should be within the course and its contents and the issues raised or referred to during the lectures. The distribution of grades would be balanced and logical in order to achieve a fair assessment of the student's abilities.
- 11- Conducting all the tests that are held for the course unless there is a legal obstacle that prevents them from being conducted in accordance with the relevant regulations and instructions.
- 12- The student will be provided the key answer to the questions of the quarterly tests and the distribution of scores on the parts of the answer, which is based on the assessment of student performance before the final test of the course.

- 13- The student has the right to review his answer sheet in the tests according to the regulations and decisions issued by the university in regulating the mechanism of that review and its controls.
- 14- Facilitate obtaining all his rights within the university by the administrative or academic bodies in accordance with the regulations and rules of the university.
- 15- The student will be provided the results obtained in the monthly, quarterly and final tests performed after emptiness corrected and adopted.
- 16- The commitment of faculty members, staff and employees of the university employees to respect the student and give him all his academic and literary rights.
- 17- Adopting the electronic system in monitoring grades and limiting absence to be monitored regularly and not be delayed more than a week.
- 18- Notifying the student of the total grades of his work quarterly and practical before entering the final exam.

B- In the non-academic field

- 1- Enjoy the benefits and social welfare provided by the University and participate in the activities established there in accordance with the regulations and university rules governing it.
- 2- Access to adequate health care through treatment within hospitals and health centers affiliated to the university.
- 3- Utilize the services and facilities of the university (e-book libraries, gym hall, the cafeteria,...,etc.) according to the rules and regulations of the university.
- 4- Obtaining the financial incentives and rewards prescribed by law, especially for the superior student.
- 5- Nomination for training courses and programs and internal and external trips and increase his participation in cultural activities as well as participation in community service activities and volunteer work.
- 6- The complaint or grievance of any matter that affects the student in relation to faculty member, department, college or any of the University units, and the submission of the complaint or grievance in accordance with the rules governing the unit for the protection of Student Rights, and enable the student to know the status of his complaint.
- 7- Enable him to defend himself before any party in the university in any disciplinary case filed against him. The student will not be sentenced until after hearing his statements, unless it proves that his absence was an unacceptable excuse after being summoned for the second time.
- 8- Grievance against the disciplinary decision issued against him in accordance with the rules established in this regard under the provisions of disciplining students.
- 9- Maintain the contents of his file inside the university, dealing with it with care, not handing it over to anyone except to the student or his guardian or whoever delegates that file by the investigating authorities or the judiciary or another government agency. The contents of his file may not be disclosed or published unless such publication is the result of a disciplinary punishment against the student.
- 10- The right of the student with special needs to receive appropriate and appropriate service according to the rules and regulations in force.

2.4 University Student Obligations

A. In the academic field

1. The student's commitment to attend the study and fulfill all the study requirements.
2. The student's commitment to respect the faculty, staff and workers of the university employees.
3. The student's commitment to respect the rules and arrangements related to the conduct of lectures.
4. Commitment of the student in the preparation of research and other study requirements of the courses of scientific integrity and not cheating in any way.
5. The student should abide by the rules and arrangements related to the tests and the system therein and not cheating.
6. The student shall abide by the instructions and directions directed by the official in the test room.

B. In the non-academic field

1. The student's commitment to the University's regulations, rules, instructions and decisions.
2. The student's obligation to carry the university card while the student is at the university.
3. The student's obligation not to be exposed to the property of the university, or damage or tamper with or disrupt the universities work.
4. The student shall abide by the instructions concerning the arrangement, organization and use of the university facilities and equipment.
5. Commitment of the student to the appropriate uniforms, behavior of university and Islamic norms.
6. Student commitment to calm and tranquility within the facilities of the university and refrain from smoking in it.

Review an example of student rights:

The request for re-correction of test answer sheets is one of the most things requested by students by the end of each semester. Therefore, the details for this right and the rest of the rights can be understood from the student manual.

Request to re-correct the examination answer sheets

Item (39) of the Regulations for the Study and Examination of the Regulations of the Higher Education Council states:

The Council of the College which is teaching the course, in cases of necessity to agree to re-correct the answer sheets within a period not exceeding the beginning of the next semester tests. Qassim University has established an executive rule for this rule according to the following controls:

1. The student shall submit to the Dean of the College which submitted the course a request to re-correct the answer sheet within two weeks from the calculation of the cumulative averages according to the academic calendar or the announcement of the results, including the justification for the request for the correction.
2. The college prepares a form - which includes the following data: student name, university number, course number, symbol and name, division number, semester work grade,

semester, grade point average, number of academic warnings if any, name of course instructor, and test date.

3. The Council of the College which is in charge of teaching reviews the case and takes the decision in the case of the application submitted by the student.
4. Re-correction must take place within two weeks of the beginning of the next semester.
5. In case of approval of the re-correction, the College Board shall form a committee to re-correct the answer papers.

College Procedures

Through this executive rule, colleges can perform the following procedures when students apply for re-correction:

1. A student who has an objection to the final test score shall submit a request to re-correct his answer papers within two weeks from the date of the announcement of the final test result. The application shall be submitted to the department teaching the course, the application shall be entered into the academic system and shall be given notice thereof (the attached form of the request for re-correction shall be used).
2. The head of the department informs the student of his answer sheet and compares it with the key answers to the test.
3. In case the student is not convinced of the accuracy of the test correction, the head of the department forms a committee consisting of two faculty members in the department, not including the course instructor. The committee shall submit a report to the head of the department to decide whether to amend the student's grade or to reject the application.
4. In case the student is not convinced, the student may appeal to the College Board against this decision for two weeks from the date of notification. The grievance shall be formally presented to the Dean of the College, including the reasons and justifications for submitting it, and an undertaking from the student to the validity of the information provided. A statement from the Deanship of Admission and Registration of applications for re-correction previously submitted by the student, if any, and the decisions taken therein.
5. In case the College Council is not convinced of the seriousness and adequacy of the reasons for the grievance, it shall issue a reasoned decision to preserve it.
6. In the event that the College Council approves the correction, it shall form a committee of at least three faculty members, one of whom shall be from outside the department. The committee submit its report to the Council within fifteen days from the date of its decision. It shall be submitted to the Board for decision at the next first sitting.
7. The councils of colleges may add what they see without exceeding rule 39 of the list of study and tests of the regulation of the Higher Education Council and its executive base from Qassim University.

2.5 Violations of the Charter of Rights and Professional Ethics

First: Academic Violations

Include the following examples:

Cheating:

- o Copying the answers of another student during the exam.

- o Copying answers that was written on some body parts, clothing, etc.
- o Obtaining in advance a copy of the exam or any information related to it.
- o The use of references or notes during an exam in which it is prohibited.

Literary / Intellectual Theft:

- o Using references (books, newspapers, encyclopedias, the Internet ...) without disclosing it.
- o Providing the same work in different classes/courses.
- o Buying an academic work or handing out work prepared by someone else.
- o Handing over work without making appropriate citation when using other people's work.
- o Providing incorrect information and facts.
- o Intentionally falsifying the results of a field research or a particular experiment.
- o Fabricating the data of a study or a project.
- o Fabricating the title of a particular study.

Fake Certificates:

- Falsely claiming receiving IELTS / TOEFL certifications.
- Handing in Fake copies of school files.
- Providing false work certificates.
- Providing false medical reports or certifications.
- Using someone else's ID card.

Submitting Group Work as if it is Individual Work:

- Work with someone or other people to solve a homework assignment while the work is supposed to be individual.
- Seek help or get help to resolve an assignment that is supposed to be individual.

Not Participating in Collaborative Work:

- False claim of active participation in collective action.
- False claim that part of the work of others is the work of the plaintiff.

Inappropriate Pretending to Be Someone Else:

In the case of a student attending any test or activity of academic duty in place of another student.

Participation in Academic Disinformation:

By this we mean assisting another student or trying to help him commit an act of academic disinformation, such as doing the work of others, designing or producing a project for another student, or voluntarily providing them with answers during the test. Contacting a student during the probationary period and providing information, giving a student a copy of a test in advance, leaving relevant material at the test site, or changing the result.

Interference with the work of others:

This includes intentionally interfering with the work of other students, sabotaging their lab results, research and electronic files, providing misleading information, or disrupting student work.

Second: Non-Academic Violations

Non-academic violations of Qassim University standards of conduct include (but are not limited to):

1. Violating any of Qassim University properties, buildings, facilities or labs, or entering them without a permit.
2. Abuse (by word or act) and / or intimidation of colleagues, visitors to the university or college, and their staff.
3. Disruptive or abusive behavior within campus boundaries.
4. Behavior that threatens the lives or safety of others, whether physical or moral, within the campus premises and facilities.
5. Theft, which includes theft of services or personal/property belongings to the University within the university premises or in any university activity.
6. Disrespecting the University's rules in terms of appropriate clothing. The University respects cultural diversity and respects the requirements of a productive learning environment. Therefore, students should respect local culture and traditions in their clothing.
7. Vandalizing, destroying or damaging the property of the university or the property of others inside the campus.
8. Owning, copying or using keys to University buildings, facilities or property without permission.
9. Unauthorized access or use of the University's facilities or property, including computer tools or software.
10. Unauthorized placement of signs, notifications, banners, signs or notices. Such materials are placed in authorized bulletin boards or other designated locations. It is not allowed to put such materials on cars, trees, walls, doors or glass surfaces. Student event announcements that are distributed or displayed in most buildings on campus must be approved and stamped by the Department of Student Activities.

2.6 Procedures and Guidelines

The following procedures are followed in case of student academic violations:

1. It is the responsibility of the faculty member to deal promptly with cases of misinformation, plagiarism, or sabotage - in the classroom or other academic infractions. In the case of any academic violation committed by a student, the faculty member shall fill out the necessary form (registration form of violations), which is documented in the student profile in the college archive and in the Office of the Vice President for Student Affairs. This procedure allows the University to follow up and record repeated cases of student irregularities at the university level.
2. If the faculty member is convinced that the alleged offense has arisen from a student's miscalculation rather than deliberate misinformation, he or she must advise the student for acceptable academic work and record it in the student's file. In such cases, the faculty member requests, for example, that the student rewrites the original work or assignment, or re-submit a new work or assignment.
3. The faculty member responsible for making reports of misleading allegations should prepare the report on these acts within three working days from the date of their occurrence. He should send this report to the college dean and department chair where such act took place.

4. The head of the department will write a report giving his opinion on the violation depending on the severity of the violation and after consulting with the faculty member, and after meeting with the faculty member and the student.
5. The form is sent to the Dean for processing or to the Dean of Student Affairs for submission to the Standing Committee on Student Rights.
6. In all cases, violations must be recorded and saved in the student's file.
7. In all cases, the student must attend all meetings required by the university or college where the violation occurred to be heard.
8. In case of failure to respond, the decision may be made based on the facts.
9. In cases where the faculty member does not approve the decision of the College Committee, it is possible to appeal to the Chairman of the Standing Committee on Student Rights. For non-academic offenses, any member of the university community can file a misconduct case against any student. The competent party shall complete a "non-academic violation form" within three days of its occurrence. The violation is registered with the Dean of Student Affairs, who in turn notifies the student concerned, to conduct an interview and determine whether the Code of Ethics has been violated and decides on the appropriate response.

2.7 Grievances and Student Complaints

A complaint or academic grievance relating to academic matters includes: admission, grades, academic suspension, misinformation, plagiarism, intentionally falsifying information, submission of work prepared for a course in another course, as well as copyright infringement.

Non-academic complaints also include, but are not limited to, harassment (verbal or physical), threats, subversive or abusive behavior on campus, fines, fees, or even exclusion from use of a particular service, discrimination, as well as access to records, policy violation.

Qassim University pursues a fair policy in dealing with its students and their relations with the administrators, faculty, staff or other members of the university community, aiming at establishing and implementing policies and procedures for students' academic or non-academic grievances. To achieve this, a student rights protection unit was established.

Qassim University pursues a fair policy in dealing with its students and their relations with the administrators, faculty, staff or other members of the university community, aiming at establishing and implementing policies and procedures for students' academic or non-academic grievances. To achieve this, a student rights protection unit was established.

2.8 Standing Committees for Student Rights

The organization regulation of the work of the committee of student rights at Qassim University have been established in its third meeting held in 9/3/1439 H. The regulation include formation of the Standing Committee for Student Rights at the University level, in addition to formation of sub-committees for student rights in the colleges. The University aims from these committees to:

- 1- Realization of a homogeneous university society
- 2- Confirming the principle of justice and fairness as a basic pillar in building an ideal society inside the University, and to support the student rights in comply with the applied systems and regulations.

- 3- Presenting the necessary advices to the students, and enlighten them about their rights, and how to get them through the official channels in the University according to the applied rules and regulation.

First: The Standing Committee for Student Rights

The Standing Committee is formed by a decision of the University Rector for two years liable for renewal. It is formed of:

- 1- Faculty member from Shariaa and Islamic Studies College on its head.
- 2- Faculty member from Systems Department of the Shariaa and Islamic Studies College as a vice-president.
- 3- Vice-Dean of the Deanship of Admission and Registration.
- 4- Vice-Dean of the Higher Studies Deanship
- 5- Member of the Legal Directorate
- 6- Two members of the faculty of the female sector.
- 7- The committee has the right to seek the help of any person seems suitable for its assigned tasks.

Mechanism of the Committee:

The Standing Committee shall be held on a continuous basis to carry out administrative and technical tasks. It is concerned with

- 1- Discusses complaints and grievances referred to it by the University Rector.
- 2- The complaints and grievances that were not resolved by the sub-committees during the legal period.
- 3- The consideration and investigation of grievances against the decisions of the sub-committees submitted to it by the students.
- 4- Students Complaints which the sub-committees refer them to the Standing Committee because of stepping aside or non-specialty

Such complaints or grievances shall enjoy exceptional privacy and confidentiality. The Standing Committee has the right to issue a recommendation to refer the complainant to a disciplinary committee if his complaint is found to be malicious. The Standing Committee shall, after completion of the investigation, issue its recommendations on complaints and observations which are of serious concern within 30 days from the date of submission or from the date of referral. These recommendations shall be submitted to the Rector for approval or appropriate decision. The Rector may submit the decision to the University Council for approval in the cases provided for in this regard. The decision of the rector or the University Council shall be final and not subject to appeal, and the complainant shall be informed about the decision.

Second: Sub-Committees

Members of Sub-Committees: A sub-committee shall be established at the headquarters of each faculty of the University. It shall be established by a decision issued every academic year by the competent dean or dean of the college. It is composed of one of the faculty members or vice dean

as the president and the membership of two faculty members as well as two male or female students of the faculty who are distinguished or knowledgeable.

The work of the Subcommittee is concerned with receiving complaints and grievances from students (Form A) regarding any academic problems. Even if the complaint is against a faculty member, the complaint or grievance is filed according to the form prepared for this purpose.

Settlement of the complaint: The complaint or grievance shall be decided within a maximum period of 30 days from the date of filing the complaint.

The decision of the Sub-Committee shall come into force only from the date of its adoption by the competent authority in accordance with the rules and regulations. The decision shall be announced to the concerned parties and shall be subject to appeal within 15 days from the date of the announcement of the decision. The complaint shall be submitted to the Standing Committee of the University (Form B).

2.8 Settlement of grievances and complaints

Informal Settlement Method:

First, the student should try to solve his dispute amicably and informally at the earliest opportunity, and discuss this with the faculty member concerned. As soon as he is aware of the matter, and in the absence of a satisfactory solution between the student and the faculty member, the student should submit his grievance to the head of his department. If the dispute is not resolved, he or she shall submit a complaint and discuss it with the Dean. During these informal discussions, the department head or faculty dean, who is a faculty member, is supposed to be a mediator for conflict resolution. They are allowed to speak with the student or faculty member (one or both) individually or bilaterally, and to consider any evidence or documents that either party to the dispute wishes to provide. If the complaint is against either the head of the department or the dean of the college, then the discussion with those who are higher than the administrative rank.

Obligation of the student to resolve the dispute in the informal manner referred to is contrary to the regulations and there is a kind of pressure on the student or the student to waive his right guaranteed by the regulations and regulations in force in the Kingdom and guaranteed by religious law.

Formal Settlement Method

The student must comply with his complaint with a number of procedures and controls, namely:

1. To submit his complaint to the headquarters of the sub-committee formed within his College, even if the complaint is against a faculty member assigned from another faculty to teach one or more subjects to the students of the faculty of the complaint.
2. The complaint must be filed within thirty days from the date of the occurrence of the incident in which the complaint took place, for example: - Declaration of the result of an assault test signed by the student by word or deed - Preventing the student from using one of his rights contained in the document of the rights and obligations of the university student, etc.
3. The applicant may not file his complaint after thirty days from the date of the occurrence of the incident in question.
4. Fill in the complaint form and complete all the data contained therein with the necessary accuracy and clarity and the abbreviation that does not prejudice the content.

5. Submit the completed complaint form to the Secretary of the Committee and receive a receipt stating that the complaint has been submitted and recorded in the Committee's record (the receipt form).
6. Following up the student's complaint and what has been done for a period of thirty days starting from the date of submission of the complaint by reviewing and asking the Secretary of the Committee at the headquarters prepared for that.
7. In case the decision of the Sub-Committee on the subject of the complaint is not issued within the legal period of thirty days, the complainant may apply to the Standing Committee to consider and investigate the subject of his complaint on the form prepared for this purpose (the complaint form to the Standing Committee attached).
8. A member chosen by the student shall be appointed. If this is not possible, the Secretariat of the Standing Committee shall determine it to assist the student to defend himself before the Committee.
9. - The applicant may appeal the decision of the Sub-Committee in two cases:
First case: A decision to save or reject the complaint.
Second case: The issuance of a decision approved by the authorization does not fulfill the desire of the student or does not return to him the full rights claimed in his complaint.
10. Grievance shall be before the Standing Committee based in the Deanship of Student Affairs at the University Administration). For students and the Center for University Studies for girls at the university for female students within fifteen days starting from the date of signing the student science and review the decision of the Sub-Committee. The grievance shall be submitted to the student to fill in and complete the form prepared for this purpose at the headquarters of the Standing Committee.

Student Grievance and Complaint Templates

The grievance and complaint templates are annexed in the sub-manual "Student Grievances and Complaints".

2.9 Professional Ethics and Student Responsibility

Since students are the most important pillars of the University, their responsibility to implement the provisions of the Charter of Rights and Professional Ethics of the University is one of the basics of success. The students are responsible for the following:

- Review and understand the provisions of the University Charter of Rights and Professional Ethics.
- Report any irregularities or misleading cases, whether confirmed or suspected.
- Ask for help and advice from the Office of the Vice Rector for Planning, Development and Quality or from the Deanship of Student Affairs or the Student Affairs Units at the colleges when needed.
- Using all the sources of information available to them by each of the professors and the Office of the Vice Chancellor, the Deanship of Student Affairs and student affairs units in colleges.
- Request explanations and clarifications that they need about the Charter of Rights and Professional Ethics from the Deanship of Student Affairs and the student affairs units in colleges.

2.10 Professional Ethics and Responsibility of Professors and Employees

It is the responsibility of the teaching and administrative staff at the University to uphold the highest standards of the Code of Ethics, and to respect the culture and traditions of Saudi Arabia and the laws in force. Both teachers and staff are responsible for promoting the spirit of learning, teaching, research, and academic service, as well as the highest standards of professional ethics and academic integrity. They are responsible for:

- Work and support the Charter of Rights and Ethics of the University.
- Support efforts to implement the provisions of the Charter.
- Explain and clarify the terms of the Charter to students, and give them all clarifications regarding the consequences of breaching the terms of the Charter of the University.
- Allocate space from their first classes to explain and clarify what is meant by fraud and theft of literature and intellectual.
- Do their part best while invigilating the exams.
- Directing students to use all the resources available to them by the Office of the Vice Rector for Planning, Development and Quality, Deanship of Student Affairs, and Student Affairs Units in the colleges.
- Report all cases of violation or any suspected case in order to take the necessary measures against the perpetrators.

Literary or Intellectual Theft

Literary/intellectual theft is one of the most common violations. Among the reasons for this error are:

- Misconception among some professors and students that as long as the information is accessible to everyone, as is the case on the Internet there is no objection to use in their writings.
- Lack of knowledge of optimal methods of citation from sources and references in their work.
- The mistaken belief that the use of what others have written is not offensive.
- Lack of time and improper planning for research, projects or exam preparation.
- The belief that there is nothing wrong with committing a literary theft as long as many professors and students do so.
- The belief that it may be difficult for a resident or professor to disclose.

Reducing Literary Theft

In order to reduce the cases of literary/intellectual theft, the student must be convinced of the following three basics:

- It is your responsibility to inform the reader / professor that your work is not 100% of your own effort.
- Discreet use of any reference is considered a lie, and lying is not acceptable by all standards and in all societies for whatever reason.
- Delivering the work of others as your own effort is considered theft, or to be exact, intellectual theft.

Kingdom of Saudi Arabia
Ministry of Higher Education
Al- Qassim University



A form of recording the Academic Disciplinary Actions of the Code of Ethics

To: The Dean

Subject: Violating the Code of Ethics.

Date.....

The following description is about an Academic violation of the Code of Ethics

.....
.....

Date of incident:

Course lecturer:

Email:

Course title and number:

Student name:

Student number:

Nature of the Violation: -Plagiarism - Inappropriate cooperation - Inappropriate representing - Deception in the exam - presenting the research paper for a certain course in another one -falsifying information intentionally -Participating in the Academic Deception -Copyright Violation - Other.....

The lecturer of the course must meet the student within two days from the date of the action, and must fill in this form which includes student’s argument. The student who is accused of committing any violation must sign on one of these options:

- 1- I am the involved student, I carry the responsibility of my violation and the punishment I may deserve, which is issued by the university.
- 2- I am the involved student, I carry the responsibility of the violation, and I don’t accept the punishment and I must complain against it.
- 3- I am the involved student, I do not carry the responsibility of the violation and I must complain against that.

Date..... student signature..... lecturer signature.....
Head of Department signature.....

Kingdom of Saudi Arabia
Ministry of Higher Education
Al- Qassim University



A form of non-Academic Violations

To: The President of University

Subject: Violation of the Code of Ethics.

Date.....

The following description is about non-Academic Violation of the Code of Ethics

.....
.....
.....

Date of incident:

Please locate the incident:

Name of incident reporter:

Email:

The building and room:

The students and involved staff:

- 1-
- 2-
- 3-
- 4-

Chapter 3

Student Committees of Qassim Engineering College

3.1 Introduction

Based on the eagerness of the university administration to document and improve communication between the components of the university and its students and emphasizing the importance of involving university students in expressing their opinions in all matters concerning them, this document has been prepared to clarify a number of rules and regulations governing the work of the student advisory committees at the colleges and other levels.

One of the most important criteria by which universities evaluate their performance in both academic and institutional management matters is the interest in integrating students into decision-making processes. This process should therefore be one of the manifestations to which the University and consequently QEC are committed.

3.2 Objectives of Student Advisory Committee

1. Achieving constructive communication between the university and college administration and its students.
2. Establishing the principle of a sense of responsibility towards the university and its employees among the representatives of the advisory committees.
3. Providing advice that is in the interest of the university students to the rector, deans of colleges, and other faculty members.
4. Expand the base of student participation in the academic environment and in student affairs.
5. Emphasizing the principle of dialogue and enhancing the concept of transparency and activating channels of communication between all academic units at the university.
6. Reduce as much as possible the decisions that are taken without student's involvement.
7. Give special attention to student work that are concerned with improving the educational process and students projects that enhance the academic environment.

3.3 Student Committee at the College and Program Levels

The College Committee shall be composed as will be described, subject to the following conditions:

- 1) The Dean of both male and female Colleges as President.
- 2) One of the vice deans who is concerned with student affairs as a member.
- 3) Number of elected college students that must not be less than 10 and not more than 15 students.
- 4) All sections shall be represented in the Council and this shall be taken into account in the election process to determine the seats for each section.
- 5) The Deanship of Student Affairs, in coordination with the Deanship of each college, may add two distinguished students to the Council.

- 6) At the suggestion of the College or its elected students, a faculty member may be added to the Council to benefit from his experience.
- 7) The Board may add administrative staff when it deems necessary to achieve its certain objectives.
- 8) Paragraph six and seven shall be agreed upon after holding the first session of the Council with the Deanship of the College.
- 9) A student council representative may attend the college council when necessary or when there are issues that concern the student council.
- 10) Female students shall have another council headed by the Dean of the female college or the Dean of the male college. The Dean may delegate one of his vice deans to act on his behalf as the chair of the Council.

The Student Advisory Committee at the programs level is composed as follows:

Two students from the sophomore levels, two from the junior levels and two from the senior levels. The coordinator should be from the 10th level while its vice is chosen from the 8th level. This student will replace the coordinator after his graduation.

3.4 Rules Governing the Work of Student Committees

1. The University Rector selects the Secretary General of the Student Committee at the university level. On the first session of the Student Committee meeting, each college elects a secretary from the staff members or from the students for its own Student Committee.
2. Student Committees hold their meetings at least twice each semester.
3. The election process for the membership of the student Student Committees is approved by each college. The election process is prepared by each college independently.
4. It is recommended that the Student Committees hold their meetings during the first month of each semester and during the last month.
5. Meetings may be adjourned or delayed as required or requested by a majority of Student Committee representatives.
6. Submission of the topics to be discussed to the Student Committee, should be done with sufficient time before the Student Committee meeting.
7. Topics of interest to students are discussed in a general manner without regard to individual cases.
8. Each Student Committee may address the university administration or any department therein for any related matter.
9. The minutes of the meetings should be signed. The notes and recommendations of the listed topics are submitted to the President of each Council and each Secretariat follows up their implementation.
10. The conclusions of each meeting shall be recorded and sent by the secretariat of each council to the concerned authorities after being approved by the chairman.
11. The President of the University and the President of the Student Advisory Council shall be lifted for any obstacles to the implementation of the recommendations of the councils that are in the interest of the students.

12. The Secretariat of the Student Advisory Council at the university level shall be addressed to any issue or project that is recommended to be discussed in the Supreme Council by any of the student advisory councils (male and female students).



Chapter 4

Academic Advising and Support

Academic counseling is a pillar of university education in the Kingdom, as it aims to guide students to get the best results and adapt to the university environment and seize the opportunities, by providing them with academic skills that raise their level of educational attainment. Given the importance of academic guidance in the colleges, it is necessary to have a reliable system for academic advising and guidance.

4.1 Fresh Students Orientation

The fresh students receives orientation once they join the College of Engineering through

- i- Orientation presentation arranged by the Student Club and given by senior faculty members. In this presentation, the students are informed about the three BSc programs offered by the College regarding their requirements, academic plan and job opportunities.
- ii- [Student handbook](#) and related brochures.
- iii- Guides and instructions presented [at the College site](#).

4.2 [Academic Advising](#)

At the beginning of the students first semester of the program, they are assigned to faculty members as academic advisors. The assignment is random and based on balancing the load among faculty members. This assignment lasts throughout the student's academic program to provide continuity and consistent advising for the student.

4.2.1 Objectives of the Academic Advising

- Preparing students to know and adapt to university life.
- Provide students with correct information about the college, educational policies, resources and study programs.
- Enhancing the academic achievement of students, raising their abilities and overcoming obstacles encountered during their academic achievement.
- Reduced chances of academic failure (preventive counseling).
- Provide advice and assistance to students with academic problems of college students.
- Taking care of students of low academic attainment and following them up to their academic level.
- Care and help students socially, physically, healthy, psychologically and functionally if necessary.
- Give attention to outstanding and talented students, and provide what will enhance their abilities and support their creativity.

4.2.2 Tasks of the Academic Advisor

- Knowledge of the dates of registration, deletion and addition announced by the Deanship of Admission and Registration.
- Knowledge of the college study plan and graduation requirements for students. Ensure that the student's schedule is in line with the college study plan.

- Preparing and updating the file of the academic guidance record for each student, where the counselor opens a special file for each student or group in the group includes the registered material and the level of the student's grades, It includes the cumulative average as well as the minutes of the periodic meetings between the student and the student in addition to any reports or warnings sent by the course decision through which the level of the student can be assessed.
- Organize periodic interviews (at least once at the beginning of each semester) with each •student that he supervises in order to:

Identify the performance of students in the last semester.

- Encouraging the student to encourage more praise if he is distinguished in some courses.
- Discuss the difficulties, if any, and seek appropriate solutions.
- Discuss the appropriate options for the student in the next semester (recording or deleting courses, raising the rate, choosing a specialization etc ..).
- Helping the student in case of difficulty in registering or opposing some materials.
- Strict follow-up of the achievement of the student or scientific student in the materials recorded in it and write periodic reports and attach them in the file of the student.
- Addressing staff members if the student's level is low.
- In case the student is not attending or his achievement level is weak, the advisor will intensify the regular meetings and discuss the student or the student accurately about the reasons and try to resolve or raise them to the Committee of Academic Guidance.
- Discover and develop students' talents.
- Helping students to make the most of the e-learning site at the college.
- Urge students to participate in academic and extra-curricular activities.
- It is necessary to build a relationship of academic friendship between the advisor and the student and defrost differences between them.
- Perform the role of the counselor as a social and functional counselor for the student to know his social conditions. Helping to stabilize the student's future career, and contribute to opening up prospects for his job opportunities, training or continuing higher education.
- Allocate office hours to meet students in his office to discuss problems encountered during the study.
- Introducing students to the objectives and mission of the college, its educational programs, scientific departments, and the fields of work of its graduates; and the care and services they provide to their students. They are also enlightened and guided to select appropriate disciplines that match their abilities and potentials.
- Submit periodic reports on the performance of students to the Vice Dean for Academic Affairs. The report includes the academic performance of the student (better or worse than before) and the measures taken to cure the bad performance.
- Urge and encourage students to take advantage of the library and manage time effectively.
- Encourage students to study as groups and benefit from their peers.

It is preferable not to change the student's advisor from enrollment until graduation so that follow-up and coexistence will continue.

Each semester during periods of pre-registration or registration, the student is asked to meet his advisor to review his progress and develop a schedule of courses to be taken during the next semester.

During the advising appointment, the student and advisor use the student's file, transcript, a variety of reports available to faculty through an online information system, departmental students'

records, etc. to develop a schedule of classes. This process provides the best progress toward meeting the requirements in all areas, and assures that all prerequisite and other preliminary restrictions have been satisfied. Thereafter, the student registers for his courses through the University web-site.

The students are fully responsible for complementing their credits for graduation; however, the academic advisor has mandatory duties for verifying the student goals and consequently the faculty objectives. So that the academic advisors during the time saved for registering student courses, they must review the following:

- Ensure that the student is listed in your supervision list,
- Ensure that the student is coming within the time specified by the student affairs unit, e.g., the last year students have the priority for registering courses,
- Ensure that the student has his university ID,
- Ensure that the student has the last updated transcript, i.e., that of the recent semester,
- Ensure that the fully prepared lecture table respects the time slots; i.e., there is no time contradiction between the chosen courses.
- It is not allowed to register any course without fulfilling the course prerequisite and/or the co-requisite courses (can be figured out from the departmental web-page that located at the course description part),
- It is highly recommended to use your experience to advise the student about the subject that must be studied first,
- It is highly recommended to advise the student to print out his final table from the Student Affairs Directorate.
- Please inform the student that his attendance will be considered from the first day of the semester regardless of his registration time.

The senior students usually seek for advice and proper guide for their future career from their advisors. The advisors are urged to play this important role and provide the students with the valuable information they have regarding career planning.

4.3 On-Line Academic Advising

This is performed through the College Site using the instructor account (<https://faculty-qec.qu.edu.sa/en/facultySite/AcademicAdvising/StudentsAdvFlowUpCurrentSemester.aspx>).

Through the site, the instructor submits 3 reports over the semester about the performance of each student of the group under his advising. This should be done immediately after the first mid-term Exam, the second mid-term Exam and the final Exam. The reports are sent to the Vice Dean for Academic Affairs for follow-up. The on-line advising allows the advisor to send e-mails, or call the student for meetings to discuss his performance and the social circumstances affecting his study so that solution may be suggested. Fig. 4.1 shows the screen of the on-line page of advising.



[Home \(/en/facultySite/FacultyHome.aspx\)](#)
 [Instructor Courses](#)
 [Search Students \(/en/facultySite/Students/SearchStudents.aspx\)](#)
 [Training](#)
 [Faculty C.V.](#)
[Duties](#)
[Academic Advising](#)
[Staff Contacts \(/en/facultySite/StaffData/StaffContacts.aspx\)](#)
[Change Password \(/en/facultySite/ChangePassword.aspx\)](#)
[Sign Out \(/en/SignOut.aspx\)](#)

First Report after First Midterm ▼

Student Follow up for Current Semester

| | |
|------------------|-----|
| Semester | 432 |
| PinCode | |
| Student Name | |
| Student Eng Name | |
| Student Mail | |
| Student Mobile | |

[Return](#)

[Old Semesters Statistics \(oldSemStat.aspx?PinCode=361110958\)](#)

Updating Student Follow Up durring current Semester:432

| | |
|--|---|
| Send Message to Students (AcademicAdvising.aspx) | |
| Semester | 432 |
| Advisor Comment | Write Your Comment Here then Click Send Comment |
| | <input type="button" value="Send Comment"/> |

Fig. 4.1: The advising page (First report)

4.4 Student Responsibility and Role

- Take full responsibility for his academic performance as academic guidance is a mechanism of assistance.
- Undertake the college directory and website to learn about all the requirements of the department, college and university.
- Familiarity with the details of the academic calendar and critical dates related to registration, withdrawal, apology, etc .
- Knowledge of his academic advisor and office hours.
- Meet the mentor to consult on academic and professional goals, program and schedule, and inquire about all aspects of ambiguity.
- Implementation of the guide's recommendations and attendance of the guide as scheduled.
- Notify the advisor of any variables that may affect his program or academic performance.

4.5 Guidance and Counseling Services

Guidance and counseling is an important process that a university student needs in all stages of his university studies. The undergraduate level is quite different from what a student is used to in general education. It is an important stage in building the student's scientific and social personality it is considered a different paradigm shift from general education. The university student manages his scientific, personal and social affairs, and make his own decisions, it may be a stage of excellence or distinction or may be otherwise. To help the student adapt to a new university life

that needs some support and guidance. The Department of Guidance and Counseling at the Deanship of Student Affairs works hard to stabilize students and adapt them to the new university environment.

The administration is keen to follow up the students' scientific, psychological and material issues, especially in this age where there are many sources of knowledge so it is important to lighten the path for them, protect them and help them solve any problems and obstacles that stand in their way of success.

The guidance and guidance unit is followed by a guidance and guidance unit in the building of the College of Sharia and Fundamentals of Religion and the College of Arabic Language and Social Studies and the guidance and guidance unit in the Center for University Studies for female students. The administration also seeks to open units in the new colleges, as well as in the colleges of education for girls, and College of Education in Al-Rass, which joined Qassim University since 1428 H.

a. Reception of New Students

The Department of Guidance and Counseling at the Deanship of Student Affairs recognizes the importance of the quality of the definition of newly admitted students to the University). The new program for receiving new students since their admission to the university will be arranged and arranged for the new students since their admission to the University, the student will be given an invitation to attend the reception and the venue with notice of admission to the University in addition to some important and necessary instructions that the student needs to understand before starting their studies. The program aims to prepare the student for a new university life, introducing the support systems for the students of the university, as well as introducing the students to the faculties they attended and what they offer them. The university's essential facilities, such as the library, restaurants, gyms, photographic centers, bookstores, laboratories, etc.

The reception was organized over two days. The reception program started on the first day of each semester and was graciously sponsored by the University Rector.

4.6 Guidance of the International Students

The international students are divided into two types:

- International students live in the kingdom with official Ikama
- International students from outside the Kingdom and have educational grants

Qassim University cares for both types of international students, and established many units and vice-deanships to guide and help them. These are demonstrated as follows:

- Grant Unit in the Deanship of Student Affairs. This unit looks after the receiving the applications for studying in the University, issuing the visa from the responsible body, after students are officially admitted to the University, the Unit receives them, arranges for their subsistence and accommodation in the University housing, and provide the social care for them, organizes the educational environment and the suitable medical care and whatever helps them to be familiar with the University atmosphere.
- Unit of Teaching the Arabic Language for non-Arabic speakers in College of Arabic Language and Social Studies. It cares for the international students and offer Arabic

Language Diploma as a second language. During this Diploma, they practise listening, conversation, reading and writing in multilateral Arabic language.

- Vice-Deanship of Admission and Registration for grants student affairs, which care for:
 - 1- Activating mechanisms of attracting the distinguished international students. The university used to form committees from the faculty to attract the international students from their countries, and meet them as it is keen to attract the talented and creative students. The University found that it enough to use the Admission Gate of the Higher Education Ministry, and nominating the students through the Saudi Culture Councils as governed by the related regulations regarding the admission of the non-Saudi grant students in the Saudi higher education in the Kingdom. The University cooperates with the Islamic Centers all around the universe, which nominate students for joining the University. Thereafter, the University investigates their files to check their experiences, skills, grades and validity to join the University.
 - 2- Application of the rules of admission of the international students as per the regulations of admitting the non-Saudi grant students in the Saudi higher education in the Kingdom.
 - 3- The processes of admission of the students, registration, issuing the academic numbers and IDs of the international students.
 - 4- Following up the academic status and progress of the international students.

The University presents the supporting programs for the international students to get them familiar with the University society and Al-Qassim region through the Orientation and Guidance Directorate in the Deanship of Student Affairs, preparation programs for new students, and Academic Advising and Orientation units in the colleges. It follows up their academic grades and progress, and checks the satisfaction of graduation requirements through the electronic system in the Admission and Registration Deanship.

Also, the University provide the social and free medical care through the Medical Services Directorate of the University. It periodically explores their opinion and the level of satisfaction about the University services offered to them



Chapter 5

University Electronic Gate

The University offers through its site an electronic gate which facilitates for the University attributers executing many dealings and tasks, make use of the information electronic resources, and follow up the academic affairs. The gate is a mean for the student to register his courses, know his academic situation, know GPA, and perform any academic processes such as cancelling academic semesters, withdrawing from courses, postponing academic semesters, and presenting excuses.

The main screen for logging in is shown in Fig. 5.1.

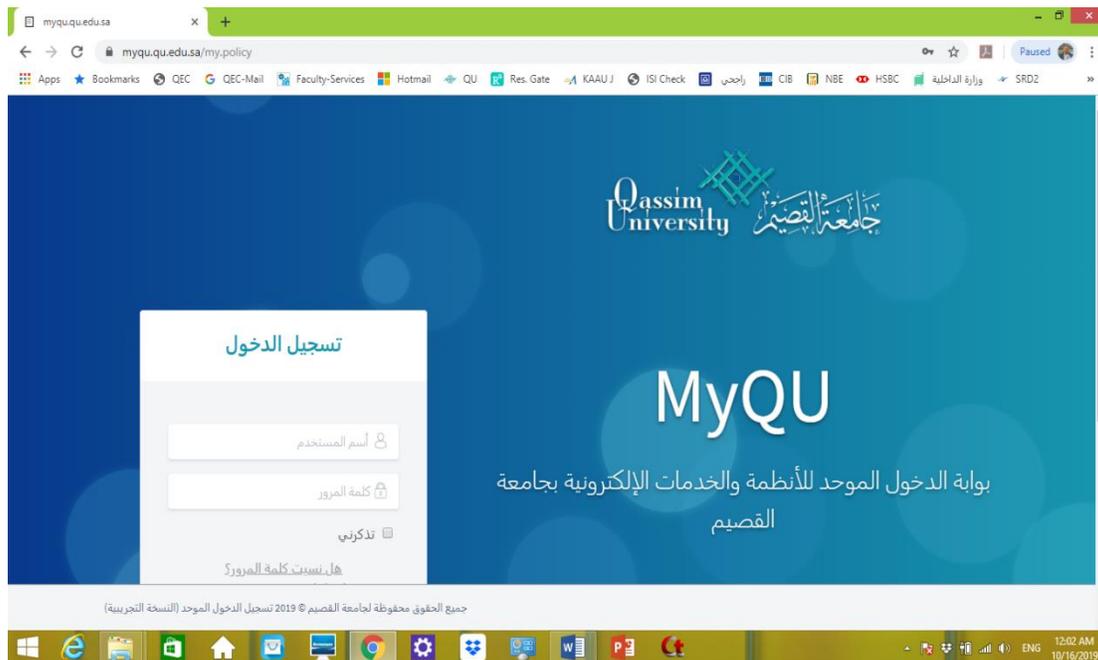


Fig. 5.1: Logging-in Screen

The gate offers many services and processes through the part of the screen shown in Fig. 5.2. These services include the followings:

Student Record: This record enables the student to recognize all his academic data, and allow him to perform all academic processes such as courses registration, course withdrawing, semester cancellation, presenting excuses, etc. without visiting the university.

Sources of Information: Huge scientific data base, and electronic books and magazines available for the student to use through his ID and his password.

University Library: Various developed information sources satisfy the needs of all the beneficiaries to ameliorate the educational and research performance in the University.

Check Graduation Certificate: A service which enable you to check and verify the graduation certificate through entering required data (ID- GPA- ...)

Cumulative Rate's Calculation: A program which calculate the current GPA and allows adding courses and the expected marks. Then it calculated the new GPA with the added courses.

E-mail: the main mean for communication inside and outside the University, and it is the mail officially approved to benefit from the other electronic services in the University.

Regulation Instructions: A service which explains the steps of operating any service or system of the University systems by the students or the staff.

Original Programs: A service which allows the University attributers to get and use many original programs which the university got the permission to use for educational and research purposes.

Crate a User Name: A service enables the student to create a user name through entering his data (University ID- mobile number, Civil Record Number)

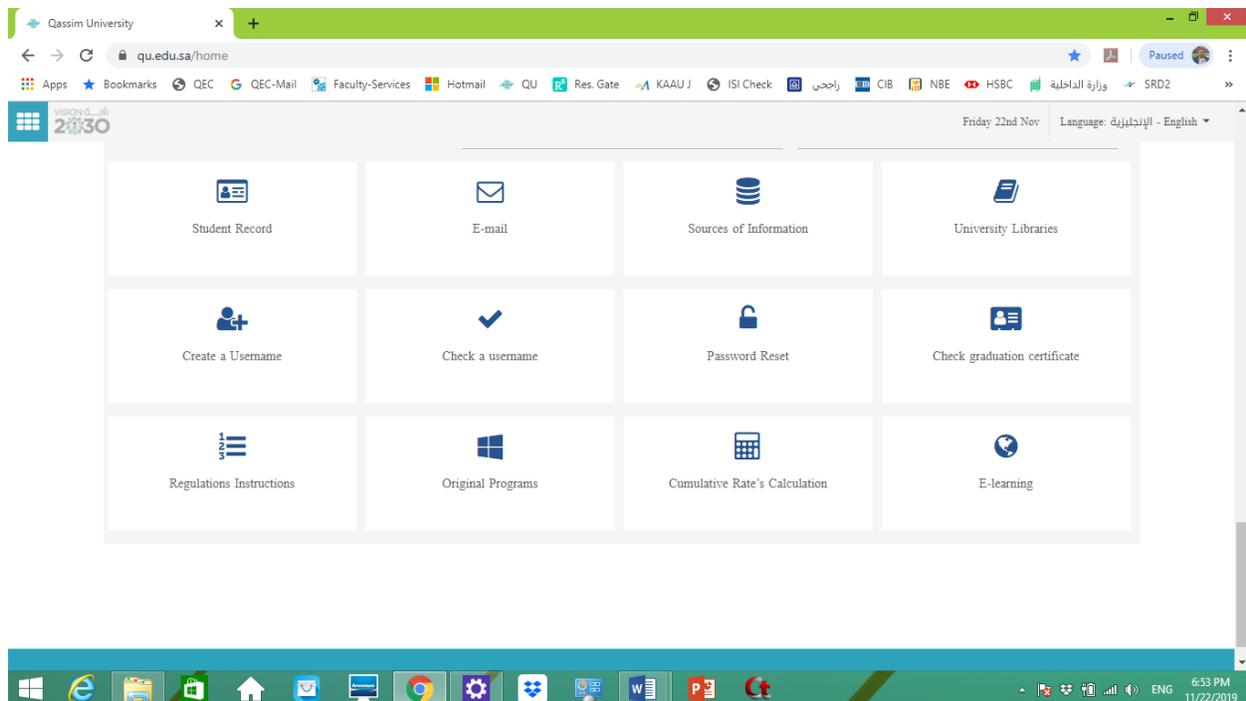


Fig. 5.2: Available Electronic Gate Services

Chapter 6

Quality Assurance System in QEC

6.1 Introduction to the Importance and Meaning of Academic Quality

Quality comes at the forefront of the vital strategic concerns that face us in our lives in general, and in the areas of specific quality in particular, due to the success of scientific and technical progress and increasing competition between the productive and service institutions. The concept of quality goes beyond the traditional meaning of the quality of a product or service to include the quality of an organization or organization in order to improve and develop processes and performance, reduce costs, control time, achieve customer desires and market requirements and work team spirit and strengthen belonging and these can all be summarized in two key points:

- a. Compliance with specifications
- b. Recent developments in science and various academic fields have led to an increasing interest in academic quality in recent times. In order to reach graduates to internationally recognized standards so that they are able to compete locally, regionally and globally, quality assurance and academic accreditation have become one of the most important topics of concern to the Ministry of Higher Education. This is through the establishment of an independent body to monitor quality issues in Saudi universities, the National Center for Academic Accreditation and Assessment (NCAAA).

6.2 Reasons for Increasing Interest in the Application of Quality in Higher Education

- Achieve a high level of performance in the educational process.
- Increase the number of students enrolled in higher education.
- life-long education.
- The ICT revolution and its impact on the educational process.
- Achievement of the outcomes of higher education institutions with the aspirations and requirements of society.
- Intense competition among educational institutions in the provision of higher education.
- Rationalize spending and set priorities in meeting community needs.

6.3 National Center for Academic Accreditation and Assessment

The National Commission for Academic Accreditation and Assessment was established on the basis of His Highness the kind approval No. 7 / B / 6024 dated 9/2/1424 AH and the Higher Education Council Resolution No. 3/28/1424 at its 28th session held on 15/1/1424 AH. The Royal Decree No. (108) dated 14/02/1440 was issued to amend the name of the Education Evaluation Authority to be the Education and Training Evaluation Authority and the recommendation of the General Committee of the Council of Ministers No. 837 dated 08/02/1440 approved the organization of the Education Evaluation Authority. The Council of Ministers issued Decision No. (94) dated 7/2/1438 AH approving the organizational arrangements of the Education Evaluation Authority, which include that the authority is the competent body in the Kingdom to evaluate and accredit in education and training to raise their quality, adequacy and contribution. In x The National Center for Academic Accreditation and Assessment is one of the centers supervised by the Commission, an extension of what was formerly known as the National Commission for

Academic Accreditation and Assessment, so that it enjoys the moral character and administrative and financial independence and is the authority responsible for academic accreditation and quality assurance in educational institutions. Secondary - governmental and private. In order to improve the quality of private and public higher education, ensure clarity and transparency, and provide a standardized standards of academic performance. The center's duties include setting rules, criteria and conditions for academic evaluation and accreditation, and formulating the regulations that guarantee their application in higher education institutions.

6.4 Deanship of Development and Quality

The Deanship of Quality Assurance and Academic Accreditation was established on the basis of His Highness the kind approval No. 7807 / MB on 12/11/1431 AH and the decision of the Higher Education Council No. 23/61/1431 AH at its 61st session held on 26/10/1430 AH. On 19/4/1438 AH a decision of the Higher Education Council No. 1438/9/8 of merging the two Deans of Qassim University; University Development and Quality Assurance and Academic Accreditation in one Dean called the Deanship of Development and Quality.

Vision of Deanship of Development and Quality

A national Distinguished Deanship in the quality Assurance and Accreditation at Qassim University

Mission of Deanship of Development and Quality

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

Values of Deanship of Development and Quality

Quality: We apply the highest quality standards in all works to distinguish our outputs and business.

Innovation: The Deanship creates an organizational climate that stimulates creative thinking and innovative behavior.

Transparency: The Deanship is committed to disclosing transactions and procedures and to strengthening accountability and integrity requirements.

University Work: The Deanship entrenches the culture of collective workers with thought and behavior.

The Secretariat: The Deanship performs work faithfully and is committed to professional ethics and ethics.

Goals of Deanship of Development and Quality

1. Spreading a culture of quality in all educational, administrative and research practices of the university units.
2. Verify the application of the best and the latest quality standards in the units of the university.
3. Providing effective support to the university units in all administrative and technical aspects.

4. Contribute to the achievement of quality requirements and accreditation at the institutional and programmatic level.
5. Developing and evaluating institutional academic performance.

6.5 QEC Quality Assurance and Academic Accreditation Unit

6.5.1 Program Quality Structure at the Program Level

The quality assurance process and its works and activities needs well organized and collaborative units and committees. This is achieved in QEC through a group of units and supportive committees with well defined authorities, responsibilities and tasks. The structure layout of the planning and quality structure in QEC is shown in Fig. 6.1.

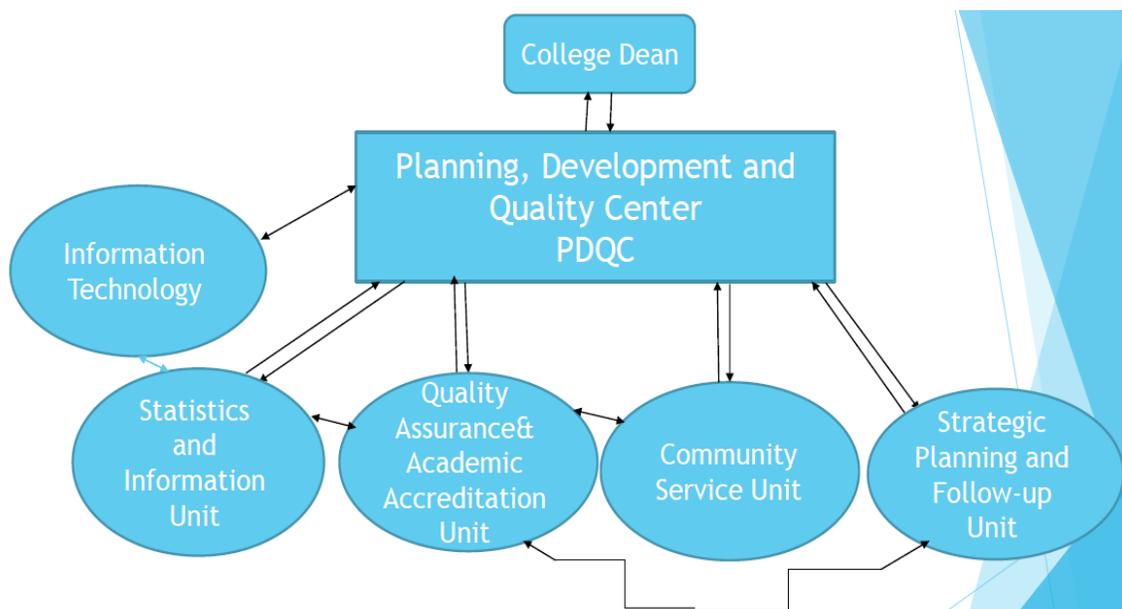


Fig. 6.1: Planning and Quality Assurance Structure Layout

The job of the QAAA Unit is to direct, supervise and arrange the quality assurance and academic accreditation works and activities for all the College programs. It also ensures the proper documentation of these activities. The Unit arranges and facilitates the process of academic accreditation of the College programs in cooperation with the College and programs' administrations.

6.5.2 Program Quality Structure at the Program Level

The program quality structure at the Program Level is depicted in Fig. 6.2 for EE Program as an example. The quality assurance is performed at the program level through several committees. These have the following tasks:

- i. Quality Assurance and Academic Accreditation Committee: It is formed of qualified faculty members. The main task of this committee is to apply and monitor the quality assurance system

in the Program.

- ii. Assessment Committee: It is formed of qualified faculty members. Its main task is to assess the comebacks of the constituencies' surveys.
- iii. Subject Committees: Each is formed of some of staff members, and deals with a set of courses which serves a common area. The tasks of each subject committee are coordinated by a senior member. The tasks are to evaluate the results of assessment and analysis committee, and recommend suitable improvement actions if it is necessary.

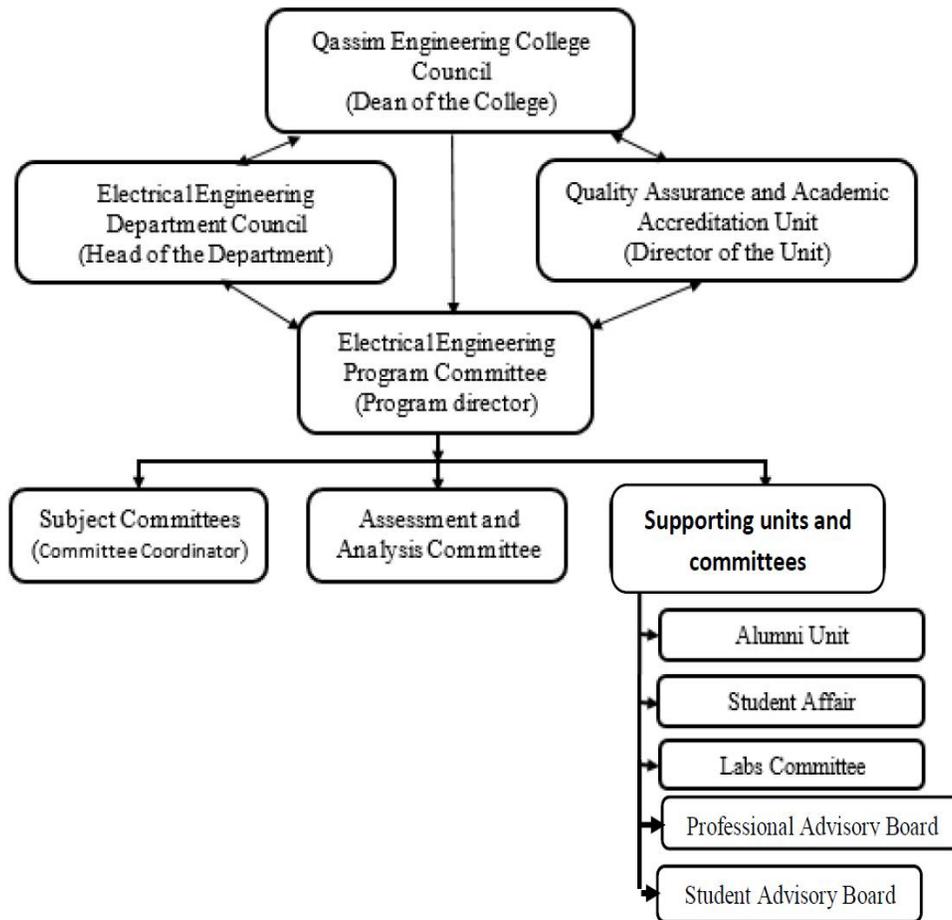


Fig. 6.2: Program Quality structure (EE Program structure as an example)

- iv. Professional Advisory Board: It is established of experienced engineers in addition to few senior staff members and headed by the Head of the Department. Its task is to help in setting and revising the program objectives and outcomes. Also, the board evaluates the alumnae adequacy for the work market. It may suggest improvement actions.
- v. Student Advisory Committee: It is formed of students at different study levels. Its job is to evaluate the educational process, the adequacy of the curriculum, the suitability of the learning resources, and to suggest improvements.

Chapter 7

Academic Accreditation

7.1 Importance of Accreditation

For students:

- Assists students in the process of selecting the university and knowing its reputation.
- Accreditation strengthens the University's reputation and popularity as an attraction for students and facilitates the process of attracting outstanding students.

For educational institutions:

- The direct advantage of accreditation for the University is to help build fame and brand, so that the University is proud to belong to members.

For employers:

- Accredited Universities and Majors Give local and international employers a good idea of the level of skills and behaviors of graduates (potential employees) before any actual hiring is done.
- Accreditation provides guarantees to employers that program graduates are theoretically and practically able to enter the labor market.
- For businessmen:
 - Recognition by international accreditation bodies opens borders and facilitates the free movement of qualified and skilled competencies between different countries.
 - Academic accreditation provides an appropriate assurance to businessmen that accredited university graduates have the minimum knowledge and skills necessary to make a business successful.

For the country:

- Local and international academic accreditation, based on stringent quality standards, helps to build a stereotype of the country as an attraction for students seeking higher education and promotes educational tourism.
- Accreditation helps build a realistic image of the country as a source of high-caliber competencies to operate in global markets.

7.2 Programmatic Accreditation Standards and Criteria

7.2.1 National Accreditation Standards

In 2018, the National Center for Academic Assessment and Accreditation (NACAA) developed the standards for baccalaureate accreditation to become six standards instead of the eleven old standards, the details of which are as follows:

Standard 1: Mission and Objectives

The mission of the program should be consistent with the institution's mission, and the mission of the program should be applied to the objectives and requirements of the program in question. The consistency of the program's mission with the institution's mission does not mean that it should cover all the axes in the university's mission. There must also be a mechanism to develop and develop the message.

Standard 2: Program management and quality assurance

Program leadership is the responsibility of the head of the department, and academic leadership is the responsibility of the head of the department and the quality coordinator (program manager for quality). Program management must demonstrate effective leadership, and must reflect an appropriate balance between responsibility to senior management, the institution providing the program, and the flexibility to meet the specific requirements of the program in question. Stakeholders (such as students, professionals, employers, and faculty) should be involved in planning procedures, in setting goals and objectives and reviewing and responding to results achieved.

If there are separate student departments, the resources should be identical to the students' departments, and there should be an effective communication mechanism between the two bodies. As a whole and continuously make adjustments quickly in response to feedback and according to developments in the external environment affecting the academic program.

The second Standard includes the following sub-criteria:

1-2 Program Management

2-2 Program Quality Assurance

Standard 3: teaching and learning

The learning outcomes of the program are formulated to indicate the student's knowledge, information, abilities, skills and values upon graduation, and the learning outcomes of the course are formulated to show the knowledge, information, abilities, skills and values gained by the end of the course.

Program learning outcomes should be clearly defined and in line with the National Qualifications Framework and the requirements of work or professional practice. The quality of education and the effectiveness of programs are assessed by assessing student performance, surveying [graduates](#), [employers](#), and using feedback from those parties as a basis for future development plans.

If the program has a male and female section, the quality standards and learning resources should be the same, and calendars should include separate data for each department. Provide a description of the quality assurance response procedures used to verify that the regulatory framework and arrangements for verifying that teaching and learning are working properly (for example, if measures are taken to verify student achievement levels against appropriate external references, state what were the results of these actions?)

The teaching and learning standard includes the following sub-criteria:

1-3 Design of graduate attributes and learning outcomes

Procedures to ensure that the intended learning outcomes of students are consistent with the Saudi National Qualifications Framework, and the requirements for career or vocational work as defined by the experts' recommendations or the requirements of the relevant professional bodies or accreditation bodies, include:

- Careful review of the National Qualifications Framework.
- [Periodic survey](#) of the knowledge, skills, abilities and values needed by the labor market.
- Quoting from the output determined by some accreditation bodies.

2-3 Curriculum

Components of the curriculum of university requirements and college requirements and program requirements and graduation project and [field training](#) /year of excellence with mandatory and optional identification.

3-3 Quality of teaching and evaluation of students

This sub-Standard includes information on teaching strategy plans for the development of targeted learning outcomes of the program, assessment of teaching quality, procedures for the preparation of course reports and program report, and how to utilize them. Through student feedback (or through other mechanisms).

It also includes teaching aids for students such as office hours, peer education and courses.

The conclusions reached on the quality of the program as a result of the use of program evaluation and review procedures are presented and, where appropriate, reference to information on indicators and survey results should be noted.

Students are also evaluated and their outputs are evaluated by means of direct and indirect measurement ([course survey](#)).

Standard 4: Students

Admission procedures should be effective, fair and responsive to the needs of students enrolling in the academic program. Dispute resolution and appeals mechanisms are clearly set out and published, fairly administered, and career guidance should be provided to students regarding jobs related to the areas of study that the program deals with.

Much of the responsibility for achieving this standard lies on the institution's management rather than program management, while the program is responsible for evaluating the quality of this standard.

Standard 5: Teaching Staff

Teaching staff should be optimally qualified and have the appropriate expertise to carry out the teaching responsibilities assigned to them, to use appropriate teaching strategies for different types of learning outcomes, and to participate in activities to improve the effectiveness of education.

The qualifications and experience of staff members associated with program requirements should be indicated. Highlighting the qualifications and experience of staff members should be

highlighted, and a report should be presented with a list of strengths, recommendations for improvement and implementation priorities.

Standard 6: Learning Resources, Facilities and Equipment

Educational resource materials and associated services should be sufficient to meet the program requirements and courses offered and accessible to students when needed. Information on academic program requirements should be provided by faculty in time to provide the necessary resources. Teachers and [students in evaluating the resources](#) provided, and the requirements for references and data sources on the Internet and computer rooms and assistance in the use of these equipment will vary depending on the nature of the academic program and methodology of teaching.

Facilities should be appropriate, create an environment for the smooth functioning of the educational process and facilitate program activities.

Procedures for securing the necessary learning resources for the program should be clarified, including opportunities for staff or program administrators to provide the necessary resources, as well as information on the services provided and when they are available, the extent to which learning resources are equally available between the two parts of the student population, etc.

The standard explains the adequacy of facilities and facilities (classrooms, laboratories, study places, international network equipment, libraries, etc.) available for program activities.

7.2.2 International (ABET) Accreditation Criteria

All programs seeking accreditation from the Engineering Accreditation Commission of ABET must demonstrate that they satisfy all of the following General Criteria for Baccalaureate Level Programs.

Criterion 1. Students

Student performance must be evaluated. Student progress must be monitored to foster success in attaining student outcomes, thereby enabling graduates to attain program educational objectives. Students must be advised regarding curriculum and career matters.

The program must have and enforce policies for accepting both new and transfer students, awarding appropriate academic credit for courses taken at other institutions, and awarding appropriate academic credit for work in lieu of courses taken at the institution. The program must have and enforce procedures to ensure and document that students who graduate meet all graduation requirements.

Criterion 2. Program Educational Objectives

The program must have published program educational objectives that are consistent with the mission of the institution, the needs of the program's various constituencies, and these criteria. There must be a documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they

remain consistent with the institutional mission, the program's constituents' needs, and these criteria.

Criterion 3. Student Outcomes

The program must have documented student outcomes that support the program educational objectives. Attainment of these outcomes prepares graduates to enter the professional practice of engineering. Student outcomes are outcomes (1) through (7), plus any additional outcomes that may be articulated by the program.

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Criterion 4. Continuous Improvement

The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. The results of these evaluations must be systematically utilized as input for the program's continuous improvement actions. Other available information may also be used to assist in the continuous improvement of the program.

Criterion 5. Curriculum

The curriculum requirements specify subject areas appropriate to engineering but do not prescribe specific courses. The program curriculum must provide adequate content for each area, consistent with the student outcomes and program educational objectives, to ensure that students are prepared to enter the practice of engineering. The curriculum must include:

- a. A minimum of 30 semester credit hours (or equivalent) of a combination of college-level mathematics and basic sciences with experimental experience appropriate to the program.

- b. A minimum of 45 semester credit hours (or equivalent) of engineering topics appropriate to the program, consisting of engineering and computer sciences and engineering design, and utilizing modern engineering tools.
- c. A broad education component that complements the technical content of the curriculum and is consistent with the program educational objectives.
- d. A culminating major engineering design experience that 1) incorporates appropriate engineering standards and multiple constraints, and 2) is based on the knowledge and skills acquired in earlier course work.

Criterion 6. Faculty

The program must demonstrate that the faculty members are of sufficient number and they have the competencies to cover all of the curricular areas of the program. There must be sufficient faculty to accommodate adequate levels of student-faculty interaction, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners, as well as employers of students.

The program faculty must have appropriate qualifications and must have and demonstrate sufficient authority to ensure the proper guidance of the program and to develop and implement processes for the evaluation, assessment, and continuing improvement of the program. The overall competence of the faculty may be judged by such factors as education, diversity of backgrounds, engineering experience, teaching effectiveness and experience, ability to communicate, enthusiasm for developing more effective programs, level of scholarship, participation in professional societies, and licensure as Professional Engineers.

Criterion 7. Facilities

Classrooms, offices, laboratories, and associated equipment must be adequate to support attainment of the student outcomes and to provide an atmosphere conducive to learning. Modern tools, equipment, computing resources, and laboratories appropriate to the program must be available, accessible, and systematically maintained and upgraded to enable students to attain the student outcomes and to support program needs. Students must be provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories available to the program.

The library services and the computing and information infrastructure must be adequate to support the scholarly and professional activities of the students and faculty.

Criterion 8. Institutional Support

Institutional support and leadership must be adequate to ensure the quality and continuity of the program.

Resources including institutional services, financial support, and staff (both administrative and technical) provided to the program must be adequate to meet program needs. The resources

available to the program must be sufficient to attract, retain, and provide for the continued professional development of a qualified faculty. The resources available to the program must be sufficient to acquire, maintain, and operate infrastructures, facilities, and equipment appropriate for the program, and to provide an environment in which student outcomes can be attained.

Program Criteria

These criteria address program-specific requirements within areas of specialization. These criteria have been developed by ABET Member Societies and the commissions. Program Criteria are contained in each commission's criteria document posted on the ABET website: <https://www.abet.org>.

7.3 Qassim University Experience Regarding Institutional Accreditation

In cooperation with the National Commission for Academic Accreditation and Assessment (currently the Education and Training Evaluation Commission), Qassim University has carried out several phases of localization of quality in order to reach world-class outputs for educational, research and community service.

The most prominent of these stages are:

7.3.1 The first stage of self-evaluation (1426 AH)

Through this study, Qassim University sought to assess the current and existing situation in the university to determine its position and the extent to which it meets quality standards at the institutional and programmatic level. The study concluded with a number of conclusions and recommendations that highlighted the strengths of the university and seek to maintain and strengthen them, and weaknesses and work to avoid them.

7.3.2 The development study project (1427-1429 AH)

The development study project, which is put forward with the National Commission for Academic Accreditation and Assessment (currently Education and Training Evaluation Authority) and participated by three Saudi universities, including Qassim University, is the first work that serves the localization of quality in the participating universities and colleges, in addition to other activities that accompanied this project. Training, workshops and more.

Preparation for the implementation of the project started in 1427 AH and the project continued until 1429 AH. The project was a practical training (simulation) on how to prepare and adjust (restructuring) each of the educational, research and administrative activities to meet the requirements of academic accreditation with high standards.

The project was technically divided into two phases:

First Phase: Institutional Evaluation of the University

This section covers all aspects directly related to university performance. In particular, the study focused on the 11 axes of institutional quality formulated by the National Center for Accreditation and Academic Assessment.

Second Phase: Programmatic Evaluation

This section includes an evaluation study of seven academic programs distributed among seven colleges of the university, namely: College of Medicine, Department of Electrical Engineering from the College of Engineering, Department of Accounting from the College of Economics and Management, Department of Veterinary Medicine from the College of Agriculture and Veterinary Medicine. Department of English from the College of Arabic Language and Social Studies, Department of Computer Science from the College of Computer, Department of Mathematics from the College of Science.

Project Achievements

Several teams of quality and academic accreditation specialists from the Kingdom reviewed the results of the project and visited the university and the departments participating in the study. These teams issued important reports at the institutional and programmatic levels and were reviewed in the concerned departments.

The most important results of the study are as follows:

- Preparing the strategic plan of the university
- Establishing the University Vice Presidency for Development, Planning and Quality
- Establishing the Deanship of Quality Assurance and Accreditation
- Establishing the Deanship of Information Technology
- Establishing the Deanship of faculty and staff affairs
- Establishment of the University Advisory Council

7.3.3 The official institutional academic accreditation project

After the completion of the university development study at the institutional and programmatic level and the visit of the external judges to the university and writing their reports, which included many recommendations, which the university considered obligatory in its implementation in order to continue improvement in the development and development of the university and raise the university's readiness to obtain institutional academic accreditation, On 15/7/1430 AH the formation of the committees of the project of academic accreditation to work on the preparation of an executive plan for the recommendations of the external auditors and verify its implementation and continuing the preparation for academic accreditation officially by the National Evaluation and Accreditation (Commission assessment of education and training now).

Project Achievements

- Preparation of the executive plan for the recommendations of the external auditors and approval of the Higher Committee for Academic Accreditation and start implementation.
- Determine the purpose and objectives of the institutional academic accreditation project and prepare the executive plan for the project and the timetable required for its implementation.
- Prepare the media plan for the project and the timetable for its implementation.
- Identify the different sources of information needed to prepare a self-study report for the project.
- Finalization of the quality assurance system for academic programs.
- Obtaining institutional accreditation for seven years (from May 2013 to April 2020).

7.4 QEC Experience in the Field of Academic Accreditation

7.4.1 The development study project (1427-1429 AH)

The Electrical Engineering Program has been chosen with other 6 programs in QU to undergo and participate in this project. At the end of the project, the evaluators stated that EE BSc Program is outstanding one.

7.4.2 International (ABET) Accreditation

- In 2009, all the College BSc Program went through a general evaluation process by the ABET.
- The ABET review process has resulted in accrediting the CE, EE and ME BSc Programs for a full term of six years.
- The three Programs have been reaccredited for other 6 years which ends at 31st of August 2022.
- QEC is preparing now for a new cycle of general review (2021-2022 ABET review cycle) targeting reaccreditation by ABET.

7.5 The Role of the Student in Quality Processes and Activities

7.5.1 Quality Activities:

- Transparency and serious [handling of questionnaires](#) distributed by the university, college or department.
- Participating in the quality activities at the university or college level and to seek to identify and culture.
- Maintaining student gains and rights, whether academic or extra-curricular, by participating in evaluating these services and demanding their improvement and proposing some solutions to help them.
- Ensure transparency and objectivity when participating in focus groups to discuss topics that serve quality issues at the university or college level.
- Ensure follow-up contact with the graduates' unit at the university after graduation to follow up the activities of the university to serve the graduates and contribute to its development.
- [Respond](#) effectively to the invitation of the university, college or department to participate in the work of the committees of external auditors.

7.5.2 Development Activities

- To participate actively in the University's external and internal activities in a way that contributes to raising the University's classification in student activities.
- To participate actively in the activities of the scientific and extra-curricular departments of the importance of this matter when reviewing the work and activities of the college or department with a view to accreditation.
- Adherence to the values of the university and announced in the context of the strategic plan of the university.
- [Initiating development proposals](#) for the college or department to improve the educational process.

- [Ensuring participation in the membership of college councils](#), departments and committees related to activities.
- Students, to achieve the principle of active [participation in decision-making](#).
- Make sure to register and complete your personal data with the College Student Affairs Unit [during the study](#) and after graduation.

7.5.3 Educational Activities

- Taking advantage of the scientific assistance provided by faculty members, especially office hours, as well as keenness to evaluate their effectiveness in helping students ([course survey](#)).
- Interact and participate in the activities offered in the classrooms that serve the quality of the educational process ([course survey](#)).

References

1. Development and Quality Deanship, Qassim University, “Quality System of Academic Programs at Qassim University”, On-Line:
<https://qa.qu.edu.sa/files/shares/handbooks/Quality%20System%20of%20Academic%20Programs.pdf>
2. Development and Quality Deanship, Qassim University, “Student Manual”, On-Line:
<https://qa.qu.edu.sa/files/shares/handbooks/Student%20Manual.pdf>
3. ABET Organization, ABET Accreditation-Policy-and-Procedure-Manual-2020-2021, On-Line:
<https://www.abet.org/accreditation/accreditation-criteria/accreditation-policy-and-procedure-manual-appm-2020-2021/>
4. NCAAA, National Programmatic Accreditation Forms, On-Line:
<https://www.etc.gov.sa/en/productsandservices/NCAAA/AccreditationProgrammatic/Pages/Forms.aspx>