Quality and Accreditation Standards for Open and Distance Learning Universities and Programs

Association of Arab Universities
General Secretariat
Amman- Jordan

Translated by:

Al-Quds Open University

Palestine

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FOREWORD

The General Secretariat of the Association of Arab Universities (AArU) had previously issued a number of special manuals to the institutional evaluation of Arab conventional universities. These manuals were applied to evaluate some Arab universities' overall quality of academic performance, particularly input (I), processes (P) and output (O) in order to deal with strengths and weaknesses, and to formulate vision for future enhancement. In view of the widespread use of e-learning and the increasing number of Arab universities offering Open and Distance Learning (ODL), the Association of Arab Universities in cooperation with Al-Quds Open University (QOU)took the initiative to issue this new manual for quality and accreditation standards, especially for universities adopting ODL.

The General Secretariat of AArU extends its gratitude and appreciation to the following people:
- Prof. Younis Amr, President of QOU,
- QOU team,

for their endeavor in fitting together the AArU's manuals into one special manual for quality and accreditation standards for ODL universities and programs.

Many thanks are also due to our two colleagues:

- Prof. Abdulsalam Yacoub Ghaith, Consultant of the Quality Assurance and Accreditation Council, AArU.
- Prof. Rushdi Al-Qawasma, Director of QOU Office in Amman,

who both contributed to preparing and supervising this manual to be issued in its present form.

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Professor Sultan Abu-Orabi
Secretary General,
Chair of Quality Assurance & Accreditation Council

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Assistant Secretary General,
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Country: ………………………..
Educational Institution: ……………………………….
Institution Full Address: ………………………………….
Phone Number: …………………   Fax Number: ………………………
e-mail: ………………………..
Institution Website: …………………………..
Type of Institution: Public (   )   Private (   )
Affiliated with the Arab League (   )
An Arab University in a Non-Arab Country (   )
Foreign Joint-University in an Arab Country (   )
Other (   )
Date of Establishment:
Date of Starting Teaching:
Location of Institution: in the Capital (   )   Outside the Capital (   )
Is the institution for?   male students only (   )   female students only (   )
mixed (   )

Institution Administration	Name	Phone No.	Mobile No.	E-mail
President				
Vice President				
Administrative Assistant				
Assistant for Student Affairs				
Academic Assistant				
Quality and Accreditation Director				

* Please abide by designations operative in your institution
Financing Agency of Institution: State (   )   other (   )
Number of Colleges in the Institution: (   )   Number of departments: (   )
Number of Students: PhD (   )   MA/MSc (   )   Higher Diploma (   )
BA/BSc (   )

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INTRODUCTION

There is no doubt that the certificates of quality assurance and accreditation in the domain of higher education and scientific research are a priority for the Arab and international academic institutions, whether they are conventional or open. In order to obtain such certificates, it is indispensable for an academic institution to undergo an overall evaluation which should be based on a number of quality criteria to assess the institution's commitment to them. In order for this to be appropriately done, it is required to work out clear and specific indicators to measure the extent to which these criteria are satisfied.

This document comes as an essential part of a system congruent with that of quality and accreditation prescribed by AArU for the accreditation of conventional universities in the Arab world, also suitable for universities adopting ODL systems. AArU had issued a number of manuals which became a system for accreditation of conventional universities. In the light of those manuals, a special system has been developed for ODL. Those previously issued manuals are the following:

1. Quality Assurance and Accreditation Manual for Member Universities of the AArU, 2008,

2. Institutional Self/External Evaluation and Accreditation Manual for Member Universities of the AArU, 2008,

3. Qualitative and Quantitative Indicators Manual for Quality Assurance and Accreditation for Member Universities of the AArU, 2009,

4. Standards and Weights Manual for Quantitative and Qualitative Indicators of Quality Assurance and Accreditation for Member Universities of the AArU, 2011.

As for the present Manual which is particularly prepared for ODL, it has been formulated in a different manner, whereby the AArU's manuals to the standards of quality and accreditation for the universities and open distance education have been conformed to highlight the requirements and weight of each of the domains of evaluation and their required tools together with the quantitative and qualitative indicators of each domain's quality.

The main domains used in this Manual are:

1. University's vision, mission, goals and plans;
2. Leadership and administrative structure;
3. Physical, human, technological and financial resources;
4. University ethics;
5. Faculty members;

6. Student affairs;
7. Admission and registration;
8. Academic programs and teaching methods;
9. Research;
10. Continuing education and community service;
11. Assessment.

The qualitative indicators of each domain have been established accordingly. The indicators included a number of statements, with three options adjacent to each statement. The evaluating team members have to read each statement carefully and respond by selecting the appropriate option. In addition, the quantitative indicators of each of the domains have been specified. The members of the evaluating team have to fill out accurately and honestly the information and data contained therein, in the form of tables.

Appendix (1) shows the components of the quality and accreditation system for Arab Open Universities along with the weights of each of the eleven domains contained in this system. Further, it clarifies the relationship between these domains and their weights. Appendix (2) shows how the overall score of the educational institution is calculated against the indicators. Appendix (3) can be referred to for the concepts and terminologies used in this Manual.

1 FIRST DOMAIN: UNIVERSITY'S VISION, MISSION, GOALS AND PLANS

1.1 Requirements

The university clearly defines its vision, mission, goals and plans. The university should:

• provide a clear document expressing its vision, mission and goals.
• involve all parties concerned in formulating its vision, mission and goals.
• ensure that the councils concerned approve the vision, mission and goals.
• ensure that the text of the vision, mission and goals is clear, comprehensive and publicized.
• revise its vision, mission and goals periodically for the purpose of improvement and development.
• take into account its vision, mission and goals in the process of planning and decision-making.
• ensure that the goals include the results expected of the graduates.
• indicate in its mission the forms of its relationship with its counterparts.
• provide immediate, medium and long-term action plans.
• clarify in its plans how its goals can be achieved.
• review, modify, and improve its plans continuously according to new developments.
• involve faculty members and heads of academic and administrative units in the preparation of strategic and executive plans.

1.2 Required tools

• document of the university's vision, mission and goals.
• samples of action plans in the various fields (physical and human resources, research, training, community service, etc. …).

1.3 Qualitative indicators of the quality of university vision, mission, goals and plans

1.3.1 Quality indicators of the university vision and mission

Scope*	No	Scale Statements	Yes	To Some Extent	No
I	1	University vision expresses clearly its educational philosophy.			
P	2	All parties concerned participated in the formulation of the university vision.			
P	3	Specialized university councils endorsed the university vision.			
I	4	University vision is publicized.			

Scope	No	Scale Statements	Yes	To Some Extent	No
P	5	The university revises and adapts its vision periodically.			
I	6	University vision incorporates community service.			
P	7	University vision focuses on building an educated society.			
I	8	University vision lays the foundation for incorporating quality in all university inputs.			
I	9	University vision lays the foundation for incorporating quality in all university operations.			
I	10	University vision lays the foundation for incorporating quality in all university outputs.			
I	11	The university adopts a clear mission conforming to its vision.			
P	12	The university translated its mission into specific goals.			
P	13	University councils endorsed the university mission.			
I	14	University mission is publicized.			
P	15	The university revises and adapts its mission periodically.			
I	16	University mission states the forms of its relationship with peer institutions.			
I	17	University mission incorporates community services.			
I	18	University mission calls for enhancing the use of information technology in teaching.			
I	19	University mission includes a commitment to quality principles.			

* (I) = Input; (P) = Process; (O) = Output

1.3.2 Quality indicators of the university goals

Scope	No	Scale Statements	Yes	To Some Extent	No
I.	1	The university adopts clear goals conforming to its mission.			
P.	2	All parties concerned participate in formulating the university goals.			
I.	3	The university formulates its goals in consultation with experts.			

Scope	No	Scale Statements			
P.	4	The relevant councils endorse the university goals.			
I.	5	University publicizes its written goals to stakeholders.			
P.	6	The university revises and adapts its goals in regular basis.			
I.	7	University goals incorporate community service.			
I.	8	University goals are measurable.			
I.	9	University goals incorporate the outcomes expected of graduates.			
I.	10	University goals focus on encouraging research.			
I.	11	University goals focus on encouraging freedom of thought.			
I.	12	University goals focus on enhancing the use of modern technology.			
I.	13	University goals take into account the relationship between academic teaching and the labor market.			
I.	14	University goals focus on introducing modern methods in teaching and learning.			
I.	15	University goals are concerned with achieving quality in all fields.			

1.3.3   Quality indicators of the university planning

Scope	No	Scale Statements	Yes	To Some Extent	No
I.	1	The university has a strategic plan for running open learning.			
I.	2	The strategic plan manifests the distinctive characteristics of open learning universities.			
P.	3	The strategic plan is approved by the parties concerned at the university.			
P.	4	The strategic plan encompasses all colleges and administrative units.			
I.	5	The strategic plan is characterized by flexibility to accommodate new developments.			
I.	6	The strategic plan incorporates all phases of implementation.			

I.	7	The university adopts executive working plans derived from its strategic plan. .			
I.	8	The executive plans include the university strategic goals.			
I.	9	The executive plans incorporate an order of priorities for the required tasks.			
P.	10	The university periodically revises and modifies its executive plans.			
P.	11	The university specifies in its executive plans responsibilities for implementing the tasks accurately.			
I.	12	The executive plans include timetables for implementation.			
I.	13	The executive plans contain performance indicators for follow-up and assessment.			
P.	14	University allocates a budget for its executive plans.			
P.	15	The executive plans are approved by the parties concerned at the university.			
P.	16	The university is keen to involve the academic faculty members in the process of planning.			
P.	17	The university transforms its executive plans into applied projects.			

1.4 Quantitative indicators of the quality of university vision, mission, goals and plans

1.4.1 Quality indicators of university plans

University draws up plans for each of the following:	Available	Not Available
Admission of students		
Curricula and methods of teaching		
Research		
Training and continuing education		
Community service		
Buildings and facilities		
Physical resources		
Human resources		
Technological resources		
Financial resources		
Training and scholarship		

2 SECOND DOMAIN: LEADERSHIP AND ADMINISTRATIVE STRUCTURE

2.1 Requirements

The university has a clear administrative system and leadership with well-defined structure of clear levels and responsibilities whether at the general level or at the level of units. The quality of this domain is evaluated against a number of elements that the university should make available. Hence, the university should:

- verify that its council draws up the policies compatible with its mission to guarantee the quality of the programs, the educational services provided for the students and the financial resources required for their support.
- verify that its policy and procedures guarantee clarity and transparency in decision-making.
- verify that the organizational structure is flexible and clear.
- provide accurate description of jobs and a clear specification of duties and responsibilities.
- enable students to present complaints individually or collectively in a manner that guarantees privacy and confidentiality to receive solutions promptly without delay.
- provide reliable procedures and norms for employment.
- ensure an effective relationship between the administrative leadership and employees.
- recruit competent administrative staff for achieving objectives, improving plans and dealing with the students' problems.
- provide a system and mechanisms for internal evaluation and verify their efficiency.
- involve the academic faculty and administrative staff in drawing up the university policies and planning.
- provide appropriate environment for institutional excellence, and encourage employees to take initiatives to improve practices, programs and services.
- ensure quality of relations with the relevant educational institutions via activating bilateral and collective agreements.
- verify that the university council revises continually the administrative rules and regulations. Further, the university should take all measures conducive to developing forms of communication with the other units and divisions to help them solve pending problems and follow up and upgrade their performance.
- provide a special system for incentives, material and moral rewards in appreciation of the employees' efforts.
- revise regulations and directives within the framework of accountability and transparency.
- provide appropriate environment for work that encourages excellence of performance and deepens the sense of ethics.
- sponsor athletic, cultural and social activities which strengthen human relations within the university and community.

- adopt methods for employee performance appraisals within the framework of accountability and transparency.
- use human and physical resources with a high degree of efficiency and competence.
- authorize the administrative leadership to carry out its effective supervision duties and tasks.
- authorize the administrative leadership to issue the necessary directives to improve the teaching and learning environment.
- allow opportunities for employees to contribute to decision-making.
- allow opportunities for students to contribute to decision-making.
- observe closely accuracy at work in accordance with approved principles and bylaws.
- provide legal guarantees and surety to safeguard employees' rights.
- provide legal guarantees and surety to safeguard students' rights.
- Entrust the administrative leadership with the administrative authorities in accordance with the bylaws and principles.
- provide security and safety for employees and students.
- Adopt scientific measures and objective tools to verify the extent of quality of the teaching process outcomes.
- use the documented results of assessment to transfer issues related to quality to the specialized bodies.
- evaluate periodically the extent of efficiency of the mechanism of improving colleges, curricula, study services, library and supportive services.

2.2   Required tools

- University organizational structure.
- Samples of minutes of meetings.
- Systems of recruiting administrative leadership.
- Samples of working instructions and authorities.
- Job specifications.

2.3   Qualitative indicators of leadership and administrative structure quality

2.3.1   Quality indicators of administrative leadership

Scope	No	Scale Statements	Yes	To Some Extent	No
I.	1	The administrative leadership has leadership characteristics appropriate for the requirements of the quality management system.			
I.	2	The senior administration pays attention to availability of academic environment appropriate for the success of the teaching process within the university.			

P.	3	The administrative leadership pays attention to human relations conducive for the success of the teaching process.			
I.	4	The administrative leadership uses human resources in the most ideal manner.			
I.	5	The administrative leadership uses physical resources in the most ideal manner.			
I.	6	The administrative leadership uses technological resources in the most ideal manner.			
P.	7	The administrative leadership endeavors to meet the university needs for new academic specializations.			
I.	8	The administrative leadership supports mechanisms advancing research.			
P.	9	The university adopts documented and publicized norms for recruiting administrative leaderships.			
P.	10	The administrative leadership adopts viewpoints and suggestions of community representatives in developing the university functioning.			
P.	11	The administrative leadership is keen to consolidate its work relations with the various sectors of the university.			
P.	12	The administrative leadership is concerned about reinforcing interaction with the local community institutions.			
P.	13	The administrative leadership is keen to guarantee quality of relations with the relevant teaching and educational institutions.			
P.	14	The administrative leadership is concerned with the viewpoints of students' representatives in the university.			
P.	15	The administrative leadership is keen to solve problems faced by the various university units.			
P.	16	The administrative leadership is keen to take into account the employees' viewpoints, suggestions and complaints.			
P.	17	The administrative leadership endeavors to follow up the university functioning in the field.			
P.	18	The administrative leadership is keen to have students represented in the relevant committees.			
P.	19	The administrative leadership encourages initiatives for improving performance at work.			

Scope	No	Scale Statements	Yes	To Some Extent	No
I.	20	There are instructions and procedures as stipulated for decision-making in university councils.			
I.	21	The university has computerized information systems that meet the university needs.			
I.	22	The university has a plan for training and developing leadership skills.			
P.	23	The administrative leadership pays attention to consolidating social interaction amongst the university employees.			
P.	24	The administrative leadership supports mechanisms of open learning at the university.			
P.	25	The administrative leadership adjusts the organizational structure in response to the needs of open learning.			
I.	26	The university has financial allocations enough for the implementation of administrative leaderships training plan.			
I.	27	The administrative leadership has suitable experience for the environment of open learning and blended learning.			

2.3.2 Quality indicators of administrative organizational structure

Scope	No	Scale Statements	Yes	To Some Extent	No
P.	1	The organizational structure is appropriate for the university mission and goals.			
I.	2	The university organizational structure is characterized by flexibility.			
I.	3	The university provides an accurate description of the administrative units of the organizational structure.			
I.	4	The university organizational structure is approved by its council.			
I..	5	The organizational structure includes an organizational unit for quality management.			
I.	6	All university departments have approved instructions and regulations.			
P.	7	The university revises the administrative rules and regulations on regular basis.			
I.	8	The university has job description for all tasks.			

I.	9	The organizational structure has specifications for the responsibilities and authorities of all administrative units.			
P.	10	The administrative leadership entrusts with authority the different administrative units employees.			
P.	11	The quality management unit participates in presenting and discussing quality issues in the university councils.			
P.	12	The administrative units abide by policies of quality system and procedures.			
P.	13	The university quality unit has an effective follow- up system to verify conducting work in accordance with quality policies and procedures.			
P.	14	Procedures are taken to guarantee developing forms of contact and communication among the various university units and divisions.			
I.	15	The employees have the necessary information that enables them to carry out their duties efficiently.			
P.	16	The administrative leadership takes care of the employees' grievances and suggestions.			
I.	17	The university has a system that deals with complaints and suggestions.			
I.	18	The university provides all employees with medical insurance.			
I.	19	The university provides its employees with an end-of-service compensation.			
P.	20	The university distributes human resources amongst administrative units as needed by each.			
P.	21	The university applies an effective system of performance appraisal.			
I.	22	The university has rules and instructions to handle dangers and crises.			
I.	23	The university provides a suitable environment for work quality.			
I.	24	The university provides a system for incentives and rewards based on levels of performance.			
I.	25	The university has a computerized administrative system.			

2.4 Quantitative indicators of the organizational and administrative aspect quality

2.4.1 Quality indicators of administrative formations

The University has the following administrative formations:	Yes	No
Board of Trustees		
University Council		
Academic Council		
College Councils		
Departmental Councils		

2.4.2 Quality indicators of university systems and regulations:

Regulations and Instructions	Available	Not Available
University system		
Job descriptions		
Human resources		
Academic faculty		
Student disciplinary		
Employees accountability		
Appraisal of administrators and academics' performance		
Incentives and encouragement		
Academic and administrative promotions		
Developed financial and accounting systems		
Research		
Scholarships		
Postgraduate studies		
Academic centers		
Awarding academic degrees		
Awarding academic degrees and honorary certificates		
General library services		
Use of internet		
Training of students		
Rights of intellectual property		
Academic societies		
Admission of students		
Publishing of cultural works		

2.4.3 Quality indicators of fringe benefits provided by the university

Type of Fringe Benefit	Available	Not Available
Health insurance		
Housing loans		
Travel allowance		
Grants for employees spouses and children		

Joint social liability fund		
End-of-service compensation (pension)		

3 THIRD DOMAIN: PHYSICAL, HUMAN, TECHNOLOGICAL AND FINANCIAL RESOURCES

3.1 Requirements

The university should do the following:

- plan for, establish, secure and develop its resources in a manner that guarantees quality and the best utilization to support its programs and services.
- provide enough resources to contribute to guaranteeing the complementarity of programs, services and their quality.
- provide enough funding for resources.
- guarantee the availability of resources in all locations where its services are provided, in addition to their maintenance on regular basis.
- guarantee complementarity of planning for resources and institutional planning in general, in addition to evaluating the best utilization of resources to benefit from the results of this evaluation in improving its performance.
- provide a database for resources and basic needs pertaining to its programs and services.
- provide the requirements for extracurricular activities, such as computerized library, halls and auditoriums, among other things.
- provide adequate offices and other space for its employees.

3.1.1 Required tools

- Construction plan for developing and maintaining material resources.
- Samples of evaluative studies of material resources.
- Budget allocated for material resources.

3.1.2 Qualitative indicators of material resources quality

Scope	No	Scale Statements	Yes	To Some Extent	No
P.	1	The university plans for developing its resources to guarantee their best utilization.			
I.	2	The university guarantees complementarity of planning for resources and institutional planning in general.			
I.	3	The university provides enough material resources of suitable specifications.			
I.	4	The university provides requirements for extracurricular activities.			

I.	5	The university provides for conditions of safety and security in all its utilities.			
I.	6	The university has a database on resources and basic needs.			
I.	7	The university has effective procedures of storing.			
I.	8	The university provides enough funds for material resources.			
I.	9	The university has adequate offices and places available for its employees.			
P.	10	The university designs its buildings to be suitable for their purposes.			
P.	11	The university buildings can proportionally absorb student intake.			

3.1.3   Quantitative indicators of material resources quality

3.1.3.1   Indicators of the university buildings revenue quality

Number of owned buildings: (   )   Number of rented buildings: (   )

3.1.3.2   Indicators of buildings quality and their suitability for colleges

Number	College	Very Suitable	Suitable	Not Suitable

3.1.3.3   Indicators of the quality of services provided by the university

Services in the University	Available	Not Available	Remarks
Maintenance of buildings			
Maintenance of educational requirements and equipments			
Maintenance of computer and electronic technologies			
University security			
Civil defense services			
Health center			
Internet unit			
Prayer hall			*
Cafeteria			*
Medical facilities for students			*
Medical facilities for employees			*

* Please indicate how many

3.2 Human Resources

3.2.1 Requirements

The university should:

- specify publicly and clearly the standards, qualifications and procedures pertaining to recruiting the employees and academic faculty in a way compatible with its organizational structure.
- specify the tasks and duties associated with each job.
- evaluate the effectiveness of its human resources periodically.
- keep written instructions specifying the professional ethics for all employees working in it.
- provide documented policies that achieve justice in all the procedures of employment.
- facilitate the conditions needed for the security and confidentiality of personal files of its employees.
- provide opportunities for professional development and training activities for all employees according to their needs.
- evaluate continuously programs of professional development and training activities.
- provide publicized database specially for all its employees.

3.2.2 Required tools

- Criteria and conditions of employment.
- Tasks and duties associated with each occupation (Job description).
- Employee performance appraisal form.
- Employees training plan.
- Employees database.

3.2.3 Qualitative indicators of human resources quality

Scope	No	Scale Statements	Yes	To Some Extent	No
I.	1	The university has a publicized system which includes conditions and procedures of employment.			
I.	2	Employment at the university is based on job specifications.			
P.	3	The university interviews any candidate for employment before he/she is employed.			
I	4	The university has documented policies that guarantee justice in all employment procedures.			

I.	5	The university specifies the tasks and duties associated with each occupation.			
P.	6	The university evaluates the effectiveness of its human resources on regular basis.			
P.	7	The university facilitates the required conditions for the security and confidentiality of its employees' personal files.			
P.	8	The university provides opportunities for continuous professional development.			
P.	9	The university evaluates professional development programs continuously.			
I.	10	The university specifies its need for personnel in accordance with approved standards.			
I.	11	The university employs a sufficient number of qualified technicians and professionals in departments providing support and services.			
I.	12	The university has a comprehensive database on all employees.			
P.	13	The university follows employment plans appropriate for open learning.			
P.	14	The university employs sufficient and qualified human resources to support initiatives of blended learning.			

3.3   Technological Resources:

3.3.1   Requirements

The university should:

- provide supportive service for learning and use its technological resources to support teaching programs and intellectual, cultural and academic activities.
- provide training of high quality for those specialized in the field of effective investment in information technology, supervising providing it and preserving the efficiency of operating it in a way that realizes the students and employees' interest.
- plan the infrastructure for information technology and equipment, in addition to providing maintenance for it and upgrading its efficiency to suit the university needs.
- provide sufficient funding for the technological resources budget.

- provide developed and various technological resources relevant to the programs and teaching process.
- provide freedom for students and the academic faculty members to benefit from the library and learning supplementary services.
- strengthen its relationship by establishing cooperative agreements with the other institutions in the field of utilizing libraries, services supporting teaching and evaluating those services.
- provide libraries furnished with modern information resources that are connected with local and international information network, audiovisual devices and modern communication means like the internet and computer labs.
- provide healthy conditions, like airing, heating, air-conditioning, and enough and comfortable places and desks for reading and studying.

3.3.2 Required tools

- Technological resources plan and financial resources allocated for it.

3.3.3 Qualitative indicators of technological resources quality

3.3.3.1 Indicators of information and communications technology quality

Scope	No	Scale Statements	Yes	To Some Extent	No
I.	1	The university provides supporting technological services for learning.			
P.	2	The university provides high-quality training for employees specialized in information technology			
P.	3	The university plans for the infrastructure of information technology and equipment and provides it with maintenance.			
I.	4	The university provides sufficient funds for the technological resources budget.			
I.	5	The university provides developed technological resources to serve the educational process.			
P.	6	The university provides the technologies and teaching equipment required for the teaching process.			
I.	7	The university uses modern technologies in administrative and office work.			
I.	8	The university has a computer center.			
I.	9	Students' data and grades are computerized.			
I.	10	The university has a closed-circuit television.			

Scope	No	Scale Statements	Yes	To Some Extent	No
I.	11	The university has integrated exhibition halls.			
I.	12	The university has a multimedia library.			
I.	13	The university has a secure system that enables students and academic faculty to exchange information via the internet.			
I.	14	The university servers have enough capacity to store information and learning outcomes.			

3.3.3.2   Information system quality indicators

Scope	No	Scale Statements	Yes	To Some Extent	No
I.	1	The university has up-to-date communication facilities.			
I.	2	The university has a website.			
P.	3	There is enough information about the university on its website.			
P.	4	The university is keen to update its information on regular basis.			
P.	5	The available information covers the university various activities.			
I.	6	The university website has been designed in more than one language.			
I.	7	The university employees and students have access to the internet.			
I.	8	Technological services are provided for employees and students in their different geographical locations.			
I.	9	Policies of student admission are available on the university website.			
I.	10	The university classifies its data according to efficient statistical forms.			
I.	11	The university has a documented technological plan explaining procedures of information security and protection.			
I.	12	The university provides the needed technical support for the technological infrastructure related to the implementation of blended learning programs.			

3.3.3.3   Quality indicators of library services

Scope	No	Scale Statements	Yes	To Some Extent	No
I.	1	Library staff have professional knowledge.			
P.	2	The university library uses up-to-date information technologies within the framework of the internet network.			
I.	3	The library acquisitions are sufficient to and appropriate for the needs of its users.			
P.	4	The university announces to the library users the new holdings and services.			
P.	5	The library has brochures on how to use the library.			
I.	6	The library has a system for making complaints and suggestions.			
P.	7	The library has a mechanism for exchanging viewpoints with users.			
P.	8	The library is connected directly with libraries of other universities and research centers.			
P.	9	The university provides direct connection between the library computerized system and academic faculty members.			
P.	10	The library has an efficient communication system at the external level.			
I.	11	The library applies the Congress Classification System for foreign books.			
I.	12	The library has the modified Dewey Decimal System for the Classification of Arabic books.			
I.	13	The library has a comprehensive card index.			
P.	14	The library has an online electronic index easy to use by users.			
P.	15	The library is always supplied with acquisitions of references and periodicals in all specializations.			
I.	16	The library provides bibliographical references, abstracts and research engines in specialization areas.			
I.	17	The library has special halls for reading and research.			
P.	18	The library applies systems that maintain quiet in study halls.			
P.	19	Working times in the library are agreeable to users.			

I.	20	The library has signboards.			
P.	21	Library acquisitions and systems are arranged in a way that facilitates referring to them.			
P.	22	The university always strengthens and evaluates its relationship with the other institutions in the area of libraries and learning supporting services.			
P.	23	The library is connected to external databases.			
P.	24	Books and periodicals are computerized.			
I.	25	The university has a virtual library.			
I.	26	The university provides librarians with opportunities to develop themselves professionally.			
I.	27	The university provides the academic faculty members with resources, references, international academic and open learning journals.			
I.	28	The university uses a computerized system for checking out books and periodicals.			

3.4   Financial Resources

3.4.1   Requirements

The university should:

- establish a unit for the management of financial resources within a specified structure appropriate for the organizational structure.
- lay down outlines and processes related to financial planning and developing its financial resources.
- evaluate realistically its annual financial plans to guarantee the availability of financial resources to maintain their growth pattern and meet the annual spending needs.
- maintain cash flow and financial reserve sufficient for financial stability and emergency needs.
- allocate sufficient financial resources to support student learning programs.
- establish methods of systematic and publicized financial supervision for all its activities.
- invest in all its financial resources including auxiliary activities and external financial assistance funds in a sound manner compatible with the university vision.
- provide written and approved accounting procedures conforming to international accounting standards.

- provide guidelines explaining the correct methods and procedures of purchasing and storing.

3.4.2   Required tools

- Financial plan.
- Budget as distributed among spending affairs.
- Financial audit reports.

3.4.3   Qualitative indicators of financial resources quality

Scope	No.	Scale statements	Yes	To some Extent	No
I.	1	The university has a unit to manage financial resources run by specialized employees.			
I.	2	The university lays down outlines and processes relating to planning and developing financial resources.			
P.	3	The university evaluates its annual financial plans.			
I.	4	The university has cash flow and financial reserve sufficient to maintain its financial stability and meet its emergency needs.			
I.	5	The university allocates financial resources sufficient to support teaching programs.			
I.	6	The university has publicized and systematic financial supervision methods for all its activities.			
P.	7	The university invests in all its financial resources in a sound manner compatible with the university vision.			
I.	8	The university uses modern ways for predicting its financial needs.			
I.	9	The university has written and approved accounting procedures.			
I.	10	Procedures of accounting applied by University are in agreement with the international accounting standards.			
I.	11	The university applies correct ways and procedures of purchasing.			
P.	12	The university conducts financial analysis of its quantitative data by local financial analysts.			

P.	13	The university conducts comparative analytical studies to be aware of the costs of open learning in comparison with conventional teaching.			
I.	14	The university allocates in its budget financial resources for all matters relating to teaching.			
I.	15	Initiatives of open learning depend on new financial resources.			

4   FOURTH DOMAIN: UNIVERSITY ETHICS

4.1   Requirements

- The university ethics mean that the university applies in all its administrative units a code of ethics that has a clear value reference. Therefore, the university should:

- ensure its integrity through publishing the correct and reliable information relating to the university mission and goals; programs and degrees; tuition fees and financial position; admission and graduation procedures; members of board of trustees and university council; deans of colleges and heads of divisions; academic faculty members as well as employees and students.
- establish general codes of ethics and professionalism.
- establish a system of reward and punishment in the light of specific criteria.
- create an environment of transparency in administrative and financial operations,
- emphasize ethical aspects in its textbooks.
- emphasize ethical dimensions in all evaluation system.
- establish ethical restrictions on the use of modern technologies.
- establish a system that guarantees equal opportunities and justice whether in employment, testing, or grants and incentive.
- verify that research plans observe the required academic ethics.
- observe ethical dimensions in community service.
- establish rules that guarantee every individual's right of complaining.
- guarantee academic freedom and freedom of expression for all academic faculty members.
- apply methods of evaluating academic faculty members by students to check the extent of faculty members' objectivity in presentation and discussion.

4.2   Required tools

- Samples of codes of ethics.
- Standards for employment and promotion.
- Standards for reward and punishment (administrative accountability rules)

4.3 Qualitative indicators of university ethics quality

4.3.1 Indicators of university ethics quality

Scope	No.	Scale statements	Yes	To some Extent	No
P.	1	The university is committed to credibility and integrity in all its policies, decisions, internal and external dealings.			
I.	2	The university has clear instructions for students which urge them to abide by academic integrity and honesty in their conduct at the university.			
I.	3	The university publishes the true and reliable information on its goals, mission, programs, academic degrees, tuition fees, financial condition and admission requirements.			
I.	4	The university has a general code of ethics for all its employees.			
I.	5	The university has a system for reward and punishment.			
P.	6	The university facilitates creating a climate of transparency in administrative and financial matters.			
P.	7	The university emphasizes ethical aspects in its textbooks.			
P.	8	Evaluation systems emphasize ethical dimensions.			
I.	9	The university has a system for ethical controls on the use of modern technologies.			
I.	10	The university has a system which guarantees equal opportunities and justice for its employees.			
P.	11	The university verifies whether researchers abide by research ethics.			
P.	12	The university observes ethical dimensions in community service.			
I.	13	The university has rules that guarantee every individual's right of complaining.			
P.	14	The university endeavors to guarantee its students justice and indiscrimination with respect to opportunities of education and evaluation.			

Scope	No.	Scale statements	Yes	To some Extent	No
P.	15	The university is keen to guarantee its employees justice and indiscrimination.			
I.	16	The university establishes atmospheres of academic freedom for its academic faculty members.			
P.	17	The administrative leadership observes professional ethics in dealing with employees.			
I.	18	The university provides legal guarantees to preserve rights of employees.			
I.	19	The university provides legal guarantees to preserve rights of students.			
P.	20	The university takes care of the security and safety of employees and students.			
P.	21	The university takes measures to correct unjust practices once they are discovered.			
P.	22	The university reveals the wrong administrative practices.			
I.	23	The university publicizes mechanisms to receive grievances and suggestions and to respond to them.			
P.	24	The university is keen to follow up the decisions taken with respect to grievances and notifies complainers of the follow-up result.			
P.	25	The university observes credibility in its announcements and published information.			
P.	26	The university abides by the copyrights and intellectual property.			

4.3.2   Indicators of beneficiary's satisfaction

Scope	No.	Scale statements	Yes	To some Extent	No
P.	1	The university measures the level of job satisfaction of its administrative leadership and employees.			
P.	2	The university measures the satisfaction of the labor market and civil society from the level of the university graduates.			
O.	3	Evaluation results are used to improve the university's competitive position.			
O.	4	There is an increase in the labor market demand for the university graduates.			

Scope	No.	Scale statements			
P.	5	The graduates' level of efficiency is investigated in their institutions of employment.			
I.	6	The university offers programs for improving its graduates' skills to meet the requirements of the labor market.			
P.	7	The university evaluates job satisfaction level of the academic faculty members.			
P.	8	The tuition fees are in proportion to the services provided for the students.			
P.	9	The university has flexibility and observes the structure of administrative work procedures.			
P.	10	The university preserves confidentiality of information and documents pertaining to beneficiaries.			
P.	11	The university handles seriously the grievances it receives.			
P.	12	The university employees answer inquiries and solve problems they encounter with high professionalism.			
P.	13	The services provided by the university realize the students expectations.			
P.	14	The university meets the needs of the academic faculty members.			
O.	15	The university public relations employees deal with members of the public in a respectful manner.			
O.	16	The university has obtained a good reputation in the community.			
I.	17	The university has obtained a certificate of quality and excellence for its performance from Arab and international organizations.			

4.3.3 Indicators of students' satisfaction from open learning

Scope	No.	Scale statements	Yes	To some Extent	No
O.	1	Open learning suits the students' needs and circumstances.			
I.	2	Open learning provides an opportunity for students to attend classroom meetings.			
O.	3	Students are satisfied with procedures of admission and registration via the internet.			

O.	4	Students are satisfied with the financial support (grants and assistantship) provided to them by the university.			
O.	5	Students are satisfied with the system followed in dealing with complaints.			
P.	6	Open learning allows students an opportunity to acquaint themselves with different teaching styles.			
I.	7	Open learning contributes to developing students' self-learning.			
O.	8	Open learning enhances the active learning instead of memorization and lecturing.			
O.	9	Open learning develops students' thinking communication and analyzing skills.			
I.	10	Open learning realizes the principles of equality of learning for all students.			
I.	11	Open learning offers everybody an opportunity of learning irrespective of their age.			
I.	12	Open learning makes available blended courses (books, cassettes, CDs, downloaded on the internet)			
I.	13	Open learning is considered to be less costly than conventional teaching.			
P.	14	Open learning provides students with an opportunity to have contact, communicate and share experiences with their peers.			
P.	15	Open learning allows students to use methods and technologies suitable for the nature of the learning process.			
P.	16	The university provides academic advising for students to choose courses and specializations.			

5   FIFTH DOMAIN: FACULTY MEMBERS

5.1   Requirements

The university should take the following measures to secure qualified academic faculty for the different specializations, including:

- setting up a clear vision for its requirements of academic faculty in the light of its vision, mission and goals,
- availability of sufficient number of full-time and part-time academic faculty required for supporting educational programs and services,

- setting up clearly the criteria of selecting faculty members (e.g. content knowledge, effective teaching, ability to contribute to fulfilling the university mission….etc.), and tracing/recognizing the academic degrees obtained from internationally recognized universities and defining the recruiting measure as well as announcing in the media,
- forming the specialized committees for choosing the faculty members nominated for working at the university,
- availability of regulations and laws necessary for recruiting in the university,
- establishing the database on the faculty members, including academic qualifications, academic degrees, experiences, etc,
- auditing the competence of academic faculty members in order to fulfill the university mission and goals in the areas of educational programs, scientific research, community partnership, keeping up with innovation and development in the teaching process, and the rates of shortage or surplus of faculty members in each specialization,
- availability of policy and mechanism necessary for professional development of academic faculty,
- having the assessment tools for gauging the performance of the faculty members, such as: effective teaching, depth of knowledge in their specialization, using various teaching methods, managing the time of the class, using appropriate assessment tools, scientific research, authorship, publication, translation, scientific awards, community service activities …etc,
- preparing the official reports on the appraisal results of the faculty members performance, and tips for how to lodge an objection against an assessment,
- devising the instructions regulating the teaching hours of the faculty members according to their academic degrees,
- allocating encouraging awards for the innovators in the fields of teaching, scientific research, and community service according to the university vision and mission,
- implementing sabbatical leave programs.

5.2   Required tools

- Criteria for selecting faculty members.
- Academic faculty.
- Professional development programs.
- Faculty performance appraisal systems, and assessment report templates.
- Statistics for academic faculty.

5.3 Qualitative indicators of academic faculty quality

Scope	No.	Scale Statements	Yes	To some Extent	No
I.	1	The university has a clear vision of its needs for faculty members.			
I.	2	The university provides a sufficient number of qualified faculty members.			
I.	3	The university adopts clear criteria for the selection of faculty members.			
I.	4	Professional committees are available to choose competent faculty members.			
I.	5	The university announces criteria for the selection of faculty members.			
P.	6	The university provides a database on faculty members.			
P.	7	University adopts professional development programs for faculty members.			
P.	8	The university provides adequate training for faculty members in the field of computer technology , information and communication			
P.	9	The university allocates incentive awards for distinguished faculty members.			
I.	10	University offers a means of support for faculty members to develop their teaching.			
P.	11	The university encourages faculty members to do scientific research.			
I.	12	University grants sabbatical leaves to faculty members.			
P.	13	The university provides an opportunity for participation of faculty members in the scientific committees.			
P.	14	The university financially supports scientific research activities of faculty members.			
P.	15	The university encourages faculty members to get scholarships.			
P.	16	The university stimulates faculty members to participate in community service.			

P.	17	The university provides an opportunity for faculty members to exchange views to develop their performance.			
I.	18	The university provides faculty members with journals that relate to open learning.			
P.	19	The university provides an opportunity for faculty members to employ technology in education.			
I.	20	The university provides an opportunity for faculty members for electronic communication with students.			
P.	21	The university offers clear formula for calculating faculty members' teaching loads.			
I.	22	The university announces information on faculty members' academic courses through the portal.			
I.	23	The university announces weekly office hours for faculty members through the portal.			
P.	24	The university provides technological, scientific, developmental, and training support for faculty members.			

5.4 Quantitative indicators of academic faculty quality

5.4.1 Distribution of faculty by gender

Gender	Number	%
Male		
Female		
Total		

5.4.2 Distribution of full-time faculty members by academic ranks

Full-time faculty members*	Number	%
Professor		
Associate Professor		
Assistant Professor		
Lecturer		
Other ranks (e.g., UNESCO Chair, distinguished professor, honorary).		
Total		

* The university academic ranks can be used.

5.4.3   Distribution of part-time faculty members by academic ranks

Part-time faculty members	Number	%
Professor		
Associate Professor		
Assistant Professor		
Lecturer		
Other ranks (e.g., UNESCO Chair, distinguished professor, honorary).		
Total		

6   SIXTH DOMAIN: STUDENT AFFAIRS

6.1   Requirements

The university should:

• use scientific methods to identify students' basic needs for academic and administrative services.

• provide brochures stating the university mission, goals, councils, colleges, names of faculty members, and department directors.

• provide brochures of guidance and counseling for non-academic services provided for students.

• offer brochures of guidance and counseling relating to regulations of admission, registration , examinations, and repeating, warning, dismissal, and degree-granting.

• provide information and guidance booklets relating to open learning study system.

• establish a unit for educational and psychological counseling to promote the students' scientific and psychological well-being.

• establish units for extracurricular activities to cultivate students' personalities and involve them in the university community life.

• provide a fund for financial aid and student loans.

• provide the necessary support services for students with special needs to integrate into university life.

• provide moral and material incentives for outstanding students.

• survey students' views from time to time about academic and administrative services.

• support the establishment of students' unions.

• follow up alumni affairs.

• provide adequate channels for rapid communication between students and university faculties/departments.

• provide suitable means for dealing with students' complaints or suggestions.

• organize orientation program for new students at the beginning of each semester.

6.2   Required tools

• Guide to the University.

• Documents/manuals showing services available at the university.

• Documents/brochures introducing the university and its various bodies.

6.3   Qualitative indicators of students' affairs quality

Scope	No.	Scale Statements	Yes	To some Extent	No
I.	1	The university has studies defining the students' basic needs for the services and academic programs.			
I.	2	The university provides brochures of guidance and counseling showing student services.			
I.	3	The university provides a unit for educational and psychological counseling for students.			
I.	4	The university provides modules for student development: (technical, academic, cultural, athletic, etc.) .			
I.	5	The university provides a fund for loans and financial aid for needy students.			
I.	6	The university provides adequate training for students to use the skills of the Internet, and communication technology to achieve interaction with peers and academic environment.			
I.	7	The university provides the necessary support services for students with special needs to integrate them into the academic life.			

I.	8	The university provides incentives for outstanding students.			
P.	9	The university takes into account the students' views in the development of services offered online.			
P.	10	The university conducts studies exploring students' views about the appropriateness of blended education.			
I.	11	The university has a comprehensive database on its graduates.			
I.	12	University provides programs to remedy weaknesses in students' knowledge and skills.			
P.	13	The university conducts tests for students to determine the level of language study.			
I.	14	The university provides mechanisms for rapid communication between students and the university to respond to their queries.			
P.	15	The university provides educational kits for students.			
I.	16	The university provides the necessary means for students to make complaints and suggestions.			
I.	17	The university provides a database on student affairs.			

6.4   Quantitative indicators of students' affairs quality

Available service units at the university	Yes	No
Cultural activities		
Social activities		
Artistic activities		
Counseling and educational guidance		
Follow-up of graduates		
Health care for students		
Social Liability Fund		
Recreational centers		
Computer lab		
Internet Unit		

7 SEVENTH DOMAIN: ADMISSION AND REGISTRATION

7.1 Requirements

The university accepts students whose qualifications are congruent with its mission, goals, values, academic programs, capabilities, and relevant regulations, and grants them good academic and administrative environment which fulfills the goals set. The university should:

• provide certified systems for admission, registration, promotion, repeating, finance, dismissal, academic and behavioral *penalties*, as well as the technical committees and the needed forms,

• determine annually the number of students admitted in the university based on the colleges' admission capacity,

• keep a special file for each student containing the necessary information about his/her behavior, activities, and academic level,

• set up an appropriate mechanism to ensure the students' readiness for joining the university,

• help students to enroll in remedial courses (if necessary) to be eligible to apply for admission in certain specializations to which they were not eligible to apply for upon admission,

• provide statistics on the number of students enrolled in the university and applicants in a given year, distributed by various variables.

7.2 Required tools

Regulations and instructions for admission, transfer, change of major, and penalties.

• Exams regulations and instructions.

• Samples of student records and documentation.

• Samples of admission tests, and intelligence measure.

• Samples of students' surveys in education quality, services, and faculty members' performance.

• Statistics on students.

7.3   Qualitative indicators of admission and registration quality

Scope	No.	Scale Statements	Yes	To some extent	No
I.	1	Admission and registration forms are available at the university.			
I.	2	The university publishes entrance requirements through its website.			
I.	3	Applicants are provided with full information about the university.			
I.	4	The university displays the professional prospects of its specializations.			
P.	5	University provides admitted students a complete idea about open learning system.			
P.	6	The university provides students a guide showing policies and procedures of admission and registration.			
P.	7	The university provides students with educational counseling about appropriate academic specializations.			
I.	8	The university adopts criteria in accepting students according to the flexibility of open learning.			
I.	9	The university adopts admission tests for students to ensure their readiness.			
I.	10	The university determines the number of admitted students in each discipline based on the available capabilities.			
P.	11	The university seeks to attract outstanding students to enroll.			
P.	12	University scrutinizes the student's academic background when transferring to new programs.			
I.	13	The university provides students electronically with grades.			
I.	14	The university keeps an academic file for each student (about his/ academic status) .			
P.	15	University surveys students' views on the quality of teaching and learning.			
P.	16	The university surveys students' views on faculty members' performance.			
I.	17	The university provides a database on students.			
I.	18	The university offers self-guidance to students through its website.			

I.	19	The university provides the possibility of electronic registration through its website.			

7.4 Quantitative indicators of the quality of Admission and Registration

7.4.1 Distribution of students' total number according to gender

Gender	Total number of university students	Total number of Arab & foreign students in university	%
Males			
Females			
Total			

7.4.2 Students' total numbers and their means compared to faculty members

Indicators	Number in calendar year
Total number of students in bachelor's degree	
Total number of full-time faculty members from the rank of: • associate professor • assistant professor • lecturer (instructor)	
Total number of part-time faculty members from the rank of: • associate professor • assistant professor • lecturer (instructor)	
Total number of technicians in laboratories	
Total number of administrators	
Total number of service workers	

7.4.3 Please indicate the methods used by the university to follow up graduates' affairs

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7.4.4 Views of graduates' employers and universities in which graduates pursue their studies

Does the university take into account viewpoints of the graduates' employers and universities in which graduates pursue their studies in order to be acquainted with its graduates' performance? And how is it done?

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8 EIGHTH DOMAIN: ACADEMIC PROGRAMS AND TEACHING METHODS

This domain has been divided into three sub-domains: (i) academic programs and curricula (8.1), (ii) teaching methods and learning resources (8.2), and (iii) university textbooks (8.3).

8.1 Academic programs and curricula

These are a collection of programs and textbooks intended to fulfill the university mission and goals according to quality standards.

8.1.1 Requirements

The university should:

• determine the relevance of study programs and courses to the University's vision, mission and goals.

• develop a detailed plan for the academic program in terms of:

- ✓ clearly defined goals,

- ✓ exact description of the nature of the courses,

- ✓ complementarity to plans of other departments at the university,

- ✓ full definition of the components of the program for the education system followed (quarterly, yearly, or credit hours), study duration, number of credit hours, certificate type awarded to a graduate , major/minor specialty, academic load, university requirements, college requirements, department requirements, and elective requirements,

• provide necessary brochures and guides that clearly show the regulations governing the programs of study,

• possess integrated files for each course to include detailed information in terms of the following elements:

- ✓ general information , such as: course name, semester in which it is offered, number of theoretical and practical credit hours ... etc,

- ✓ brief description,

- ✓ intended learning outcomes, and

✓ assessment system.

• ensure clarity of roles and responsibilities of the various units involved in the design, implementation, and review of programs, including: (departments, and their councils, colleges, and specialized committees, etc.).

• provide advanced curricula, keeping pace with modern developments and ensuring quality and continuous improvement.

• clarify the suitability of programs for the requirements of preparing graduates who are capable of taking responsibility, working within a team, and dealing with modern technology in accordance with the requirements of global changes.

• illustrate the relevance of programs to the needs of society and the labor market , and the requirements of cognitive development.

• illustrate relatedness between curricula /courses and professional licensing requirements where necessary.

• establish the appropriateness of courses to degree-granting requirements according to well-defined standards set by specialized committees.

• determine additional programs and courses offered to outstanding students, admission requirements, programs contents, and the demand level for enrollment.

• ensure that the program outputs are compatible with global standards in higher education and professional domain.

8.1.2   Required tools
• detailed plan for the academic program.

• guides for the registration procedures in the academic program.

• courses files.

• reports of improvement and development of the curricula.

8.1.3   Qualitative indicators of the quality of academic programs and curricula

Scope	No.	Scale Statements	Yes	To some Extent	No
I.	1	The university programs and courses are compatible with its mission and goals.			

I.	2	The university programs and specializations are compatible with the needs of students and society.			
I.	3	The university offers full definition of the components of each program in terms of the educational system used (credit hours).			
I.	4	The university offers opportunity for students to take elective courses.			
I.	5	The university has integrated files for each course.			
I.	6	The university provides learning kit for each course including: (content description, copy of students' duties, exercises, projects, tests, and grades distribution, etc.).			
P.	7	The university follows up different roles and responsibilities of the units involved in the design and review of programs , including: (departments and their councils, colleges, and scientific committees, etc.).			
I.	8	The university provides up-to-date curricula that keep pace with the evolving developments in the modern era , and ensures quality.			
P.	9	The university ensures that curricula and courses meet the requirements of professional licensing.			
I.	10	The university determines courses, and the requirements for obtaining a degree, according to locally and internationally approved standards.			
P.	11	The university considers compatibility between the outputs of programs and local and international standards in higher education.			
P.	12	The university takes into account specialists and experts' observations and opinions in the design of academic programs.			
P.	13	The university periodically reviews specializations and programs.			
P.	14	The university stimulates the use of the Internet in the educational process.			

I.	15	The university has reliable system to evaluate the results of field training of students			
I.	16	The university offers a list of approved books and references as a source for each course.			
I.	17	The curricula and their contents in the university are consistent with the skills required for the job market.			
I.	18	The curricula prescribed in the university contribute to the development of scientific thinking.			
I.	19	The curricula prescribed in the university contribute to the development of self-learning.			
P.	20	Training programs at the university are designed according to the sought-after education output.			
I.	21	The university asks students to prepare a graduation project at the end of their study.			
I.	22	The university offers visit programs and field observations for students according to their courses.			
I.	23	The university adopts other modes of education.			
I.	24	The university clearly defines the knowledge and skills necessary for students to engage in open learning activities.			
I.	25	The university monitors faculty responses to students' e-mails.			
I.	26	The university is committed when designing educational material to clear objectives and content.			
P.	27	The university is committed to clear assessment tools when designing educational material.			
P.	28	The university is committed to the interactive style when designing educational material.			
P.	29	The university is committed when designing educational material to viability of the review and development of the supporting media and tools.			

I.	30	The university has specific well-defined policies to ensure the quality of teaching materials.			
P.	31	The university develops and modifies instructional materials on a regular basis.			
I.	32	The university enables students to access the learning resources easily and conveniently via the portal.			

8.1.4 Quantitative indicators of the quality of academic programs and curricula

8.1.4.1 Academic system used at the university

• Credit hours (   ),   semester system (   ),   annual system ( ),   other ( )

• Number of colleges (   )

• Number of disciplines offered by the university at the level of the first university degree ()

8.1.4.2 Number of credit hours for a degree

Academic degree	College	Discipline	Number of credit hours

8.1.4.3 Number of credit hours taken by a student

 in traditional education (   ), in open learning (   )

8.2 Teaching methods and learning resources

The university has Learning Resources Center (LRC) that encompasses capabilities, hardware, modern technology, books, and other publications and tools necessary for scientific growth for both students and faculty members. These contribute to the development of the teaching methods used.

8.2.1 Requirements

The university should:

• update and vary the equipment and tools in line with the requirements of each knowledge domain,

• ensure that the educational media used are related to the educational content and objectives of the university, and take into account the methods of modern educational trends,

• provide appraisal research on methods used in teaching students,

• provide appropriate training to develop the faculty members' skills and abilities in the teaching process,

• provide laboratories and technical workshops to meet the needs of practical lessons and research,

• provide scientific and technical competencies working in laboratories and workshops,

• provide classrooms, seats, and the proper physical environment in terms of ventilation, lighting, and enough space for classrooms,

• provide specialized modern libraries in order to fulfill the needs of the students and faculty in terms of quality, quantity, and up datedness,

• train students on the use of learning resources,

• provide ethical standards for the use of learning resource centers (computer, internet, e-mail, and chat, etc.),

• provide special centers for the development of open learning.

8.2.2 Required tools

• Training plans for faculty and students.

• Inventory of equipment and tools available and future needs.

• Evaluation research for teaching methods.

8.2.3 Qualitative indicators of the quality of teaching methods and learning resources

Scope	No.	Scale Statements	Yes	To some Extent	No
I.	1	The university has specialized centers to pursue the development of teaching methods			
P.	2	The university updates and diversifies equipment and tools in line with the requirements of the educational process.			
P.	3	The university ensures the relatedness between the educational media used and the objectives of the courses.			

P.	4	The university provides evaluation research for the methods used in teaching students.			
P.	5	The university continuously develops the faculty members' capabilities.			
P.	6	The university conducts numerous courses and workshops in all practical specializations for faculty members.			
P.	7	The university provides scientific, technical competencies, and specialists in information technology and the production of educational materials.			
P.	8	The university trains faculty members on how to teach according to the system of open learning.			
P.	9	Open learning methods at the university grant students the opportunity to interact among themselves.			
P.	10	The university diversifies educational materials to ensure high-quality learning for students.			
I.	11	The university has specialized working teams in e-learning.			
P.	12	The university communicates with students face-to-face and electronically to clarify the nature of its programs and courses.			
I.	13	The open learning process at the University includes asynchronous mode through the use of specialized communication tools such as e-mail, or open forums.			
P.	14	Assignments, research, and quarterly tests are corrected accurately against models prepared by professors.			
P.	15	The university uses in the design of electronic courses text, image, audio, video clips, simulation, among other things.			
P.	16	The university conducts surveys to gather students' opinions on the educational program development.			

P.	17	The university conducts surveys to gather students' opinions on the different learning modes development.			
I.	18	The university designs the academic programs to match different learning styles .			

9   NINTH DOMAIN: RESEARCH

9.1   Requirements

The university should:

• provide a unit responsible for devising a plan for research, and managing its affairs,

• give priority to scientific research yielding financial and economic revenues for the local community and its institutions,

• provide a supportive regulatory environment for developing and disseminating research,

• encourage faculty members to contribute to the activities of basic and applied research,

• provide opportunities for the participation of faculty in conferences, scientific symposia and workshops,

• encourage the use of research teams in the service of the various production sectors of the local community,

• establish relationships of cooperation and partnership with local, regional and international research institutions,

• allocate a special budget for supporting disseminating and developing scientific research,

• distribute the research budget among departments and specialized units at the university,

• develop a clearly-defined and declared policy for research,

• issue refereed journals for publishing the scientific research issued by the university and others,

• encourage publishing scientific literature of a high value based on a specialized system,

• grant a *sabbatical leave* to faculty members according to a specialized system.

9.2   Required tools

• research plan.

• Sabbatical system applied at the university.

• Statistics of published research numbers and fields.

• Financial budget allocated to scientific research.

• Samples of scientific journals published by the university.

9.3   Qualitative indicators of scientific research quality

Scope	No.	Scale Statements	Yes	To some Extent	No
I.	1	The university has a unit responsible for devising a plan for scientific research, and managing its affairs.			
I.	2	The research plan is compatible with the university mission and goals			
I.	3	The university provides a clearly-defined and declared mechanism for executing its research plan.			
P.	4	The university research plan is compatible with its human and financial potential.			
I.	5	The university provides databases on research.			
P.	6	The university provides a suitable environment for scientific research to encourage faculty to conduct research.			
P.	7	The university collaborates with international scientific institutions to conduct joint research.			
P.	8	The university utilizes its scientific research activities in addressing community problems, and in achieving development purposes.			
P.	9	The university gives priority to scientific research yielding financial and economic revenues for the local community and its institutions.			

P.	10	Private sector production and service organizations contribute to the support of scientific activities at the university.			
P.	11	The university encourages innovative research that opens scientific horizons, or has new applications.			
I.	12	The university provides a supportive regulatory environment for scientific research, publication and development.			
P.	13	The university adopts methods to motivate, support the researchers and sponsor their work.			
P.	14	The university provides opportunities for faculty members to participate in conferences, symposia, and workshops.			
P.	15	The university contributes through working teams to conduct basic and applied research.			
I.	16	The university offers programs for the development of academics' research skills (research methodology).			
P.	17	The university encourages students to participate in research projects.			
I.	18	The university allocates financial budget to support, publish, and develop research.			
I.	19	The university issues refereed journals.			
I.	20	The university endeavors to publish scientific literature.			
I.	21	The university has a sabbatical leave system.			
I.	22	There are effective research agreements between university and international higher education and research institutions.			
I.	23	The university signs research contracts with local community institutions.			
I.	24	The university provides equipment and tools needed to conduct research.			
P.	25	The university delegates faculty members as visiting professors to Arab and foreign universities to exchange experience.			

Scope	No.				
P.	26	The university receives faculty members as visiting professors from Arab and foreign universities to exchange experience.			
P.	27	The university seeks to obtain research grants and fellowships for faculty members.			
P.	28	Students participate in scientific conferences and symposia.			
P.	29	Students participate in research competitions locally and internationally.			

9.4 Quantitative indicators of the quality of scientific research

9.4.1 Quality Indicators of scientific research during the last five years

Scope	No.	Indicators	Number
O.	1	Research published in refereed journals issued by the university and beyond.	
O.	2	Field or laboratory research published in refereed journals issued by the university and beyond.	
O.	3	Refereed scientific journals published by the university.	
O.	4	Periodicals issued by the university.	
O.	5	Faculty members' publications issued by the university.	
O.	6	Faculty members' textbooks issued by the university.	
O.	7	Faculty members' translated books issued by the university.	
O.	8	Research contracts signed by the university with other institutions.	
O.	9	Faculty members involved in research contracts.	
O.	10	Visiting faculty members from outside the university.	
O.	11	Faculty members delegated to other institutions as visiting professors.	
O.	12	Number of research grants obtained by faculty members.	
O.	13	Number of faculty members who have research grants.	
O.	14	Number of grants and scholarships for students.	
O.	15	Number of students having fellowships, grants, and scholarships.	
O.	16	Number of conferences, seminars, workshops and forums attended by faculty members outside the university and within.	
O.	17	Number of faculty members participating in conferences, seminars, workshops and forums.	
O.	18	Number of conferences, seminars, workshops and forums attended by the students.	
O.	19	Number of students participating in conferences, seminars, workshops and forums.	
O.	20	Number of research papers presented by students in conferences, seminars, workshops and forums.	

O.	21	Number of joint research projects with state institutions.	
O.	22	Patents.	
O.	23	Number of academic members holding patents.	

9.4.2   Index of scientific awards

Prize name	Prize-granting party (locally, regionally and internationally)	Area of specialization	Faculty member	Prize attainment date (the last 5 years)

9.4.3   Specialized scientific conferences and symposia

Names of specialized conferences and symposia held by the university during the academic year	Conference field	Date	Place

9.4.4   Refereed journals issued by the university

Names of refereed journals issued by the University	Specialization	ISBN

9.4.5   Research contracts with local, regional or international institutions or parties

Name of contracting party	Party type (local, regional, international)	Contract subject	number of contracting researchers	Contract value

9.4.6   Research supported by the university in the previous five years

Year	Number of supported research	Research titles	Researchers names	Total amount of support
First				
Second				
Third				

Year				
Fourth				
Fifth				

9.4.7   Scientific research budget allocations

Year	Scientific research budget %
First	
Second	
Third	
Fourth	
Fifth (evaluation year)	

9.4.8   Scientific research carried out jointly with external institutions

Scientific research carried out	Number
Sesearch published in specialized international journals.	
Research published in Arab journals or refereed local ones.	
Contribution to scientific societies.	
Technical or scientific consultation provided by the faculty members for state institutions.	
Media or cultural activities contributed by the faculty members in the media or cultural seasons.	
Development and production activities contributed by the faculty members in the fields of production, industry, and services in the public or private sectors.	
Joint ventures with external institutions (public, private or mixed).	
Delegations in which faculty members participated.	
Delegations in which administrative staff participated.	
Scholarships offered by the university for faculty members.	

10   TENTH DOMAIN: CONTINUING EDUCATION AND COMMUNITY SERVICE

10.1   Requirements

University should:
• provide a plan for community service, and create the appropriate conditions for its

implementation.

• establish specialized centers to serve the community and to strengthen the relationship with local and international institutions.

• contribute to holding exhibitions, seminars, cultural, scientific, developmental, and training seminars; issue cultural journals and develop technology and computer software; and provide studies and consultation for community institutions.

• provide training and development programs to keep up with scientific developments and to meet the community needs.

• contribute - together with society institutions- to the implementation of development projects.

• endeavor to forge closer links with scientific organizations, federations and associations.

• enter into scientific and research agreements, and exchange visits with its counterparts.

10.2 Required tools

• Community service plan.
• Samples of agreements and contracts with community institutions.
• Database on the activities carried out to serve the community.

10.3 Qualitative indicators of the quality of continuing education and community service

Scope	No.	Scale Statements	Yes	To some Extent	No
I.	1	The university has an approved plan for community service and development.			
I.	2	The university has specialized centers to serve the community.			
P.	3	The university seeks to strengthen the relationship with community institutions.			
P.	4	The university contributes to holding exhibitions			
P.	5	The university contributes to holding cultural and scientific forums.			
P.	6	The university contributes to holding developmental and training forums.			
P.	7	The university is interested in issuing cultural magazines.			
P.	8	The university provides consultation for community institutions.			
P.	9	The university launches new training programs to meet community needs.			

P.	10	The university contributes, in partnership with community organizations, to the implementation of development projects.			
P.	11	The university maintains working relationships with local community institutions.			
P.	12	The university is keen on closer ties with organizations, associations and scientific leagues.			
P.	13	The university signs scientific and research agreements with its counterparts.			
P.	14	The university exchanges visits with counterparts with which it has scientific and research agreements.			
P.	15	The university pays attention to media as a way to highlight its activities and improve its image.			
P.	16	The university is keen on sharing with the community conferences, seminars, and scientific forums which it convenes.			
P.	17	The university endeavors to study community needs.			
P.	18	The university offers continuing education and training programs to meet the requirements of the labor market.			
P.	19	The university conducts opinion surveys of community institutions on the outcomes of continuing education programs.			
P.	20	The university measures the community parties' level of satisfaction from the community services offered by the university.			
P.	21	The university documents the services and activities provided for serving and developing the community.			
P.	22	Community parties participate in the preparation of the programs of continuing education and training.			
P.	23	Community parties participate in providing employment opportunities for the beneficiaries of continuing education programs.			

11 ELEVENTH DOMAIN: ASSESSMENT

11.1 Requirements

Assessment is a process carried out by the university to identify the strengths and weaknesses in its academic, administrative, financial and technical performance. The university should:

• provide fair and effective systems for evaluating students.
• examine a number of sample questions to explore their relatedness to university educational goals; their representation of the book content; their measurement of the various mental levels; the clarity of instructions; the logical order from easy to difficult , and their consideration of individual differences , ... etc.
• adopt modern systems of assessment and results reporting.
• ensure the efficiency of systems of test execution and results reporting, and take advantage of them in the assessment process.
• employ the results of evaluating faculty members and administrative staff's performance in devising the university plans, and drawing its future programs.
• compare the university quality level with that achieved by fellow institutions in the light of the requirements of international standards.
• adopt effective methods for incessant evaluation in order to identify the achievements made in the field of quality.
• adopt evaluation studies to identify problems that hinder the implementation of the programs, analyze them, and propose solutions.
• devise a mechanism to evaluate graduates' success in the areas of work after graduation.
• devise a mechanism to review the graduation documents in the academic programs, and to critically analyze their compatibility with the knowledge and skills needed for the specialization.
• provide statistical data on students' outcomes in the various types of programs, the success rates in the various subjects and study levels, as well as the rates of failure, dismissal, postponement, and failure owing to absence.
• inform students about all regulations and guidelines concerning test execution and results reporting.
• provide clear procedures which guarantee giving students feedback on their performance in order to promote education and facilitate development.
• conduct an objective assessment of the faculty members.

11.2 Required tools

• Examination system.
• Samples of exam questions.
• Statistics on success and failure.
• Evaluative studies on the university performance.
• Evaluation system for faculty members.

11.3 Qualitative indicators of the assessment quality

11.3.1 Quality indicators of university assessment

Scope	No.	Scale Statements	Yes	To some Extent	No
I	1	The university has a center for advisory services in the field of measurement and evaluation.			
P	2	The university conducts a comprehensive self- assessment to identify strengths and weaknesses in its performance.			
P	3	The quality assurance unit at the university is responsible for the process of self-assessment.			
P	4	The university discusses the assessment results of the overall performance with stakeholders.			
P	5	The university informs all parties concerned of the evaluation process results.			
P	6	The university compares the quality level of its performance with the quality levels achieved by fellow institutions in the light of the quality requirements.			
P	7	The university evaluates its journals.			
P	8	The university evaluates its curricula.			

11.3.2 Quality indicators of students' assessment

Scope	No.	Scale Statements	Yes	To some extent	No
P	1	The university designs tests to measure students' achievement.			
P	2	The methods of evaluating students are consistent with the courses content announced for them.			
P	3	The methods of evaluating students are characterized by diversity.			
P	4	The obtained feedback is utilized when evaluating students to improve their academic level.			

Scope	No.	Scale Statements	Yes	To some Extent	No
P	5	The university takes corrective decisions and actions in the light of the review results.			

11.3.3 Quality indicators of the assessment of exams management

Scope	No.	Scale Statements	Yes	To some Extent	No
P	1	The university is committed to announce the examination schedules in a timely manner.			
P	2	The university takes into account the scheduling of university examination timetables according to students' circumstances.			
P	3	The university announces the results of the examinations at appropriate times.			
P	4	The university puts a mechanism to deal with the students' complaints of the exam results.			
P	5	The university uses information obtained from the results of the students' evaluation of the level of courses and programs in taking corrective actions.			
P	6	The university conducts an assessment of underachievement cases.			
P	7	The university conducts an assessment of dropout cases.			
P	8	The university compares its students' level to that of their peers in other universities.			

11.3.4 Quality indicators of the assessment of education effectiveness

Scope	No.	Scale Statements	Yes	To some Extent	No
P.	1	The university develops an operational plan for developing and promoting educational effectiveness.			
P.	2	The university has documented procedures for the development of educational effectiveness in the light of the results of the comprehensive evaluation.			

Scope	No.	Scale Statements			
P.	3	There are diligent practices at the university to improve and develop the educational effectiveness.			
P.	4	The university discusses the assessment results with administrative and academic leaders.			
P.	5	The university allows the different parties concerned to participate in the comprehensive evaluation process of the teaching effectiveness.			
P.	6	The university takes quick corrective actions in cases which require that.			
P.	7	The university administration takes appropriate decisions to improve and develop the educational effectiveness.			

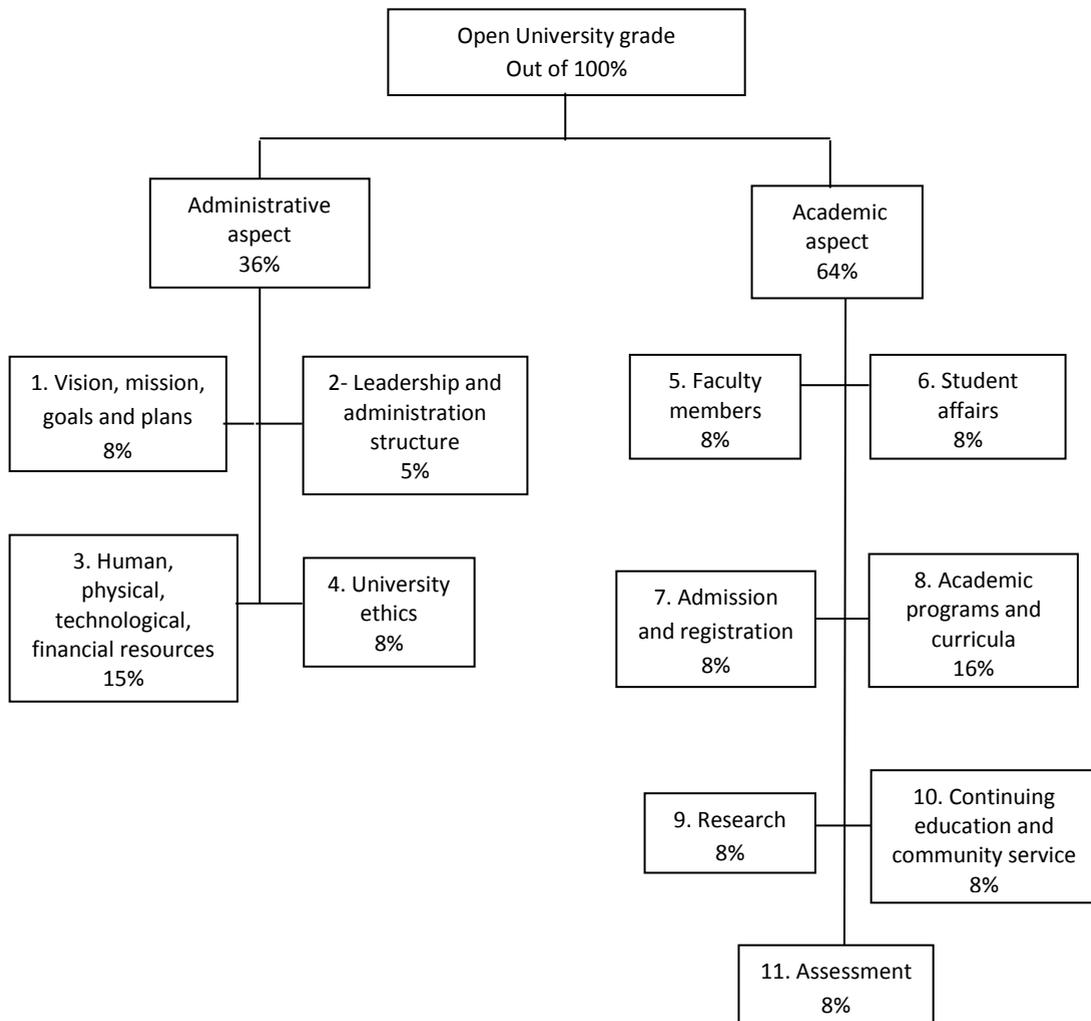### 11.3.5 Quality indicators of faculty performance appraisal

Scope	No.	Scale Statements	Yes	To some Extent	No
I.	1	The university provides a special system for evaluating faculty members			
P.	2	The university has objective criteria for evaluating faculty members' performance.			
P.	3	The university announces these criteria to the parties concerned.			
P.	4	The university evaluates the faculty member's performance from the students' perspective.			
P.	5	The university evaluates the faculty member's performance from the direct supervisor's perspective.			
P.	6	The university evaluates the faculty member's performance from self-perspective.			
P.	7	The university employs the evaluation results of the administrative staff and the faculty members' performance in the formulation of the university plans.			
P.	8	The university links incentives to faculty members with levels of their performance.			
P.	9	The university informs faculty members of the results of their performance, and discusses these results with them.			

P.	10	The university follows up the promotion of faculty members.			
P.	11	The university investigates the reasons why faculty members quit their jobs with the university.			

12   Appendices

Appendix (1)

Components of quality assurance and accreditation system and weight of domains

```
                        ┌─────────────────────────┐
                        │   Open University grade  │
                        │     Out of 100%          │
                        └─────────────────────────┘
              ┌───────────────────────┴───────────────────────┐
    ┌──────────────────┐                          ┌──────────────────┐
    │  Administrative  │                          │    Academic      │
    │     aspect       │                          │     aspect       │
    │      36%         │                          │      64%         │
    └──────────────────┘                          └──────────────────┘
```

| 1. Vision, mission, goals and plans 8% | 2- Leadership and administration structure 5% |

| 3. Human, physical, technological, financial resources 15% | 4. University ethics 8% |

| 5. Faculty members 8% | 6. Student affairs 8% |

| 7. Admission and registration 8% | 8. Academic programs and curricula 16% |

| 9. Research 8% | 10. Continuing education and community service 8% |

| 11. Assessment 8% |

Appendix (2)
How to calculate the institution's total score based on the indicators

The quality of the educational institutions' activities can be measured through questionnaires and indicators. A statistical descriptive analysis of the questionnaires is performed, and accurate descriptive terms are used for the indicators. As shown in the table below, focus will be placed on the domains, the number of measurements for each one, and the number of statements for each measure that determine the weights of these domains and necessary analyses.

No. of statements		No. of Measures	Domain title	No.	
51	19+15+17	3	University vision, mission, and goals	1	Administrative Aspect
52	27+25	2	Leadership and administrative structure	2	
94	11+14+14+12+28+15	6	All kinds of resources	3	
61	28+17+16	3	University ethics	4	
258		14	Total		
24	24	1	Faculty members	1	Academic Aspect
17	17	1	Student affairs	2	
19	19	1	Admission and registration	3	
50	32+18	2	Academic programs and curricula	4	
29	29	1	Research	5	
27	27	1	Continuing education and community service	6	
39	8+5+8+7+11	5 (1)	Assessment	7	
205		8	Total		

Supposing that 100 marks are allotted for the eleven domains, it is suggested to weigh the administrative aspect depending on the number of its domains. That is:$4/11 \times 100\% = 36\%$. Therefore, the remaining weight of the academic aspect will be approximately (64%)

As for the way of distributing the ratio of the administrative aspect over its domains, it is suggested to be according to the ratio of the number of measures in each domain. So the percentage for each administrative domain will be as follows:

University vision, mission, and goals	$3/14 \times 36\% \approx 8\%$
Leadership and administrative structure	$2/14 \times 36\% \approx 5\%$
All kinds of resources	$6/14 \times 36\% \approx 15\%$
University ethics	$3/14 \times 36\% \approx 8\%$
Total	36%

Similarly, the following are weight percentages for the domains of the academic aspect:

Faculty members	$1/8 \times 64\% \approx 8\%$
Student affairs	$1/8 \times 64\% \approx 8\%$
Admission and registration	$1/8 \times 64\% \approx 8\%$
Academic programs and curricula	$2/8 \times 64\% \approx 16\%$
research	$1/8 \times 64\% \approx 8\%$
Continuing education and community service	$1/8 \times 64\% \approx 8\%$
Assessment	$1/8 \times 64\% \approx 8\%$
Total	64%

Appendix (3)

Terminology

Quality
Quality is defined as conforming to certain requirements or specifications. The American Institute of Standards has defined it as a collection of features and characteristics of the product, or service that makes it capable of meeting certain needs.

Total Quality
Educationally speaking, total quality represents a set of properties or attributes that accurately and comprehensively reflect the essence and status of education, including the dimensions of inputs, processes, outputs, feedback, and continuous interactions that lead to the achievement of the desired objectives appropriate for all.

Total Quality Management
It is a regulatory framework for management and control based on the leadership of the institution's senior management for various activities related to continuous improvement of quality. It is also based on the involvement of all employees in these activities.

Quality Control
It is a system intended to achieve desirable levels in the product by examining samples of such product. It is also defined as supervising the production processes for producing a commodity at the lowest cost and the quality required in accordance with the objective criteria of the production quality. It is an essential step preceding quality assurance.

Quality Assurance
It is the process of establishing mechanisms and procedures that are properly applied right to ensure the quality desired, regardless of how the standards of this quality are determined. It is also known as a means to ensure that the academic standards derived from the institution's mission have been defined and achieved in accordance with the corresponding standards, either nationally or internationally, and that the quality of learning opportunities, research, and community involvement are appropriate and compatible with the expectations of different types of beneficiaries.

Quality Audit
It is one of the senior management's roles in undertaking regular routine assessments to ensure the accuracy, effectiveness, efficiency and appropriateness of the quality management system in accordance with the quality policy and goals that respond to the stakeholders' needs and aspirations for change. The audit system also includes determining the need for taking actions. The audit report, among other sources of information, is used to review the quality system.

Accreditation

It is a set of procedures and operations carried out by the accreditation commission to ensure that the institution has achieved the conditions and specifications of quality adopted by the assessment institutions, and that its programs are compatible with the declared and certified standards, and that it has active systems to ensure quality and continuous improvement of its academic activities in accordance with the regulations announced by the commission. It is an assertion and empowerment of Arab universities in order to get the distinctive character and unique identity in which the steps taken to improve the quality are successful ones.

Institutional Accreditation

It is the accreditation of the institution as a whole, according to well-defined standards for the adequacy of facilities and resources. This also includes employees, academic services, student support, curricula, achievement levels of students, faculty, and other components of the educational institution. The accreditation is usually carried out by one of the accrediting commissions based on specific standards, and then the outcome obtained determines that the institution has met the minimum standards, thereby becoming licensed for a specified period of time. Therefore, the accreditation is a certificate proving quality assurance, which is essential for the institution in its relations with students, parents, teachers, donors, labor market, and the local community.

Programming Accreditation

It is the evaluation of programs in a given academic institution, ensuring their quality and compatibility with the level of the certificate granted in accordance with international standards.

Performance Assessment

It is the process by which the performance of an individual, an institution, or a system is subjected to judgment in quantity and quality, based on the way adopted by the assessor in understanding the performance and in the light of the goals adopted through the use of some benchmarks that help to understand and grasp the relationship between the various elements for the assessment. The assessment of the institutional performance is based on an analysis of the current academic and institutional status in order to detect the aspects of strength and weakness, identify the various deviations and shortcomings, and diagnose problems that adversely affect the performance, in order to take the appropriate decision to raise the level of academic and institutional performance for the advancement of the institution's mission effectively and efficiently.

Performance Indicators

A set of quantitative and qualitative measures used to track performance over time to determine the extent it meets the agreed upon performance levels. They are considered checkpoints that monitor progress towards achieving the standards.

Standard

It is a guiding reference measure that can be used when assessing university performance in a certain Arab country. This can be done by comparing this performance with the levels of the desired standards. Standards may be levels set by external parties, or levels of achievement in another institution to be selected for comparison.

Academic Standards for Arab Universities

These are specific standards set by specialized advisory committees in the Council of Quality Assurance and Accreditation, AArU. These standards are derived from external regional and global references. Such standards include a minimum of knowledge and skills which are supposed to be acquired by the graduates from the academic program, and they meet the mission and goals of the educational institution.

Input

It represents the total amount of resources allocated for a particular purpose and used for the operation of a system. It includes: human, physical, financial, technological resources, as well as information and time.

Processes

A series of interconnected activities and communications designed to achieve a specific objective. An operation takes one or more of the selected inputs and converts them to a specific output. The process may include administrative roles, responsibilities, tools, and control mechanisms required to deliver outputs in a reliable way. The process involves the definition of policies, qualities, guidelines, activities, and work instructions if the need arises.

Output

It is the end result of the system, which is governed by constitutive relations between existing variables and the values of the input variables.

Procedures

These are a set of rules necessary to carry out the work, or a set of written instructions that describe the steps agreed upon to complete a specific job or a series of tasks.

Qualitative Assessment

It employs various tools and methods such as discussions, interviews, observations, examination of records and activities, case studies, questionnaires, measure scales , and

others. Based on the information, data, and evidence gathered, the assessment team concludes by responding to written measure statements, which reflect the quality of the institutional performance. The focus here is on the quality of input (I), processes (P) and output (O). When issuing the judgment, the assessor is bound to utilize his/her experience, standards, and the various tools.

Quantitative Assessment
Assessment team members focus on putting provisions in a digital format. The quantitative assessment allows accurate consideration of each element of performance of the institution in terms of quantity, and therefore focuses on the quality of inputs, processes and outputs.

The integration between both qualitative and quantitative assessments -the application of the standards prescribed, the use of evidence, the tools and group discussions- all illustrate the final judgment on the institution in terms of the quality of its performance and the possibility of obtaining a certificate of quality assurance and accreditation.

Vision
It is the mental perception of the future situation of the educational institution. Therefore, it determines the position it envisages to assume in the educational process, whether in relation to other corresponding institutions, community, or worldwide.

Mission
A set of tasks targeted by the educational institution. The characteristics of these tasks should be accurately determined, indicating their role in satisfying the needs of the community, specifications of admitted students, characteristics of graduates, cultural and ethical context, and priorities of interest.

Goal
The general goals of an educational institution are the end results towards which the institution's effort is directed, and the outcome (i.e. the graduates) towards which the institution strives, based on the educational activities experienced by the students from admission to graduation, and thereafter.

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