

Operational Guidelines for Utilizing Estibana
to prepare Survey Reports and monitor the quality of
Academic Programs at IAU

2023-2024 Academic year

Vice-Deanship of Quality



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Introduction:

All the academic programs at IAU must evaluate their quality assurance processes using direct and indirect methods. The direct methods adopted include assessing learning outcomes and evaluating the Key Performance indicators using factual data. The indirect assessment consists of an analysis of stakeholders' feedback surveys. All the data are analyzed using appropriate statistical, quality, and managerial tools to bring out underlying factors that impact the quality of the Program. Based on the identified factors, all the relevant stakeholders prepare corrective action plans by deploying the required resources. The entire process of this assessment cycle, measuring of performance, development of action plan, and the review of improvements obtained is carried out each semester by closing the quality loop. To collect survey data, the Deanship of Quality and Academic Accreditation (DQAA) has designed a web-based application, 'Estibana' to generate feedback from the students, faculty members, and other external stakeholders like alumni and employers.

A. Overview of Surveys in the Estibana Application.

Stakeholders' feedback about the various aspects of academic programs is systematically recorded and monitored, timely feedback is provided to them, and corrective actions are made where and whenever necessary. The monitoring system at IAU includes a feedback survey from four categories of stakeholders, and it consists of:

1. Students
2. Teaching and Administrative staff
3. Employers
4. Alumni



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IAU developed the following survey instruments to capture the feedback from stakeholders viz. Students-centered surveys include (i) Course Evaluation Surveys (CES); (ii) Students Experience Surveys (SES); (iii) Program Evaluation Surveys (PES) and (iv) Students Survey on Lecturing Skills (SSLS). Similarly, Faculty Centered surveys include the Academic Job Satisfaction Survey (AJS). Additionally, there is a separate survey tool for external stakeholders, such as alumni and employers, to capture their perceptions. Moreover, specific questionnaire tools are in place to capture user satisfaction with facilities and learning resources separately. All these surveys are administered through an online application entitled 'Estibana' (formerly, UDQuest'), and specific timelines are in place to guide the implementation of these surveys (Table 1). Besides, the university has established clear procedures to assess the student's achievement of learning to ensure programs' quality. Learning outcomes pertaining to all five domains of learning as stipulated by the National Qualification Framework are indirectly assessed at the program level using an exclusive PLO survey.



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Table 1: Common Surveys administered through Estibana Application

S No.	Survey	Respondents	When to administer?
1	Academic Job Satisfaction	All teachers	Once a year, at the end of the year
2	Course Evaluation Survey	All students	Every Term
3	Program Evaluation Survey	Final year students	Once a year, before graduation
4	Student Experience Survey	Students who reached half the program	Once a year, Term 1 or Term 2
5	Student Survey on Lecturing Skills	All students	Every Term
6	Final Year Students' Survey	Final year students	Once a year, before graduation
7	Orientation Program Survey	New students	Once a year, at the beginning of the year
8	Student Affairs Survey	All students	Once a year, at the end of the year
9	Library User Satisfaction Survey	All students & and teachers	Once a year, at the end of the year
10	Alumni survey to whom the link was sent.	All Alumni	Specified intervals up to 2 years after graduation
11	Vision, Mission, and Values Survey	All students & teachers	Once a year, at the end of the year
12	Admin Job Satisfaction Survey	All IAU admin and medical staff	Once a year, at the end of the year
13	Student Satisfaction Survey About Academic Advisor	All students	Once a year, at the end of the year
14	Filled by Employers to whom the link was sent.	External Entity	As and when required by the colleges
15	Student Support Practices Survey	All Students	Once a year, at the end of the year
16	Student Clinical Education Satisfaction Survey	Nursing Students	It is conducted by the College of Nursing for every term.
17	Internship Satisfaction Survey	Internship Students (at the end of the last term)	As and when required by the colleges
18	Medical Intern Evaluation of Internship Rotations.	Internship Students of the College of Medicine (at the end of the last term)	It is conducted by the College of Medicine every year.
19	Quality of Community Services Survey	All students & and faculty (Internal) and community members (external)	Once a year, Term 2
20	Institutional Learning Outcomes Assessment Survey	Final year students	Once a year, before graduation
21	Vision, Mission, Values, and Strategic Goals	All students & and faculty (Internal) and community members (external)	Periodical, as per the need.



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Table 2: Utility of Surveys to measure the performance of various aspects of Academic Programs at IAU

#	Aspects of Quality measured	Name of Survey utilized
1	Quality of the Program	PES measures the Program's quality at the end of the academic program
		SES measure the quality of the Program at the mid-way through the Program
		Employer's survey of Program graduate's quality
		Alumni Survey of the Program's Quality
2	Quality of the Course	Course Evaluation Surveys (CES)
3	Quality of the Learning Resources	Library User Satisfaction Survey
4	Quality of Teaching/Lecturing Skills of Faculty	Students Survey of Lecturing Skills
5	Quality of Academic Advising Facilities in the Program	Student Satisfaction Survey about Academic Advisor
6	Job Satisfaction	Academic Job Satisfaction Survey for teaching staff
		Administrative Job Satisfaction survey for administrative staff
7	Quality of Alumni & Career Development Center	Final Year Students Survey to evaluate the services of the Alumni & Career Development Centre, and/or the Alumni Unit in the college
8	Quality of Orientation Programs Offered in the University	Orientation Program Survey (OPS)



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B. Guideline for preparing survey reports from the data retrieved from Estibana

Each Vice Deanship of quality in coordination with the quality coordinator of academic programs in the colleges has to adopt the following steps to prepare Survey Reports.

1. Go to the Estibana Website and log in using the university username and password
<https://estibana.iau.edu.sa/>



2. Once log in, you will be redirected to the home page, now find the menu bar on top of the page, in which you need to click the **“Analysis & Results”** tab.





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3. Under the tab “Analysis & Results” you will see all the surveys that are required to generate in an Excel file.

Select “CES” from the Survey type dropdown menu as shown in the picture.

Select Year from the Academic Year menu.

Select the semester from the Term dropdown menu.

Select your college from the Unit/College dropdown menu.

Select your location from the campus dropdown menu.

The screenshot shows the 'Analysis & Results' dashboard. At the top, there is a navigation bar with the university logo and name in Arabic and English. The user is logged in as 'Mr Abdul-Saleem Mohammed' and can click 'Log out'. The main navigation menu includes 'Home', 'Surveys', 'QMO Reports', 'Qmo Assitant', 'HOD Setup', 'Teacher's Program', 'Analysis & Results', and 'Search'. The dashboard title is 'Welcome to the Analysis'. Below the title, there are four dropdown menus: 'Survey type' (set to 'CES: Course Evaluation Survey'), 'Academic year' (set to '2022/2023'), 'Term' (set to '3'), and 'College' (set to 'Nothing selected'). The 'College' dropdown menu is open, showing a list of colleges: College of Applied Medical Sciences, College of Applied Studies & Community Service, College of Architecture & Planning, College of Business Administration, College of Clinical Pharmacy, College of Computer Science & Information, College of Dentistry, College of Design, College of Engineering, College of Medicine, College of Nursing, College of Public Health, College of Sharia & Law, Deanship of Preparatory Year & Supporting Studies, and Institute for Research and Medical Consultations. The footer contains the copyright notice 'Copyright ©1439 Hijri (2018 A.D.)' and the university name.



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- Here, select **‘Generate Report By’** Male, Female, or Both from the Radio button as in the captured image.

The screenshot shows the 'Analysis & Results' dashboard. At the top right, it indicates the user is logged in as 'Mr Abdul-Saleem Mohammed' with a 'Log out' link. The navigation menu includes 'Home', 'Surveys', 'QMO Reports', 'Qmo Assitant', 'HOD Setup', 'Teacher's Program', 'Analysis & Results', and 'Search'. The main heading is 'Welcome to the Analysis'. Below this, there are filters for 'Survey type' (CES: Course Evaluation Survey), 'Academic year' (2022/2023), 'Term' (3), 'Campus' (Main Campus), and 'College' (College of Computer Science & Information). A 'Generate Report By' section has three radio buttons: 'Male' (selected), 'Female', and 'Both'. Below the filters, a message says 'To Sort, click the column heading. Clicking the sorted column again, will toggle ASC/DESC'. A table with 8 columns is displayed: DegreeCode, FormalDesc, ProgID, Gender, Resp, Major, and MajorName. The table contains 6 rows of data.

DegreeCode	FormalDesc	ProgID	Gender	Resp	Major	MajorName	
BCOMPIS	Bachelor of Computer Information Systems	547	<input checked="" type="checkbox"/>	M	113	CIS5D	Computer Information Systems
BCOMPIS	Bachelor of Computer Information Systems	548	<input type="checkbox"/>	F	73	CIS6D	Computer Information Systems
BCOMPIS	Bachelor of Computer Information Systems	748	<input checked="" type="checkbox"/>	M	167	CIS7D	Computer Information Systems
BCOMPIS	Bachelor of Computer Information Systems	659	<input type="checkbox"/>	F	515	CIS8D	Computer Information Systems
BCOMPSC	Bachelor of Computer Science	838	<input checked="" type="checkbox"/>	M	341	CSC09	Computer Science

- Click on the **“Get Details by Program”** button and it will display the details of courses under the selected programs from the grid.

The screenshot shows a detailed table of courses. The table has 8 columns: AICFD, BS in Artificial intelligence, ProgID, Gender, Resp, AICMD, and Artificial intelligence. It contains 12 rows of data. Below the table, there is a yellow arrow pointing to a button labeled 'Get Details by Program'.

AICFD	BS in Artificial intelligence	ProgID	Gender	Resp	AICMD	Artificial intelligence	
AICFD	BS in Artificial intelligence	661	<input checked="" type="checkbox"/>	M	39	AICMD	Artificial intelligence
GEN_COM	General - Computer Science	546	<input checked="" type="checkbox"/>	M	1431	GCS7D	General - Computer Science
GEN_COM	General - Computer Science	549	<input type="checkbox"/>	F	2023	GCS8D	General - Computer Science
GEN_COM	General - Computer Science	90	<input type="checkbox"/>	F	1	GCSFD	General
GENERAL2	General 5 - No Degree	513	<input checked="" type="checkbox"/>	M	9	GCS1D	General - Computer Science
GENERAL2	General 5 - No Degree	512	<input type="checkbox"/>	F	4	GCS2D	General - Computer Science
MCOMP	Master of Science in Computer Science	837	<input type="checkbox"/>	F	6	MCOMP_GEN	Computer Science
MCOMP	Master of Science in Computer Science	837	<input checked="" type="checkbox"/>	M	2	MCOMP_GEN	Computer Science
MISDA	Master of Science in Information Systems and Data Analytics	840	<input type="checkbox"/>	F	12	MISDA_CW	Info. Systems & Data Analytics
MISDA	Master of Science in Information Systems and Data Analytics	840	<input checked="" type="checkbox"/>	M	4	MISDA_CW	Info. Systems & Data Analytics



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6. Here, select courses by checking the checkboxes and clicking the “Generate Report” button as in the captured image.

MISDA Master of Science in Information Systems and Data Analytics 840 M 4 MISDA_CW Info. Systems & Data Analytics

[Get Details by Program](#)

111 assignments

ALL <input checked="" type="checkbox"/>	DegreeCode	SubjCat	Course Name	Academic Year	Term	theGender	Expected	Responded
<input checked="" type="checkbox"/>	AICFD	ARTI-560	Computer Vision & Application	2022/2023	3	M	9	9
<input checked="" type="checkbox"/>	AICFD	CIS-517	Data Mining and Warehousing	2022/2023	3	M	9	9
<input checked="" type="checkbox"/>	AICFD	ARTI-506	Data Science and Analytics	2022/2023	3	M	9	9
<input checked="" type="checkbox"/>	AICFD	ARTI-504	Knowledge Representation&Reaso	2022/2023	3	M	12	12
<input checked="" type="checkbox"/>	AICFD	CS-412	Algorithm Analysis and Design	2022/2023	3	M	3	3
<input type="checkbox"/>	GENERAL2	CIS-211	Fundamentals of Info. Systems	2022/2023	3	M	1	0
<input type="checkbox"/>	GENERAL2	MGMT-320	Principles of Management	2022/2023	3	M	2	2
<input checked="" type="checkbox"/>	GENERAL2	CIS-413	Professional Responsibility	2022/2023	3	M	2	2
<input type="checkbox"/>	MCOMP	CS-631	Information Security	2022/2023	3	M	1	1
<input type="checkbox"/>	MCOMP	CS-615	Parallel and Distributed Proce	2022/2023	3	M	1	1
<input checked="" type="checkbox"/>	MISDA	MISDA-631	Business Intelligence and Data	2022/2023	3	M	2	2
<input checked="" type="checkbox"/>	MISDA	MISDA-622	Machine Learning for Data	2022/2023	3	M	2	2

[Generate Report](#)



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7. Based on your selected criteria, the Excel report is generated by the Estibana system.

The screenshot displays the Estibana system interface. At the top, there is a navigation menu with options like Home, Surveys, QMO Reports, Qmo Assitant, HOD Setup, Teacher's Program, Analysis & Results, and Search. The main content area is titled 'Welcome to the Analysis' and contains several filter dropdowns: Survey type (CES: Course Evaluation Survey), Academic year (2022/2023), Term (3), Campus (Main Campus), and College (College of Computer Science & Information). Below these filters, there is a 'Generate Report By:' section with radio buttons for Male, Female, and Both. A table of results is displayed below, with a note: 'To Sort, click the column heading. Clicking the sorted column again, will toggle ASC/DESC'. The table has columns for DegreeCode, FormalDesc, PrsgID, Gender, Resp, Major, and MajorName. A 'Recent Downloads' window is open in the top right corner, showing a file named 'Report_CES_230910_0945.xlsx' with a size of 85.5 KB and a status of 'Done'. A red arrow points to this file in the download list.

DegreeCode	FormalDesc	PrsgID	Gender	Resp	Major	MajorName
BCOMPIS	Bachelor of Computer Information Systems	547	<input checked="" type="checkbox"/> M	113	O550	Computer Information Systems
BCOMPIS	Bachelor of Computer Information Systems	548	<input type="checkbox"/> F	73	O560	Computer Information Systems
BCOMPIS	Bachelor of Computer Information Systems	748	<input checked="" type="checkbox"/> M	167	O570	Computer Information Systems
BCOMPIS	Bachelor of Computer Information Systems	650	<input type="checkbox"/> F	515	O580	Computer Information Systems
BCOMPSC	Bachelor of Computer Science	838	<input checked="" type="checkbox"/> M	341	CSC09	Computer Science
BCOMPSC	Bachelor of Computer Science	839	<input type="checkbox"/> F	638	CSC10	Computer Science
BCOMPSC	Bachelor of Computer Science	746	<input checked="" type="checkbox"/> M	5	CSC70	Computer Science
BCOMPSC	Bachelor of Computer Science	694	<input type="checkbox"/> F	7	CSC80	Computer Science
BCOMPSC	Bachelor of Computer Science	89	<input type="checkbox"/> F	39	CSCF0	Computer Science



- After downloading the data in the Excel sheet, prepare a survey report using the template provided by the DQAA.

SUMMARY REPORT 'GENERATED ON THE FLY'
SURVEY RESULTS, COURSE EVALUATION SURVEY, 2022/2023, Term 3
College of Computer Science & Information, Main Campus

Program: BS in Artificial intelligence (AICFD)

Course outline explained	Sources of help to me	Course outline followed	Available in office hours	Enthusiastic	Committed	Course material useful	Encouraged questions	Inspired me	Links to other courses	Feedback given on time	Resources adequate	Technical support	Problem-solving skills	OVERALL	Course is well-structured	Mean (this course)	Mean (5 courses)	
																		Q1
Mean	5	5	4.7	5	5	4.7	4.3	5	5	5	5	5	5	6	4	5	100%	98%
Cumulative	100	100	100	100	100	67	100	100	100	100	100	100	100	67	100	0%	3%	
																0%	0%	

Indices	Mean	Cumulative
High Quality	3.5 & above	80% & above
Acceptable	2.6-3.6	60% - 80%
Improvement Required	Below 2.6	Below 60%

	Cumul (this course)	Cumul (5 courses)
High Quality	88%	54%
Acceptable	13%	35%
Improvement Required	0%	11%

	Grading (this course)	Grading (5 courses)
Critical	0%	0%
Urgent	0%	0%
Basic	0%	11%

Interpretation:

Strength:

Recommendations:

Action Plan Template for Survey findings

Action Plan proposed	Person Responsible	Timeline (Weeks/Months)	Action Plan		Current Status
			Start date	End date	



C. How to interpret the Survey Findings

The interpretation for each survey has to be prepared based on the following sequential steps:

1. *Upon downloading the Excel sheet, the Estibana application will provide the survey findings, which are uniformly graded using a pre-determined grading scale as shown in Table 3 below:*

Table 3: Grading of Students' responses during Surveys administered at the Graduates' Program

Performance Grading	Criteria used to grade surveys Responses			
	Mean	Median	First Quartile	Cumulative of 4 or 5%
High Quality	3.6 & above	4 & 5	4 & 5	80 & above
Acceptable	2.6 – 3.6	3	3	60 – 80
Improvement Required	Less than 2.6	1 & 2	1 & 2	Less than 60

2. *Each Quality Coordinator has to use the Excel sheet and the performance grading as shown by three color codes (red, yellow, and green) to prepare the interpretation for the surveys. The interpretation has to be prepared carefully by addressing those items that need improvement (red color code) as well as items that are rated as acceptable (yellow color-coded items). Also, it is obligatory to comment on the data trend indicating the reasons for both the drop (decrease) and spike (increase) in the performance of each item in the questionnaire.*



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D. Guideline for utilizing the survey findings to develop a correction action plan

1. On completion of the survey findings, the Program quality coordinators in consultation with the Program Chair (for program-related surveys) and the Course coordinators (for course-related surveys) carry out a SWOT (Strength-Weakness-Opportunities-Threat) analysis and develop a list of recommendations from the survey findings. The criteria for carrying out the SWOT analysis is given in table 4 below:

Table 4: SWOT analysis criteria employed in categorizing the survey findings

STRENGTHS Items rated by Stakeholders as “High-Quality Performance” Mean range >3.6 Cumulative % >80%	OPPORTUNITIES Items rated by Stakeholders as “Acceptable Performance” Mean range 2.6 to 3.6 Cumulative % range from 60%-80%
WEAKNESS Items rated by Stakeholders as “Improvement Required” Mean range < 2.6 Cumulative % < 60%	THREATS (Obstacle you face) Responder Fatigue Poor Response rate Opened ended response External Environment Influence

2. The program quality coordinators (for a program-related survey), as well as course coordinators (for CES and SSLs), are instructed to complete both the ‘strength’ and ‘recommendations’ sections in the downloaded Excel based on the color-coded items of the questionnaire as per the criteria shown in table 4.



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3. From the recommendations received through survey findings, program quality coordinators (for program-related surveys) as well as course coordinators (for CES and SSLS) are instructed to develop priorities to design an action plan for seeking improvement in their courses. A similar exercise is undertaken by the Program quality coordinator for all the program-level surveys. DQAA at the university level gave two approaches for all the academic programs to develop priorities from the recommendations and it is given in Table 5 below:

Table 5: Approaches used by Academic Programs in choosing priorities for developing action plans

Direct Approach (Data-Driven Method)	Indirect Approach (Alternate Method)
Focus on all the weaknesses pointed out by stakeholders and convert those items as a priority for improving the quality of a course or Program	Review all the items, analyze performance through brainstorming, and then, develop a priority list for seeking improvements
Also, focus on items pointed out by stakeholders as “Improvement required” and then convert it into a Priority List based on the trend data (by comparing the previous year’s performance)	

Usually, the mean score of those items marked as less than 2.5 on the Likert scale (or below 60% in the case of cumulative percentage) from the survey findings are to be included as a recommendation. These are the items to be given as priority in the action plan.



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4. From the chosen priorities, the academic program chooses some of the most important items and includes them in the action plan. This selection is based on the fulfillment of certain criteria. Both Program quality coordinators and the course coordinators are advised to choose items from the priority list subject to the fulfillment of either one or all of the following conditions:
 - Not all Priorities are converted to Action Plan
 - Explore each item with its importance and its contribution to the overall quality of the course/Program learning outcomes
 - Nature of the problem identified from the Stakeholder's survey.
 - Consistent poor performance of specific item (a particular issue) in the last 3 years (Data Trend)
 - Resources required to accomplish the list of Priorities identified by the Stakeholders
 - Timelines required for accomplishing the priorities identified by the stakeholders.
 - Any Problem affecting the Mission of the Program needs immediate attention.

5. Based on the chosen priorities, each academic program chair establishes action plan(s) for addressing the weakness identified from the survey findings. This is usually carried out by the Quality committee both to implement and monitor action plans. For each action plan, responsible personnel will be allocated, required resources will be provided; timelines have to be set and appropriate support has to be offered to accomplish it on time. At the program level, two options are given to the Program Quality coordinators to prepare an action plan for surveys:

Option 1: An action plan table is completed by each course coordinator for his or her course separately; then, all the tables can be presented together as a cumulative action plan for the Program.



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Option 2: The Program can consolidate the findings of all the courses, and other program-related surveys and develop a unique table as given below and append it as an evidence file with the Annual Program report.

Table 6: Standard Template for Developing Action Plan for the Recommendations arising out of Surveys

#	Recommendation derived from survey findings	Action Plan proposed	The person responsible for the action plan	Timeline (Duration) proposed for completion (Weeks/Months)	Action Plan		Current Status
					Start date	End date	

Implementation of the Action Plan

The implementation of the action plan requires a coordinated effort of faculty members, course coordinators, the Vice-Deanship of Development, the Vice Dean of Academic Affairs, Curriculum committee members, the Program chair, and the Dean of the College. In some occasions, it may extend up to the Vice President for Academic Affairs of the university in which any major change needs to be carried out in the curriculum based on the achievement of students learning outcomes and to fulfill the external environmental requirements (i.e., employer's requirements, National Qualification Framework, and skills set required by the licensing & accreditation body). While implementing the action plan, appropriate timelines are prepared for each one of the tasks using a Gantt chart, and designated personnel are allocated to monitor it in an effective manner. Further, it is the responsibility of the Program Chair and the Dean to provide the required resources in the form of money, manpower, and materials for the smooth accomplishment of the action plan.



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Closing the Loop, Results dissemination & Follow-up

The purpose of assessment is to help determine whether or not the program is effective and to document and demonstrate continuous improvement based on assessment results. Therefore, "closing the loop" implies that the university's planning and evaluation process and the individual program/College have completed a cycle from administering surveys to using assessment results in the next planning and assessment cycle. Survey results should be disseminated widely across different stakeholders with confidentiality, evaluated thoroughly, and used to improve the quality of courses, programs, and other academic and administrative services. The Vice Dean of Quality should communicate the results along with an improvement plan to each program chair and the university's top management because the next step would involve the collaborative efforts of all parties. It is vital for planning purposes to share the successes and the shortcomings to generate effective action plans to propose remedial measures for seeking improvements. The action plan should include specific suggestions for increasing the likelihood of success during the next assessment cycle. Moreover, an action plan involves inter-department/program cooperation and collaboration, should consist of an estimated cost, if applicable, and should be listed by order of priority.

It is noteworthy that closing the survey assessment loop may require additional resources beyond current budgets. The survey assessment loop is only closed if actions are taken to make modifications where necessary. The implementation of the proposed action plan is a shared responsibility. Each academic program should complete a survey assessment report in a uniform format with a brief discussion of the results and how the results are to be used to make changes to improve the quality of the course and the program.

After securing the department council's approval for the survey reports, the Program Chair should submit the survey assessment report to the Dean of each respective College and a copy to the Deanship of Quality and Academic Accreditation.



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The Dean of each respective college submits the survey assessment report (in the form of APR) to the Vice Presidency for Academic Affairs, who then forward it to the University President. The President and the University Council will review & and discuss the annual program reports & and the proposed action plans and approve the same for implementation, including a detailed timeline and the responsibility charter to aid the implementation process.

Further, the agreed action plans are forwarded to the directorate of Budgeting and planning, which utilizes this as input for the next year's budget planning cycle. The Dean of respective Colleges, the Program Chairman, and the DQAA should monitor this implementation process and review any remedial action plans. Each academic program should adopt the above institutional guideline while closing its quality evaluation process concerning stakeholders' surveys.
