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**Quality requirement for academic programs to obtain quality certification
and accreditation**
-A SURVEY STUDY-

In the department of Economics of Investment & Business management

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Abstract:

This research aims to obtain the accreditation certificate from the accreditation council in the Arab Universities Union for the Department of Economics of Investment and Business Management, The research department evaluates the academic program of the ten main areas of the main requirements of the quality of the academic programs, but there is weakness in the application of some indicators, elements and characteristics of each of the main areas of the quality of academic programs and this is the problem of research. The checklist tool was chosen to solve the problem and the Faculty of Business Economics is a research community, being one of the distinguished Faculty s, as for the research sample, it included the presidency of the department, faculty members and students to deal with the approved checklists for the ten sections paragraphs for the quality requirements of academic program, The importance of the research to achieve the evaluation of all the main requirements of the quality of academic programs as well as the identification of strengths to support them and weaknesses to processing each area and the implications of each area of indicators and elements and characteristics must be achieved as prerequisites for progression obtaining a certificate of quality and accreditation, The Department of Economics of Investment Management and Business Department of the distinct departments for the corresponding sections of the four disciplines grouped in the Department (Management, Economics, Accounting and Statistics), which should obtain the certificate of quality and accreditation through conducting self-evaluation studies of academic programs to improve the quality of performance according to International standards to support the strengths and processing weaknesses in the main areas of quality requirements for academic programs This research has reached to a group of conclusions and recommendations. The most important of these is a self-assessment of all the ten main requirements and areas, but there is no application of some of the indicators, elements and characteristics, Therefore, the recommendations of the need to establish a subcommittee in the department means to carry out and follow-up the self-assessment for all academic program quality requirements and what it includes each of the elements and indicators and the diagnosis of strengths and weaknesses to be processing and thus to report the application for all academic program quality requirements and this leads to obtaining the academic program of the department quality and accreditation.

Keywords: Quality in Higher Education, Accreditation.

Introduction:

Higher education has an important role for both the student as an individual as well as for society, so higher education institutions have recently begun to search for quality assurance and accreditation as a modern philosophy to provide quality education to adapt to global developments, in order to provide the outputs that meet the requirements of the labor market, high competencies and excellence in various fields and to meet these needs on the Faculty of Business Economics represented by the Department of Economics for Investment and Business Management, which represents one of the three departments in the Faculty looking for solutions or an administrative philosophy that can help develop the academic program for growth and development is accomplished by adopting the application of quality assurance and academic accreditation, which has proven very successful in helping to achieve the objectives of many higher education institutions.

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For the purpose of besetment all aspects of the research, this was clarified in four sections, the first section devoted to the methodology of the research, and the second included its theoretical side to the research variables, as it included the concept of quality in higher education, the concept of accreditation, the importance, objectives, types, body and steps of accreditation. The third topic included the practical aspect, it was concerned with analyzing the results to diagnose the extent of application and documentation of the paragraphs of the quality standards of academic programs using some methods represented by weighted arithmetic exponents, the percentage of application and the size of the gap. The fourth topic included conclusions as well as recommendations.

The first topic:

1- Research methodology:

1-1-Research problem: Quality has become a main field in higher education, so a higher education quality system is necessary in order to provide skill and knowledge to students and thus maintain economic and social development, therefore, it became clear that it is necessary for the responsible of the Faculty of Business Economics represented by the Department of Economics of Investment and Business Management to obtain the accreditation certificate from the accreditation council in the Arab Universities Union because of the affiliation of Al-Nahrain University to this council, which is part of it, and that is by applying all ten main section to the main requirements for the quality of academic programs, as the Economics of Investment and Business Management Department faces a problem and there is a weakness in applying indicators, elements and characteristics of what is included in the section, Where the problem was diagnosed through the field presence of the researcher, where the researcher is one of the members of the Faculty under study, and through the research problem many of the following questions arise:

- 1.What is the current reality of evaluating the academic program of the researched department?
- 2.Does the department have self-control on applying the academic program of the researched department?
- 3.Is there a review of the application of quality standards?
- 4.What is the level of strengths and weaknesses in the academic program in the researched department?
- 5.Does the department meet all the requirements of the quality and accreditation certificate?

1-2- Research objectives: The research objectives stem from the research problem, and they are summarized in the following objectives:

- 1.Knowledge the extent of commitment to applying all quality standards.
- 2.Determine the level of evaluation of the academic program.
- 3.Bridging the gap between the applied standards and the required standards.
- 4.Determining the strengths and weaknesses of each section of the main sections of the requirements for the quality of academic programs.

1-3- research importance: The importance of the research stems from the benefits that the research provides to the researched sample from benefits, as follows:

- 1.It contributes to improving the quality of academic programs in as appropriate the labor market.
- 2.Providing the education, knowledge and experience that outputs need.
- 3.It helps in achieving a competitive advantage for the department in front of other institutions.
4. Raising the reputation level of the department.

1-4-Research Hypothesis: The application of all sections of the main requirements for the quality of the academic program leads to obtaining the accreditation certificate.

1-5- Society and Sample of Research: The Faculty of Business Economics is a research community, being one of the distinguished Faculty s, as for the research sample, it included the

presidency of the department, faculty members their number (14) and students their number (120) to deal with the approved checklists for the ten sections paragraphs for the quality requirements of academic program.

1-6- Data sources of the analytical practical aspect: The research adopted the following sources in collecting data on the practical side, which are:

1. Personal interviews with the department head, faculty members and students of the department, in order to obtain a direct answer to the sections and paragraphs of the checklists to be used in the practical aspect of the research, to determine extent of the department's commitment to apply all sections of main requirements to the quality of the academic program.

2. Checklists, which are a main tool for data collection and analysis, prepared according to the accreditation guide for the quality assurance of academic programs in the Faculty s of Arab universities, issued by the Board of Quality Assurance and Accreditation in Arab Universities Union (2013) and applied by the researched department, where this list consists of ten sections that represent the main sections of the quality of academic programs, with different paragraphs of sections for each section according to the guide to ensure the quality of academic programs, to achieve accuracy in the use of checklists in analyzing the data obtained, the seven-step scale was used to identify the extent to which the Department of Economics and Investment Management Economics has documented and applied quality standards for academic programs, and to compare them with quality standards for academic programming, Where the scale of the paragraph is (Entirely Implemented and Documented Entirely, Entirely Implemented and Documented Partially, Entirely Implemented and not Documented, Partially Implemented and Documented Entirely, Partially Implemented and Documented Partially, partially Implemented and not Documented, not Implemented and not Documented), whose weight ranges from the highest weight by (6) Degree, and the lowest weight is (0) degrees for the paragraph.

1-7- Methods used in the analysis: The research used the following methods to perform the analysis of the checklists, For the purposes of analyzing the extent of application and documentation of the paragraphs of the academic program quality standards, which are:

1. Weighted mean: To know the degree of application of the elements and the characteristics of each section of application sections.

2. Application percentage: To determine the percentage of application of the research department for the elements and characteristics of each section with the criteria of the quality of academic programs.

3. Size of the gap: To determine the application of the research department to the elements and characteristics of each section with the criteria of the quality of academic programs.

The second section: 2- Theoretical side:

This topic deals with clarifying the concept of quality in higher education and the concept, objectives, importance, types, body and steps of accreditation.

2-1- The concept of quality in higher education: The past four decades witnessed the transformation of higher education into a broad system. The rise in international economic competition during the last quarter of the century had a major impact on the higher education system in all countries as social demands for job opportunities and living standards increased, so interest in quality in higher education became the main program for countries all over the world [1], achieving quality is a main objective for any institution, whether it is an educational, industrial or other business institution [2], where higher education contributes to social and economic development through four main dimensions: (creating human capital through teaching), (building knowledge bases by developing research and knowledge), (disseminating and using knowledge by interacting with users of knowledge), and preserving knowledge (intergenerational storage and transfer of knowledge), the quality in higher education is the concept of multi-dimensional and multi-level and dynamic content linked to

the mission and institutional objectives [3], in other words, quality in higher education is a “relative concept”, linked to stakeholders in higher education and conditions, as defining quality in higher education is a complex task [4], as the definitions of “quality in education” follow the general definitions of quality, the term “quality in education” has been defined as “matching education output with planned specifications, requirements and objectives” and “avoiding flaws in the education process” and “excellence in education” and “Meet or exceed customer expectations of education and “finally” the relevance of educational outcomes and experiences for use [5], and quality is a positive and desirable thing, it is good or excellent and effective, and it is intended, economical, professional, standardized and reliable: something that meets certain "specifications", which is "distance".

2-2- The concept of accreditation: Accreditation existed more than a century ago, before World War II, accreditation was a completely non-governmental initiative that provided a process for evaluating institutions themselves, as it was the foundation through which institutions could allow students to move from one institution to another [7], accreditation began in the United States of America, with a simple idea - a volunteer effort by a small group of educational institutions to agree on criteria for distinguishing Faculty from high school, and accreditation developed into a more practical process for assessing and improving educational quality in Faculty s, which began as a way to set standards admission to Faculty s [1], Accreditation now has become serving a set of objectives, which are: maintaining and enhancing quality in education, maintaining academic values of education [8], where the United States is investing approximately(160) billion dollars in higher education Federal (2015-2016) and this led to the concern in the issue of quality assurance and accreditation [7], so there must be concern in continuing to discuss education policy to improve the quality [9], refers to accreditation process or as a result of evaluation of something (an institution or program), is eligible for a particular situation assumes the adoption of the accreditation standards or external standards to evaluate (the institution, or department, or program) [10], where quality assurance is the achievement of the required standards through the application of the agreed procedures, which require continuous monitoring of performance. As for accreditation, it is an official recognition by an agency authorized by an organization that has achieved agreed standards, and it depends on the quality evaluation [1], accreditation includes two phases of the quality assurance process that sets for the first time quality evaluation criteria and then monitors programs or institutions to ensure that accreditation standards have been met [11], The system of accreditation in the field of education is a modern system that helps to confront problems by treatment operations (inputs - processes - outputs - feedback) [12], inputs (community needs, knowledge, resources, technologies, etc.), processes (curriculum design, education, learning, staff, evaluation, etc.) and outputs (outcomes, work potential, employability, etc.) and feedback [13], leading continuous evaluation and comparison of standards with competitors of higher education institutions to re-check its programs, operations and activities to knowledge the strengths and weaknesses, any accreditation is the legal process of supervision, which gives a certificate recognition program or educational institution to indicate that the organization has specific standards for the quality of education [12].

2-3- Accreditation objectives: [11] [12]

1. criterion put.
2. contribute to the protection of students from poor quality programs.
3. Graduates obtain these programs highly efficient.
4. Continuous improvement of programs.

2-4- Accreditation importance: [12] [11]

1. Fulfilling the needs of society.
2. Education, knowledge and experience they need students.
3. Qualifying of the output to fit function.
4. Increasing public confidence in the higher education program.
5. Enhance continuous improvement of quality.

2-5- Types of accreditation: [12]

1. Organizational accreditation: It is the accreditation of the organization whole, that is, an evaluation of the complete institution.

2. Program accreditation: It is applied to programs or departments that are part of an institution, such as law, medicine, engineering, and administration.

2-6- Accreditation body: In recent years, local systems have been established for quality assessment in higher education, there are now more than (70) quality assessment agencies around the world that have responsibility for procedure a review of the quality of higher education [1], accreditation programs were established by specialized organizations where these bodies began to include in their activities accreditation of their members and the primary objective of the body became accreditation [14], where after applying the quality system, the organization can be accreditation through a review by an independent body (another side) accredited by a recognized accreditation body [15], where accreditation agencies that work in each country try to evaluate the quality provided by the organizations and then accredit them by evaluating the quality and describing the quality accurately and putting appointed criteria that can be evaluated and compared with the work and to put a conclusion about the quality of the institution appointed [16], from this perspective, external assurance for quality includes: legal accreditation, the implementation by the Assurance Agency of the concept of accreditation, and the institutional ability of the accreditation process [17].

2-7- Accreditation steps: [8]

1. The faculty, administrators, and staff of the institution or academic program conduct a self-study using a set of quality standards for the accreditation body as a guide for it.
 2. A team of inspectors selected by the accreditation body reviews evidence and data, visits the campus to interview faculty and staff, and they write a report on their evaluation that includes the recommendation to the committee (faculty members and inspector's specialists) from the accreditation body.
 3. The accreditation organization reviews evidence and recommendations, guided by a set of expectations about quality and integrity, make a verdict, and communicates the decision to the organization.
 4. Organizations are required during the accreditation process to inspector their objectives, procedures, policies and accomplishments, to take in expert advice, suggestions for the visiting team and to put strategies to deal with the recommendations of the visiting team. Practically every accreditation body requires organization to keep self- improvement programs and continuous improvement in synchronization with the review.
- The accreditation for the first time for an institution can take between (5-10) years. After the initial accreditation, re-accreditation is every ten years, usually with a mid-term inspector procedure of its operations [7].

The third section: 3- The practical aspect:

3-1- The reality of the quality of academic programs according to the standards of the quality of academic programs in the research section:

In this section, the results will be presented and analyzed to diagnose the extent of application and documentation of the paragraphs of the academic program quality standards using some methods, represented by the weighted mean, the application percentage and the size of the gap. The following is a diagnosis of the reality of the ten major section:

1. Program goals and learning outcomes
2. curriculum
3. Teaching and learning
4. Faculty members
5. Library and learning resources
6. Students' progress and evaluate their performance
7. Support facilities and services
8. Academic Program Administration
9. Scientific research and external communication
10. Quality management and improvement.

3-1- Program goals and learning outcomes: It is noted from Table (1) that the weighted mean of the section of the program objectives and learning outcomes has reached (5,7) degrees out of (6) degrees and with application and documentation (96%) of the total indicators, characteristics and elements of the section, which indicates the application of the research section to most indicators, characteristics and elements of the section of the program objective and learning outcomes, but a gap of 4% appeared resulting from the failure to apply for the participation of faculty and students in putting the academic program mission, this indicates the low percentage of the department applying this indicator from the central axis according to the criteria of the Accreditation Council for the academic programs.

Table (1) checklist related to applying and documenting program goals and learning outcomes according to the quality standards of academic programs

Program goals and learning outcomes		Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Partially Implemented and Documented	Not Implemented and Documented
1	Available The academic program specific objectives	/						
2	Academic Program was translated message to the procedural objective are measurable	/						
3	Staff college members and students participated in developing the academic program message				/			
4	The message of the academic program is based on the goals of the college and its message in planning and decision	/						
5	Learning outcomes and program objectives can be measured	/						
6	The College Council approves the message, learning outcomes, and program objectives	/						
7	It publishes and announces the message, learning outcomes and goals and is known to staff College members, administrators and students	/						
8	The learning outcomes expected of graduates are implicit in the program objectives	/						
9	Provides the opportunity to specialize in knowledge Objectives of the program	/						
10	The objectives of the program focus on scientific research and developing the spirit of teamwork	/						
11	The objectives of the academic program and learning outcomes include learning about advanced technology and developing capabilities to	/						
12	Linking academic education with the various sectors of work is the responsibility of the program objectives	/						
13	Modern methods of learning are the responsibility of the program's objectives	/						
Weights		6	5	4	3	2	1	0
repetition		12	0	0	1	0	0	0
Weighted mean		5.7						
Implementation percentage		96%						
gap size		4%						

3-2- The reality of the curriculum: Table (2) shows the appearance of a gap of (3%) resulting from a weakness in achieving the curriculum of the skills required for the labor market, that is, there are some skills required to be achieved in the curriculum, to meet the requirements of the labor market, the weighted mean value reached (5.8) out of (6) degrees for the section of the curriculum, with an application and documentation percentage (97%) of the total indicators, characteristics and elements of the section this indicates the application of the research department to most indicators, characteristics and elements of the section of the curriculum, with the exception of the indicator that there are no skills required by the labor market.

Table (2) checklist related to the application and documentation of the curriculum according to the quality standards of academic programs

Curriculum		Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Partially Implemented and Documented	Partially Implemented and Documented	Partially Implemented and Documented	Not Implemented and Documented
1	The curriculum and its Courses appropriate for philosophy of the educational organization and the achievement of message, objective, and the society and students needs	/						
2	The division fully definition the components of each program of study in the system followed (quarterly, annual, hours)	/						
3	The division ensures of the clarity of the different roles and responsibilities of the agencies participatory in designing and reviewing its programs (department council, committees, etc.)	/						
4	The department is concerned with the suitability of academic programs for the needs of society, the labor market and the fulfillment of knowledge development	/						
5	The division ensures the outcomes of the academic program are compatible with local and international standards in higher education through evaluation of educational outcomes, academic programs, academic decisions and certificates.	/						
6	Takes the opinion of specialists in the design of the academic program and the beneficiaries	/						
7	The programs implemented by the division are periodically reviewed	/						
8	There is depends system in the division to evaluate the results of field training for students	/						
9	The division assigns students to prepare a project in the final stage	/						
10	For each of the courses the division has integrated files, with detailed information on it	/						
11	A documentary portfolio is available in the division about the courses, which includes (course description and a copy of student assignments, exercises, tests, projects, etc.)	/						

12	The modern curricula provided by the division to keep abreast of developments and to emphasize their quality and continuous improvement	/						
13	The division compares what is studying in each course with its Counterpart in excellent educational organizations	/						
14	The division makes a list of the suitable books as sources for each semester	/						
15	The established curriculum achieves the skills required for the labor market				/			
16	The established curricula achieve the skills of self-learning	/						
17	The established curriculum achieves consideration the core principles, trends and intellectual schools in the specialization	/						
18	Takes into account curriculum the deep and fertile scientific knowledge in teaching the core topics in the specialization	/						
19	Takes into account curriculum the ability to use concepts, terms and content correctly	/						
20	Takes into account curriculum the experience in employing the skills acquired by the student during study in the functional field or the completion of his high studies	/						
21	The curriculum takes into consideration recent developments, trends and related contemporary issues	/						
22	The established curriculum achieves takes consideration the link between his academic knowledge related to specialization and other fields of knowledge	/						
Weights		6	5	4	3	2	1	0
repetition		21	0	0	1	0	0	0
Weighted mean		5.8						
Implementation percentage		97%						
gap size		3%						

3-3- The reality of teaching and learning: Table (3) shows that the researched department has a weighted mean that has reached (5.3) degrees out of (6) degrees, with percentage application and documentation (89%) of the total indicators, properties and elements of the section, this indicates that the research department applied most of the indicators, characteristics and elements of the teaching and learning section, but a gap of 11% appeared because the department did not procedure any evaluation research on the methods used to teach students as well as not to use any models to procedure the process of evaluating students during and after training, only to monitor the trainees in institutions, this indicates the low percentage of the department applying this indicator from the central section according to the criteria of the accreditation Council for academic programs.

Table (3) inspection list related to applying and documenting teaching and learning according to the quality standards of academic programs

Teaching and learning		Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Partially Implemented and Documented	Partially Implemented and Documented	Not Implemented and Documented	Not Implemented and Documented
1	For the teaching and learning strategy, there is a documented and declared plan that realization its message and objectives	/						
2	There is a clear vision The division of the level of knowledge required to be provided in accordance with its message and future vision	/						
3	There is a procedure to consider the teaching and learning	/						

	strategy for you through exam results and results of a survey of students and faculty opinions							
4	Devices are updated and diversified in line with the demand of each area of knowledge	/						
5	The division ensures the educational manner used are related to the objectives of the program, content and the targeted outcomes	/						
6	Teaching manner are varied, lecture, debate, brainstorming	/						
7	Courses include specific areas for self-learning development	/						
8	Method depends by the division council regarding the depends university textbook for each course	/						
9	The division prepare effective training programs for students based on their actual needs and target	/						
10	The division uses the clear procedure to implement, monitor and assessment training programs	/						
11	training programs for students are diverse and include different specializations	/						
12	Appropriate method are used to procedure the assessment of students during and after training				/			
13	The effectiveness of training in realize the targeted training results is ensured (students' opinion survey / assessment results analysis)				/			
14	The division procedure assessment research on the manner used in student education				/			
Weights		6	5	4	3	2	1	0
repetition		11	0	0	3	0	0	0
Weighted mean		5.3						
Implementation percentage		89%						
gap size		11%						

3-4- The reality of the faculty members: Table (4) shows that no gap emerged as a result of achieving all the criteria required by the research department in achieving the faculty members section, as the value of the weighted mean reached (6) degrees out of (6) degrees, and the application and documentation ratio (100%) of the total indicators, properties and elements of the section, which indicates the application of the research department to all indicators, properties and elements of the section.

Table (4) checklist related to the application and documentation of faculty members according to the quality standards of academic programs

Faculty members		Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Partially Implemented and Documented	Not Implemented and Documented
1	The division has a evident visibility of the needs of the faculty staff members	/						
2	The division prepare sufficient number of faculty staff members who are qualified to implement academic programs and teaching services	/						
3	The division depends visibility criteria for selecting faculty staff members	/						
4	Availability of occupational development and continuing teaching programs for faculty members	/						
5	The division organizes data for faculty staff members and the assisting body distributed to academic qualifications,	/						

	scientific degrees, experience, etc.							
6	The division perform the instructions for education hours specified for faculty staff members to their scientific degrees	/						
7	For each faculty staff member, the division assigns a set of students to adviser them academically through the years of study	/						
8	Opportunity for faculty staff members, The division perform to participate in the lasting and interim scientific committees inside and outside the division	/						
Weights		6	5	4	3	2	1	0
repetition		6	0	0	0	0	0	0
Weighted mean		6						
Implementation percentage		100%						
gap size		0%						

3-5- Library reality and learning resources: Table (5) shows the appearance of a gap (32%) resulting from do not a computer in the library for research and loan purposes for books, as well as do not an Internet hall and educational films library, that is, there are some requirements to be achieved in the library and learning resources to meet the needs and requirements of students, the value of the weighted mean was (4,1) degrees out of (6) degrees, and ratio application and documentation (68%) of the total indicators, characteristics and elements of the section, this indicates weakness in the application of the research section to some indicators, characteristics and elements of the library section and learning resources.

Table (5) checklist related to the application and documentation of the library and learning resources according to the quality standards of academic programs

Library and learning resources		Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Partially Implemented and Documented	Not Implemented and Documented
1	The division prepare library, internet hall, databases and others				/			
2	The division prepare Guidelines for using the devices available in factory, workshops and laboratories	/						
3	The division prepare the techniques and educational equipment required in the teaching (data display equipment) Show, slideshows, videos, etc.)	/						
4	Information about students and their degrees are stored on the computer	/						
5	The division prepare a library of films and educational transparency				/			
6	Availability of the library the time required to provide help to its beneficiaries	/						
7	The suitability of library possessions and academic semester for the program	/						
8	The library has a classification system according to the Library of Congress or the Dewey System				/			
9	The library gain possessions from references in the area of specialization	/						
10	The computer is used in the library for loaning books and research	/						
Weights		6	5	4	3	2	1	0

repetition	7	0	0	3	0	0	0
Weighted mean	4.1						
Implementation percentage	68%						
gap size	32%						

3-6- The reality of students' progress and their performance evaluation: It is noted from Table (6) that the weighted mean has reached (5.5) degrees out of (6) degrees, with application and documentation ratio (92%) of the total indicators, characteristics and elements of the section, this indicates the application of the researched department to most indicators, but a gap of (8%) appearance as a result of the department not distributing guidelines to new students in order to definition them to the department and does not adopt targeted entertainment programs for students, this indicates the low percentage of the department applying some indicators from the central section, according to the criteria of the accreditation council for academic programs.

Table (6) checklist related to applying and documenting students' progress and evaluating their performance according to the quality standards of academic programs

Students' progress and evaluate their performance		Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Partially Implemented and Documented	Not Implemented and Documented
1	The division depends high standards in student selection	/						
2	The department is Take care to admit the numbers of students according to its established plans	/						
3	The division depends examination for students to confirm their scientific and intellectual preparations	/						
4	The division implement the instructions of behavioral punishment to students	/						
5	A special file is maintains for each student that contains information about his behavior, activity, academic level	/						
6	The division distributes evidence of guidance new students in order to introduce them to the division and its facilities				/			
7	The division participates its students in solving problems related to student issues	/						
8	The division defines labor markets with graduate qualified and research to provide them with employment opportunities	/						
9	The division provides data on the number of students and distribution by type, academic levels, study programs, etc.	/						
10	The division depends targeted entertainment programs for its students				/			
11	The division reconnoiter students' opinions on the quality of teaching and learning	/						
12	The division reconnoiter the opinions of students in evaluating the educational process	/						
13	The division endeavor to pull and choose excellent students and encourage them to enroll in programs	/						
14	The division works on evaluating the students' academic achievement and presents it to the division council	/						
15	The division reconnoiter the opinions of employment agencies regarding the level of graduates in any Specializations to identify aspects of the skills shortage in order to work on treatment and correcting them.				/			
16	The department audit the students' academic background when registering for the academic program	/						

17	The department conducts surveys in which students can find opinions Periodically about complementary services (sports activities, Internal housing, restaurants, parking, etc.)	/						
18	The department is concerned with extracurricular effectiveness to heighten the relationship between faculty staff members and students	/						
19	Students' assignment manner are appropriate with the content of the announced semester for them	/						
20	Examinations measure students' different knowledge levels	/						
21	Student assessment manner are varied and not limited by written examination	/						
22	Assessment manner used with students are able to mensuration the targeted learning results	/						
23	The Assessment manner used correspond to the content of the announced courses for students	/						
24	Interest from the analysis of student evaluation results and the observations of the external auditors at the level of academic programs and academic courses to adoption corrective work to academic programs and academic courses	/						
25	Exam schedules shall be announced at appropriate Appointments for students	/						
26	Exam schedules are fit to the needs and wish of the students	/						
27	examinations results are declared on the suitable dates without delay	/						
28	There is feedback for students regarding the assignment results	/						
29	Feedback is reviewed and corrective work is adoption in light of student outcome	/						
30	The procedures are announced and implemented to deal with student complaints about examinations outcome	/						
31	The division adopts different methods of assignment	/						
32	The division uses the system of exteriorly quizmaster to evaluate students							/
33	Student exams correspond to the content of the courses	/						
Weights		6	5	4	3	2	1	0
repetition		29	0	0	3	0	0	1
Weighted mean		5.5						
Implementation percentage		92%						
gap size		8%						

3-7- The reality of facilities and support services: Table (7) shows the emergence of a gap of size (35%) resulting from weakness in the department's buildings that are not designed for the purpose of the department and not only the department, but the Faculty buildings are not sufficient for the requirements of administrators and faculty members, where there are some teachers sitting in the rooms of the administrative employees and some of them have no place, and the absence of a meeting hall where the department council meets in the department head's room, that is, there are some needs to be met in the facilities and assistant services to meet requirements of stakeholders, including employees, students, and teachers. the value of the weighted mean was (3.9) out of (6) degrees, with application and documentation (65%) of the total indicators, characteristics and elements of the section, which indicates the application of the research department for some indicators, characteristics and elements of the section of facilities and support services.

Table (7) checklist related to the application and documentation of facilities and support services, according to the quality standards of academic programs

Support facilities and services		Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented
1	Section buildings are designed for the same goal they are used for					/		
2	buildings size for the division is proportional to the student ability				/			
3	The division prepare the rooms suitable for studying of area, ventilation, illumination, and others				/			
4	The division prepare offices and decorous venues for faculty staff members					/		
5	The division prepare an internet room, library, databases, and others					/		
6	The division prepare safety and security conditions in any its facilities				/			
7	The division prepare instructions for using the devices available in factory, workshops and laboratories	/						
8	The division prepare an opportunity for faculty staff members to train in the types of learning techniques available in the division	/						
9	The division uses modern techniques in management and office business	/						
10	Private information is stored and retrieved Students and their degrees using appropriate and modern information systems	/						
11	The division prepare a symposium room and other room according to the nature of the learning program	/						
12	Available in the division meeting hall				/			
13	The division prepare a rest for faculty staff members				/			
Weights		6	5	4	3	2	1	0
repetition		5	0	0	5	3	0	0
Weighted mean		3.9						
Implementation percentage		65%						
gap size		35%						

3-8- The reality of administration of the academic program: It is noted from Table (8) that the weighted mean has reached (5,6) degrees out of (6) degrees, with application and documentation (94%) of the total indicators, characteristics and elements of the section, this indicates the application of the research department to most indicators, but a gap of 6% appeared, as a result of which the department does not involve the beneficiaries of graduates in preparing annual plans, this indicates the low percentage of the department applying some indicators from the central section, according to the criteria of the accreditation council for academic programs.

Table (8) checklist related to the application and documentation of academic program management, according to the quality standards of academic programs

Academic Program Administration		Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented

Sub-clause -1- Leadership of the department								
1	Academic program leadership possesses leadership features of fit with the overall quality requirements of the program	/						
2	Academic program leadership is concerned with providing the appropriate scientific Ambience and human relations within the department for the winning of the learning process	/						
3	Academic program leadership uses of the human, material and technical resources used optimally	/						
4	The leadership of the academic program is working to meet its needs for new scientific purviews	/						
5	The leadership of the academic program supports procedure to advance scientific research	/						
6	The leadership of the academic program takes the opinion and proposals of representatives of the community parties to improve the academic program performance	/						
7	Academic program leadership is keen on having an effective job relationship between top management and faculty staff members	/						
8	Academic program leadership is practiced over authority granted to it	/						
9	Academic program leadership is concerned with enhancing interaction with local community organizations	/						
10	Academic program leadership is concerned with the opinions of student representatives	/						
11	Academic program leadership is keen to solve the work problems	/						
12	Academic program leadership is keen on taking the opinions and suggestions of the division employees	/						
13	Academic program leadership is following up its performance in the area	/						
14	Academic program leadership encourages initiatives to improve performance at work	/						
15	Academic program leadership has an information systems that meets the requirements of planning, follow-up				/			
Sub-clause -2- section plans								
16	The division has future business plans explaining how to implement its objective	/						
17	Characterized The division plans are flexible to accommodate the educational developments	/						
18	Reviewed The division plans are modified periodically	/						
19	The division is keen on engaging faculty staff members, specialists, and graduate beneficiaries in preparing year plans and taking decisions.				/			
20	Presents The division a over plan for all branches and section within its program	/						
21	Program plans are convertible into application projects	/						
22	The division prepare a system for internal audit for results of the plans for continuous improvement	/						
23	The division prepare the required data for numbers of employees and the teaching staff, qualifications, experience, curricula vitae, and others	/						
Weights		6	5	4	3	2	1	0
repetition		21	0	0	1	1	0	0
Weighted mean		5.6						
Implementation percentage		94%						
gap size		6%						

3-9- The reality of scientific research and external communication: Table (9) shows the appearance of a gap of (13%) resulting from the department failure to allocate a financial budget to support scientific research and there are no programs to develop research skills, likewise, there is no survey of the opinion of labor market institutions regarding the efficiency of graduates, the value of the weighted mean reached (5.2) degrees out of (6) degrees, with a percentage of application and documentation (87%) of the total indicators, characteristics and elements of the section, this indicates the application of the research department to some indicators, characteristics and elements of the section of scientific research and external communication.

Table (9) checklist relating to the application and documentation of scientific research and external communication, according to the quality standards of academic programs

Scientific research and external communication		Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Partially Implemented and Documented	Not Implemented and Documented
1	The division depends clear and announced procedure to follow up the application of research plan	/						
2	Research plan The division is suitable with available human and material capabilities	/						
3	Research plan The division is documents and approves it in the division council	/						
4	The division prepare an suitable environment for scientific research that hearten faculty staff members to application scientific research for the needs of society and the labor market	/						
5	The division hearten manner mutual scientific research	/						
6	The division cooperates with scientific and research organizations in procedure mutual research	/						
7	The division uses its activities in scientific research to treatment with the problems of society	/						
8	The division prioritizes area scientific research with economic returns for society local and organizations	/						
9	The division hearten creating research that opens new scientific or applied field	/						
10	The division uses methods to motivate, care and support researchers	/						
11	The division hearten faculty staff members to obtain research scholarship inside and outside the home	/						
12	The division hearten faculty staff members to participate in symposium, conferences, and seminars	/						
13	The division, by research teams, contributes to serving the various production sectors in the local society		/					
14	Interest The division of evolving curricula from through results of research					/		
15	The division has programs for developing research skills (programs for developing scientific research methodology skills) for research assistants					/		
16	The division hearten for research assistants and students to participate in research projects	/						
17	Allocates The division a special financial budget to support and publish research							/
18	The division prepare the devices and equipment necessary for research operations and sets rules that guarantee the efficient	/						

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19	Students participate in scientific symposia, conferences	/						
20	Students participate in research projects	/						
21	The division seeks to establish a good relationship for its students with society organizations Before you came out into the labor market	/						
22	The division seeks to organize for cultural and training symposia	/						
23	The division prepare consultations to public and private society organizations	/						
24	The division motivates faculty staff members to contribute to society service	/						
25	The division is keen on the participation of faculty staff members in symposia, conferences and seminars	/						
26	The division being a survey of the opinions of the organizations in which the graduates of the department work to know the efficiency of graduates periodically							/
27	The division seeks to prepare its specialized services to various sectors of society	/						
Weights		6	5	4	3	2	1	0
repetition		22	1	0	0	2	0	2
Weighted mean		5.2						
Implementation percentage		87%						
gap size		13%						

3-10- The reality of quality management and improvement: Table (10) shows that the researched department owns a weighted mean that has reached (5.8) degrees out of (6) degrees, with application and documentation (97%) of the total indicators, characteristics and elements of the section, this indicates the application of the researched department to most of the indicators, characteristics and elements of the section, but a gap of (3%) appearance because the department did not provide financial support to being the evaluation studies, this indicates the low percentage of the department applying this indicator from the central section according to the criteria of the accreditation council for academic programs.

Table (10) checklist related to the application and documentation of quality management and its improvement in accordance with the academic program quality standards

Quality management and improvement		Entirely Implemented and Documented	Entirely Implemented and Documented	Entirely Implemented and Documented	Partially Implemented and Documented	Partially Implemented and Documented	Partially Implemented and Documented	Not Implemented and Documented
1	A quality assurance unit is available in the Faculty	/						
2	Specialized evidence available the division for the quality programs and applies the procedure of work	/						
3	Being a self-assignment the department of particular programs periodically	/						
4	The division has a strong relationship with programmatic accreditation organizations	/						
5	The division has a system of self- assignment and external	/						
6	Available the Active procedure to continue to improve and develop the learning process	/						
7	Active procedure are available to evaluate of faculty staff members performance	/						
8	Available the procedure for continuous development for faculty staff and assistant staff	/						
9	Clear mechanisms are available to accept students in the	/						

	specialty							
10	Applied procedures quality management for improving the quality	/						
11	documents any relevant data and procedures the division in the assignment and development process	/						
12	Uses the results of assignment, development and improvement The division according to a time planning	/						
13	The academic program has been subject to performance assignment by external extremities	/						
14	The division is interested in the results of the evaluation reports and uses them to develop improvement and development plans for all areas of Faculty performance	/						
15	Available the department financial support for procedure assignment studies				/			
Weights		6	5	4	3	2	1	0
repetition		14	0	0	1	0	0	0
Weighted mean		5.8						
Implementation percentage		97%						
gap size		3%						

3-11- The reality of the quality of academic programs according to the standards of the quality of academic programs in the research department in total:

It is noted from Table (11) the results at the level of the ten major section of the quality of academic programs, as the results were distributed among the highest level for the application of the section achieved by the fourth section represented by the faculty members as the weighted mean has reached (6) degrees out of (6) degrees and by Application and documentation (100%) of the total indicators, characteristics and elements of the section, the lowest level of application achieved by the seventh section is the facilities and support services, as the weighted mean has reached (3.9) out of (6) degrees, with an application and documentation of (65%) of the total indicators, characteristics and elements of the section, which indicates the application of the research department for some indicators And the gap appeared in the size of (35%), as for the other section, it appeared with an application rate ranging between (96%, 97%, 89%, 68%, 92%, 94%, 87%, 97%), which indicates that there are indicators within the section that have not been applied, so the application ratios have not appeared (100 %) For axes except for one section, which indicates the application of the department to all ten major section, but there are indicators within the section that have not been applied according to the criteria of the accreditation council for the academic programs.

Table (11) results of evaluating the academic programming quality standards in the department in total

The ten main sections of the quality of academic programs		average	implementati on percentage	gap size
1	Program objectives and learning outcomes	5,7	96%	4%
2	Curriculum	5,8	97%	3%
3	Teaching and learning	5,3	89%	11%
4	Faculty members	6	100%	0
5	Library and learning resources	4,1	68%	32%
6	Students progress and evaluate their performance	5,5	92%	8%
7	Support facilities and services	3,9	65%	35%
8	Academic Program Administration	5,6	94%	6%
9	Scientific research and external communication	5,2	87%	13%
10	Quality management and improvement	5,8	97%	3%

The fourth section: 4- Conclusions and recommendations

4-1- Conclusions: Produced the results of practical analysis of the reality department location search the following conclusions:

1. There is a self-evaluation of the academic programs offered by the department in coordination with the Quality Assurance Division in the Faculty.
2. The department implements all ten major sections of the academic programs quality for the accreditation council in the Arab Universities Union.
3. There is weakness in the application of indicators, elements, and characteristics of some of the indicators of the main section and of all sections except for the fourth section represented by faculty members, where all indicators within the section are applied.
4. The appearance of the facilities and support services section has the lowest application rate due to some of the section indicators related to the provision of the Faculty buildings and the necessary requirements for the quality of academic programs.
5. Department's lack of interest in some of the section indicators, such as a survey of the opinion of labor market institutions on the efficiency of the graduates and do not specify the requirements of the labor market for their skills and abilities of the students.
6. The lack of financial support for scientific research and the non-involvement of external examiners for students of the department.
7. There is a lack of awareness among employees of the quality of academic programs, and this has an impact on the ratio of application of standards for the quality of academic programs.
8. There is interest by the department put the annual plans for the quality of academic programs, but without the participation of students and staff to develop plans.

4-2- Recommendations: According to the research conclusion, some recommendations appeared to benefit the department, as follows:

1. The necessity of setting up a permanent sub-committee in the department concerned with procedure and following-up the self-evaluation of any requirements of the quality of programs and the contents of each section in terms of indicators, elements, characteristics and diagnosis of strengths and weaknesses to treatment them.
2. The department adopts the procedures required to application the quality requirements of academic programs in order to obtain the accreditation certificate from accreditation council in the Arab Universities Union.
3. Investing existing buildings and the efficiency of staff and faculty members and employing them in appropriate ways to achieve the application of quality requirements for academic programs.
4. The necessity of participation employees and students in put annual plans for the department, by taking their opinions and suggestions.
5. Increase the awareness and culture of students, employees, and faculty members by obtaining the accreditation certificate by clarifying the quality requirements of academic programs represented by the ten main sections.
6. Carrying out the process of monitoring, measuring and analyzing the self-evaluation, enhancing documentation in records, archives and documents, and building an electronic database for documentation.
7. Enhancing the study of the labor market in order to determine the required needs of graduates from the department, and then follow up and seek the opinion of the institutions on the efficiency of graduates.

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