



BPCs

First Quality Strategic Plan

Buraydah Private Colleges

1439-1440 *h*
2018-2019 *g*

Buraydah Private Colleges

Quality Strategic Plan (1434 – 1439 H)

Approved in the 5th Meeting of the Higher Committee of Quality on 27/05/1437 AH

In the Name of Allah, the Compassionate, the Merciful

Leaders of Renaissance



**Custodian of the Two
Holy Mosques**

**King Salman Bin
Abdel Aziz**



**Crown Prince, First Deputy
Prime Minister**

**Hi Excellency, Mohammad
Bin Salman Bin Abdel Aziz**

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Introduction

All praise be to Allah, the Lord of the Worlds, and peace and blessings be upon his Prophet Mohammad.

Greetings,

After being separated from the parent strategic plan, it is with a great pleasure to present the Quality Strategic Plan for Buraydah Private Colleges (BPCs, hereafter), which draws the ways toward quality in accordance with international and the National Commission for Academic Accreditation and Assessment (NCAAA) approaches so that the community guarantees the quality of its graduates who can compete in the labor market, community service, and continuing education.

This will never be achieved except by an integrated approach, which depends on the quality of planning and management and learning and education processes, the quality of support services, and services offered to students, in addition to the quality of facilities and equipment provided by the colleges on a competitive basis.

Finally, we wish everybody success under the umbrella of our prudent government.

Chairman of Board of Trustees

Dr. Abdallah Bin Salah al-Shetiwi



Preface

All praise be to Allah, the Lord of the Worlds, and peace and blessings be upon his Prophet Mohammad.

Greetings,

I am honored to present BPCs' Strategic Plan of Quality, which was prepared by the Center of Quality, Accreditation, and Development and revised by a subcommittee of the Higher Committee of Quality. This achievement is the crowning of huge and continuous efforts so that the college can take its position amongst distinguished higher education institutions, achieve its mission, and guarantee the highest standards of quality in the fields of learning, education, and support services—in addition to the provision of high levels of services to the surrounding community.

This strategic plan includes (5) strategic objectives and (10) major projects sought by the college within the allocated time frame (1434-1439 AH).

We ask Allah guidance on the right path, under the umbrella of our prudent government. Our intention is for the sake of Allah who only he leads to the straight path.

Colleges' General Supervisor

Dr. Ali Bin Mohammad al-Muhaimeed



Chapter One

Methodology of Quality

Strategic Plan Preparation

(1434-1439 AH)

Methodology of Quality Strategic Plan Preparation

Quality Strategic Plan was established over several stages:

| | |
|----------|---|
| 1 | First Stage: Preparation |
| 1-1 | Preliminary Procedures of Quality Strategic Plan Preparation |
| 2-1 | Current Status of Quality and Development |
| 2 | Second Stage: Strategic Trend |
| 1-2 | Center Vision |
| 2-2 | Center Objectives |
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| 1-3 | Methodology of Plan Preparation |
| 2-3 | Data Collection and Analysis Team |
| 3-3 | Tools and Resources of Data Collection |
| 4-3 | Internal and External Analysis (SWOT) |
| 5-3 | Analysis of Gap Between Actual Reality and Quality Strategic Objectives |

Chapter Two

Quality Strategic Plan

Quality Strategic Plan

Based on BPCs' strategic plan preparation methodology, the plan was implemented as follows:

| | |
|------------|---|
| 1 | First Stage: Preparation |
| 1-1 | Preliminary Procedures of Quality Strategic Plan Preparation |
| 1-1-1 | A decision was issued by the Chairman of the Board of Trustees on 24/3/1432 AH to form a preparation committee of BPCs' Strategic Plan. Based on this decision, the preparation framework of the plan was prepared and included the Colleges' Strategic Plan, which consists of the basic elements of the Quality Strategic Plan. |
| 2-1-1 | The Board of Trustees approved the BPCs' Strategic Plan (1434-1439 AH) on (15/3/1435 AH), which includes the Quality Strategic Plan. |
| 3-1-1 | The Minister of Higher Education approved the minutes of the Board of Trustees on (26/4/1435 AH), including the approval on BPCs' strategic plan (1434-1439 AH). |
| 4-1-1 | The Executive Plan of BPCs' Strategic Plan was submitted to the Higher Committee of Strategic Planning, including the main projects of the Quality Strategic Plan. |
| 5-1-1 | Preparation of the Quality Strategic Plan depended on what was mentioned in the Colleges' Strategic Plan regarding the concept of quality. (10) projects from the Colleges' Strategic Plan that concern the Center of Quality were specified. |
| 6-1-1 | Preparation of the Quality Strategic Plan as a branch strategic plan from the Colleges' Strategic Plan. |
| 1-6-1-1 | Five quality-related questionnaires were designed, collected, analyzed, and distributed to the stakeholders who are made up of faculty members, students, administrative employees, employers, and parents (guardians). |

2-1 Current Status of Quality and Development

To implement the directions of His Excellency, Minister of Higher Education, and the Head of Board of Directors of the National Commission of Academic Accreditation and Assessment (NCAAA) by circular no. (410/33) on (21/6/1433 AH), the colleges established the Quality and Development sector.

1-2-1 Evolution and Development

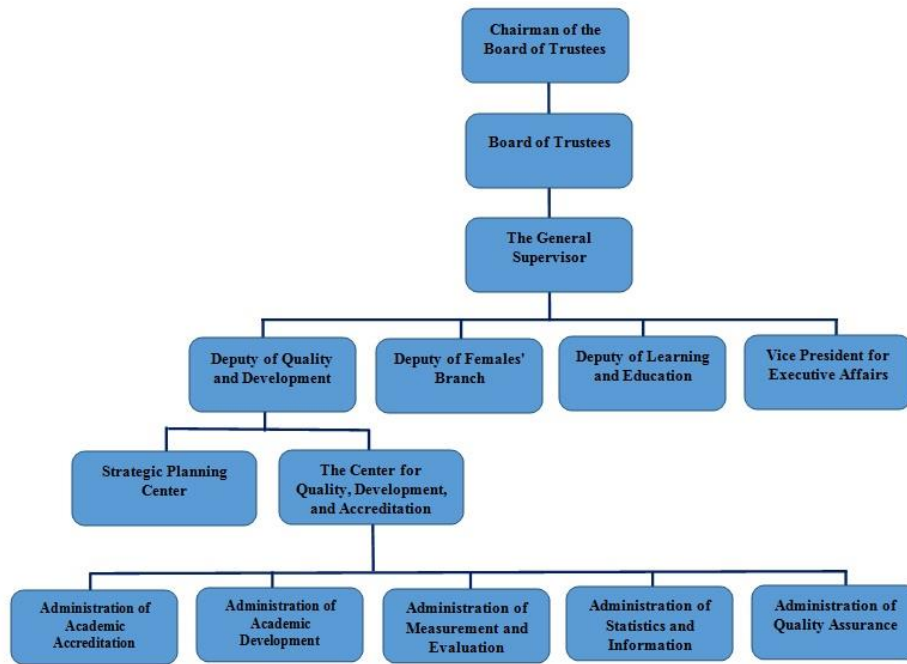
Since its establishment, the administration of BPCs has paid considerable attention to the concept of quality. Based on this, the Quality Unit was first established in the colleges on (01/01/1431 AH) whose efforts were crowned by the general accreditation from the Ministry of Higher Education on (21/7/1431 AH). Additionally, the colleges received their eligibility for the Ministry of Higher Education Program of internal scholarship to all of its colleges and programs in (1431 AH). Some colleges sent their employees to attend workshops, conferences, and meetings held by the NCAAA for the purpose of disseminating the culture of quality in the Higher Education Institutions and identify the quality standards specified by the Commission, then presented such workshops inside the colleges to spread the culture of quality.

The organizational level of quality activity was developed to a main center in (1433 AH) under the title (*The Center of Quality, Development, and Accreditation*) which is supervised by the General Supervisor. Since its establishment, the center has aimed to lead, support, and coordinate quality processes in all of the colleges through the adoption of a unified quality system to disseminate the culture of quality and ensure the application of its procedures in all input, processes, and outcomes of the educational process to reach institutional and program accreditation. In (1437 AH), the center name was changed to become The Center of Quality, Development, and Accreditation.

1-2-2 Organizational Structure of the Center of Quality, Development, and Accreditation

Figure (1-2) below shows the organizational divisions of the Center of Quality, Development, and Accreditation

Figure (1-2): Organizational divisions of the Center of Quality, Development, and Accreditation



The Deputy General Supervisor supervises each of the Center of Strategic Planning and the Center of Quality, Accreditation, and Development.

- **Organization Divisions of Quality and Development Sector**

1-2-2-1 Strategic Planning Center

The Strategic Planning Center works in accordance with BPCs' general policies and strategies in a way that contributes to achieve the mission, vision, and objectives for which the colleges were established through setting and designing an institutional comprehensive strategic plan and creating strategic initiatives that serve the colleges' missions in the field of academic affairs, development of the colleges' assets, student affairs, information technology, and the analysis of institutional policies. The center is responsible for drafting relevant databases that serve the colleges through distinguished planning and assessment and continuous improvement and policies to enhance the institutional effectiveness. The center shall be responsible of the following:

1. Set up the colleges' strategic plan.
2. Set up executive and operational plans for the strategic plan.
3. Planning and executive coordination between various colleges and units.
4. Supervise the establishment of strategic and operational plans for various colleges and branch units.
5. Develop and modify the performance average of executive colleges for various colleges and branch units.

6. Follow up and evaluate actual performance in accordance with the plan.
7. Prepare an annual report on strategic planning accomplishments.
8. The centers are considered as the technical secretariats of the Higher Committee of Colleges Strategic planning.

1-2-2-2 Center of Quality, Development, and Accreditation

The center is composed of five administrations, each of which represents gender elements (males and females). These administrations are:

Administration of Quality Assurance, Administration of Statistics and Information, Administration of Measurement and Evaluation, Administration of Academic Development, and the Administration of Academic Accreditation.

1-2-2-2-1 Administration of Quality Assurance

The term “Quality Assurance” refers to the processes followed to achieve a level of quality and the assurance of stakeholders, parties of educational process, and others concerned that the level of quality in the colleges (institutional and program) is not less than other similar institutions; rather, it might exceed through its continuous improvement.

This administration specializes in the following duties:

1. Spread the culture of quality in the colleges.
2. Enhance the awareness of workers in the colleges, regardless of their levels, on the importance of quality assurance and strategies required for its achievement.
3. Follow up the application of quality in various administrative and educational units.
4. Constant communication with stakeholders (faculty members, students, employees, employers, and parents), and identify their opinions and advices regarding strategies of quality development.
5. Prepare annual reports on quality assurance.

Temporarily, the quality assurance administration performs internal auditing that is concerned with the following:

1. Identify the efficiency of applying quality documents represented in quality evidence and other relevant branch evidences.
2. Reach a judgment over the efficiency of qualitative performance directly related to the quality.
3. Obtain objective evidences regarding the effectiveness of policies, procedures, and instructions that concern quality and achieve its objectives.
4. Review procedures that guarantee the level of graduates, community and research services.

5. Provide effective input for the administration to improve the qualitative performance.

1-2-2-2-2 Measurement and Evaluation

This administration specializes in the following:

1. Identify and establish standards and measures of measurement and evaluation on both institutional and program levels.
2. Spread the culture of measurement and evaluation through conducting training courses, workshops, lectures, and symposiums for faculty members and those concerned in measurement and evaluation issues.
3. Provide technical support for quality units in various colleges regarding administration activities.
4. Assist in preparing quality improvement plans and the evaluative processes of educational and administrative units inside the colleges.
5. Assist department, colleges, and administrative units to perform evaluation and measurement processes.
6. Diversify measurement methods and adopt a modern style to measure and evaluate performance.
7. Follow-up evaluation and assessment processes in administrative and academic departments.
8. Contribute to update and develop methods and tools of measurement based on scientific basis.
9. Design questionnaires and tools to collect data relevant to measurement and evaluation, in addition to the preparation and implementation of the feedback mechanism.
10. Follow up the development and economies of educational departments at BPCs.

1-2-2-2-3 Statistics and Information

1. Analyze student data recorded on student registration systems (E-Register).
2. Follow up and update reports based on E-register system.
3. Analyze questionnaires and circulate results to colleges and units and prepare relevant reports.
4. Calculate various indicators concerning sufficiency and efficiency.
5. Use indicators to calculate internal benchmark.
6. Conduct training in the field of statistics and information.
7. Prepare the annual statistical report for the colleges (university level): Statistical Year Book.
8. Provide technical support for the colleges to prepare annual statistical reports.
9. Administer the team in charge of preparing the annual progress report on the university level (BPCs).
10. Provide technical support for the colleges to prepare their annual progress reports.

1-2-2-2-4 Academic Development

The Administration specializes in the following:

1. Get to know the new colleagues and offer them rehabilitation courses.
2. Benefit from faculty members' database to identify their training needs.
3. Plan training programs for all colleagues and faculty members.
4. Coordinate with competent parties to implement training programs.

1-2-2-2-5 Academic Accreditation

The Administration of Academic Accreditation, within the Center of Quality and Development, is considered as a central unit that implements procedures regarding the national and international academic accreditation, in addition to the coordination with NCAAA in this regard. However, in later stages, this might require the establishment of independent units of accreditation in each college.

There are two main duties for the accreditation unit:

- ✓ **First Mission:** To work with NCAAA and all internal organizational divisions (academic and administrative) to guarantee their readiness to obtain the institutional accreditation and its renewal.
- ✓ **Second Mission:** To work with all academic organizational divisions to receive the program accreditation and its renewal.

In order to achieve these duties, many qualification requirements are needed to be available. The accreditation unit shall follow up the achievement of these requirements.

1-2-3 Higher Committee of Quality

Decision No. (172) was issued by the Chairman of the Board of Trustees and the General Supervisor on (30/11/1433 AH) in order to form the Higher Committee of Quality, which administers the implementation of the following duties:

- ✓ Approve the principal plan regarding the application of quality standards and other approved mechanisms to improve the quality of processes in all fields of work.
- ✓ Endorse work procedures and forms used in all processes on the colleges' level.
- ✓ Approve evidences of work quality at the colleges.
- ✓ Adopt the organizational structure of quality units at the colleges and identify their power and authority.
- ✓ Supervise quality assurance mechanisms on institutional and program levels.

- ✓ Supervise continuous evaluation and measurement processes in accordance with NCAAA standards or other standards.
- ✓ Support decisions to spread the culture of quality for workers of different positions and levels in the colleges.
- ✓ Form committees and needed action teams to investigate quality-related issues and set up proper plans to improve the quality of performance on the level of colleges and academic and administrative departments.
- ✓ Adopt a system of continuous self-assessment of colleges' performance and quality assurance of academic and administrative units, and set up required plans and organizational procedures to implement BPCs' objectives concerning quality and academic accreditation.
- ✓ Ensure the application of quality standards to guarantee the continuous improvement in the performance of academic and administrative performance at the colleges.
- ✓ Ensure the implementation of periodical self-evaluation to all academic and administrative units at the colleges, in addition to evaluation studies used in external periodical reviews.

1-2-4 Technically Affiliated Units to Quality

On 2/2/1434, the Chairman of the Board of Trustees and the General Supervisor issued decisions to establish quality units at the colleges (as follows):

- ✓ Quality Unit at the College of Applied Medical Sciences
- ✓ Quality Unit at the College of Pharmacy and Dentistry.
- ✓ Quality Unit at the College of Engineering and Information Technology
- ✓ Quality Unit at the Females Department
- ✓ Quality Unit of Executive Affairs

These units specialize in

1. Spreading the culture of quality in the college.
2. Evaluating the performance level in the college.
3. Implementing and following up assessment and academic accreditation.
4. Setting up and implementing strategic plans of the college.
5. Identifying possible improvement points and propose projects required for achievement.
6. Encouraging workers in the college to suggest projects and assisting in the activation of these suggestions.
7. Providing facilitations to all quality application-based teams.
8. Documenting efforts and results of the application and submitting them to the Higher Committee of Quality.

9. Continuous collection of the data and information regarding the quality activities in the college or the unit.
10. Preparing periodical reports on performance and stakeholder satisfaction levels of each activity.
11. Following up the progress of excellence awards in the Kingdom.
12. Performing any other duties assigned to the unit by His Excellency Dean of College regarding quality and its application.

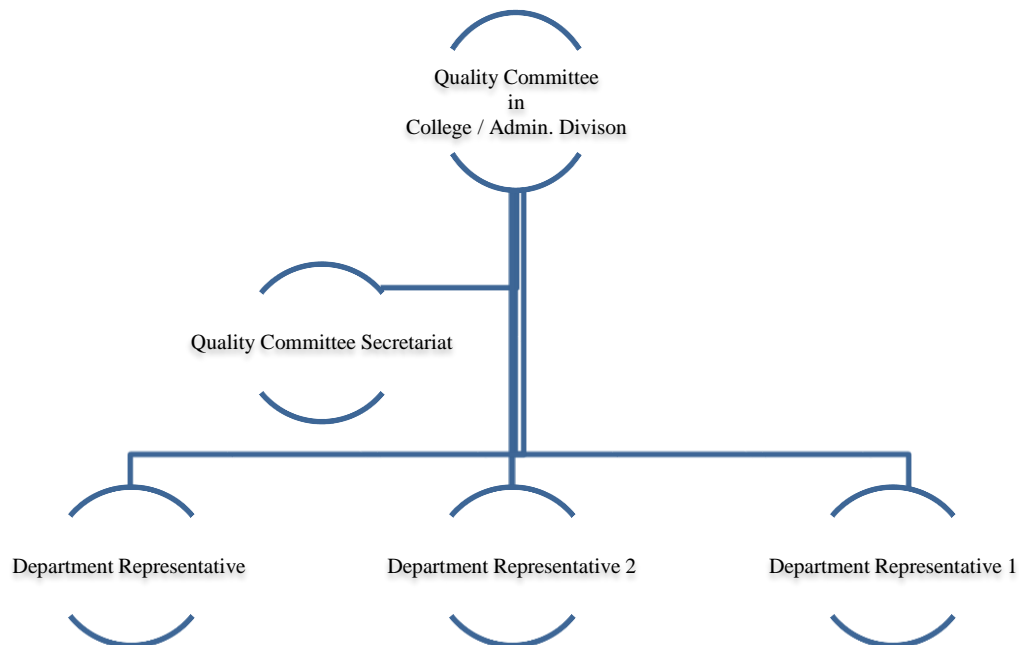
1-2-5 Quality Committees in Colleges and Administrative Units

Duties

Supervise the application of quality standards and the preparation of good practices of each standard along with the collection of indicative evidences.

In addition to the organization divisions, there is a need to represent all scientific and administrative departments in one entity called (Quality Committee), as illustrated by figure (2-2).

Figure (2-2): Representation of Quality Committees in Colleges and Administrative Divisions



In order to activate the coordination processes between the colleges and administrative departments, the Center of Quality, Development, and Accreditation is linked by strong coordination relations with quality units in the college and administrative departments.

1-2-6 Consultancy Councils and Temporary Committees

In addition to organizational units, a number of consultancy councils and temporary committees relevant to quality were formed (as follows).

1-2-6-1 Consultancy Councils

Due to the changes in the external environment, and in the opportunities and challenges and how these are reflected on the colleges, and based on the colleges' desire to involve beneficiaries and stakeholders in the decision-making processes, it is expected to form the following consultancy councils:

1. Consultancy Council of BPCs
2. Consultancy Council of each college
3. Consultancy Council of each program
4. Student Consultancy Councils

1-2-6-2 Preparation Committee of Initial Self-Evaluation (Temporary Committee)

Duties

- ✓ Adjust colleges (university level) for initial self-institutional evaluation (within the continuous self-evaluation system).
- ✓ Identify the general strategic conditions for the colleges; internal weakness and strength aspects, and external opportunities and challenges for the colleges.
- ✓ Examine and check planning and management system.
- ✓ Check the quality administration system.
- ✓ Examine learning and education system.
- ✓ Check support systems of learning and education processes (student affairs and learning resources).
- ✓ Check various administrative systems (facilities and equipment, financial planning, and employment).
- ✓ Check colleges output system (non-graduates), especially research, consultation, and community service systems.

| | |
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| 2 | Second Stage: Strategic Trend |
| | Based on stakeholders' consensus, the results of SWOT analysis, and in accordance with NCAAA, the opinion was set to identify the Center's vision, mission, values, aims, and objectives in the following points: |
| 1-2 | Center Vision "To make the quality an approach followed by all colleges." |
| 2-2 | Center Objectives |

| | |
|------------|---|
| | <p>1. Integrate quality standards in all practices and on the institutional and program levels in the colleges.</p> <p>2. Develop planning and administrative systems.</p> |
| <p>3-2</p> | <p>Center Mission</p> <p>“Spread the culture of quality and apply its standards on the institutional and program levels to achieve continuous improvement and support the colleges missions and strategic objectives .”</p> |
| <p>4-2</p> | <p>Center Values</p> <p>In addition to the institution values, the Quality Center includes the following values:</p> <ul style="list-style-type: none"> ✓ Entrepreneurship <p>We struggle to hold a leading position on the level of private education in all fields of quality.</p> <ul style="list-style-type: none"> ✓ Excellence <p>We struggle to excel in all of our activities that enhance our skills and continuously improve our work to promote our outcomes and services.</p> <ul style="list-style-type: none"> ✓ Creativity <p>We encourage and exploit ideas and creative solutions in learning and education, research, and community service.</p> <ul style="list-style-type: none"> ✓ Transparency <p>We are committed with objective publicity in the fields of practices and decisions with all stakeholders.</p> <ul style="list-style-type: none"> ✓ Justice <p>We follow the utmost degree of justice in our transactions.</p> <ul style="list-style-type: none"> ✓ Honesty <p>We perform our work honestly and adhere by ethics of professionalism.</p> <ul style="list-style-type: none"> ✓ Team Work <p>We aim to produce a value through teamwork, and we deal with each other in a respectful manner.</p> <ul style="list-style-type: none"> ✓ Diversity <p>We work to attract and develop workers and students from different nationalities to achieve cultural diversity in a world that becomes a small village.</p> <ul style="list-style-type: none"> ✓ Response <p>We respond to all inquiries and requests submitted by stakeholders with considerable attention to the client.</p> <ul style="list-style-type: none"> ✓ Discipline |

| | |
|------|--|
| | We focus on discipline in our behavior and interactions and the way we perform our work. |
| 5-2 | Center Motto “Continuous Development” |
| 6-2 | Center Strategic Goal <u>The First Goal:</u> Spread the culture of quality <u>The Second Goal:</u> Develop planning systems <u>The Third Goal:</u> Develop administrative systems. <u>The Fourth Goal:</u> Develop quality systems. <u>The Fifth Goal:</u> Rehabilitate colleges for academic accreditation (institutional and program) |
| 7-2 | Center Policies Policies Document <u>The Center of Quality and Development at BPCs depends on the following quality policies</u> <ol style="list-style-type: none"> 1. Higher administration adoption and support for quality systems whose decisions shall reflect the colleges’ mission. 2. Support strategic planning as an approach of thinking and planning in all fields of work at the colleges. 3. Integrate quality in all academic and administrative activities in the colleges (input, operation processes, and output) in the long run and consider quality as an integrated part in these activities. 4. Spread the culture of quality of the colleges’ level as one unit and on the level of programs, administrations, and individuals (faculty members, administrative employees, and technicians). 5. Consider quality education a priority for the colleges. 6. Develop skills of faculty members and motivate competition amongst them so as to transform from education into learning processes. 7. Student involvement in the planning and evaluation of courses, programs, and activities. 8. Work on the formation of proper environment to leads change toward appropriateness, and support innovation as a stimulator of quality. 9. Build a system of information, measurement and evaluation of quality. |
| 8 -2 | The Impact of Quality Strategic Objectives on Colleges Strategic Objectives Table (1-2) shows the close relationship between the strategic objectives of BPCs and those of the quality. All are influential and affected at the same time. However, the |

influence might be different from one goal to another. The table also shows the impact of quality objectives on the strategic objectives of BPCs.

It is obvious from the table that the first goal of quality indirectly affects the strategic goal of the colleges; however, the second, third, fourth, and fifth objectives affect these objectives in a direct manner.

All of quality objectives indirectly affect the second strategic goal of the colleges.

As indicated, the first, second, and third quality objectives indirectly affect the third strategic goal; however, the fourth and fifth quality objectives indirectly affect this goal.

It is also obvious that the first, fourth, and fifth quality objectives directly affect the fourth strategic goal of the colleges, but this is not the case with the second and third quality objectives.

The table also indicates that the first, second, and third quality objectives indirectly affect the fifth strategic goal of quality, while at the same time, the fourth and fifth quality objectives indirectly affect this goal.

The first quality goal indirectly affects the fifth strategic goal while the second, third, fourth, and fifth objectives directly affect that goal.

Table (1-2): Impact of Quality Strategic Objectives on BPCs' Strategic objectives

| Objectives of Quality Objectives of Colleges | | Spread the culture of quality | Develop planning systems | Develop administrative systems | Develop quality systems | Rehabilitate colleges for academic accreditation (institutional and program) |
|---|--|-------------------------------|--------------------------|--------------------------------|-------------------------|--|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Increase the efficiency of institutional system to increase competitiveness | Indirect | Direct | Direct | Direct | Direct |
| 2 | Improve education quality in all specializations in line with national standards | Direct | Direct | Direct | Direct | Direct |

| | | | | | | | |
|--|---|--|----------|----------|----------|--------|--------|
| | 3 | Enhance competitiveness of colleges' graduates in the labor market | Indirect | Indirect | Indirect | Direct | Direct |
| | 4 | Develop skills and abilities of faculty members and workers and improve offered services | Direct | Indirect | Indirect | Direct | Direct |
| | 5 | Enhance cooperation and partnership with local community | Indirect | Indirect | Indirect | Direct | Direct |
| | 6 | Complete, develop, and preserve infrastructure | Indirect | Direct | Direct | Direct | Direct |

| | |
|----------|--|
| 3 | Stage Three: Strategic Analysis |
| 3-1 | <p>Methodology of Plan Preparation</p> <p>Since the early days of drafting BPCs' Strategy, the colleges have chosen to include the quality strategy as well. Therefore, the methodology of preparing the institutional plan is similar to the methodology of preparing the Quality Strategic Plan, which was previously mentioned in chapter two.</p> |
| 3-2 | <p>Data Collection and Analysis Team</p> <p>A team was formed to design questionnaires and collect, analyze, and insert data to analyze internal and external environments of the colleges.</p> |
| 3-3 | <p>Tools and Resources of Data Collection</p> <ol style="list-style-type: none"> 1. Five questionnaires were prepared to survey stakeholder opinions regarding BPCs' quality of performance. They were distributed for students, faculty members, administrative employees, employers, and parents. These questionnaires were prepared for self-evaluation and based on a request from his Excellency the Minister of Higher Education. 2. Focus groups were formed that represent faculty members, administrative employees, and students. Female students' departments were represented in all focus groups. 3. A special questionnaire was prepared to survey graduate opinions after (6) months of graduation. 4. (4) Sessions were conducted with employers. |

4.3 Internal and External Environments Analysis (SWOT Analysis)

The First Goal: Spreading Quality Culture

First: Internal Environment Analysis

| Strength and Weakness Points | | | |
|------------------------------|---|-----------------|---|
| Strength Points | | Weakness Points | |
| 1 | Support the Higher Administration to spread the culture of quality. | 1 | Absence of a plan to spread the culture of quality on all organizational levels at the colleges, including workshops, seminars, lectures, meetings, and personal communication with trainers. |
| | | 2 | Shortage of qualified trainers to perform activities that aim to spread the culture of quality. |
| | | 3 | Insufficiency of introductory lectures on quality concepts at the colleges. |
| | | 4 | Lack of specified times to organize big meetings. |
| | | 5 | Weak commitment to implement the annual plan of quality and development to spread the culture of quality. |
| | | 6 | Insufficiency of booklets and brochures of quality. |
| | | 7 | Lack of quality program for students. |
| | | 8 | Lack of a quality program for new faculty members and administrative employees. |
| | | 9 | Absence of an electronic website for the Center of Quality. |
| | | 10 | No academic development center. |

Second: External Environment Analysis

Opportunities and Challenges

| Opportunities | | Challenges | |
|---------------|---|------------|--|
| 1 | Existence of an electronic structure that allows publishing electronic letters on quality. | 1 | Existence of private colleges and universities and competitive training centers in the area. |
| 2 | Existence of trainers at the neighboring governmental universities; this offers a strong and larger opportunity to benefit from their experience. | | |
| 3 | Existence of agreements with three universities to exchange experiences in the field of quality (<i>Qassim, Ein Shams, and Al-Mansoura</i>) | | |

Second Goal: Developing Planning Systems

| Strength and Weakness Points | | | |
|------------------------------|---|-----------------|--|
| Strength Points | | Weakness Points | |
| 1 | Existence of a strategic plan for the colleges (1434-1439 AH). | 1 | Lack of independent strategic plan of quality. |
| 2 | Existence of an executive plan for the Colleges' Strategic Plan (1434-1439 AH). | 2 | Lack of quality independent executive plan that includes detailed projects on internal work at the Center of Quality and Development. |
| 3 | Availability of a manual for educational plans and programs (2015). | 3 | Weak linkage between strategic plan projects and colleges' databases. |
| | | 4 | Shortage to provide qualified individuals in quality internal auditing, in addition to the lack of previously prepared and announced internal regulations lists. |
| | | 5 | Weak relation between the Center of Quality and Development and quality units at the colleges. |

| Strength and Weakness Points | | | |
|------------------------------|--|-----------------|---|
| Strength Points | | Weakness Points | |
| | | 6 | Nonexistence of a clear strategy of quality on services offered to the community. |
| | | 7 | Lack of a vision to improve quality planning. |
| | | 8 | Lack of a mechanism to review the mission and strategic quality objectives. |
| | | 9 | Absence of a system to reallocate facilities in response to the changeable needs that include benefiting from vacant spaces, joint facilities, and equipment. |
| | | 10 | Lack of a study of community needs, which is conducted by individuals and organizations affiliated by the colleges. |
| | | 11 | Absence of a policy to develop safety and security conditions through specialized companies in the field. |

Second: External Environment Analysis

| Opportunities and Challenges | | | |
|------------------------------|--|------------|---|
| Opportunities | | Challenges | |
| 1 | Existence of many electronic systems that organize private educational institutions affairs. | 1 | There is a need to activate activities related to study the market, economies of education, and research relevant to education development. In addition to the need to conduct feasibility studies of strategic procedures mentioned in the colleges' strategies such as the feasibility study of preparatory year. |

| Opportunities and Challenges | | | |
|------------------------------|---|------------|---|
| Opportunities | | Challenges | |
| 2 | Change in business environment and the need of new job opportunities. | 2 | Change in workforce structure in the Saudi market, from a structure that encourages governmental employment into a structure that encourages the private sector, the matter that imposes the reconsideration of college programs and quality. |
| 3 | Paying attention to unique specializations | 3 | Need to restudy graduate attributes in a way that is consistent with market needs. |

Third Goal: Developing Administrative Systems

| Strength and Weakness Points | | | |
|------------------------------|---|-----------------|--|
| Strength Points | | Weakness Points | |
| 1 | Existence of an organizational division called (The Center of Quality, Development, and Accreditation) headed by the General Supervisor of Quality and Development. | 1 | Lack of quality systems for BPCs. |
| 2 | Formation of a higher committee of quality headed by the Chairman of the Board of Trustees. | 2 | Need to develop an electronic website for the Center of Quality on the Internet. |
| 3 | Formation of subcommittees, on the average of one committee for each main standard of the 11 th quality standards. | 3 | Lack of consultancy council at BPCs. |
| 4 | Establishment of quality units in the colleges and executive affairs. | 4 | Absence of cost calculation centers for each college. |

Strength and Weakness Points

| Strength Points | | Weakness Points | |
|-----------------|--|-----------------|---|
| 5 | Formation of quality units in the scientific departments and administrative units. | 5 | Nonexistence of strategic planning entity. |
| 6 | Provision of E-register system that includes the administration of human resources, financial, and academic processes. | 6 | Lack of clear system of powers authorization. |
| 7 | Existence of contracts with specialized consultancy offices to plan facilities and equipment. | 7 | Shortage of workforce in services and technical support. |
| 8 | Colleges received the ISO certificate 9001 for 2008. | 8 | Absence of internal auditing entity in the field of quality. |
| | | 9 | Absence of job description for each corporate position along with the administrative decision. |
| | | 10 | Lack of positive organizational climate that involves everybody in the decision-making process. |
| | | 11 | Lack of a system to express opinions, participate, and file complaints. It is necessary that complainants return by absolute decisions that indicate the positives of the complaint system and proposals. |
| | | 12 | Inactivation of the higher committee for financial planning and budgeting to increase conformity between budget and the colleges' missions. |
| | | 13 | Lack of an employment committee. |
| | | 14 | Lack of a committee to administer and manage risks and disasters. |

Strength and Weakness Points

| Strength Points | | Weakness Points | |
|------------------------|--|------------------------|--|
| | | 15 | Absence of a mechanism to evaluate nominees for leader positions, in addition to counting the number of points for each candidate. |
| | | 16 | Insufficient evidence of rules and regulations to organize work at the colleges. |
| | | 17 | Lack of performance and evaluation methods development. |
| | | 18 | Incomplete organizational structure where participation of the female branch appears in all decision-making processes. |
| | | 19 | Incomplete organizational and functional description on all levels. |
| | | 20 | Lack of policies that concern behavioral rules and regulations using the Internet and computers. |
| | | 21 | Lack of study to consider the colleges as an economic unit with special resources without the need to depend on the state provision represented in the form of scholarships. |

Second: External Environment Analysis

| Opportunities and Challenges | |
|-------------------------------------|----------------------|
| Opportunities | Opportunities |

| | | | |
|---|--|---|--|
| 1 | Existence of the NCAAA as an advisory and guiding commission that provides the approach, training, and academic accreditation. | 1 | Fluctuations in policies of the Ministry of Education regarding the internal scholarships program. |
|---|--|---|--|

Fourth Goal: Development of Quality System

| Strength and Weakness Points | | | |
|------------------------------|---|-----------------|--|
| Strength Points | | Weakness Points | |
| 1 | Provision of E-Register system to collect, classify, store, retrieve, and extract reports on all academic, financial, and administrative activities. | 1 | Weak efficiency of writing academic, financial, and administrative reports. |
| 2 | Existence of an entity that specializes in statistics and information. | 2 | Lack of automatic system surveys through the Internet. |
| 3 | Existence of performance indicators systems for the colleges. | 3 | Lack of a mechanism to present and review report programs on the college/department council to discuss strength and weakness points and issue proper procedures to improve programs. |
| 4 | Colleges are linked into agreements with some local and international universities (Qassim, Ein Shams, Al-Mansoura), which allow benefiting from the university's experiences toward the adoption of quality. | 4 | Lack of benchmarking of BPCs with similar educational institutions. |
| 5 | Existence of infrastructure that supports quality. | 5 | Insufficient training for faculty members on the direct and indirect evaluation for educational outcomes of programs and courses. |
| 6 | Grant awards for contributors in the quality field. | 6 | Faculty members unaware of performance evaluation form. |

Strength and Weakness Points

| Strength Points | | Weakness Points | |
|-----------------|---|-----------------|--|
| 7 | Existence of approved regulations for academic guidance, studies, and examinations. | 7 | Lack of a mechanism to review performance indicators. |
| 8 | Publish colleges' accomplishments and statistical reports on graduate numbers and focus on the successful ones. | 8 | Absence of an annual report on the center's activities. |
| | | 9 | Lack of a mechanism to benefit from students and graduates opinions. |
| | | 10 | Absence of organizations and procedures to validate the comparison of student attainment with other similar institutions. |
| | | 11 | Lack of a system to evaluate employees, which includes feedback that contributes in personal and professional development process. |
| | | 12 | Insufficient database of participants in quality and planning processes within self-evaluation processes. |
| | | 13 | Absence of accomplishment portfolio for each course to be filled during each semester and submitted to the Quality Committee. |
| | | 14 | Lack of continuous review timetable of learning outcomes and its conformity with the national framework of qualifications in participation with program consultancy council. |

| Strength and Weakness Points | |
|------------------------------|---|
| Strength Points | Weakness Points |
| | 15 Lack of quality documentation program. |
| | 16 Not integrating quality system in all institution processes that include planning and evaluation. |
| | 17 Lack of agreements with independent consultants for the purpose of independent evaluation. |
| | 18 Absence of survey system of each stakeholder (faculty members, students, administrative employees, employers, and parents). In addition to graduate follow-up program. |
| | 19 Lack of internal review system. |
| | 20 Lack of a system to collect, classify, and update evidences. |

Second: External Environment Analysis

| Opportunities and Challenges | |
|--|---|
| Opportunities | Challenges |
| 1 Communication and information revolution to acknowledge experiences of other countries and institutions. | 1 Existence of obstacles that prevent benefiting from the data of similar higher-education institutions, a matter that impedes the external benchmark. Exchange of data requires the existence of agreements. |
| 2 Digital information and Internet revolution that allows supporting | |

| Opportunities and Challenges | |
|------------------------------|--|
| Opportunities | Challenges |
| | measurements and evaluation systems at the colleges. |
| 3 | Benefit from experiences of Saudi universities through published reports and workshops organized by the NCAAA. |
| 4 | Existence of a number of typical learning outcomes published on international information network in most fields of licensed programs at the colleges. |
| 5 | Existence of published data by the ministry that allows conducting external benchmarking. |
| 6 | Existence of some forms of evaluation scales (Rubric) in various science fields, which are beneficial in academic planning processes. |
| 7 | Existence of a universal documentation system such as ISO 9001. |

Fifth Goal: Rehabilitation of Colleges to Receive Academic Accreditation (Institutional and Program)

First: Internal Environment Analysis

| Strength and Weakness Points | |
|------------------------------|-----------------|
| Strength Points | Weakness Points |
| | |

| | | | |
|---|---|---|---|
| 1 | Capacity building for BPCs. | 1 | Existence of gaps in various practices that are linked to quality standards and considered as weakness points in need of improvement. |
| 2 | Preparation of BPCs' self-evaluation (1436/1437 AH) | 2 | Insufficiency of individuals capable to conduct institutional and program self-evaluation. |
| 3 | Fulfillment of application requirements to receive the institutional accreditation. | | |

Second: External Environment Analysis

Opportunities and Challenges

| Opportunities | | Challenges | |
|---------------|--|------------|---|
| 1 | Ministry of Education encourages private colleges | 1 | Difficulty to conduct benchmarking with similar higher-education institutions. |
| 2 | Existence of a trend to encourage international accreditation in some scientific fields. | 2 | Exorbitant financial costs of NCAAA contracts to start the procedures to obtain institutional and program academic accreditation. |

3-5 Analysis of the Gap between the Actual Status and Quality Strategic Objectives

3-5-1 Spread the Culture of Quality

3-5-1-1 The Strategy: Spread the Culture of Quality

Projects

3-5-1-1-1 Increase the level of general awareness of quality

3-5-1-1-2 Establish the Academic Development Center

3-5-1-1-3 Continuous development of programs to develop the abilities of faculty members and academic leaders to fulfill the requirements of the Colleges' Strategic Plan

3-5-2 Development of Planning Systems

3-5-2-1 The Strategy: Establish Highly Efficient Planning System

Projects:

3-5-2-1-1 Introduce an entity of strategic planning at the colleges and units

3-5-3 Development of Administrative Systems

3-5-3-1 The Strategy: Development of General Administrative System at the colleges

Projects:

3-5-3-1-1 Develop and update the colleges' organizational structure in the light of higher education and private education to reflect a real and logical role of female branch

3-5-3-1-2 Develop rules and regulations to reflect effective participation of females' branch with males in all levels and stages of planning, implementation, and decision-making processes

3-5-3-1-3 Develop the Consultancy Council for BPCs, in addition to another consultancy council for each college separately

3-5-3-1-4 Develop student consultancy councils

3-5-4 Development of Quality System

3-5-4-1 The Strategy: Development of Quality Administration System

Projects:

3-5-4-1-1 Develop an internal review entity in the quality field

3-5-4-1-2 Develop a system to support decision-making process

3-5-4-1-3 Develop measurement and evaluation unit

3-5-4-1-4 Develop a new documentation system

3-5-4-1-5 Prepare quality system documents

3-5-5 Rehabilitation of Colleges to receive Academic Accreditation (Institutional and Program)

3-5-5-1 The Strategy: Provide institutional accreditation requirements in accordance with NCAAA requirements

Projects

3-5-5-1-1 Receive and obtain the national institutional academic accreditation

3-5-5-2 The Strategy: Provide program accreditation requirements in accordance with NCAAA requirements

Projects

3-5-5-2-1: Receive and obtain the national program accreditation for all programs

| Table (2-2): Timetable to Implement the Strategy of Quality | | | | | | | | | |
|--|---|-------|-------|-------|-------|-------|-------------------------|---------|-------------|
| Project Code and Strategy | Strategic Objectives , and Strategies | 34/35 | 35/36 | 36/37 | 37/38 | 38/39 | Level of Implementation | | |
| | | | | | | | Dept. | College | Institution |
| First Goal: Spread the Culture of Quality | | | | | | | | | |
| 1-1: Strategy: Spread the culture of quality | | | | | | | | | |
| 1-1-1 | Increase the level of general awareness of quality | | | | | | / | / | / |
| 2-1-1 | Establish the academic development center | | | | | | | | / |
| 3-1-1 | Continuous development of programs to develop the abilities of faculty members and academic leaders to fulfill the requirements of the colleges' strategic plan | | | | | | | | / |
| Second Goal: Development of Planning Systems | | | | | | | | | |
| The Strategy: Establish highly efficient planning system | | | | | | | | | |
| 1-1-2 | Introduce a strategic planning entity at the colleges and units | | | | | | | / | / |
| Third Goal: Development of Administrative Systems | | | | | | | | | |

| Table (2-2): Timetable to Implement the Strategy of Quality | | | | | | | | | |
|---|--|--------------|--------------|--------------|--------------|--------------|--------------------------------|----------------|--------------------|
| Project Code and Strategy | Strategic Objectives , and Strategies | 34/35 | 35/36 | 36/37 | 37/38 | 38/39 | Level of Implementation | | |
| | | | | | | | Dept. | College | Institution |
| 2-1-4 | Develop a system to support decision-making process | | | | | | | | / |
| 3-1-4 | Develop measurement and evaluation unit | | | | | | | | / |
| 4-1-4 | Develop a new documentation system | | | | | | | | / |
| 5-1-4 | Prepare the document of quality system | | | | | | | | / |
| Fifth Goal: Rehabilitation of Colleges to Receive Academic Accreditation (Institutional and Program) | | | | | | | | | |
| The Strategy: Provide institutional accreditation requirements in accordance with NCAAA requirements | | | | | | | | | |
| 1-1-5 | Receive and obtain the national institutional academic accreditation | | | | | | | / | / |
| The Strategy: Provide program accreditation requirements in accordance with NCAAA requirements | | | | | | | | | |
| 1-2-5 | Receive and obtain the national program accreditation for all programs | | | | | | / | / | / |

