

**Kingdom of Saudi Arabia
Ministry of Education
Saudi Electronic University**

**Manual
Teaching and Assessment Strategies**

(*The original manual is in Arabic)

Introduction:

The approval of the Custodian of the Two Holy Mosques King Abdullah bin Abdulaziz – may Allah have mercy on him – was issued according to the noble Royal Decree No. 37409/B dated 10/09/1432 H. The approval was issued to establish the Saudi Electronic University (SEU) as a governmental educational institution that provides higher education and lifelong learning, under the umbrella of the Higher Education Council. The university includes 4 academic faculties, as follows:

1. College of Administrative and Financial Sciences
2. College of Computing and Informatics
3. College of Health Sciences
4. College of Science and Humanities Studies

The SEU offers bachelor's and graduate degrees, as well as courses in continuous learning and lifelong learning.

The SEU has also set the objective of providing high quality, distinguished education among the most important objectives of its current strategic plan (2021-2025), which stipulates in its first strategic objective "Providing distinguished education to enable learners to achieve their academic and professional aspirations".

In formulating its operational objectives, the SEU has been developing its academic programs, teaching and learning models and methods, programs evaluation system and educational process.

The implementation of those goals requires the identification and development of teaching strategies that comply with the learning outputs set for academic programs and courses, as well as selecting appropriate strategies to assess and measure the achievement of the targeted learning outcomes.

Therefore, the SEU's Vice Presidency for Planning, Development and Quality has prepared a Teaching and Evaluation Strategies Guide to organize the process of determining teaching strategies, evaluating students and measuring the achievement of the learning outcomes targeted for each course.

Definitions:

The following words and terms, wherever they appear, shall have the meanings below, unless the context indicates otherwise:

Ministry	Ministry of Education in KSA
SEU or University	Saudi Electronic University.
Teaching	An organized and planned process carried out by a faculty member with the intent of helping the student acquire knowledge and skills and achieve the intended learning objectives and outcomes.
Learning	An activity a student performs in order to acquire knowledge or a skill.
Teaching Strategy	Strategies followed by the faculty member to teach students.
Learning Strategy	Skills, procedures, and methods that the student uses to learn and acquire knowledge and skills.
Teaching Methods	The mechanism followed by the faculty member to deliver the scientific content to the student.
Teaching Strategy	The strategy whereby the teaching method or means of communication with the student is chosen in order to achieve the objectives of the course.
Assessment	The process of measuring performance and comparing specific tests or criteria.
Evaluation	The process of evaluating performance and giving value to a particular activity.

First: Teaching Strategies:

Teaching strategies are a set of teaching methods and methods used by a faculty member to achieve course objectives and targeted learning outcomes, which vary from one academic program to another as well as from one course to another according to the targeted learning outcomes.

Table No. (1): Explains the most important teaching strategies and the most important outcomes achieved

S.	Strategy	How effective the teaching strategy is
1	Lecturing (Delivery) Strategy: The faculty member delivers information and knowledge to the student through a single soundtrack presentation and may use some helpful tools.	With low effectiveness in achieving education goals, especially in teaching skills. It also does not take into account student learning and individual differences between learners.
2	Brainstorming Strategy: The faculty member stimulates the student's mind to learn by bringing up a topic with the aim of giving the student the opportunity to think about all possible directions and possibilities so that he can get as many ideas on the subject of the lecture as possible, and then the faculty member discusses the proposals collectively.	With high effectiveness, because the student is an active participant in the educational situation. It also contributes in the development of the student's active listening skill, respecting the opinions of others, and benefiting from the input of others.
3	Cooperative Learning Strategy: The faculty member promotes teamwork among students by dividing them into groups with specific tasks, the achievement of which effectively depends on cooperation in skill exchange between members of each group. to	With high effectiveness, because it makes students more receptive to the ideas of others, and develops them in a spirit of cooperation and a sense of responsibility for teaching and learning. It also trains them in problem-solving skills and decision-making skills, and contributes to the sense of self-responsibility of learning (self-learning).
4	Discussion Strategy: The faculty member asks questions related to a specific topic that is directly or indirectly related to one of the course vocabulary, and encourages them to express their opinions about the topic and	With high effectiveness, as this strategy raises the level of interest in preparing students for the lecture in advance, and ensures the participation of the

	interact by answering questions, asking questions, or mentioning aspects related to the topic. A strategy that is an evolution of the lecture method, whereby a faculty member asks questions about a particular subject, is directed by students and encourages them to express an opinion, provide answers and ask questions about a topic.	largest number of students, and creates an atmosphere of freedom in the classroom, making the teaching process more easy. 1. Students
5	Mutual Teaching Strategy: Students engage the faculty member in his role, with the student and faculty member leading the discussion on a topic. It includes four strategies that ask students and teachers to share the role of the teacher by allowing both to lead the discussion on a specific reading. Mutual learning includes four sub-strategies that guide the discussion: Forecasting, raising questions, clarifying, and summarizing.	With high effectiveness, because it provides the opportunity for students to develop a deep knowledge of the content as well as skills of critical thinking, collaboration, creativity, communication and linking what has been learned in the process. It also unleashes creative energy among students and faculty members 1. Students.
6	Project Strategy: A faculty member mandates students to work on a project within a period of time that may extend from one week to a semester, and they jointly solve a real problem or answer a complex question. They show their knowledge and skills by creating a public product or presentation for a real audience.	1. Training to choose the most appropriate. 2. Finding a field of cooperation 3. Training to bear responsibility.
7	Problem Solving Strategies: A faculty member provides an educational activity in which the student encounters a matter, question or problem for which the student is working to find solutions. To resolve this problem, the student follows steps arranged in a format that stimulates practical steps in research and ends up finding a logical principle or generalization.	With high effectiveness, because it works to raise the level of scientific thinking and refine the skills required in scientific thinking among students. It also trains students to deal with problems in life outside the classroom. In addition to, it raises the level of teamwork spirit.

8	E-Learning Strategy: This strategy is based on using multiple means in the field of information technology and interactive communications to teach students anywhere and at any time.	With high effectiveness, if students and faculty members are able to use these means, because they provide the opportunity to learn without temporal or spatial restrictions, and they give students more computer skills.
9	Peer Assessment Strategy: The faculty member will introduce the students to the job assessment mechanism and then show the students' work or tests to them, which will be marked by the faculty member's symbols for the identity of the student assessing him and the student doing the assessment. Students	With high effectiveness, this is because it contributes to raising the level of self-confidence, and makes them keen on discover the truth and get the correct answer. It also trains students on the objectively assessment for the performance of others who are far from subjective.
10	Self-Learning Strategy: The student will self-learn in order to acquire skills that will contribute to his ability to learn continuously to deal effectively with study tasks, and to deal productively with sources of science and knowledge.	With high effectiveness, This is because it makes students think about topics in depth and make connections between what they learn. In addition, it enhances students' cognitive curiosity to discover the topics they study, and raises students' self-esteem. In addition, it gives them the opportunity to choose the pace of learning that suits them.

Second: Criteria of Teaching Strategies Selection:

An important factor for the success of the education process is that the faculty member is familiar with different teaching strategies and has the capacity to choose and use the appropriate strategy that helps him/her achieve the specific learning outcomes.

There are many criteria for selecting an education strategy, including:

1. The education strategy shall be suitable for the educational system followed at the university.
2. The instructional strategy shall be suitable for the targeted learning outcomes of the curriculum.
3. The teaching strategy shall be suitable for the course content and its nature.
4. The education strategy shall be suitable for all levels of students, taking into account the individual differences between them.
5. The teaching strategy leads to active learning
6. Taking into account the education strategy of the tools and resources available in the educational institution.
7. Flexibility and scalability of the education strategy.

The requirements of a good education strategy can be outlined as those where the student is at the center of the educational process as well as being able to exercise self-teaching skills, educational activities and tasks, seek knowledge, solve problems and make decisions.

Third: Fields of Learning Outcome

The National Qualifications Framework classifies the types of learning outcomes expected of students after completing a course/ program successfully into 3 fields and describes the expected learning outcomes in each domain, as follows:

1. **Knowledge:** The ability to retrieve, understand and present information, which includes: knowing certain facts, Knowing specific concepts, foundations and theories, Knowing certain procedures.
2. **Skills,** including the ability to:
 - Apply conceptual understanding of concepts, principles, and theories.
 - Apply techniques involved in critical thinking and creative problem solving, whether at the request of others or when faced with new and unexpected situations,
 - Study the topics and problems in a field of study using a variety of sources and draw valid conclusions.
3. **Values:** including the ability to:
 - Bear responsibility for their own learning and continuing personal and professional development,

- work in a group effectively and exercising leadership when needed,
- Act responsibly in personal and professional relationships,
- Act ethically and adhere to high moral values on a personal and social scope.

Fourth: Teaching and Assessment Strategies:

There are many strategies used for teaching and assessment, but the main criterion for deciding on a strategy is its appropriateness for assisting students in achieving the learning outcomes and assessing the degree of the students' achievement of the learning outcome. In addition, the strategies used should be in line with the university philosophy for teaching and assessment which is utilizing technology and blended learning in order to promote student-centeredness teaching and learning activities and enhance students' critical thinking and lifelong learning skills.

Five: SEU's Philosophy of Teaching

Nowadays, the higher education witnesses a notable transformation, especially, in its transforming from focusing on the knowledge acquisition only into inclusion of the acquisition of auxiliary skills and values of the student in his/her educational life and professional career together. This transformation requires a variation in the used methods and strategies of learning and education.

Therefore, SEU adopted a unique module in its education "integrated education"; to provide high-quality educational services in a learner-focused environment. This module is featured by the flexibility and fulfillment of the learners needs in the era of knowledge and in a technical environment employs the ICT, supports the self and cooperative learning and mitigates the sense loneliness in the distance learning. This module can be adopted by merging the direct education (face-to-face) and the online learning whether simultaneous or non-simultaneous via the educational platform (Blackboard). This integrated module shall collect the following advantages:

1. Richening the students' educational experiment and learning outputs.
2. The achievement of the students' aspirations in the best utilization of technology, in addition to the development of new skills to qualify them to the labor market in the global network environment.
3. Meeting the individual's personal needs, learning method and agenda.
4. Motivating the development of the self-learning skills.

5. Development of teaching members skill and knowledge level so as to transform and develop the teaching process.
6. Strengthening the links between the classroom and the real world.
7. Enhancing the suitability and flexibility of the ways of reaching the sources and activities of the curriculum, especially, for the persons facing difficulties related to work, family or the geographical distance.
8. Contribution in the reduction of the costs of education and achievement of the best utilization from the material and virtual sources.
9. Increasing the level of competition in building a new market of student thanks to the innovation in implementing the academic programs.

Thus, SEU philosophy for teaching is “utilizing technology and blended learning in order to promote student-centeredness teaching and learning activities and enhance students’ critical thinking and lifelong learning skills.”

Six: Education in SEU

The university follows a unified educational system in all branches in the Kingdom of Saudi Arabia in conformity with its vision and mission based on the integrated education. This system focuses on the following:

A. The direct classrooms “face to face”:

It means the attendance of the direct lectures in the branch. The student must abide by in the branch he/she chooses to study during the application for admission in the university. The student may ask to change the branch. The ratio of attendance of the direct classrooms shall be (33%) of the education system in the SEU.

B. The live and virtual classrooms and the electronic activities:

It is an attendance of the virtual lectures via Blackboard and doing the homework or participating in the virtual lectures. The live and virtual classrooms constitute a ratio of (33%) of the education system in the SEU.

C. Self-learning activities by a ratio of 33%.

Seven: Assessment system in the SEU

The measurement and evaluation process of the students' performance is a basic part in all academic programs and curriculums, which can't be separated from the process of

learning and education in the SEU. In addition, the results of the strengthening resulted from the process of assessment is used to enhance the educational process and re-design the methods and strategies of teaching.

To ensure the quality of the assessment in the SEU and verify its inclusiveness and accuracy in the measurement of the learning outcomes of all fields of the national qualifications framework and all academic programs, the SEU has placed general policies to regulate the assessment as follows:-

- A. General Policies for the evaluation of the student's performance in the SEU:
1. The processes of the students' evaluation must be suitable for the targeted learning outcomes and to be applied effectively and in an equity as well as the independent verification from the level achieved.
 2. The mechanism of the evaluation of the performance of students must be consistent with the required patterns of education.
 3. The students' evaluation procedures must be clarified at the beginning of the curriculum teaching.
 4. All scientific departments and colleges in the SEU abide by the process of evaluation of the students' performance continuously during the term. This includes the classroom works and the periodic tests, tasks/ assignments / the continuous projects.
 5. The feedback must be a basic part of the process of the student performance evaluation and motivate the scientific departments and teaching members to provide the students with the feedback for the development of their performance.
 6. Ensure the use of the suitable performance of evaluation to measure the education goals, motivate the variation in using the evaluation tools contributing in enhancement of measurement of the outputs and learning outcomes, care for developing the methods of the evaluation and tests and adopt the modern methods in every program.
 7. Using the methods of the electronic exams available in the SEU systems, to evaluate the students 'performance matching with the targeted learning outcomes, ensure that the educational process is not affected and motivate the scientific departments and colleges for the importance of updating and developing of the questions banks continuously ensuring achievement of the education goals.

Eighth: Assessment methods in the SEU:

The SEU uses different methods and ways of assessment for each curriculum to measure the extent of effectiveness of the teaching strategies based on the targeted learning outcomes, where the student's academic performance is to be evaluated as per the strategies of evaluation contained in the academic plans and curriculum descriptions. The assessment can't be changed unless the procedures of developing the plans and academic programs.

The university shall follow the following methods of evaluation to measure the students' performance during the academic year as follows:

1. (Weekly Assignments) or (Bi-Weekly Assignments).
2. (Midterm Examination).
3. Final Examination. The marks of curriculum is distributed on the assessment methods as follows:

The evaluation method	The ratio of the total marks of the curriculum
Weekly Assignments	25%
(Midterm Examination)	25%
Final Examination	50%

A. First: Weekly Assignments

Only one assignment is specified for each curriculum in the academic plan of the academic program to be presented by the student on weekly basis or every two weeks at least to measure the student's performance and the extent of achieving the targeted learning outcomes of the curriculum. The philosophy of the SEU, in its education system, depends on applying several different types of assessment strategies in every curriculum through specification of several assignments that the student shall do during the term to be provided with different skills and to be able to solve all problems. The assignments include the following types: (The written reports and essays, problem solving, objective tests, discussions and the oral presentations) and all assignments shall be provided electronically via (Blackboard) according to the date of the assignment delivery specified previously. In addition, all tasks provided shall be checked to detect the ratio of similarity via the tool of Blackboard Safe Assign plagiarism checker. The students shall be provided with the obtained mark as well as

the feedback via Blackboard. The process of discussing the tasks and assignments shall be done electronically via the tool of Blackboard discussion board.

B. Second: (Midterm/Final Examination)

The SEU organizes unified final examinations of all branches. At the same time, all faculty members, who teach the curriculum, shall participate in preparing their questions under the supervision of a committee under a presidency of a coordinator from the faculty members specified by the scientific department that the curriculum follows.

Ninth: Grades obtained by the student.

The grades obtained by the student in each curriculum are calculated as follows:

Table (5): Grades obtained by the student in the curriculum

Percentage	Grade	Grade Symbol	Grade weight from (5)	Grade weight from (4)
95-100	Excellent//	A+	5,0	4,0
From 90 to less than 95	Excellent	A	4,75	3,75
From 85 to less than 90	Very Good//	B+	4,5	3,5
From 90 to less than 85	Very Good	B	4,0	3,0
From 75 to less than 80	Good//	C+	3,5	2,5
From 70 to less than 75	Good	C	3,0	2,0
From 65 to less than 70	Pass//	D+	2,5	1,5
From 60 to less than 65	Pass	D	2,0	1,0
Less than 60	Failed	E	1,0	1

Tenth: Steps of the Preparation and Revision of the Curriculum Assessment (Examinations):

The table below shows the number and revision of examinations in the SEU.

Table (6): The steps of preparation and revision of the examination

S.	Tasks	Responsible party	Documents
1.	Appointment of a coordinator for each curriculum to supervise on the curriculum, manage the faculty members and coordinate among them to assure the participation of all in the processes of learning, education and assessment.	Head of the scientific department	A letter of assignment
2.	In every curriculum, all faculty members are required to send (5-7) questions with the correct answers weekly to the curriculum coordinator to create the tests question bank	The curriculum coordinator	A directive letter
3.	Formation of a committee to prepare the examinations of each curriculum consists of two faculty members of the curriculum as well as the curriculum coordinator in the scientific department, which will be assigned with the preparation of examinations.	Head of the scientific department	A circular for the curriculum's coordinators and the department's faculty members.
4.	Specification of the purpose of the examination or job used for (short, midterm and final examination).	A committee on preparing the examination in the scientific department	
5.	Specification of the learning outcomes to be measured for the student through the examination.		
6.	Creating a table of the examination's specifications to know the extent of the connection of the goals set from the tests with the examination content.		

7.	Specification of the form of the question and the way of its formulating for every question measures the learning outcome from the academic content.		
8.	Writing clear instructions clarify the method of the answer.		
9.	Reviewing the questions linguistically and scientifically after writing to ensure that they are free of mistakes.		
10.	A specification of a sign for every question and set in the exam paper.		
11.	A specification of the examination time to be unified for all SEU's branches.		
12.	Specification of the method of correction the examination and reproducing the marks.		
13.	Specification of procedures of the exam application (paper or electronic)	The curriculum coordinator	
14.	Preparing two different exams for each curriculum as well as two different patterns of every exam.	A committee on preparing the exams	The final form of the exam's questions and the typical answers
15.	The final copy of the exams questions, alternative tests and the typical answers are delivered to the head of the scientific department.	The curriculum coordinator	The final form of the exam's questions and the typical answers
16.	Sending the different forms of the exam to quality unit in the college to be reviewed and audited , ensure their achievement of the goals set for and the extent of the suitability of the exam in achievement of the targeted learning outcomes.	Head of the scientific department	The final form of the exam's questions and the typical answers

17.	Sending the final copy to the dean of college for approval.	Head of the scientific department	The final form of the exam's questions and the typical answers
18.	Delivery of the final copy of the exam questions, alternative exam and the typical answers to the vice-president of the SEU for the educational affairs.	Head of the scientific department	The final form of the exam's questions and the typical answers
19.	Sending the exam's questions to the supervisors on the branches 24 hours before the exam for printing and taking the necessary arrangements.	Under- secretary for the educational and student Affairs	Exam's questions + the typical answers
20.	An announcement of the students' marks at the system of Blackboard after expiry of the correction process	The curriculum coordinator	
21.	The faculty members shall discuss the papers of answers of the students in the lecture following to the midterm exam.	Faculty members	
22.	The students shall see the exam's answer papers during the office hours of the faculty members.	Faculty members	
23.	The students' answers papers shall be preserved in the special store for two terms only.	The scientific department	

Eleventh: Measuring Exam Effectiveness:

Assessment process serves as mechanisms to evaluate how far the student has achieved the objectives of curriculum and programs provided thereto. Assessment activities vary among different faculties according to the nature of the provided academic program. Therefore, assessment mechanisms shall be accurately designed as per the requirements of each academic program while considering the following criteria upon selecting different assessment tools or designing exams to meet such criteria:

1. Validity

The applied assessment tool shall measure the intended item to be measured in order to determine progress in achieving educational objectives and learning outcomes.

2. Reliability

The applied assessment tool shall consistently produce coherent and progressive results to reflect the actual level of student achievement as far as possible or with minimal error.

3. Objectivity

Assessment tools shall be designed according to identified measurable criteria apart from personal evaluation.

4. Variety

A variety of assessment tools are applied while considering their alignment with different learning areas and their ability to measure knowledge-based, skill-based and behavioral learning outputs.

5. Comprehensiveness

Assessment tools shall cover all learning areas and shall not be limited to one aspect or level thereof. Thus, they shall evenly cover all educational outcomes and content as part of areas of National Qualifications Framework of the National Commission for Academic Accreditation. & Assessment (NCAAA).

6. Feasibility

Applied assessment tools and carried out exams shall be applicable. This shall include availability of all required potentials, resources and experience within the educational environment.

Twelfth: Mechanism of measuring the quality of exams questions and ensuring their effectiveness

Measuring the quality of test questions and ensuring their effectiveness is mainly intended to give notice on any variation that may arise while correcting tests with purpose of assuring the quality of test questions and achieving justice. This means that a notice shall be given when a positive or negative variation is noted between primary correction and reviewer correction of (20%) or more. Such variation shall be

considered and procedures completed as per law. Notice criteria shall be also applied on the statistical report issued by the computerized exams program which compare marks at both sections and curriculum levels. Assuring the quality of exams questions: Mechanism of measuring the quality of exams questions does not mean to check on marks or to re-correct papers via the systemic method, stipulated in List of Undergraduate Study and Examinations, which applies when students object to their marks. The head of the academic department shall be responsible for taking required actions as per results of measuring the quality of exams questions as stated in the List of Undergraduate Study and Examinations.

Checking the Quality of Exam Questions within the university shall be carried as follows:

1. The academic department shall form a committee at curriculum level. It shall also be made up of three members, including faculty members comprising curriculum teachers. The curriculum coordinator, chairing the committee, shall be included therein.
2. The committee chair (curriculum coordinator) shall send a different copy of the exam to each member as per applicable methods of passing exams questions (encrypted and having a password).
3. Each member shall review the received copy and check its compatibility with criteria set out to evaluate effectiveness of assessment tools applied in drafting assessment method (Examination).
4. Notes shall be sent to the committee chair (curriculum coordinator) to work on required modifications (such as changing one of the questions)
5. The committee chair (curriculum coordinator) shall resend the two copies to committee members. However, this time, a different copy (cross checking) shall be sent which have not been reviewed by each member.
6. Notes shall be sent to the committee chair (curriculum coordinator) to make necessary modifications.
7. Last step: the two final copies shall be sent after modification to all committees for approval before being sent to Review Department and obtaining final approval thereon.

Thirteenth: Criteria of evaluating the effectiveness of student performance assessment tools

1. Criteria of measuring exam effectiveness as mentioned in the above (Clause (9))

2. Marks distribution as per weightage of results
3. Exam time and content as per the model answer
4. The questions shall clearly measure the type of capabilities to be achieved (knowledge-skills)
5. The questions shall include diverse levels of knowledge (knowledge, understanding, analysis, structure and valuation)
6. Format specifications of the exam paper shall be in conformity with the set specifications.
7. The questions shall focus on learning outcomes.
8. The questions shall consider individual differences between students.
9. A model answer of the exam shall be provided.

Fourteenth: Checking correction of students' answers

First: Questions other than essay questions: shall be corrected via computerized exams program.

Statistical benchmark information, from the statistical report issued by the computerized exams program such as (difficulty, discrimination and distraction effectiveness indexes) regarding student's answers, shall be gathered and analyzed to check the quality of questions and to address questions that need reassessment.

Second: Essay questions:

Essay questions shall be corrected using the Rubric/ Answers Assessment Tool to upgrade the quality of answers correction (Rubric) and to present it in a manner that facilitates systemic recognition of variation. Essay questions shall also be reviewed through the following steps:

1. The university is keen on ensuring that each subject section has an average of (25-30) students. Accordingly, the mechanism of reviewing essay questions for each section shall be applied as follows:
 - All answer sheets of students if their total is equal to or more than 3 sheets
 - (10%) of the total number of answer sheets, provided that sheet to be reviewed shall not be less than 3 sheets (this does not include the three quality samples).

2. Mechanism of checking correction of student sheets shall be under direct supervision of the head of the academic department, while considering the following:
 - Verification shall be strictly confidential without disclosure of student's, primary corrector's or reviewer's identity.
 - Curriculum teacher shall not review sheets corrected thereby.
 - If a significant variation is noted between marks given by the primary corrector and the reviewer (positive or negative variation in marks is equal to or more than 20%), the head of the academic department shall be notified to take the required action according to the law.
3. If its required to modify the student's mark, such modifications shall be reflected on the university's systems as per the procedure stipulated in List of Undergraduate Study and Examinations.

Fifteenth: Academic assessment of students and results approval

A. Correction of exams and checking on marks in students registry system

The table below identifies the line of correction of exams process and checking on marks in student's records.

Table (7): The line of correction of exams process and checking on marks

S.	Tasks	Responsible party	Documents
1.	Sending model answers, after the exam time is over, to the entire faculty members who teach the curriculum	Curriculum Coordinator	The exam's model answers
2.	Correcting sheets as per the model answers within a period of not more than three days as of the date of carrying out the exam	A member of the curriculum faculty members	Informing the staff member of results approval and to direct inserting marks on students registry system

3.	Sending the initial marks sheet to the head of the department for approval	A member of the curriculum faculty members	
4.	Marks approval	Head of the department	
5.	Inserting marks into students registry system	A member of the curriculum faculty members	
6.	Installing and posting marks to students	Deanship of Admission and Student Affairs	

B. Marks Modification:

The faculty members shall enjoy full freedom to assess students' performance according to applicable criteria and policies of assessment within the academic program. After the final mark of the student is checked on by the faculty members and approved by the head of department, any modification made to the mark shall be objectively justified to identify the need for modification. Such policy shall be implemented as follows:

(1): Modification before installation			
S.	Tasks	Responsible party	Documents
1.	Re-inserting marks into students registry system(Banner)	A member of the faculty members	
2.	Sending marks after modification to the head of department for approval	A member of the curriculum faculty members	Requesting modification of marks and identifying reasons for modification
3.	Approving modified marks	Head of the department	Informing the staff member of results approval and to direct inserting

			marks on students registry system
4.	Inserting modified marks into students registry system	A member of the curriculum faculty members	

(2): Modification after installation			
S.	Tasks	Responsible party	Documents
1.	Modified mark form with identifying reasons for modification	A member of the faculty members	Signed modified mark form
2.	Approving modified marks	Head of the department	Modified mark form approved by head of department
3.	Referring the modified mark form to the college dean for approval	Head of the department	modified mark form approved by head of department and dean of the college
4.	Referring the modified mark form to the dean of Deanship of Admission and Student Affairs	Dean of the college	modified mark form approved by head of department and dean of the college
5.	Modifying the mark on students registry system (Banner)	Deanship of Admission and Student Affairs	

Sixteenth: Phases of assessment process within the SEU

Assessment of student performance goes through four phases as follows:

1. Preparation for assessment (Pre-assessment)
2. Assessment Phase
3. Post-assessment phase

A. Procedures of preparation for assessment (Pre-assessment) includes the following steps:

1. Drawing up a schedule for all assessment procedures during the academic semester
2. Setting specifications table (exams outline) which include all learning outcomes to be assessed over the academic semester through a number of strategies not only one

3. Reviewing learning outcomes to be measured as part of assessment process regardless of their knowledge-based, skill-based and behavioral fields.
4. Selecting the appropriate assessment method to assess different educational outputs, where each learning output correspond to an assessment method which conform with the educational objective and measure such output accurately
5. Preparing exams questions by the committee for exams preparation within the academic department and referring the same to the head of department and the college dean for approval
6. Reviewing all types of exams, written, objective or practical exams, which depends on measuring skills and others by the quality assurance unit within the college.

B. Procedures during assessment:

1. Preparing schedules of halls, computer labs to carry out exams therein
2. Preparing schedules of proctors, and informing them with dates and halls locations of written exams.
3. Handing over and receiving exams and answers sheets of students from proctors during exams period
4. Preparing examination halls and providing materials and human resources for midterm and final exams according to the curriculum requirements.
5. Ensuring appropriate examination process with nothing affecting its progress
6. Preparing daily reports of examination process
7. . E-correction of objective exams and coordination with the competent entity within the college to analyze exams results.

C. Post assessment procedures:

They include procedures of auditing assessment to assure the quality, integrity and transparency of the same as follows:

1. The academic department shall analyze exams results and prepare review reports.
2. The academic department shall submit assessment results to the department's board to discuss and interpret such results, put required plans for improvement and submitting them to the college dean.
1. Preparing and following-up KPIs of exams, making relevant benchmarks, and following up implementation of proposed plans for improvement in learning, education and assessment processes with academic departments of the college that

are drawn after results are revealed, are assigned to the Quality Assurance Unit by the dean of the college.

3. The Quality Assurance Unit shall prepare follow-up reports and submit them to the college's board.
4. Reviewing annual reports of academic programs and curriculum and ensuring that they contain plans and proposals to develop learning and educational process and assess student performance and exams.

Seventeenth: Measuring learning outcomes

One of the most important methods used in evaluating academic programs and ensuring their quality and the extent to which they achieve the targeted learning outcomes, is to have a comprehensive plan to measure learning outcomes at the course and program levels.

As the learning outcomes assessment and measurement plan focuses on determining the quality of the educational process at the university, improving aspects related to the assessment of outcomes, and assisting in making decisions related to constant development and improvement to enhance learning and thus raising the quality of the program.

A. Importance of measuring learning outcomes

The process of measuring learning outcomes focuses on verifying the quality of the educational process, and ensures that there is a clear alignment between the university, programs and outcomes. In addition, it helps the university to improve aspects related to the assessment of outcomes and the enhancement of those outcomes.

In order to ensure the accuracy and validity of the learning outcome assessment process, a variety of assessment tools (direct and indirect) are used to assess learning outcomes and the extent to which they are achieved at the university, program, and curriculum levels.

B. Levels of measuring learning outcomes

S.	The level	The responsibility	methods of measurement
1.	Assessing the learning outcomes at the course level.	Faculty member and curriculum coordinator	Assessment tools used in the curriculum and during

			the preparation of the curriculum file
2.	Assessing the learning outcomes of the program	Member of academic quality unit and Dean of the College	Direct and indirect assessment tools

C. Plan of measuring learning outcomes

The plan of measuring learning outcomes goes through a set of stages to ensure its effective implementation that achieves the objectives for which the assessment plan was developed, which are as follows:

1. Developing a clear mission and objectives of the program.
2. Determining the expected learning outcomes.
3. Selecting appropriate learning outcomes assessment methods and tools.
4. Collecting the data needed to assess learning outcomes.
5. Determining the criteria for the success of the assessment plan.
6. Determining the mechanism for disseminating assessment results and use them to improve learning.
7. Proceed with the implementation of improvement plans.

D. Selecting methods to measure learning outcomes

The plan of measuring learning outcomes depends on a set of direct and indirect methods that are mentioned in the program and course descriptions, where the assessment methods used for each learning outcome are determined at the program and course levels. The table below shows an example of how to link the learning outcomes of the program with each of the teaching strategies and assessment methods according to the program description form of the National Center for Academic Accreditation and Evaluation.

Table (8): linking the learning outcomes of the curriculum with each of the teaching strategies and assessment methods according to the curriculum.

Code	Learning outcomes	Teaching strategies	Assessment methods
1.0	Knowledge and understanding		
1.1			
1.2			
...			
2.0	Skills		
2.1			
2.2			
...			
3.0	Values		
3.1			
3.2			
...			

E. Kinds of measuring learning outcomes methods

The methods of measuring learning outcomes are divided into two kinds: Direct and indirect, as the following:

Methods of measuring learning outcomes	
Direct	indirect
<ul style="list-style-type: none"> • The Midterms • Oral exams • Class discussions 	<ul style="list-style-type: none"> • Surveys of students enrolled in the program

<ul style="list-style-type: none"> • Student presentations • Researches • Standardized, professional, and norm exams • Field Training • Graduate projects • Student academic achievement file • Participation in conferences • Teamwork • Interviews • Reports of performance study • Observations of arbitration committees through external auditors 	<ul style="list-style-type: none"> • Surveys of students expected to graduate • Surveys of Program alumni • Surveys of academic staff • Surveys of companies during the period of training students in it or after joining them. • Personal interviews with students expected to graduate • Personal interviews with students enrolled in the program • Student ratings at graduation • Statistical data
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F. Report on learning outcomes measurement results

The report on measuring learning outcomes at the programmatic level summarizes the program assessment activities. In addition, it summarizes the decisions taken to improve the results of the learning outcomes. The report of the results of measuring the learning outcomes are prepared as part of the program annual report prepared by the department Study Plans and Curricula Committee, which submits it to the department and college councils.

All measurement results and improvement plans at the programmatic and institutional level are sent to the Vice Rectorate for Planning, Development and Quality for follow-up and verification.

G. Improvement plan for learning outcomes

The improvement process is a continuous process and it is one of the most important basic stages to complete the quality cycle. In light of the results of measuring the learning

outcomes at the programmatic levels, an improvement plan is developed to include a set of improvement priorities, procedures, implementation responsibility and time of implementation.

Eighteenth: Ensuring the unification of the teaching and assessment system in all university branches and headquarters

The university operates a unified assessment system at all its branches in the Kingdom of Saudi Arabia, where all its exams are conducted uniformly in all branches for both females and males, and are held on the same day and time.

Nineteenth: E-Systems at the SEU

1. Banner System

- Services provided through the Banner System for faculty members:

- A. Access to the academic schedule for faculty member
- B. Enter the students grades for subjects through the Banner system
- C. Access to the list of students registered according to the curriculum.

- Services provided through the Banner system for university students:

- A. Access to student academic schedule.
- B. The possibility of deleting, adding and modifying the academic schedule.
- C. Query student's financial record by semester
- D. Query on student registration status during current semester
- E. Access to the student's academic record and the possibility of printing it.
- F. View student financial and academic suspensions.
- G. Query the final grades of the student according to the curriculum.

2. Blackboard System

It is an information system for managing education, following up on students and monitoring the efficiency of the educational process in the educational institution. In addition, the system provides great opportunities for students to access to curriculum outside the lecture hall anywhere and at any time through this electronic system that provides them with various tools to view the content of curriculum scientific material

and interact with it in easy ways. Also, it provides an easy way to communicate with the curriculum professor and the rest of the students registered in the same curriculum by various electronic means. This helps the student to participate in classes without going to the university, so the assignment and the exam are online.

- **The most important tools in Blackboard System:**

A. Virtual classrooms:

It is one of the main means of providing lectures through the Internet. It is smart classrooms that have the basic elements needed by both the teacher and the student, such as voice dialogue, text conversation, presentation of content and explanation on the board with interactive tools, forming groups during the virtual lecture, and finally recording the lecture, which is one of the main means in the distance education system.

B. Systems associated with Blackboard System:

- My labsplus : This system is for mathematics curriculum, as the student may access to the mylabsplus system through the Blackboard System.
- Simnet: This system is for computer curriculum, as the student may access to the Simnet system through the blackboard System.

3. **Wiki:** The Wiki tool allows teachers and groups to cooperate in developing the academic content and projects. Wiki allows the access and participation of all members and each group can also have a specific wiki for the group's projects.

4. **Blogs:** Blogs are personal magazines prepared for students, they are continuously updated as well. Each blog contains texts, and it can also contain pictures, links and multimedia. Blogs enough students to express their ideas. They are a mean of knowledge and experience share. Registered students can have a look at blogs and create access accounts. Additionally, they can comment and edit. Blogs are an open communication tool for students to participate their ideas. Each student can use the blog to follow up his/her progress through a specific task or project.

Twentieth: Student role in the SEU education system

The student's role in the SEU education system (Blended Learning) is reflected to be a traditional receiver at direct classes. He/she is self-educated at indirect classes. Most important roles performed by the student at the university education system are as follows:

1. Attending direct class meetings and interacting within such lecture.
2. Attending live virtual classes via visual communication.
3. Following up continuously the official university website and the learning management system (Blackboard) to know topics to be prepared and revised at each lecture.
4. Pre-preparing the part to be explained at such lecture and preparing questions and inquires needed to be understood more accurately.
5. Participating actively in activities provided by the curriculum professor, whether individually or collectively, through class meetings or E-Systems.
6. Entering debate and discussion forums that share knowledge and information between the students and teachers in Blackboard.
7. Attending workshops and practical application labs.
8. Attending personally mid-term and final assessments at the campus.
9. Using E-Systems.
10. Attending preparation workshops.
11. Taking part in Quizzes by attending personally.
12. Delivering detailed assignments as per specified dates.
13. Participating in extra-curriculum activities.

Twenty-one: The role of a faculty member in the SEU's education system

The role of a faculty member is fully traditional in the direct classes by introducing curriculum to students. There is another supportive role towards students in curriculum at live virtual classes (electronically). This provides more opportunities to support the student's self-education properly, which is one of the university education system pillars.

The role of a faculty member is not only limited to provide the student with academic subject and the required skills of the curriculum, but also educating him/her that he/she is a part of a unique education system requiring familiarity with the blended education method. Thereon, the faculty member assists the student in:

1. Creating an education environment to be the result of the direct classes, e-learning and self-learning.
2. Following up students' attendance and encouraging them in the pre-preparation and attending lectures.
3. Answering students inquires during such lecture or via other electronic communications.
4. Guiding, directing and providing the necessary support to students.
5. Using various methods in the learning and education process.
6. Receiving and discussing students' opinions during class meetings.
7. Managing collective activities.
8. Supporting students, paying attention to their progress and development and giving feedback.
9. Providing students with obvious information and instructions in the respect of the curriculum, assessment methods and the expected level to be reached, assisting them to achieve that as well.
10. Using technology means during giving lectures.
11. Being committed to the specified and customized dates of receiving students' tasks to evaluate and return them to students.
12. Being committed to lecture times.
13. Giving academic guidance.
14. Providing workshops and academic programs.