



## Program Specification

<b>Program Name:</b> PUBLIC HEALTH
<b>Qualification Level :</b> BSc (6 <sup>th</sup> Levels)
<b>Department:</b> PUBLIC HEALTH
<b>College:</b> PUBLIC HEALTH AND HEALTH INFORMATICS
<b>Institution:</b> UNIVERSITY OF HAIL

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## A. Program Identification and General Information

<b>1. Program Main Location:</b>		
Main Campus (Male & Female)		
<b>2. Branches Offering the Program:</b>		
NA		
<b>3. Reasons for Establishing the Program:</b>		
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)		
<ul style="list-style-type: none"> <li># The severe shortage and scarcity of public health professionals in the labor market.</li> <li># Improve public health services and increase the demand of using the technology</li> <li># Rapid development in health and educational services in the Kingdom</li> <li># Training on the services applied on public health.</li> <li># Support of community living and re-recreational and leisure.</li> <li># Raise the awareness of the population towards Public health problems and Social support.</li> <li># Study the social norms, attitudes and their effects on the different aspects of human life.</li> <li># Conducting different researches for emerging health challenges facing societies in the Kingdom.</li> </ul>		
<b>4. Total Credit Hours for Completing the Program: ( 134 )</b>		
<b>5. Professional Occupations/Jobs:</b>		
<ul style="list-style-type: none"> <li>✓ A public health specialist</li> <li>✓ Hospital infection control specialist</li> <li>✓ A specialist to monitor and follow up on infectious diseases</li> <li>✓ A specialist in the field of vaccination.</li> <li>✓ Food and water safety and health specialist</li> <li>✓ Occupational health specialist</li> <li>✓ Infectious disease control and eradication specialist</li> </ul>		
<b>6. Major Tracks/Pathways (if any):</b>		
<b>Major track/pathway</b>	<b>Credit hours</b> (For each track)	<b>Professional Occupations/Jobs</b> (For each track)
1. Public Health Program	<b>134</b>	Public health specialist
2.		
3.		
4.		
<b>7. Intermediate Exit Points/Awarded Degree (if any):</b>		
<b>Intermediate exit points/awarded degree</b>	<b>Credit hours</b>	
1. NA	NA	
2.		
3.		

## B. Mission, Goals, and Learning Outcomes

### 1. Program Mission:

Preparing specialized health professionals for the health labor market capable of promoting community health by providing an attractive academic environment that helps apply the latest developments in public health sciences. Providing distinguished health research to prevent disease and enhance the health and well-being of society.

### 2. Program Goals:

1. Preparing qualified graduates in the field of public health to meet the needs of the labor market.
2. Conducting scientific research in public health in accordance with local and national priorities.
3. Enhancing ethical and professional responsibility in the field of public health.
4. Raising awareness of health practices among members of the community.

### 3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

#### University mission

Provide academic programs to prepare qualified graduates for the labor market and produce scientific research that serves the community by applying the highest quality standards, and utilize of the university's human and technical resources to reach the society of knowledge.

#### College mission

To prepare and qualify distinguished and specialized leaders for the labor market capable of promoting public health, investing health resources efficiently and effectively, and making use of information systems to improve and develop the health sector. To enhance the educational, research, and administrative skills of the college's employees by providing various training courses and encouraging members to practice continuous educational development and the use of modern educational techniques.

#### Relationship between Program Mission and the Mission of the Institution:

Program Mission		University Mission				
		Developed Educational services	Developed research services	Prepare qualified graduates	Labor market	Society partnership
	Preparing specialized health professionals	√		√		
	Labor market				√	
	Community services					√
	scientific research		√			

#### Relationship between Program Mission and the Mission of the College:

Program mission		College mission				
		Qualify distinguished and specialized leaders.	Developed research services	Continuous educational development	Labor market	Community services
	Preparing specialized health professionals	√		√		
	Labor market			√	√	
	Community services					√
	Scientific research		√			
		Consistency ratio= 100%				

**Relationship between Program Goals and the Goals of Institution:**

PG	UoH. G						
	Preparing an outstanding scientifically and professionally qualified graduate	Developing scientific research and graduate studies policies in accordance with development priorities	Promote interaction between the university and the local community	Provide a management system based on corporate governance	Complete the university infrastructure and ensure the maintenance of its various equipment	Developing the university's informational technical system	Developing self-resources to achieve the university's independence
1. Preparing qualified graduates in the field of public health to meet the needs of the labor market.	√						
2. Conducting scientific research in public health in accordance with local and national priorities.		√				√	

3. Enhancing ethical and professional responsibility in the field of public health.			√				
4. Raising awareness of health practices among members of the community.			√				

**Relationship between Program Goals and the Goals of the College:**

	CG					
PG	Preparing and qualifying human cadres possessing distinguished skills in public health sciences and health informatics.	Providing distinguished academic and research programs in the field of public health sciences and health informatics.	Providing a stimulating environment for teaching and learning	Optimal investment of available human and material resources.	Contribute to community service and sustainable development.	Meet the needs of the medical labor market to provide specializations that meet the needs related to public health sciences and health informatics.
1. Preparing qualified graduates in the field of public health to meet the needs of the labor market.	√					√
2. Conducting scientific research in public health		√				√

in accordance with local and national priorities.						
3. Enhancing ethical and professional responsibility in the field of public health.					√	
4. Raising awareness of health practices among members of the community.					√	
Consistency ration= 100%						

#### 4. Graduate Attributes:

##### The graduates of the Public Health program should:

1. Master the skills of epidemiological surveillance and disease investigation.
2. Engage in various methods of prevention and control of diseases in the region.
3. Apply health procedures and measures related to health, environmental and occupational risks.
4. Display the regulations, health laws and ethics of the profession derived from Islamic Sharia.
5. Carry out research based on scientific grounds in the fields of public health.
6. Design and implement health programs and enhance teamwork and leadership.

#### 5. Program learning Outcomes\*

##### Knowledge and Understanding

<b>K1</b>	Summarize the basic sciences related to normal body function and pathological process.
<b>K2</b>	Explain the social determinants of health factors influencing human health and opportunities for change.
<b>K3</b>	Describe human health sciences for maximizing population health and environment.

##### Skills

<b>S1</b>	Clarify the impact of health, and socio-economic factors on population health.
<b>S2</b>	Utilize the basic methods processes of burden diseases investigation and environmental toxicology.
<b>S3</b>	Communicate effectively within the context of professional health care and environment.

S4	Employ core disciplines knowledge of public health for community health problems solving.
S5	Analyze qualitative and quantitative data related to laboratory work in the field of public health.
<b>Values</b>	
V1	Adhere to the ethical, professional, and legal responsibilities in public health domains and research.
V2	Demonstrate the ability for team work collaboration and leadership.

\* Add a table for each track and exit Point (if any)

## C. Curriculum

### 1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	7	15	11.19%
	Elective	-	-	
College Requirements	Required	16	38	28.36%
	Elective	-	-	
Program Requirements	Required	26	77	57.47%
	Elective	2	4	2.98%
Capstone Course/Project				
Field Experience/ Internship		Internship year	-	-
Others				
<b>Total</b>		<b>52</b>	<b>134</b>	<b>100%</b>

\* Add a table for each track (if any)

### 2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	PENG 001	Prep English 1	Required		3	College
	PENG 002	Prep English 2	Required		3	College
	PCHM 121	Preparatory Chemistry	Required		3	College
	PMDC 101	Medical Foundations	Required		2	College
	PCOS 001	Prep Computer Skills	Required		2	College
Level 2	PENG 003	Prep English 3	Required		3	College
	PENG 008	Prep English 4	Required		3	College
	PBIO 121	Preparatory Biology	Required		3	College
	PHYS 121	Medical Physics	Required		3	College
	PCSK 001	Communication Skills	Required		2	College
Level 3	PH 201	Epidemiology	Required		3	College
	PHHA 211	Introduction to Health Management	Required		3	College
	PHPH 211	Foundations of Public Health	Required		2	College
	PHPH 212	Principles of Health Education	Required		3	College
	ENGL 110	English Language	Required		3	University
	ARAB 101	Arabic Language Skills	Required		2	University



Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	IC 101	Introduction to Islamic Culture	Required		2	University
Level 4	PH 202	Biostatistics	Required		3	College
	PH 206	Anatomy & Physiology	Required		2	Department
	PHPH 224	Community Health	Required	PH 201	3	College
	PHPH 225	General Microbiology	Required		3	Department
	CHEM 295	Organic Chemistry	Required		3	Department
	ARAB 102	Arabic Composition	Required	ARAB 101	2	University
	IC 102	Islam and Society Building	Required	IC 101	2	University
Level 5	PHPH 315	Primary Health Care	Required	PHPH 224	3	Department
	PHPH 316	Applied Epidemiology	Required	PH 201	3	Department
	PHPH 317	Fundamentals of Human Diseases	Required	PH 206	3	Department
	PHPH 318	Water Quality	Required	PHPH 225	3	Department
	CHEM 285	Biochemistry	Required	CHEM 295	3	Department
	IC 103	Economic System in Islam	Required	IC 102	2	University
Level 6	PHPH 327	Family Health	Required	PHPH 224	3	Department
	PHPH 328	Parasitology	Required	PHPH 225	3	Department
	PHPH 329	Solid and Liquid Waste Management	Required	PHPH 318	3	Department
	PHPH 330	Human Nutrition & dietetics	Required	PHPH 317	2	Department
	PHPH 331	Public Health Ethics and Laws	Required	PHPH 211	2	Department
	PHPH 332	Disaster Management	Required	PHPH 224	3	Department
	IC 104	Basics of Political System		IC 103	2	University
Level 7	PHPH 412	Occupational Health and Safety	Required	PHPH 225	3	Department
	PHPH 413	Global Health	Required	PHPH 315	2	Department
	PHPH 414	Research Methodology in Health Sciences	Required	PH 202	3	Department
	PHPH 415	Air Pollution	Required	PHPH 225	2	Department
	PHPH 416	Insecticides Toxicity and Health	Required	PHPH 328	3	Department
	PHPH 417	Food Safety	Required	PHPH 225	3	Department
	PHPH ***	Elective Course 1	Required		2	Department
Level 8	PHPH 425	Infection Control	Required	PHPH 225	3	Department
	PHPH 426	Graduation Project	Required	PHPH 414	3	Department
	PHPH 427	Social Marketing In Public Health	Required	PHPH 315	3	Department
	PHPH 428	Medical Entomology	Required	PHPH 328	3	Department
	PHPH 429	Issues in Public Health	Required	PHPH 417	2	Department
	PHPH 430	Introduction to Mental Health	Required	PHPH 330	2	Department
	PHPH ***	Elective Course 2	Required		2	Department
	<b>Internship year</b>		Required			Department

\* Include additional levels if needed

\*\* Add a table for each track (if any)

### 3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

[All Courses Specifications Hyperlink.](#)

#### 4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance

(I = Introduced P = Practiced M = Mastered )

\* Add a table for each track (if any)

Course code & No.	Program Learning Outcomes									
	Knowledge			Skills					Values	
	K1	K2	K3	S1	S2	S3	S4	S5	V1	V2
PENG 001	I					I				I
PENG 002	I					I				I
PCHM 121	I				I			I	I	
PMDC 101	I			I						I
PCOS 001			I	I		I				
PENG 003	I					I				I
PENG 008	I					I				I
PBIO 121	I				I			I	I	
PHYS 121	I			I				I	I	
PCSK 001	I					I				I
PH 201		I					I			I
PHHA 211		I				I	I			I
PHPH 211		I		I			I		I	
PHPH 212		I		I		I			I	
ENGL 110	I					I				I
ARAB 101	I					I				I
IC 101	I					I			I	
PH 202			I	I				I	I	
PH 206	I					I	I		I	
PHPH 224		I		I			I			I
PHPH 225	I							I	I	
CHEM 295	I						I	I	I	
ARAB 102	I					I				I
IC 102	I					I			I	
PHPH 315		P		P	P				P	
PHPH 316		P			P		P			P
PHPH 317	P				P		P		P	
PHPH 318			P		P			P	P	
CHEM 285	P				P			P	P	
IC 103	P			P					P	
PHPH 327		P		P			P			P
PHPH 328			P		P			P	P	
PHPH 329		P			P		P		P	
PHPH 330		P			P		P			P
PHPH 331		P		P			P		P	
PHPH 332		P			P		P		P	
IC 104		P			P				P	
PHPH 412		M			M	M				M
PHPH 413		M		M	M					M
PHPH 414		M			M			M	M	
PHPH 415			M		M			M	M	
PHPH 416			M		M			M	M	

Course code & No.	Program Learning Outcomes									
	Knowledge			Skills					Values	
	K1	K2	K3	S1	S2	S3	S4	S5	V1	V2
PHPH 417			M		M			M	M	
PHPH 425			M			M				M
PHPH 426		M		M			M		M	
PHPH 427		M		M		M				M
PHPH 428			M		M			M	M	
PHPH 429		M		M			M		M	
PHPH 430		M		M			M		M	
PHPH 418		M		M		M				M
PHPH 419			M		M			M	M	
PHPH 444		M				M	M			M
PHPH 445			M		M		M		M	
Internship	M	M	M	M	M	M	M	M	M	M

### 5. Teaching and learning strategies to achieve program learning outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

#### Policies and plans

The revised program Learning outcomes of the Public Health program have been carefully tailored to keep simultaneous alignments with Program Objectives, Competency Framework and the University Graduate Attributes. The intended PLOs will undergo a planned process of the outcomes' delivery (by using different teaching methods), assessment and quality assurance to ascertain the level of the achieved PLOs.

Teaching and learning strategies are student-centered and encourage active learning.

Teaching and learning strategies in the program vary according to its nature and level, enhance the ability to conduct research, and ensure students' acquisition of higher cognitive thinking and self-learning skills.

Teaching and learning strategies to teach the program and achieve the PLOs are:

1. Interactive Lecture
2. Group Discussion and Questioning
3. Brain Storming
4. Case Studies
5. Simulation
6. Problem Based Learning
7. Demonstration.
8. Peer Learning
9. Laboratory experiments
10. Group work
11. Research Project
12. Self-Directed Learning Activities.
13. Extra-curricular activities

### Extra-curricular activities available for program students are:

1. Academic Research involvement activities
2. Students club in the Public Health Department
3. Volunteering for community service activities
4. Participation in sports activities
5. Attend Events/ Conferences
6. Participation in literary forums
7. Participation in different competitions such as media development
8. Field visits.
9. Internship training

NQF Learning Domains and Learning Outcomes		Teaching Strategies
<b>Knowledge and Understanding</b>		
K1	Summarize the basic sciences related to normal body function and pathological process.	<ul style="list-style-type: none"> <li>- Interactive Lectures</li> <li>- Brainstorming</li> <li>- Group Work</li> <li>- Discussion</li> </ul>
K2	Explain the social determinants of health factors influencing human health and opportunities for change.	<ul style="list-style-type: none"> <li>- Interactive Lectures</li> <li>- Discussion &amp; Questioning</li> <li>- Problem based learning</li> </ul>
K3	Describe human health sciences for maximizing population health and environment.	<ul style="list-style-type: none"> <li>- Interactive Lectures</li> <li>- Discussion &amp; Questioning</li> <li>- Problem based learning</li> </ul>
<b>Skills</b>		
S1	Clarify the impact of health, and socio-economic factors on population health.	<ul style="list-style-type: none"> <li>- Problem based learning</li> <li>- Case Study</li> <li>- Demonstration</li> <li>- Peer learning</li> <li>- Extra-curricular activities</li> </ul>
S2	Utilize the basic methods processes of burden diseases investigation and environmental toxicology.	<ul style="list-style-type: none"> <li>- Simulation</li> <li>- Case Studies</li> <li>- Laboratory experiments</li> <li>- Group work</li> <li>- Extra-curricular activities</li> </ul>
S3	Communicate effectively within the context of professional health care and environment.	<ul style="list-style-type: none"> <li>- Discussion &amp; Questioning.</li> <li>- Problem based learning.</li> </ul>

		- Case Study - Peer Learning
S4	Employ core disciplines knowledge of public health for community health problems solving.	- Self-Directed Learning Activities - Brainstorming - Demonstration. - Extra-curricular activities
S5	Analyze qualitative and quantitative data related to laboratory work in the field public health.	- Problem Based Learning. - Case Study. - Laboratory experiments. - Peer Learning - Demonstration - Extra-curricular activities
<b>Values</b>		
V1	Adhere to the ethical, professional, and legal responsibilities in public health domains and research.	- Research Project - Problem Based Learning - Demonstration - Extra-curricular activities
V2	Demonstrate the ability for team work collaboration and leadership.	- Peer Learning - Demonstration - Self-Directed Learning Activities - Extra-curricular activities

#### **6. Assessment Methods for program learning outcomes.**

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

Variety of assessment methods are used to measure achievement of program learning outcomes, that are divided into courses level and program level.

**- Course's level direct assessment methods includes:**

- Theory exams.
- Practical exams.
- Project evaluation sheet
- Evaluation rubrics
- Student Presentation.
- Assignments
- Homework
- Case study.
- Log book

- Exit exam
- Internship evaluation sheet
- Participation in extracurricular activities.

**Course's level indirect methods includes:**

- Extracurricular activities
- Course pass ratio.
- Course evaluation survey (CES) by students.
- Student satisfaction survey
- Course Evaluation Survey by Faculty Members.

**Program level direct assessment methods:**

- Internal exit examination (PLOs Assessment)

**Program level indirect assessment methods:**

- Program completion rate/graduation ratio.
- Students Experience Survey (SES)
- Employment rates.
- Program Evaluation Survey (PES) by students
- Reality of the program by faculty member's survey.
- Alumni evaluation of the program survey
- Employer evaluation of the program Survey

NQF Learning Domains and Learning Outcomes		Assessment Methods
<b>Knowledge and Understanding</b>		
K1	Summarize the basic sciences related to normal body function and pathological process.	- Theory Exams - Presentation - Homework - Exit Exam - Log book
K2	Explain the social determinants of health factors influencing human health and opportunities for change.	- Theory Exams - case studies - homework - Exit Exam - Internship evaluation sheet
K3	Describe human health sciences for maximizing population health and environment.	- Theory Exams - Presentation - Exit Exam - Log book
<b>Skills</b>		
S1	Clarify the impact of health, and socio-economic factors on population health.	- Theory Exams - Presentation - Practical. - Assignments - Exit Exam. - Log Book

		- Internship Evaluation Sheet
S2	Utilize the basic methods processes of burden diseases investigation and environmental toxicology.	- Theory Exams - Presentation - Practical Exams - Assignments - Log Book. - Exit Exam - Level of participation in extra-curricular activities.
S3	Communicate effectively within the context of professional health care and environment.	- Case studies - Student Presentation - Practical exams. - Exit Exam. - Internship evaluation sheet - Extracurricular activities
S4	Employ core disciplines knowledge of public health for community health problems solving.	- Theory Exam - Assignments - Homework - Student Presentation - Exit Exam. - Log book - Extracurricular activities
S5	Analyze qualitative and quantitative data related to laboratory work in the field public health.	- Theory Exams - Practical exams - Presentation - Exit Exam - Internship evaluation sheet
<b>Values</b>		
V1	Adhere to the ethical, professional, and legal responsibilities in public health domains and research.	- Case Study - Assignments - Research - Log book - Internship evaluation sheet - Extracurricular activities

V2	Demonstrate the ability for team work collaboration and leadership.	<ul style="list-style-type: none"> <li>- Case studies</li> <li>- Student Presentation</li> <li>- Practical.</li> <li>- Assignments</li> <li>- Extracurricular activities</li> </ul>
<p><a href="#">PLOs Teaching and Assessment form</a></p> <p><a href="#">PLOs Assessment Plan.</a></p>		

## D. Student Admission and Support:

### 1. Student Admission Requirements

1. The applicant must apply a request of enrolment to the Deanship of Admission and Registration (electronic registration). Deadlines are announced in each academic year.
2. Must be a Saudi citizen.
3. Must meet the requirements to attend university.
4. The applicant should have a modern secondary school certificate (scientific section).
5. Exemplary success rate of the student at the secondary level as determined by the university to determine the capacity of the student to pass achievement test.
6. The student must pass a medical examination to prove that he/she is free of infectious diseases and physically/ mentally healthy to complete the program of study.
7. To submit official approval from the employer - if an employee - for full-time study to allow him to pursue study for years joining the university.
8. The student must have good conduct and reputation testimony of the school which he graduated from.
9. Pass the preparatory year with grade point average (GPA) of 2 out of 4 according to the University of Hail grading system

[Admission Requirements Handbook annex](#)

### 2. Guidance and Orientation Programs for New Students

The program provides comprehensive orientation for new students aims at the following:

1. Ensuring their full understanding of the types of services and facilities available to them.
2. Helping new students to understand the university and study regulations.
3. Give the student a general perception of what will be done during the first days of study.
4. Helping new students to understand the time and study plan.
5. Preparing the student for university life in both academic and social terms.
6. Provide an opportunity to know new students and build social relations between them.
7. The participation of all new students in this program will help them to adapt easily to college life.
8. Understand the role of the academic advising and how to deal with it.

#### **At the level of the university:**

An orientation week program is organized every year for welcoming new students, Introducing the university system and services to students and Introducing the university and informs students about their rights and regulations.

#### **At the Program of Public Health:**

Under the patronage of His Excellency the Dean of the College of Public Health and Health Informatics, the College will organize a reception for the new students and the program will include the following paragraphs:



- ❖ The Holy Quran.
- ❖ the words of the Dean of the College
- ❖ Presentation (PowerPoint) includes pictures of the activities of the college in previous years.
- ❖ Introduce students to the units of the college and clarify the importance of each and the extent of the student's relevance to each.
- ❖ Presentation of different academic and administrative aspects related to the electronic advising program to the new students, Vision, Mission and Objectives of the College, spiral study system, integrated curriculum adopted by the college, different teaching methods, academic guidance, methods of assessments .....etc.
- ❖ Guiding students academically what they need and inform them to do so (such as the need to check the schedule and know the percentages of absence)
- ❖ Discuss the students in some of their rights and duties.
- ❖ Take students on a tour inside the college to see the classrooms, laboratories, library, cafeteria .... etc.

### **3. Student Counseling Services**

(academic, career, psychological and social )

Management of Academic counseling and advising process is the responsibility of academic advising unit under direct supervision of the university

#### **Role of the academic advising unit in the program:**

1. Managing and organizing the academic guidance process in the College in accordance with the approved rolls.
2. Distribution of the new students on the academic advisers where each student has a faculty adviser for academic purposes and registration of courses.
3. Students may receive pieces of advice on course selections suited in their level of performance so as to ensure a shorter stay in the program and speed up their graduation. i.e. the student cannot apply for any academic step without his monitor be involved in.
4. Career planning is discussed with the students during internship program, and they are rotated to different hospital departments and units to allow them to acquire various training experiences that will eventually help them choose a particular area of specialization suited to their preferences and capabilities.
5. Office hours are scheduled for each course which is equivalent to the number of course credit hours.
6. Organizing a meeting on the introductory day for new students to provide students with the necessary information about the university stage and the system of study and introduce students to the importance of referencing the university regulations during their academic career and the need to communicate with his academic advisor.
7. Holding a workshop for new faculty members to inform them about the system of study at the College
8. Organizing a regular meeting with the academic advising coordinators to follow up the progress of the academic advising process in the college.
9. Follow-up the academic supervisor's implementation of rules and regulation in the college.

#### **Students are supported with different counseling services such as:**

- An induction week at the beginning of the academic session.
- Computer laboratory
- On-line information and learning materials
- Student handbooks.
- An academic tutor to help with registration, liaison with local authorities
- Each student has a faculty adviser for academic purposes and registration of courses.
- Each academic advisor has 2 office hours per week for his/her students.

- Each academic advisor has not more than 10-15 students
- Student representatives on program committees and other committees.
- An advisor is responsible for raising any special problem (Psychological, academic or social) concerning the student to the high administration.

### Guidance and Counselling Services (annex )

#### **4. Special Support**

(low achievers, disabled, gifted and talented)

##### **First: Special support to weak (low achievers) students:**

The College is planning to develop and execute an effective remediation plan to help the students who do not manage to pass their examinations due to multiple reasons.

The program using procedures and templates established by academic guidance department in the university admission and records deanship.

1. The academic advisor will follow all the students responsible for them and discuss the progress of all students in the Counseling Program based on course grades, Critical Competency Evaluations, and faculty and site supervisor evaluations.
2. Identify reasons and factors leads to their underachievement such as Failure to organize time, failure to perform scientific duties, poor follow-up at home, and student dislike of the material, the existence of a circumstance preventing the student from studying, reasons related to the teacher or curriculum, and other reasons
3. Follow-up of the comprehensive information record of the student that it is a mirror that reflects the reality of the student living in family, social, health, study and behavior
4. Determine results of the quarterly and monthly tests and with statistical information and charts and study them with the course instructor that can provide the necessary guidance services to the student accordingly
5. Organize a meeting with students who are weak with the presence of the courses instructors to discuss the reasons for the delay and guide them to the best ways to improve their levels after the quarterly and monthly results
6. Organizing the reinforcement groups according to the regulations, and the possibility of encouraging teachers to participate in these groups and choosing the appropriate time to implement them.
7. Organize the student's time outside the university and guide him to the methods of good recall according to a schedule organized in coordination with the guardian if possible.
8. Participation of students in competitions related to the study subjects commensurate with their level of achievement in order to encourage them to recall and review by preparing for these competitions.
9. Encourage students who have shown an improvement in their participation, effectiveness, classroom and homework, or improvement in the results of their monthly and quarterly tests by giving certificates of improvement or acclaim among their peers or on school radio in order to continue this improvement upward.
10. Guide teaching staff on how to deal with individual differences between students and their importance in identifying students who are late in school and dealing with the problems of students. It can make bulletins on good teaching and the use of specific aids and methods of student care and study and behavioral issues can be discussed through college meetings.
11. Providing individual services for them, opening a case study for those who need careful follow up and the use of the counseling unit to diagnose the causes of academic weaknesses.
12. Making special files for the weak students to follow up the case of each student separately.
13. Counseling unit will develop remediation plans for detected lagged students who are not achieving at the expected level.

14. The goal of the remediation plan will be to help the student work toward meeting the stated goals of the program. Remediation plans will be included in student files and will be reviewed with the student in a live meeting on campus.

**Remediation plan include:**

- A. Involvement of the students in special strengthening classes second time to insure adequate level of competence.
- B. Retaking a course; reducing the number of courses taken at one time.
- C. Checking in periodically with his or her advisor; additional assignments; delay of field experiences; or other requirements.
- D. Involvement of student in the peer assisted learning program where their colleagues could help their progression.
- E. Psychological support for needed students is also provided.

**Second: Outstanding (gifted and talented) students:**

Appropriate mechanisms are applied so that they remain academically competitive and maintain their brilliance. This will also sub serve as an attraction and motivation for those students who are trying hard to improve their academic performance.

The following are suggested:

- The gifted students are identified from the beginning of their undergraduate program.
- They should be considered for award at the end of the year. The award can be given in the form of certificate or shield of appreciation.
- Scholarships/financial support is provided for the electives/training abroad and to attend the national and international conferences of academic interest.
- Special letter of recommendation from college should be given to such students.
- Announce the names of the talent students on the website of the collage.
- Give special attention to outstanding students by continuously following up to overcome any obstacles they face, pushing outstanding students and making them more innovative.
- Determine and record them in the special section for their care in the student advisor list in order to follow up on their achievement.

## E. Teaching and Administrative Staff

### 1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills ( if any )	Required Numbers		
	General	Specific		M	F	T
Professors	Public Health	Public Health – Epidemiology		1	1	2
	Public Health	Public Health – Community health		1	1	2
	Public Health	Public Health – Biostatistics.		1	1	2
	Public Health	Public Health – Environmental health.		1	1	2
Associate Professors	Public Health	Public Health – Epidemiology		1	1	2
	Public Health	Public Health – Community health		1	1	2
	Public Health	Public Health – Biostatistics.		1	1	2
	Public Health	Public Health – Environmental health.		1	1	2
	Public Health	Public Health – food safety		1	1	2
	Public Health	Public Health – Toxicology		1	1	2
Assistant Professors	Public Health	Public Health Basic sciences	<b>Chemistry</b>	1	1	2
	Public Health	Public Health – Epidemiology		2	2	4
	Public Health	Public Health – Community health		2	2	4
	Public Health	Public Health – Health Education.		2	2	4
	Public Health	Public Health – Occupational health.		2	2	4
	Public Health	Public Health – food safety		1	1	2
	Public Health	Public Health – Toxicology		1	1	2
Lecturers	Public Health	Public Health Epidemiology		1	1	2
	Public Health	Public Health Community Health		1	1	2
	Public Health	Public Health Environmental Health		1	1	2

Academic Rank	Specialty		Special Requirements / Skills ( if any )	Required Numbers		
	General	Specific		M	F	T
	Public Health	Public Health – Epidemiology		1	1	2
Teaching Assistants	Public Health	Public Health – Community health		1	1	2
	Public Health	Public Health – Health Education.		1	1	2
	Public Health	Public Health – Environmental health.		1	1	2
	Public Health	Public Health – food safety		1	1	2
	Public Health	Public Health – Toxicology		1	1	2
Technicians and Laboratory Assistants	Public Health	Lab Tech: Microbiology		2	2	4
	Public Health	Lab Tech : Environmental chemistry		2	2	4
	Public Health	Lab Tech: Occupational health		2	2	4
Administrative and Supportive Staff	Secretary	-		2	2	4
Others ( specify )	NA	NA		-	-	-

## 2. Professional Development

### 2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

#### **At the level of the University:**

The University will organize a reception for the new staff members and an orientation program is established which include:

- The Holy Quran.
- the words of the Rector and vice rector of the university.
- Presentation (PowerPoint) includes pictures of the activities of the university in previous years.
- Introduce the deanships and the units of the university and clarify the importance of each.
- Presentation of different academic and administrative aspects related to the electronic advising program, Vision, Mission and Objectives of the, study system, .....etc.
- Discussion on their rights and duties.

**At the level of the College:** another orientation day is organized by the college

**The orientation program includes the following topics/activities:**

- Mission, Vision, & Philosophy, Strategic Plan (UoH/ COPHHI)
- College Organizational Structure
- Job description, duties and responsibilities
- Briefing about Program specification, program objectives, learning outcomes, teaching strategies, assessment methods and format, mechanism used for course and program evaluation, rules and regulations.
- Guidebooks (such as program guide and quality manual)
- University study and examination regulations
- Academic calendar, Academic and teaching load, Academic advising
- For each specific course assigned, the course syllabus with essential course objectives for the course will be provided to the faculty member.
- University and College facilities
- University Main Library & Electronic Library Services
- College website and Blackboard learning management system.
- quality assurance requirements and academic accreditation and answering their questions
- The head of the department will meet with each new faculty member (permanent, visiting, or part-time) to explain the academic and grading policies and the internal regulations of the university and the higher education.

**2.2 Professional Development for Teaching Staff**

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

The arrangements are made for professional development of faculty and teaching staff:

a. Improvement of skills in teaching and student assessment

- Conduct a training needs assessment by using faculty members survey, student course evaluation survey, review course specification and report
- Plan for workshops about teaching and student assessment methods and strategies according to their needs.

b. Other professional development including knowledge of research and developments in their field of teaching specialty

- Encourage members to enroll in the training courses and workshops offered by Deanship of Quality and Development about research fund and publications
- Research partnership with other colleges, institutions or research centers.
- Encourage faculty members to attend conferences and symposia.
- Promote scientific contact through visits and visiting professors.
- Scientific meetings and briefing ongoing and distribution of publications.
- Encourage faculty members to enroll in continuing education program (CME)

Establishment an electronic system for workshops announcement and registration by DQD Deanship

<http://www.uoh.edu.sa/Subgates/Deans/Developmentandquality/Departments/Skill-Management/Training/Pages/default.aspx>

## F. Learning Resources, Facilities, and Equipment

### 1. Learning Resources.

Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

–The head of department submit to the Library Committee the required textbooks, references and electronic materials based on the feedback of the teaching staff.

–The committee discusses those requests on the college council level, and then upon approval from college council, the committee will request and follow up with the university officials following the method of supply requisition.

For evaluating the adequacy of textbooks, reference and other resource provisions are followed through Survey for faculty, teaching staff, (annually) about adequacy of textbook, references and electronic resources.

- 1- Availability of textbook with students (hard or electronic form)
- 2- Availability of textbook and references in main library or reading hall
- 3- Availability of search engines in the university electronic resources.

The Main Library has appropriate electronic devices and sufficient number of computer terminals relative to the users. Up-to-date computer equipment and software is available to support electronic access to resources and reference material.

- Library electronic services, available at <https://sdl.edu.sa/SDLPortal/ar/Publishers.aspx>.

### 2. Facilities and Equipment

(Library, laboratories, medical facilities, classrooms, etc.).

1- All classrooms and auditoriums are equipped with LCD projectors, whiteboard, audiovisual equipment and adequate seating to accommodate students. - Internet connection via wireless as well as hardwire connection in addition to power supply.

The details of the classrooms along with the facilities needed included in the table below:

Male Classrooms and Labs

Type	Number	Capacity
Classrooms	2	25
	6	15
	4	10
Labs	2	25

Female Classrooms and Labs

Type	Number	Capacity
Classrooms	1	60
	10	30
Labs	2	30



1. At the end of each semester, the faculty staff through their recommendations in the course specification and course reports will request the needed resources in library, laboratory or classroom.
  2. Annual inventory report is generated to count the available textbooks and number of copies in the main library.
  3. Inventory report is generated to count and determine status of available supplies, equipment, consumables, or machines in class room and laboratories.
  4. Expected number of student for each course, to determine the enough quantity of needed resources
  5. Library committee or laboratory committee will discuss and report needed resources to the college council level, and follows it up with the university officials
- \* Attached Mechanism for evaluating the adequacy and efficiency of facilities, equipment and sources of education

**Practical training and field experience:**

- The Public health department provide students with the opportunity for field training as internship practice in variety of health settings based on the Cooperative Agreement between the Ministry of Education (MOE) and the Ministry of Health (MOH) and the agreement between UOH and Hail health Cluster.

- field training allows public health students to be rotated in different areas and units of various healthcare institutions for the different field experience courses ..

- **These healthcare institutions and hospitals namely are: ( Governmental sector)**

- 1. King Khalid Hospital in Hail
- 2. King Salman specialist Hospital in Hail
- 3. Maternity & Children Hospital in Hail
- 4. Hail General Hospital in Hail

**And from private sector are:**

- 1. Salamat Hospital
- 2. Suadi and Germany Hospital.

\*Attached Mechanism for evaluating the adequacy and efficiency of facilities, equipment and sources of education

[Annex of Mechanism to Monitor Adequacy of Learning Resources](#)

**3. Arrangements to Maintain a Healthy and Safe Environment** (According to the nature of the program )

Maintenance Procedure in both male and female sections:

1. Periodic inspection of all classrooms, laboratories
2. Utilization of special forms to monitor the condition of facilities, equipment and classrooms.
3. Prompt notification of the Director of Administration to take necessary actions in the event of equipment failure.
4. Periodic maintenance of air conditioners
5. Daily upkeep and sanitation of classrooms, laboratories and offices.
6. Follow-up of the completion of the work required for maintenance, replacement and cleaning.

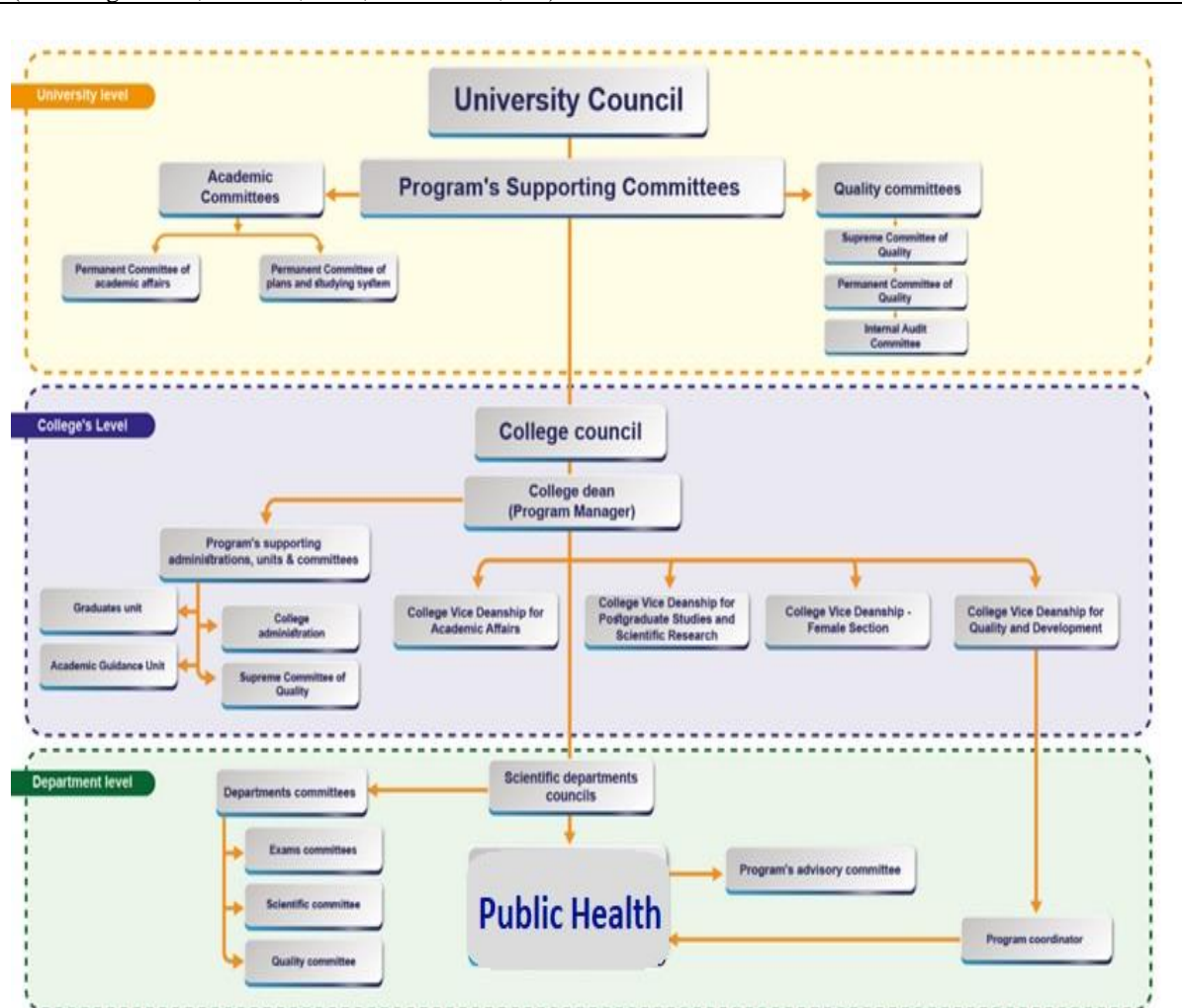


## G. Program Management and Regulations

### 1. Program Management

#### 1.1 Program Structure

(including boards, councils, units, committees, etc.)



#### The Department Council:

To discuss issues related to the department including workloads and teaching assignments, scholarship requests, research proposals discussions and approval of final results for students in the programs. Decisions are sent for further approval from the College Council

#### Department Committees are:

1. Quality, development and Academic accreditation committee.
2. Graduation Projects and Student Research Committee.

3. Scientific Research Committee.
4. Committee for the development of educational aids (laboratories, equipment, textbooks and lectures).
5. Academic Advising Committee.
6. Information and Documentation Committee.
7. Admission and Registration Committee.
8. Study schedule and Exams Committee.
9. Training, Follow-up, Hospital and interns Committee.
10. extracurricular activities and community service Committee.
11. Alumni Committee (graduates).
12. Library and learning resources committee.

## **1.2 Stakeholders Involvement**

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

- Program managers and students are represented in the General Quality Committee at the department level in which they raise their queries and concerns, and discuss the results of students' feedback about program and different courses.
- Employers are represented in the Advisory Committee at the department level in which they discuss employer feedback about their evaluation for program graduates, they are sharing in the design, development, implementation, evaluation, and review of the curriculum .
- Alumni are presented in the Advisory Committee in which they discuss alumni feedback about their evaluation about the program.
- Students are represented in the Advisory Committee at the department level in which they discuss employer feedback about their evaluation for the program and learning resources and environment.

### **Students**

1. Survey responses from the students on their field experiences, facilities and equipment availability and maintenance, completing the program, achievements of the program objectives, ILOS achieved.
2. Attend the collage councils to provide with the weakness and strength of the programs
3. Student Advisory council are performed to discuss any points of weakness

### **professional bodies**

- Each faculty and teaching staff is responsible for submitting a course report, which includes his/her, comments on the course during the whole semester with the strength and weaknesses and the improvement plan to improve the course addressing its weaknesses. Based on that the faculty member will update the course file for the next semester after approval of academic committee and quality committee.
- Internal auditing for course specification, course report, theory exam paper, program specification, and program report are conducted by committees formed form the teaching staff.
- Faculty staff Program Evaluation Survey.
- Program Steering Committee including staff members is assigned for monitoring.

\*Attachment : Mechanism of Program Review, and Mechanism of Courses Review

[Mechanism of Program Review, and Mechanism of Courses Review Annex](#)

### **scientific societies, alumni, employers**

An advisory committee is formed from representatives of the job market. A clear criteria for appointment is formulated, a work mechanism and evaluation are set up. All these documents are to be presented for approval by the College Board. The advisory committee will discuss strengths and weaknesses and suggest recommendations for improvement for weakness point of the program evaluation at the level of the department and college council.

## **2. Program Regulations**

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

[Program Regulations hyperlink](#)

### **1. The rights and duties of the professor and the graduate student at the University of Hail**

[Annex of rights and duties of the graduate student](#)

[Annex of rights and duties of the professor](#)

### **2. Mechanism for academic support and follow-up of graduate students**

[Academic support and follow-up of graduate students](#)

### **3. Mechanisms for submitting student grievances.**

[A student grievances Annex](#)

### **4. A guide to the duties and rights of a faculty member.**

[Annex of rights and duties of a faculty member](#)

### **5. Regulations of students Rights and Responsibilities.**

[Annex of Regulations of students Rights and Responsibilities](#)

## **Admission Requirements for the program:**

1. The applicant must apply a request of enrolment to the Deanship of Admission and Registration (electronic registration). Deadlines are announced in each academic year.
2. Must be a Saudi citizen.
3. Must meet the requirements to attend university.
4. The applicant should have a modern secondary school certificate (scientific section).
5. Exemplary success rate of the student at the secondary level as determined by the university to determine the capacity of the student to pass achievement test.
6. The student must pass a medical examination to prove that he/she is free of infectious diseases and physically/ mentally healthy to complete the program of study.
7. To submit official approval from the employer - if an employee - for full-time study to allow him to pursue study for years joining the university.

8. The student must have good conduct and reputation testimony of the school which he graduated from.
9. Pass the preparatory year with grade point average (GPA) of 2 out of 4 according to the University of Hail grading system

### **Attendance and Completion Requirements**

- Attendance is required for all lectures and practical and clinical lessons. Given the professional nature of public health education. The students must engage in continual and ongoing practice of the examination and intervention skills, all prior to entering related fieldwork experiences.
- If the total percentage of the student's attendance (with unexcused absence) during any given module is less than 60%, student is considered failed in that module and has the right to attend the reset exam. Therefore, if his total attendance is less than 50%, is considered failed and he has to repeat the whole module (study and exams).
- For any accepted emergency excuse that interferes with the student sitting for the end-module exam (or part of it), an alternative exam will be provided to him within the same academic year to attend.
- When the absence of the student reaches 10% of the course hours he/ she given the first warning. When the absence reaches 15% a second warning is issued. Student is prevented from attending the course upon exceeding 20% absence.
- The coordinator keeps a record of students' class attendance and upon reaching the limits described written warning is placed in the department's announcement board.

#### **\* Attachments:**

- a. Student Guidance for Academic Advising booklet  
[Guidance and counseling services \( Students\)](#)
- b. The Undergraduate Study and Examination Regulations and the UOH Rules for their Implementation booklet (Article 9), (Article 19).

#### **[Study Regulations and Exams. PDF](#)**

[https://liveuohedu-my.sharepoint.com/:b:/g/personal/a\\_abdalmoniem\\_uoh\\_edu\\_sa/EX5fGILQjeBJk6HxL-0JDFABAsirPjoOxd6NviXZdK6pWA?e=0QFwpN](https://liveuohedu-my.sharepoint.com/:b:/g/personal/a_abdalmoniem_uoh_edu_sa/EX5fGILQjeBJk6HxL-0JDFABAsirPjoOxd6NviXZdK6pWA?e=0QFwpN)

### **Progression from year to year**

- Student is allowed to transfer from the first semester to the second in the same academic year even he failed in all courses.
- The student remains in the same academic year if he failed in three or more courses.
- The students register these course sand upon passing or fails in not more than two courses he/she transferred to the next level.

### **Program completion or graduation requirements**

- A student gradates after successfully completing the graduation requirements according to the degree plan, provided his cumulative GPA not less than “PASS”

(Attachment No. (2): University Book, article 19)

[Study Regulations and Exams. Pdf](#)

### **Regulations for Student Assessment and Verification of Standards**

1. The distribution of marks is depicted in each course specification (attached is a sample of course specification)
2. Theoretical exams are rechecked and calculated by reviewer to ensure correct calculation of the marks.
3. Check marking of sample of assignments (e.g. Quizzes, short written assignments, case studies, performance rubrics).
4. A sample of the theoretical exam paper is checked for accurate marking by a faculty member from another department.
5. Internal Auditing of theory exam paper

Graduating students are expected to pass comprehensive exit exam.

### **Employment of new faculty and teaching staff:**

- The recruitment process starts with announcement of the available positions.
- The announcement includes job title and means to apply while the other details can be looked up in the regulations of the Ministry of Higher Education on the University website.
- Establish an committee to consider applications for appointment as members of faculty and teaching assistants and write their recommendation which have to be approved by the department council, then by the college council.
- Personal interview to verify general mental and physical capabilities. 🚩 A link is available for the recruitment of the staff

### **Student Appeals:**

Attach regulations for student appeals on academic matters, including processes for consideration of those appeals.

1. A student who feels that he/she has obtained the degree of unfair or wrong in the course, he/she may appeal against with the course instructor within (10) days from the date of issuance grading report
2. If the instructor is not convinced by student claiming, the student has the right to submit a written signed and dated request to the head of the department explaining his/her stance
3. If the head of the department is not convinced by student claiming, or if the instructor is the same as the department head, the student has to submit his/her complaint to the Vice Dean for Academic Affairs directly
4. If the student does not accept the decision of the instructor or department head or the Vice Dean for Academic Affairs, he/she should submit a written request to the dean of the college, which in turn makes the final decision on the appeal
5. In all cases, if the student did not get an official response for the submitted compliant request within ten working days from the date of application, appeal request shall be deemed rejected.

In addition, student academic matters are properly addressed by the academic committee.

\* Attachment : The mechanism of students' appeal on academic matters.

[Study Regulations and Exams.pdf](#)

## H. Program Quality Assurance

### 1. Program Quality Assurance System

Provide online link to quality assurance manual

- Each faculty and teaching staff is responsible for submitting a course report, which includes his/her, comments on the course during the whole semester with the strength and weaknesses and the improvement plan to improve the course addressing its weaknesses. Based on that the faculty member will update the course file for the next semester after approval of academic committee and quality committee.
- Internal auditing for course specification, course report, theory exam paper, program specification, and program report are conducted by committees formed from the teaching staff.
- Faculty staff Program Evaluation Survey.
- Program Steering Committee including staff members is assigned for monitoring.

\*Attachment: Mechanism of Program Review, and Mechanism of Courses Review  
[Program Quality Handbook](#)

### 2. Program Quality Monitoring Procedures

- 1) Survey responses from the students about completeness of the program "Program Evaluation" designed by NCAAA.
- 2) Survey responses from the students about their experience "Student Experience" designed by NCAAA.
- 3) Survey responses from student about strength and weakness of the education process.
- 4) Survey of graduates from the program using a standard form distributed six months after graduation
- 5) Focus group discussion with randomly selected groups of graduates.
- 6) Overall students' evaluation of courses.
- 7) Comprehensive exit exam for expected graduating students (evaluating learning outcomes test). Survey responses from the students about completeness of the program "Program Evaluation" designed by NCAAA.
- 8) Survey responses from the students about their experience "Student Experience" designed by NCAAA.
- 9) Survey responses from student about strength and weakness of the education process.
- 10) Survey of graduates from the program using a standard form distributed six months after graduation
- 11) Focus group discussion with randomly selected groups of graduates.
- 12) Overall students' evaluation of courses.
- 13) Comprehensive exit exam for expected graduating students (evaluating learning outcomes test).

### 3. Arrangements to Monitor Quality of Courses Taught by other Departments.

1. Each faculty and teaching staff is responsible for submitting a course report, which includes his/her, comments on the course during the whole semester with the strength and weaknesses and the improvement plan to improve the course addressing its weaknesses.



<p>2. Analysis of student course evaluation and observation will be done by program coordinator or department head.</p> <p>3. Graduate students' evaluation will be done in the last year before graduation through Exit Exam</p> <p>4. Survey responses from student about strength and weakness of the education process.</p>
<p><b>4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)</b></p> <p>1- Special meetings are held, whether departmental meetings or a college council meeting, in the presence of all faculty members, men and women.</p> <p>2- To ensure the provision of the appropriate environment for the educational process in the college. The Faculty of PHHI works to ensure that all the buildings and classrooms, whether in the male or female section, are equipped with the same equipment and the highest capabilities available to it,</p> <p>3- The public health program is offered for both males and females on both main campus and Aja campus together. Also, there are the same academic degrees for the female students' section as in the male section, with the presence of a female representative for female students' affairs, allowing students to facilitate the communication process and obtain any information related to the academic curricula of the program.</p>
<p><b>5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).</b></p> <p>NA</p>
<p><b>6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes</b></p> <p>1. Learning outcomes are measured at the program level by measuring the learning outcomes of the courses, as well as making use of the feedback from the male and female student's surveys, discussing them and creating an improvement plan for the courses and the program.</p> <p>Learning outcomes are measured according to the instructions of the DQD, in accordance with the QMS Manual.</p> <p>2. Comments and suggestion of faculty at the end of the course as written on course report.</p> <p>3. Analysis of student course evaluation.</p> <p>4. Consultation with internal and external auditors of curriculum.</p> <p>5. Training courses for faculty members in learning theories and related teaching methodology.</p> <p>6. Visits from nearby programs related to the University of Hail.</p> <p>7. Periodic visits by experts from the DQD.</p> <p>8. Periodically measure KPIs.</p>

**7. Program Evaluation Matrix**

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of Teaching	Students	Student course evaluation, Surveys, interviews	End of semesters
PLOs	Graduates	Exit exam	End of academic year for graduates
completeness of the program	Graduates	Program evaluation survey, exams	End of semesters
Field Experience	Internship	Student experience survey	End of rotation
effectiveness of teaching	Program report	Graduate survey	End of semesters
assessment, learning resources	Students, graduates	Surveys	End of semesters
partnerships	Students, graduates, faculty, program leaders,	Surveys, visits	Beginning of semesters, end of academic year
Program vision and mission	Alumni, faculty, program leaders, administrative staff	Surveys	End of academic year
Program vision and mission consistency with that of the collage/ University	Faculty ,leaders, administrative staff, employers	Surveys	End of academic year

**Evaluation Areas/Aspects** (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

**Evaluation Sources** (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify)

**Evaluation Methods** (e.g., Surveys, interviews, visits, etc.)

**Evaluation Time** (e.g., beginning of semesters, end of academic year, etc.)

## 8. Program KPIs\*

The period to achieve the target ( 5 ) year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI - P-01	Percentage of achieve indicators of the program operational plan objectives(i8)	80%	Number of performance indicators of the operational plan objectives of the program that achieved the targeted annual level / total number of indicators targeted for these objectives in the same year x 100	Annually
2	KPI-p-02	The awareness and support of the teaching staff and administrators	94%	Survey	Annually



No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
		of the mission of the program/institution (i2)			
3	KPI-P-03	Students' evaluation of quality of learning experience in the program (i10)	4.50	Survey	Annually
4	KPI-P-04	Students' evaluation of the quality of the courses (i6)	4.63	Survey	End of each semester
5	KPI-P-05	Completion rate (i12)	80%	Cohort Analysis	Annually
6	KPI-P-06	First year students retention rate (i1)	100%	Cohort Analysis	Annually
7	KPI-P-07	Student's performance in the professional and /or national examinations	65%	Students' performance in the professional and/or national examinations	Annually
8	KPI-P-08	Graduates' employability and enrolment in postgraduate programs (i14, 19)	80%	Survey and analysis report for graduate's employment and enrollment	Annually
9	KPI-P-09	Average number of students in the class	15	Print from the banner system & analysis report	Each semester
10	KPI-P-10	Employers' evaluation of the program graduates proficiency (i26)	4.00	Survey	Annually
11	KPI-P-11	Student evaluation of the value and quality of Field activities (i15)	4.00	Survey	End of each semester
12	KPI-P-12	Students' satisfaction with the offered services (i18,28)	4.50	Survey	Annually
13	KPI-P-13	Ratio of students to teaching staff (i9)	1:5	Inventory & analysis report for teaching staff and students	Annually
14	KPI-P-14	Percentage of teaching staff distribution	-	Inventory & analysis report for teaching staff	Annually
		a. Male	50%		
		b. Female	50%		
		c. Professor	16%		
		d. Associate Professor	24%		

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
		e. Assistant Professor	44%		
		f. Lecturer	16%		
		g. Teaching Assistant	NA		
15	KPI-P-15	Proportion of teaching staff leaving the program (I 37)	0%	Inventory & analysis report for teaching staff	Annually
16	KPI-P-16	Percentage of publications of Faculty members (i 36)	86%	Inventory & analysis report for teaching staff research committee report and analysis	Annually
17	KPI-P-17	Rate of published research per Faculty member (i 42)	0.9%	Inventory & analysis report for teaching staff research committee report and analysis	Annually
18	KPI-P-18	Citations rate in refereed journals per Faculty member (i 44)	1	Inventory & analysis report for teaching staff research committee report and analysis	Annually
19	KPI-P-19	Relevance of the qualifications and experience of faculty members to the courses they teach (i 17)	100%	The number of the teaching staff with suitable qualifications and experience for the courses they teach/ the total number of studied courses during the academic year × 100.	Annually
20	KPI-P-20	The percentage of full time teaching staff members and the others of administrative staff that participate in community services activities (i 49)	100%	Analysis Report of community service activities and number of teaching staff members and the others of administrative staff that participated	Annually
21	KPI-P-21	Satisfaction of beneficiaries with the learning resources (i 13, 27, 33)	4.50	-Average satisfaction of beneficiaries with the adequacy and diversity of learning sources -Average satisfaction of the	Annually

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				two beneficiaries of the support services provided for their use.	
22	KPI-P-22	PLOs achievement	83%	Average of all percentage of program learning outcome evaluation (direct, indirect)	Annually

\* including KPIs required by NCAAA

### I. Specification Approval Data

<b>Council / Committee</b>	<b>PUBLIC HEALTH COUNCIL</b>
<b>Reference No.</b>	<b>2<sup>ED</sup> COUNCIL</b>
<b>Date</b>	<b>05.11.2015</b>

<b>Council / Committee</b>	<b>COLLEGE OF PUBLIC HEALTH COUNCIL</b>
<b>Reference No.</b>	<b>4<sup>TH</sup> COUNCIL</b>
<b>Date</b>	<b>23.12.2015</b>

Program Coordinator