

Quality Procedures to Review, Mission, Vision and Objectives in Higher Educational Institutions

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Abstract

This paper provides a clear mechanism for planning and implementation of periodic review to assess mission, vision and objectives of higher education institutions, and the reflection results of the assessment on the policy planning, implementation and measurement of the activities of the institution in all areas of performance at all levels. Proposes a set of models as tools to achieve desired measurement in monitoring the extent to which the activities of the institution with its mission, objectives and vision.

Keywords: Higher education, Quality, Mission, Vision, Objectives, Learning Outcomes, Procedures

Introduction

The privacy that are characterized by higher education institutions as Universities faculties, and educational programs that inputs, components, outputs and customers are the human element, it is the raw material, the product and client, reflected directly on the quality policy in the formulation of its mission and the selection of objectives and determine the vision for the future.

The fact that attention to quality, definition and history of its development is aimed at a central goal, which is "customer satisfaction", or as defined by ISO 2000: A set of characteristics of the product that make it responsive to the needs expressed and compatible or able to meet them [4]. Question arises strongly in the academic community how to define the elements of a system of quality in educational institutions? Answer will not be free of overlap between the elements and components of the quality system in higher education institutions and the mystery at times, the elements can be classified as follows:

- Faculty member is known as material production of knowledge he needs to (address) training and habilitation and rehabilitation and assessment of ensuring the relevance of the objectives of the teaching process, as is an important customer of the institution Securing supplies and needs and conditions for the creations and his contribution in the areas of scientific research and educational performance and educational essential for achieving the goals of the institution.

- The student is a case of three-dimensional construction of the quality system within the institution, it constitutes the raw material (primary) input head from the input of the educational system, a product basis (learning outcomes), which must be characterized by the specifications responsive to the needs stated in the letter of the educational institution and be able to meet them, as well as the client is the most important educational institution. All objectives is to achieve satisfaction and ambition.
- Society is constitutes the base and the context in which it operates the institution and affected all of its cultural, social, economic, legal and even political, as well as a customer of the beneficiary of a letter the institution, cannot determine the objectives of the organization without a return to actual needs, and are linked the foundation's vision of future development and progress wheel.

There are attempts to simplify the overlap through the adoption of classification of superficial, as the faculty member and student are the agents internal to the institution and the community is a customer outside. Researchers are contrary to this view, and see this intermingling of the elements and components of the quality system in educational institutions is a factor of strength, not weakness, and must take into account these interactions as determining the quality policy of the institution, and most important thing is to involve everyone in the formulation of mission and objectives and the vision of the educational institution.

Problem Background

Reason for the delay of educational institutions quality is that the criteria and standards dealing with quality built on purely economic grounds and went to improve the performance of industrial and commercial enterprises, and service.

The absence of a clear procedure and documented to identify and review the mission, vision and goals of the institution, would turn this most important step to the logo-free content and not based on facts, how the absence of action would not establish the involvement of a collective of all staff and students in the formulation of the mission, vision and objectives on their shoulders the responsibility for achieving. It must also provide examples of this procedure allows scientific planning and follow-up process for all of the activities and the consequences they provide the possibility of measured to determine the extent of achievement of the organization's mission and vision, and the extent to which the message and vision with what actually achieved.

Case Study

The researchers applied the subject of this research in the Faculty of Science and Information Technology at the Alzaytoonah University of Jordan, after assessing the problem and study available on the ground, being worked at this university and are currently participating via their management within the Faculty in the construction and application of quality management system.

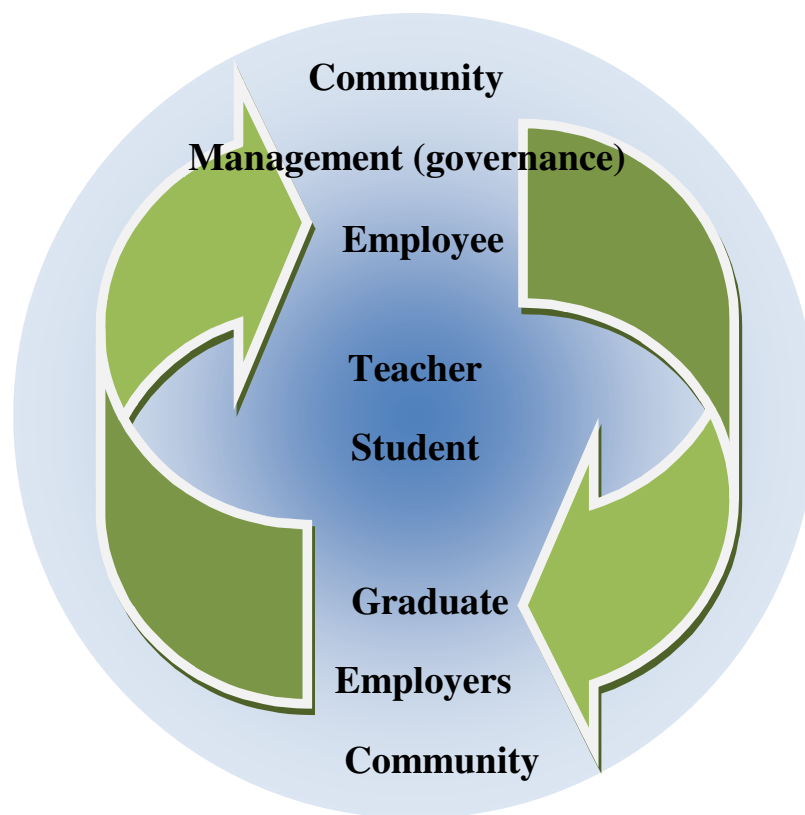
Quality Policy

Quality policy in the educational institution is the statement published by the Department of the institution to abide by the quality system in the performance of the tasks and goals which it was created and is committed to the letter that you selected, and the achievement of objectives, and work hard to get to the vision that planned them to develop the institution. This in turn forces the management a set of criteria and principles in determining the formulas and adoption of each of the message, vision and goals, and most important of this basis are:

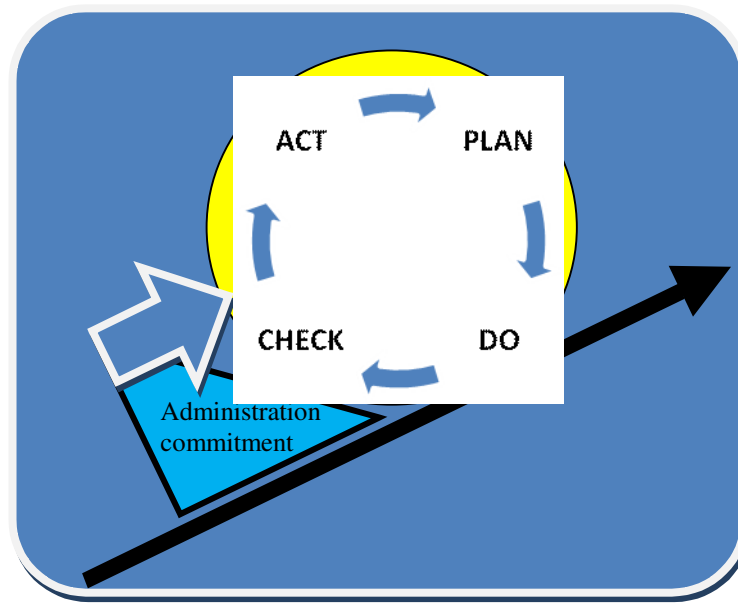
1. Exact relationship renewal between the elements and components of the educational institution and its relationship with the ocean is the basis in formulating the mission, objectives and vision.

In the view of researchers in this regard to move away from traditional classifications of the standards of quality assurance to identify the client and product and material, Privacy is that we have in the foreground and the presence of the human factor in all of its power in educational institutions, community it serves, requires a vision of an open and transparent honest and objective understanding of overlapping logical in drawing up the reciprocal relationship which dominate their mechanisms of action, educational institutions and output. Researchers proposed as community and student, teacher and subject active ingredients in the educational institution, by contrast, look at all of these clients taking advantage of the same institution. Figure (1) illustrates this vision of the elements and components of the institution, and determines not only their responsibility in the formulation of mission and vision of the institution, but also by their active involvement in the achievement of this mission and the achievement of goals and the continuing work to the vision of the institution.

Figure 1: Bilateral relations between educational institution elements and society



2. Adoption of a clear mechanism based on scientific grounds to pursue not only the extent to which the activities and achievements of the educational institution to its mission and accomplish the goals set by it, and the contribution of these achievements in reaching the vision of the institution, but also follow up the extent to which the organization's mission and objectives with the requirements of society and its needs, as well as the extent to which the vision to keep pace with changes and developments in the ocean. Researchers proposed the adoption of this particular approach Deming (PDCA) as a method of planning, follow-up, revision and development, consisting of four steps PLAN as shown in Figure (2).

Figure 2: Deming approach to continuous improvement

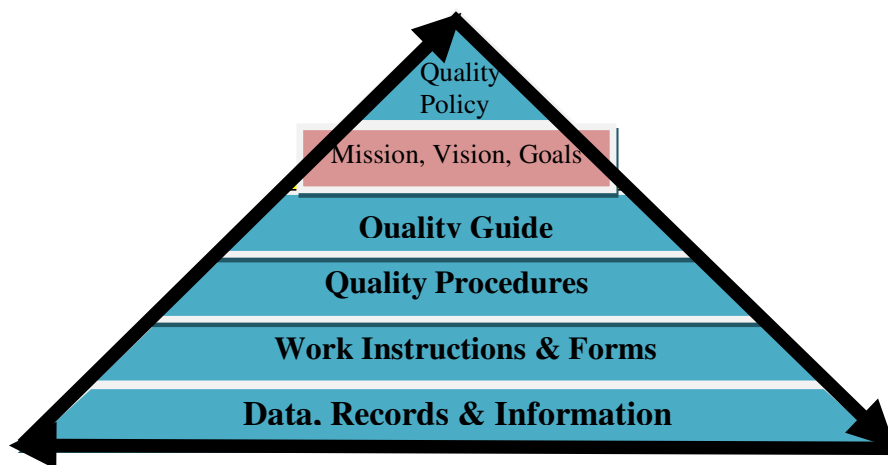
3. The sequentially and integration in the documentation of the planning, implementation and follow-up to the quality management system in the educational institution, as mentioned earlier the first steps to building a system of quality management in educational institutions is to determine the mission, objectives and vision, but that must be followed by a series of steps aimed at building a system integrated support in the organization to achieve what was planned. To achieve the development cycle and constant follow-up we suggest six integrated levels of authentication to achieve a high level of quality when building and activation of the system of quality management in educational institutions, it also allows the construction by selecting a clear mechanism and documented to measure the achievement of mission and objectives and the vision of the educational institution to measure of what has been actually achieved and to draw the necessary conclusions to review the message and goals and vision tirelessly and continuously.

Figure (3) shows the six levels, starting from planning through implementation and follow-up and ending with the review and amendment, which can be summarized as follows:

- Quality Policy: The Declaration of management institution to adopt a quality management system in its performance, and commitment in achieving the mission and objectives and vision of the organization through hard work and constant follow-up.
- Mission, Vision and Objectives: Specifies a message institution based on the needs and requirements of society, and selection of targets that meet the Mission and set the vision of the educational institution to keep pace with expected developments for the growth of society and future needs in the field.
- Quality Guide: Includes the organizational structure of the institution job descriptions for employees in the organization, responsibilities and relationships.
- Quality Procedures: Documentation of all actions and activities which required to be achieved as procedure steps per a given time table.
- Work instructions and Forms: Standardization of the models used in the procedures and instructions for use carefully select to easily retrieved and study the data recorded by the examining and analyzing the results.

- Data, records and information: Digital Evidence documented on the results of implementation, which provides information to ensure analysis data and review the level of performance and take appropriate corrective action.

Figure 3: The six levels to document the quality management system



Procedures to Review Mission, Vision and Objectives

Documenting a review of mission, vision and objectives of the institution include the following eight items.

Objective of the Procedure

The aim of this measure is for planning and implementation process for periodic review of mission, objectives and vision of the faculty and its academic divisions, in line with the mission and objectives of the university, determines the Faculty vision of the next five years, and follow-up achieved by the total assessment to meet targets mission and reviewed achievement annually.

Scope of the Procedure

The scope of the procedure includes all the activities planned by the faculty and its academic divisions and verified and evaluated action compared with the mission and objectives that shape the faculty and its academic departments. And define the scope of a set of documents as input, as indicated in table (1), and outputs of the range as indicated in table (2) and must specify a token to each document on the basis of coding adopted in the organization and have the document name and a clear indication of the purpose and specify who is responsible for conservation and saved records within the institution.

Table (1): Inputs to this process (Input Forms):

Symbol	Name of the form	Place conservation	Period
PF01/A0200A PF01/A0200E	Flow diagram of the activities of the procedure	Dean	Continuous
QF01/A0201A QF01/A0201E	The letter of appointment to review mission, objectives and vision	Dean	3 years
QF01/A0202A QF01/A0202E	Mission, objectives and vision model	Head of Department	3 years
QF01/A0203A QF01/A0203E	Questionnaire in the mission, objectives and vision	Head of Department	3 years

Table (2): Outcomes of this process (Output Forms):

QF01/A0204A	Register evaluation and observations about the mission, objectives and vision Department Council decision about his mission and objectives and vision Faculty Council decision identifying the faculty mission, objectives and the vision.	Head of Department	3 years
QF01/A0204E			
QF01/A0205A		Head of Department	3 years
QF01/A0205E			
QF01/A0206A		Dean	3 years
QF01/A0206E			

Definitions

- **Mission:** define the existence of the institution and the need for it, and define its role and purpose.
- **Vision:** the answer to the question: What will be the institution on the basis of a clear plan after five years from now (upgrading)
- **Objectives:** It is what must be done now and in the future to achieve the organization's mission to reach the vision and must be subject to evaluation.

Responsibilities

Dean
Heads of Departments
Faculty
Students

Activities

Enclosed with the item flow diagram of the procedure starting with form **QF01/A0201E** and end with form **QF01/A0206E** specifying the nature of the activity models used, and accordingly the flow diagram of the set of detail required for each activity as specified in table No. (3), and includes all of these activities in which the models used and that have been set in the scope of the procedure, and is responsible for implementing this activity.

Table (3): Details of the activities of procedures to review the letter and the vision and goals in educational institutions

Responsibility	Activity
Dean	1. The Dean of the Faculty address a letter assigned to the Department councils according to the form (QF01/A0201A), at the end of the academic year in order to assess the Faculty objectives and evaluate the results achieved in the service of the mission and the achievement of objectives, and what has been achieved to the vision of faculty on the basis of the final report of the achievements of the Faculty for the academic year. And the extent to which the mission, vision and objectives with the actual reality of the achievements of the faculty.
Head of Department	2. The head of the department based on form (QF01/A0201A), start the discussion about mission, goals and vision in the department meeting, and handout each member of department council a questionnaire (form number QF01/A0202A, to evaluate mission, objectives and vision and sets a timeframe for returning the form after the adoption of specific measures in the form.
Faculty member	3. The faculty member completed the questionnaire according to form No. (QF01/A0203A) And uses the same form of a questionnaire opinion of the best 5 students currently completed at least 70% of the study plan, and from different courses, then explain what is required of them in particular. 4. The faculty members after draw conclusions from the questionnaires fill out the form (QF01/A0202A) and delivery to head the department.
Student	5. The student has to complete the questionnaire (QF01/A0203A) given to him objectively and fairly, after the faculty member questionnaire to clarify the objectives and targets to improve performance and achieve the best results that meet the aspirations of the student and his career.

Head of Department	6. The head of the department filling out a form number (QF01/A0204A). Based on what has been received from faculty members. 7. The head of the department filling out a form letter of instruction number (QF01/A0201A), and signed and then handed over to the Faculty Deanship 8. QF01/A0205A Dean's response on the basis of the results of the study carried out by the department, after discussion in the department. Department chair fill out the form (QF01/A0205A), and then submitted to the Deanship of Faculty with a view to its adoption.
Dean	9. The dean of the faculty examine the department decisions board, at a meeting of the Faculty Board, in order to adopt resolutions for the faculty board to s a decision, about objectives and vision. 10. The Dean signed the final decision to select the mission, objectives and vision of faculty in form (QF01/A0206A) 11. The Dean would have the form (QF01/A0106A) send to all faculty members, a declaration of work by launching the vision and new objectives for the faculty. Notified the Quality Assurance Commission to include the amendments in the new version of the Guide to Quality in faculty and declare for the students.

Criteria for Success

Identifying tools and methods for the measurement of the extent to which the procedure to its objectives after implementation, which provides digital information to assess the positive aspects and negative aspects to be addressed during implementation and to take decisions or make appropriate recommendations to improve performance.

Authentication

Accurately identifies persons or entities that have been prepared procedure and those who reviewed it and the body that adopted it and the date of adoption. A decision-maker to modify or revoked or added to it.

References

The documents relating to regulations and instructions that had been relied on in planning for this procedure and are not in conflict with it.

Conclusion

Formulation and revision of mission, vision and objectives of the educational institution needs to conduct a clear, precise and documented, and provider models and standard operating instructions and provide analysis and digital measurement to achieve several objectives:

- Involvement of all stakeholders in the planning, implementation, monitoring, evaluation and improvement.
- Harmonization of the mission, vision and goals with the requirements and needs of the institution environment
- Directing the activities and achievements of the educational institution to serve its mission, objectives and vision for the future.
- The ability to digitally measure the results and assess the extent to which the achievements of the goals and mission of assessments.

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