

Kingdom of Saudi Arabia

Ministry of Education

Jouf University

Exit Exam Guide

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In the name of Allah, the Merciful, the Compassionate

Introduction:

The modern world witnessed, and is still experiencing an accelerating competition about improving learning outcomes for development that relies on sustained economy which depends on knowledge that does not know annihilation, the knowledge survival is accompanied by the presence of qualified human cadres, whose minds are invested in developing the system of life, foremost of which is the economy.

the educational system in general and university education in particular are considered the tributary. The Kingdom's development plans encourage the continuous development

The steady system of university education, and Al-Jouf University was at the forefront of emerging universities that focused on developing its academic system, starting with preparing academic programs and study plans in light of the most important international standards, ending with measuring their outputs according to the regulating scientific controls.

The latter is considered one of the main pillars of the university's scales promotion beyond local competition, regional and global, especially if the scientific controls that lead to a real evaluation are taken into account, it leads to honest results that reflect the true levels of these outputs to meet the needs of the labor market as well as providing feedback, based on a careful interpretation of the results, through which weak areas can be reconsidered to be treated. Thus, the development cycle continues without interruption.

One of the most important tools is the Exit Exams for graduates, the measurement - which was mentioned above - where its results provide an honest reading of the level of university outcomes, this is because it aims to measure the outcomes of learning the academic programs that the target audience has been studying over years, for a Bachelor's degree or other academic programs.

Jouf University's keenness to lead in upgrading its outputs and achieving competitiveness both locally and internationally, it was at the forefront of all Saudi universities that applied Exit Exams for graduates in all academic programs offered by the university. Jouf University has proceeded with this initiative according to strict scientific controls, whether at the Organizational, academic and technical levels. This was represented in a set of procedures, including the stages of building question banks and linking them to learning outcomes, and then their extension in sub-learning outcomes in the curricula, taking into account relative weights, tables of specifications for tests, calculation of validity and reliability ... etc. Other measures taken by many parties in the academic system, such as departments, academic programs, academic affairs units, exam units and student guidance in colleges, a reference for that is represented in the unit of developing plans and study programs affiliated with the University Agency for Academic Affairs.

Jouf University decided to prepare this guide; It aims to document its experience, and to present it to universities and other academic institutions inside and outside the Kingdom of Saudi Arabia, in order to share, generalize the benefits and to contribute in developing the system of measuring learning outcomes in academic programs, then upgrading it on a scientific basis, its results are proven by experience on the ground.

Terminology and definitions

Terms are the basics of science in all disciplines. Understanding of terms is necessary in studying scientific issues in specific discipline.

The field of education and the measurement of learning outcomes is one of the sides of the academic work triangle in universities, it is imperative for academics of all kinds of scientific paths to be familiar with many terms relevant to education, and measurement of its outputs.

this guide reviews from the beginning the scientific concepts of the terms mentioned in it, and will be dealing with it with a procedural concept that reflects its scientific significance, and helps those who would like to apply it.

Main program learning outcomes:

It means everything that the learner should acquire from various knowledge, skills, values and experiences directly or indirectly, it can be observed and measured during the study of an academic program.

Sub-learning outcomes:

It refers to all that the learner should acquire of knowledge, skills, values, and various direct experiences or indirect, it can be measured and observed separately by studying the courses that are taught, they are reflected in the academic program, and can also be measured and observed indirectly through measuring key program learning outcomes as a whole.

relative weights of the main learning outcomes:

Means percentages equivalent to the weight of each of the major learning outcomes and extensions in the academic program as a whole.

Sub Relative Weights:

the percentage of each sub-output mentioned in any of the program decisions compared to the overall percentage, the relative weight of the main outcome is that sub-outcome that follows, and also compared to the relative weights combined for the program as a whole.

Academic Program Outputs:

It means graduates of the academic program, who represent, in various proportions, the specifications of the graduate which academic programs aimed to achieve, the implementation of study plans from the beginning of the program to the end.

Targeted group (graduates)

Male and female students expected to graduate in all undergraduate programs or any other academic program.

Exit Exam Objectives

Undoubtedly, the objectives of the Exit Exam vary in general, according to the vision of educational institutions and their ability to direct this type of tests in serving this vision.

This guide is intended for university service, to implement the Ministry of Education's vision in this regard, and to push for the independence of universities and achieve competitiveness by developing their outputs, The objectives that Exit Exam can achieve in this regard, and each university can address these goals with its own vision with the ability to add, delete, or change.

- * Measuring the extent to which the skills needed for employment have been achieved among the targeted students.

- * Evaluating the quality of academic programs, in terms of learning outcomes, course descriptions and study plans, and reconsidering defects, if any.

- * A number of indicators related to the quality of the teaching and evaluation processes have been reached in all academic programs and reconsidering defects, if any.

- *Rectifying shortcomings of the study plans.

- * Promoting the level of Jouf University graduates to achieve the requirements of the labor market, and achieve competitiveness in the quality of outputs at national, regional and international levels.

Exit Exam Steps:

1. Planning stage
2. Application stage
3. The stage of analyzing, interpreting results & preparing reports

The planning stage for the exit test

Good planning for the exit test is a key factor in the steps to achieve the test goals. The planning process deals with setting the general organizational frameworks for making the test and defining the tasks, procedures and schedule. It also contains test making processes at the technical level.

Organizational frameworks

- The university curricula and plans unit follow up on preparing the exit tests, codifying and applying them, then analyzing their results, and then submitting the final report from the colleges to the university vice rector for the educational affairs.
- The unit of academic affairs in colleges coordinate with scientific departments to prepare question banks in the light of learning outcomes for each course separately, then for the academic program as a whole.
- The annual plans of colleges and scientific departments are included, and the staff's teaching plans, including procedures for achieving learning outcomes, and their measurement through exit tests, and other measures and various assessment tools.
- The academic guidance guides the students and makes them aware of the importance of the exit tests -that the university conducts for its expected graduates- in measuring learning outcomes, and then qualifying them to meet employment requirements.
- The exit test is not compulsory for students. However, it is necessary to attract the largest possible number of them. The responsibility is of the college and the scientific department that offers the program

- The examinations unit, in coordination with academic affairs and scientific departments in each college, prepares question banks in the light of the learning outcomes of the program as a whole, according to the specified schedule, to be appointed to prepare the exit test, and then apply it at the appointed time at the end of the semester in which the test will take place.
- The scientific department in each college undertakes the preparation of the achievement test for each of the academic programs that they provide.
- The testing unit in the college makes sure that the formal controls for the test are met, in terms of linguistic accuracy and free from typographical and spelling errors ... etc.
- The exit tests are submitted from each college to the university vice-rector for educational affairs before the end of the ninth week of the first semester of the academic year 1440 AH - 1441 AH, as shown in the timetable.
- Attached with each test is a schedule of specifications, program learning outcomes, and their extensions in the outcomes of course learning, and the relative weights of each course, consequently the relative weights of the questions that represent each course in the test as a whole.
- The curricula and plans unit judges the tests before applying them to the students. If that the test does not meet the scientific specifications, the college is responsible for making the necessary adjustments.
- The testing unit in each college analyzes the results of the exit tests through the necessary statistical treatments, and prepares a final report on the results of the tests, which contains (the attendance rate, the success and failure rate of each of the male and female students in each branch separately, and in the branches as a whole in the case of teaching the program in more than one branch and provide explanations for these results by referring to the scientific section).
- Final reports are submitted from colleges to the vice rector for educational affairs.
- The curricula and plans unit checks and evaluates of the final reports.

Academic and technical frameworks:

The University rectorship for Educational Affairs

- provides a number of workshops and training courses according to a time plan distributed over the academic year, aimed at developing the skills of faculty members in the following fields:
 - Introducing exit tests, its goals, and procedures for preparing, codifying, and implementing them.
 - Building exit tests outcomes and scientific standards in the light of learning outcomes, taking into account their relative weights in each course separately, and in the program as a whole.
 - Preparing the test specification table.
 - Ensuring the validity and reliability of the test.
 - Analyzing the program's learning outcomes, linking them to the outputs of the courses of the program, giving them the relative weights.
 - Analyzing the content of the courses in light of learning outcomes.
 - Various teaching strategies which are appropriate to the nature of the academic program and the level of the university student and its characteristics.
 - Measure all levels of thinking necessary to achieve learning outcomes in the academic program.
 - Providing technical support through meetings and visits to colleges, answering inquiries and consultations received from faculty members directly or through electronic correspondence.

Building question banks:

Asking this phrase requires thinking about preparing the largest possible number of questions that can be relied upon when building the exit test, and this is certainly true and unquestionable, but the most important thing is answering the question that presents itself: How to build a question bank that covers all learning outcomes for the academic program as a whole and its extensions in the sub-results according to the scientific controls?

Note:

The academic program questions bank does not mean that it is (the outcome of a question bank for the academic curricula that the program contains) because that contradicts several important criteria in building programs, which are the building of knowledge and skills, and its development, and the integration of Educational behavior not dividing it. The learning outcomes of the program must be measured through which the students' learning outcome and their acquisition of this product are integrated, not fragmented, as measured by separate course questions.

Scientific controls for building the academic program's question banks

- Preparing the question bank specifications table according to the relative weights of the program learning outcomes, and their extensions in the sub-weights, and then the relative weights of the questions.
- Classifying questions according to the relative weights of learning outcomes.
- Classifying questions according to each of the program's learning outcomes separately.
- Classify the questions for each outcome to represent the moderate curve of the individual differences.

It is worth noting that the training of faculty members at Al-Jouf University according to a specification table for the question bank according to the scientific model prepared for this purpose, it took 15 training hours workshops, and providing technical support from the specialist to colleges during field visits

Setting exit tests:

Scientific controls for setting exit tests for the academic program.

- Preparing a table for the exit test specifications according to the relative weights of learning outcomes for the program, and their extensions in the sub weights, consequently the relative weights of the questions.
- Choice of test questions from the question bank according to the specifications table.
- Implementing test building quality standards in terms of distributing the order of questions according to structures or knowledge packages.
- Setting the test instructions
- Determining the test time by applying it to a random sample and calculating the time according to statistical treatment as follows:
the time taken by the first student to finish the test + the time taken by the last student
- To put the test in its initial form.
- Ensure the accuracy and reliability of the test, and make the necessary adjustments in light of this.

It is worth noting that the training of faculty members at Al-Jouf University in building tests according to the previous controls and procedures took a training of 12 hours of workshops, and providing technical support from the specialist to colleges during field visits.

The stage of applying the test

The exit test is applied after completing all the procedures related to planning the test according to the schedule, and there are important controls that must be taken into account when applying the test, as follows:

Selecting the time to apply the test:

The time of applying the test in the time plan is determined in advance, and it is announced for students. And the last weeks starting from the eleventh week to the thirteenth week of the semester are the most appropriate, whereby the target students have completed most of the courses, and therefore it is expected that they have achieved the results of learning the program, in addition to this period in which they are ready for the end of the semester tests and it is preferred.

The test date is preferred to be in the middle of the week, and in the middle of the school day, when students are expected to be present in large proportions, so that attendance is not specifically for the exit test, which may cause some people to refrain from entering the test, especially since it is not compulsory. There are some proactive measures that during the preparation of the test plan regarding the selection of the appropriate time; each university chooses what suits it.

The exit test of the program is applied simultaneously to all the target students attributed to the program in all branches of the university, to unify the test and achieve the principle of equal opportunities that should be applied simultaneously.

The colleges and scientific departments that offer the academic programs subject to supervise the test and take the necessary procedures for that, by providing appropriate halls and monitors, and creating the appropriate environment for the application of the tests.

The process of correcting the exams should be computerized to guarantee accuracy.

The stage of analyzing and interpreting the results and preparing reports

A number of procedures depend on the success of the achievement of the exit test, and it can be reviewed as follows:

- Each scientific department prepares a report in which it the test results are clarified, and it provides scientific explanations for these results, as the department is only capable of providing that. It is based on the reference that the department provides and teaches the program. The report contains comparisons between the cumulative student rates and their results in the Exit Exam, and at the end of the report a visualization is presented to address some of the deficiencies in any of the elements of the educational system, if any.
- Reports are submitted to the college that in turn through the academic affairs and examinations units prepare a general report on the college's programs as a whole.
- The colleges submit reports to the university rectorship for educational affairs, which check the reports, and prepare a report on the university as a whole.

A suggested time plan for preparing the exit test and its application in the university year

| Date | Procedure | Target |
|--|---|--|
| The second academic week | The exit test building workshop, to measure the outcomes of learning the academic programs of health colleges | The University rectorship for Educational Affairs |
| The third academic week | The exit test building workshop, to measure the outcomes of learning the academic programs of scientific colleges | The University rectorship for Educational Affairs |
| The third academic week | The exit test building workshop, to measure the outcomes of learning the academic programs of humanistic colleges | The University rectorship for Educational Affairs |
| The fourth and the fifth academic weeks | preparing a test building plan, indicating the plan for the representation of learning outcomes, according to the relative weights of the curricula, and in the distortion of the referred to test preparation workshop. Then the plan should be submitted to the university rectorship for educational affairs | All colleges, the scientific section that presents the program, with the assistance of representatives from other departments that offer courses within the academic program of the test |
| The sixth and the seventh academic weeks | Preparing the question banks for the program | All colleges, the scientific section that presents the program, with the assistance of representatives from other departments that offer courses within the academic program of the test |
| The eighth academic week | Preparing the exit test in its physical form and submitting it to the rectorship for educational affairs, announcing for targeted male and female students of all colleges. | All colleges: the scientific department that presents the program |

| Date | Procedure | Target |
|-------------------------------------|---|---|
| The eighth and ninth academic weeks | Ensure the validity and reliability of the test | University Vice rectorship assesses the test |
| The tenth academic week | Modify the test in the light of honesty and consistency procedures and put it in its final form | All colleges: the scientific department that presents the program |
| The eleventh academic week | Procedures for preparing the application of the tests: confirming the final number for the targeted students in each program in all branches. Copying question and answer forms | All colleges: the scientific department that presents the program |
| The twelfth academic week | Test implementation | All colleges: the scientific department that presents the program in all the branches |
| The thirteenth academic week | Correction of the test, quantitative and qualitative reporting for each branch separately and in the branches as a whole, then submitting them to the university rectorship for educational affairs | All colleges: the scientific department that presents the program in all the branches |

Al-Jouf University is one of the features of the national renaissance in the north of the Kingdom.

