

Quality standards for evaluating the conduct of exams in higher education

From the point of view of some professors of psychology

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Received: 31/08/2023

Accepted: 26/03/2024

Published: 01/06/2024

10.2437/2437-0363.2024.10.01.673-691

Abstract:

This study aimed to find out the degree of availability of the standard of quality in the evaluation aspect of the process of conducting examinations at the Algerian university from the point of view of university professors. Its total standard deviation was (0.50), and its relative weight was (58%). We can conclude that this degree definitely negatively affects the quality of the examination system at the Algerian university.

Keywords: quality standards; evaluating.

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1. INTRODUCTION:

Both the term quality in education and the term academic excellence are among the terms of the modern view of the learning process, which came against the background of the change in the nature of the educational goals that moved from focusing on the knowledge competencies of students and on achievement tests as a basic means for judging the evaluation process, to move to the necessity of linking that knowledge Skillfully applied in the scientific and practical life of the learners, which changed the perception of the evaluation process to become inherent to the learning process and continuous under the penalty of "lifelong learning".

2. The problem of the study:

The emergence of modern theories in measurement and evaluation has been accompanied by a great development in the course of the educational system, especially those related to measurement tools, especially achievement tests. Through the results of their research, they emphasized the need to include the measurement methods on all the educational goals ruled (Al-Harthy, 2007), in order to take into account their effectiveness and rely on the sincerity of their results and the soundness of the decisions based on them. through evaluating the learning process according to specific behavioral terms, Therefore, a good achievement test designed to measure the university student's level of achievement must simulate the student's higher mental processes in order to grow and develop his thinking as a primary goal of the learning and evaluation processes at such a stage, and the emergence of the term academic excellence as a broad perspective ends with possessing creative skills to use knowledge efficiently (lehigh carbon, 2008, 44), we find that the situation has become difficult for the Algerian university, despite the reform plans that it has sprouted since 04/20/2004 to reform the educational system, as that reform was represented by the adoption of the "L.M.D" system, which carries in its essence serious mechanisms and mechanisms. It pushes towards a qualitative upgrade of training and makes the university a tool from which change emerges, motivates the student to take initiative and develops creativity in himself It is also considered a system that guarantees a high quality of training (Michel Lecieu, 2011, 58), but the studies conducted on the background of a study (Radia, 2010) (Brush, Berkane, 2014), on the reality of the Algerian university, and on the evaluation and evaluation policy in it, confirmed that the system The evaluation of students is still based on single criteria and they have not achieved the desired quality of training. This prompts the following question: What is the degree of availability of the quality standard for the evaluative side of the exams used by the professor and the college administration from the point of view of the university professors in the department of Psychology in some western Algerian universities?

3. The importance of the study and its objectives:

This topic gains its importance through:

- It touched on one of the aspects and pillars of the educational evaluation process in that achievement tests are in themselves a means of diagnosis, treatment and prevention.
- The quality of the educational and learning process depends on the results of the evaluation quality that it derives based on the results of the measurement tools, especially tests (examinations). It is also reflected in shedding light on the reality of the quality of the examination system in the Algerian university, by identifying the degree of availability of the quality standard for the evaluation aspect of the examinations used by the professor and the college administration from the point of view of university professors in some western Algerian universities.

4. The theoretical side:

Several studies aimed at diagnosing the reality of the evaluation system in the Algerian university, such as the study of Ammar Mariam (2015), which aimed to reveal the reality of assessment practices of students' learning in the LMD system from the point of view of professors. The study concluded that the evaluation practices in this system are applied to a moderate degree from the students' point of view and to the same degree from the teachers' point of view. The study of Zerkan Laila (2013) also aimed to propose building a training program for university faculty members in light of quality standards in higher education, the study concluded that one of the most important training needs that must be trained in light of the comprehensive quality standards in higher education is the assessment standard. While the study of Boudouh Muhammad (2012) aimed to know the reality of the application of the LMD system from the point of view of students at the University of Blida, and the results concluded that 84.2% of the students believe that the evaluation in this system is unfair, fluctuating and biased, compared to only 15.8% of those who see it is fair and clear, and 79.9% of the students did not receive any information about the functioning of the university system or about their rights or duties, and 63.6% of them stated that they did not

receive sufficient information and explanations about the assessment and transfer procedures, in addition to that 82.6% of the students did not receive Adequate information about the professional future of the majors, in addition to the fact that 66% are pessimistic about their knowledge and professional future under the LMD system. Through many examples of previous studies, the problem of the study and its questions crystallized, highlighting its importance, building its tool, determining the appropriate statistical methods for the study, and knowing the degree of availability of a quality standard in the evaluation aspect of conducting the examination process at the Algerian University.

5. The concept of quality in higher education:

The researcher will only refer to the concept agreed upon at the UNESCO Conference on Education held in Paris in October 1998, which states that quality in higher education is a multidimensional concept that should include all educational functions and activities such as: curricula, Educational programs, scientific research, students, buildings, facilities and tools, providing services to the community, internal self-education, evaluation methods, and setting internationally recognized comparative standards for quality. This definition indicates that the concept of quality in education must include the quality of all elements of the higher education system. From inputs, processes, outputs and feedback, as some researchers add, such as "Bassam Faisal Mahjoub", he defines the quality of higher education as: achieving a set of contacts with students with the aim of providing them with knowledge, skills and attitudes that enable them to meet the expectations of the beneficiary parties (organizations), and we note Through this definition, it linked the achievement of the quality of the higher education service to the extent of the higher education institution's ability to provide outputs (students) that meet the expectations of the parties benefiting from it. (Hariri, Daroush, 2010, 23) . If it is agreed that the quality of university education lies in the quality of its outputs, which is reflected in the quality of service they provide to the community and that will develop it, and therefore a set of specifications must be available to control the quality of higher

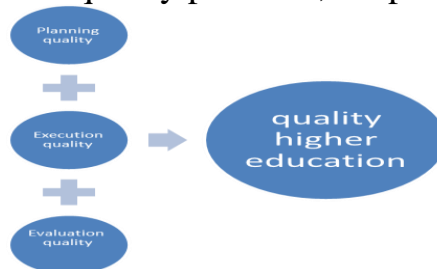
education, which can be taken from the comprehensive quality management standards that have been applied in various fields.

6. Deming's Total Quality Management Standards in Educational Institutions:

(Sawsan Shaker, 2011) indicates that the term standards usually refers to the student's expected and actual gains in the form of performance appreciation, i.e. the rules against which the gains actually achieved by the student are compared in the form of performance appreciation, while the term quality is used in a broader way and greater ability to things, including performance, and the so-called "Deming" wheel summarizes the meaning of quality management in education through four integrated and continuous processes: ***Planning**: Through it, goals are defined and the appropriate plan is developed to achieve them, which ensures the optimal use of available resources and the effective achievement of the established goals. ***Implementation**: this requires the involvement of the human resources of the institution in order to achieve the largest possible recruitment, as quality is the responsibility of everyone from the top of the organizational hierarchy to its base.

* **Examination**: It consists in knowing whether what was planned was implemented and identifying deviations, if any. * **Correction**: to address deviations and continuous improvement in the quality of the outputs. (Naama, 2005, 122) and assuming that examination means measurement and evaluation and correction is evaluation.

Fig.1. Higher education quality processe; Proposed by the researcher



As can be seen from the figure, the quality of higher education includes three integrated and continuous processes: * Planning * Executing * Evaluation

Projecting these processes on the methods of university student evaluation, we find that they include: **First: the planning process:** this is through accurate identification of the goal of the student evaluation process, the knowledge and skills to be measured, and the appropriate methods to achieve those goals. Thus, good planning ensures careful work to reach the specified goal. **Second: The implementation process:** It is the step that follows planning, after underlining the goals, reviewing all the appropriate circumstances surrounding the student evaluation process, and making sure that that plan conforms to those regulations and standards set by the college administration in managing and managing the evaluation process, which requires everyone's participation in the implementation of the evaluation process. What was planned on the field. **Third: the processes of examination and correction:** At the level of these two points, we find what is called evaluation, where the extent to which he planned is implemented is confirmed, and the obstacles that surrounded the process and the negatives that emerged during that are identified, and therefore Achieving the satisfaction of all elements from students, professors, college administration, university by reaching the desired goals.

7.The importance and the Objectives of the student evaluation

process in higher education: The assessment process in the L.M.D. system depends on the competencies approach, which aims to reflect the practical achievements of the university student, and provide him with the efficiency of looking at the external environment, with ease of adaptation to it. The importance of the process of evaluating university students lies in two main points: The first: that the evaluation process represents the most important pillars of the educational system, as a result of the multiple uses of its results that are used to guide students in their studies, which will affect students' understanding of what they should focus on during the learning process.Second: The evaluation process must be accurate, and it is also subject to testing and evaluation, so that it is fair to convince the students of the fairness of their evaluation, guaranteeing the quality of

its results and the rulings arising from it. (Al-Dahshan, 2004) which was referred to (Ben Khouya, 2010) and this is for the success of university education process, and among those goals are the following:

- * Helping the student to know the aspects of error and weakness in his learning.
- * Assisting the university professor in judging the adequacy of his teaching methods, considering assessment as a diagnostic, preventive, and curative process that gives the university professor feedback on his educational performance and the effectiveness of his teaching. Its quality, which is reflected positively on the improvement of university education outcomes.
- Helping to issue various judgments, whether on the part of the university professor or the authors of the university course, and even the administrative organization, by determining the amounts that achieve the desired or planned educational goals.
- Evaluation provides important outputs for the purposes of scientific research and investigation in teaching and learning the subjects and their curricula in research, planning, modification, and development alike. In addition to the first goal, which is to know the student's actual level of achievement, and the amount of skills and knowledge he has learned in light of the specific goals, which prompts the parties concerned with improving higher education to make appropriate modifications and improvements to achieve the required quality level. Therefore, the evaluation of the university student and the actual determination of his level of competence is necessary in the development and improvement of the university student's learning process, as university education must contribute to generating talents, creating skills and improving performance for the student in order to employ this in life, as he adds (Amer, Rabee', 2010), that there is no development, renewal or reform in curricula, programs, courses, methods, and procedures without relying on the results of the student's evaluation.

8. Assessment quality standards in higher education: In order that the assessment process in higher education is not seen as a mere achievement for making formal decisions about the progress and level of students' achievement, it is rather an industry, building and progressing society. Which we can sum up in the three most important criteria similar to those in any industry: the planning criterion, the implementation criterion, and the evaluation criterion. The study (Al-Zahrani, 2009) indicated some of the indicators through which these criteria can be verified, including the following:

- Evaluation should be part of the learning and teaching process.
- Diversifying the calendar so that it is (diagnostic, structural, curative, and final).
- Comprehensive evaluation of the various areas of learning (skills, knowledge, values, trends).
- Adaptation of the dates and timing of the calendar with the circumstances of the students, and its flexibility to take into account any emergency circumstances.
- Matching the number of evaluation times during the year with the students' achievement abilities and the level of their progress.
- Taking into account the individual differences between students.
- Taking into account the relative weight of the academic units.

These standards or procedures must be ascertained and followed in the first stage of conducting the examination process, which is the “planning stage” of how the evaluation process will proceed, the desired objectives of the evaluation process, and what is the appropriate form and the most appropriate means to reach an effective evaluation, in addition to another set of indicators that we will find later in Study tool.

Accordingly, many educational researchers called for paying attention to these means, developing and improving them by defining a set of standards that must be provided in these means from the beginning of their construction until their final applied form, as well as other standards that those in charge of the examination process as a whole must provide, without forgetting the reference The accuracy of these methods also depends on the skill of the prepared for those tests in writing and formulating various questions, given that the results of the tests are the first nucleus on which the educational evaluation process depends.

9. Applied side: * Study method: The researcher relied on the descriptive analytical method for its relevance to the nature of the study, in that it is used in the study of phenomena as they are in reality, by describing them accurately, starting from the data collected in an appropriate manner that serves the purpose of the study, then describing and analyzing them and Interpreting it and then drawing conclusions to reach generalizations about the phenomenon studied, where (Al-Assaf, 2010, 177) indicates in the definition of the descriptive approach that each approach is related to a contemporary phenomenon with the intention of describing and explaining it, and therefore the researcher finds her goal in the characteristics of this approach for such a study. *** Study community:** The study population represented in all university professors in the departments of psychology in some universities in western Algeria, whose number is (187 professors), distributed as follows: (24) in the Department of Psychology, Ahmed Zabana University - and (41) in the Department of Psychology Abdel Hamid Ben Badis in Mostaganem - And (79) Department of Psychology in the complex of Professor Mourad Selim, student of Oran University 1 - and (16) Department of dry generational psychology in Sidi Bel Abbes - and (27) Department of Psychology, University of Mostafa Ostambouli in Mascara. ***Sample of the study:** Since the statistical community for this study is in its entirety of 187 professors, and based on the proposal of a number of theorists in the field of scientific research methodology from (Fathi Al-Malkawi in 1992) as indicated by (Sami Melhem, 2012) that the sample size should be 20% of the members of the statistical community to be representative of it, and this is in descriptive studies in which the community is relatively small, i.e. a few hundred, where 20% will be represented in the sample size by 37 professors, but in line with Roscoe's proposal in 1975 in one of its procedural conditions that the more The larger the sample size, the less the error resulting from the misrepresentation (β -error), the researcher has, within the

limits of the available possibilities (the desire to participate) to raise the sample size of the number of professors to (120) professors, despite the difficulty of accessing the sample although it seems at first glance It is easy and widely available, the opposite is what actually exists. ***Study tool:** In this study, the researcher used a questionnaire consisting of the most important indicators of the quality of the evaluation standard suspended in the conduct of the exam process, after presenting it to 5 arbitrators and after correcting, amending and deleting what the arbitrators found unrelated to the standard. The questionnaire is summarized in 23 indicators. The user in processing the questionnaire: It is a tool used to measure trends, in which the questioner determines the degree of approval or disapproval of a group of statements related to the subject matter of the question. A dual scale was adopted through which the availability of the criterion for the quality of the assessment aspect of conducting the examinations was determined. The respondents' answers to the questionnaire items under study were determined by the answers (available, not available) and by projecting onto the five-point Likert scale, zero score could be given for the option "Not available." " and one score for "is available". By simulating with the Likert scale that was previously explained, the range of answers can be determined ($M=1-0 = 1$). Therefore, the availability of the criterion at 100% means that the arithmetic mean of the answers is equal to one and vice versa, and by dividing the range by five, it is possible to obtain fields that determine the degree of availability The criteria for each indicator of the questionnaire

Table 1. Study Scale

	weighted average	the level
Standard is not available	00 to 0.199	very low
	0.2to 0.399	low
	0.4to 0.599	Average
Standard is available	0.6to0.799	high
	0.8to 1	very high

Source: prepared by the researcher

✓ Frequencies and percentages. Weighted arithmetic mean.

Standard Deviation.

Internal consistency validity indication. Reliability.

***Results of the study:** In order to find out the degree of availability of the quality standard of the evaluation aspect, the researcher asked a question that “What is the degree of availability of the quality standard of the evaluation aspect of the examination process from the point of view of the professors of the Department of Psychology in some universities in western Algeria?” Where the researcher knew the response of university professors to the evaluation standard through Analyzing the point of view of the study sample members and arranging and coordinating their answers in the following table:

Table 2. Teachers’ attitudes towards the axis of the assessment aspect standard

Frequency Percentage Available	Frequency Percentage Not available	Standard deviation	Arithmetic mean	Percentage	Ranking	t	Sig. (bilatéral)
109 90.8	11 9.2	0.29	0.91	90.83	2	34.33	0.00
83 69.2	37 30.8	0.46	0.69	69.17	8	16.33	0.00
87 72.5	33 27.5	1045	1.73	72.50	6	17.71	0.00
69 57.5	51 42.5	0.50	0.58	57.50	12	12.69	0.00
73 60.8	47 39.2	0.49	0.61	60.83	11	13.60	0.00
31 25.8	89 74.2	0.44	0.26	25.83	13	6.44	0.00
74 61.7	46 38.3	0.49	0.62	61.67	10	13.84	0.00
10 8.3	110 91.7	0.28	0.08	8.33	17	3.29	-1.00
90 75.0	30 25.0	0.43	0.75	75.00	5	18.89	0.00

120	0	0.00	1.00	100.00	1	*	*
100	0						
19	101	0.37	0.16	15.83	15	3.54	0.00
15.8	84.2						
86	34	0.45	0.72	71.67	7	4.73	0.06
71.7	28.3						
99	21	0.38	0.83	82.50	4	17.35	0.00
82.5	17.5						
120	0	0.00	1.00	100.00	1	0.00	
100.0	0						
15	105	0.33	0.13	12.50	16	4.12	2.00
12.5	87.5						
74	46	0.49	0.62	61.67	10	13.84	0.00
61.7	38.3						
57	63	0.50	0.48	47.50	11	10.38	0.00
47.5	52.5						
27	93	0.42	0.23	22.50	14	5.88	0.00
22.5	77.5						
104	16	0.34	0.87	86.67	3	27.81	0.00
86.7	13.3						
86	34	0.45	0.72	71.67	7	17.35	0.00
71.7	28.3						
19	101	0.37	0.16	15.83	15	4.73	0.06
15.8	84.2						
77	43	0.48	0.64	64.17	9	14.60	0.00
64.2	35.8						
86	34	0.45	0.72	71.67	7	17.35	0.00
71.7	28.3						
		0.50	0.58	58	Average general trend		

Source: Prepared by the researcher based outputs on spss v24

Referring to the previous table, we can note the following: Indicators No. (10) and (14) ranked first, with a standard deviation of (0) and an arithmetic mean of (1), with a very high degree. The relative weight of the sample members' answers reached (100%), then came indicator No. (1), which Its arithmetic mean was (0.91) with a very high degree, and its standard deviation was (0.29), and its relative weight was

(91%). Then number (19) had a very high degree of (0.87), and its standard deviation was (0.34), and its relative weight was (0.34). (87%), then number (13) had a mean of (0.82) with a very high degree and a standard deviation of (0.38), and its relative weight was (82%). As for number (20) its mean was (0.72) with a high degree and standard deviation. (0.45)), and its relative weight was (72%), while No. (9) had an arithmetic mean of (0.75) with a high degree and its standard deviation was (0.43), and its relative weight was (75%), and No. (3) reached its arithmetic mean. (0.73) with a high degree, and its relative weight was (72%), and its standard deviation was (0.45), while No. (23) had an arithmetic mean of (0.72) with a high degree, and its standard deviation was (0.45), and its relative weight was (72%) As for No. (12), its arithmetic mean was (0.72) with a high degree, and its standard deviation was (0.45), and its relative weight was (72%). As for No. (2), its arithmetic mean was (0.69), with a high degree, and its standard deviation was (0.46). The relative weight for it was (69%), while No. (22) had its arithmetic mean (0.64) with a high degree and its standard deviation was (0.48), and the relative weight for this indicator was (64%), and the two indicators No. (7 and 16) reached their arithmetic mean. (0.62) with a high degree, and their standard deviation was (0.49), and the relative weight for them was (62%)As for No. (5), its arithmetic mean reached (0.61) with a high degree, and its relative weight reached (61%), and its standard deviation was (0.49). As for No. (4), its arithmetic mean reached (0.58) with a moderate degree, and its standard deviation was (0.50). Its relative weight reached (57%), and as for No. (17), its arithmetic mean reached (0.48) with a moderate degree, and its standard deviation reached (0.50), and its relative weight reached (47%), and as for No. (6), its arithmetic mean reached (0.26) with a degree Low and its standard deviation is (0.44), number (18) has a low degree of (0.23) and its standard deviation is (0.42), and its relative weight is (22%). As for number (21) its arithmetic mean is (0.16) with a very low degree and deviation The standard was (0.37), and its relative weight was (16%). As for number (15), their arithmetic mean was (0.13) with a very low degree and its standard deviation was (0.33). The relative

weight for this paragraph was (12%), and number (8) was Its arithmetic mean is (0.08) with a very low degree and its standard deviation is (0.28). Its relative weight was (8%), while number (11) had a very low mean (0.16) and standard deviation (0.37), and its relative weight was (16%).

In general, the arithmetic mean of the evaluative aspect criterion reached a value of (0.58), with a moderate degree. The total standard deviation was (0.50).

***Discussion and interpretation of the results Question:** Through the analysis, the results of the quality of the criterion related to the evaluation aspect indicated that it was available to a medium degree from the teachers' point of view, which is reflected by the weighted average, which was estimated at (0.58), standard deviation (0.50), and a percentage amounted to (58%), which was confirmed by a study (Ammar Mariam, 2015), it concluded that the assessment practices in this system are applied to a moderate degree, from the point of view of the students and to the same degree from the point of view of the professors, and the researcher suggests that this degree will return due to the absence of some indicators that the professors found are not available at the level of their universities, unlike some other indicators that achieved a very high or very high degree. on me Continuous monitoring and discussions within the classroom in order to provide the students with the necessary competencies to achieve the graduation feature, and to develop their abilities to think critically and creatively, and to employ this during their evaluation by the methods they find appropriate for each goal they set, And all of this is in order to achieve the legitimacy of the evaluation and give the principle of justice in it, and the student's satisfaction with the results of his evaluation, which is in line with Article 18 of Resolution 712 which states that "in every semester, qualifications and knowledge acquisition for each educational unit takes place either through continuous and regular monitoring." Or through a final exam or both. Priority is given as much as possible to the application of the method of continuous and regular monitoring, "as approved by Article 19, Article 20 of the same resolution, which stated "The head of the department, in consultation with the training teams, publishes at the

beginning of each semester, No. Exams, their nature and duration, as well as the approved method or methods of monitoring and the applied budget The budget relates to the nature of the tests and the approved methods of monitoring, “The assessment of the student according to the course of formation includes the following: lessons, practical work, directed work, field studies, practical training, forums, personal work. This diversity in the methods of student assessment represents the modern trend in the process of evaluating the student in all respects in order to evaluate and improve his learning, which represents the purpose of the evaluation process as a whole, and the study (Al-Afifi, 2010) also refers to some principles and characteristics that are necessary in The evaluation of the university student, including that the evaluation process is continuous, meaning that it is not restricted to a specific period and ends, but rather accompanies the educational process from the beginning of its planning until the appearance of its results, and it must be characterized by justice, that is, it should be well planned, correct and effective, and attention must be given that it be Fair for all individuals and for different groups of individuals alike, and this is exactly what resulted from the results of the study of Barnes (2009), which found that (81%) of minorities abandoned school as a negative impact due to failure in exams, and therefore the evaluation must be fair, to researching the reliability of the evaluation results, in addition to reconsidering the evaluation results in the event of any student objecting to the results of that. Evaluation, and as the researcher previously indicated in a previous point, that this plurality of roles exhausts the university professor and limits his scientific competence and his contribution to the development of scientific research, because he is constantly preoccupied with all those things that must have competent authorities to do, and it also negatively affects research The university professor uses alternative and diverse methods in his formation of the student to improve his intellectual level, considering assessment as a diagnostic, preventive, and curative process that gives the university professor feedback on his educational performance and effectiveness. Teaching it, and in this way, the elements of strength in

the teaching process are strengthened, approved and rewarded, and the elements of weakness are addressed to improve education or training, and raise its quality, which is positively reflected on the improvement of university education outputs, and this is what professors found in the minds of the administrative practices of their universities absent. We also find that the rest of the indicators have achieved a medium degree, and the researcher attributes this to the diversification adopted by university professors in evaluating the learning of their students, as this helps in evaluating many aspects of the student in addition to the cognitive aspect, which was the only aspect in the process of evaluating the academic achievement of the student previously. Finally, we can conclude that this degree inevitably negatively affects the quality of the examination system at the Algerian university, from the point of view of university professors, based on specific and clear criteria that must be adhered to in order to achieve the desired goal, and therefore must:

- *The necessity of renewal and the actual application of the total quality system at the Algerian University.*
- Reconsidering the philosophy and style of the calendar, in line with the modern global trends in the calendar.*
- The necessity of providing brochures or guides showing the various standards that must be provided in measurement and evaluation tools.*
- Supporting the continuous training of teachers and the necessity of adopting modern methods of assessment and teaching.*
- The need to diversify the methods of evaluating the performance of university students.*
- Holding training courses on evaluation methods for university professors in order to develop their skills in measuring the achievement of their students.*
- Attention to the formation of the professor and the component in itself, to be able to direct the goals of the university system, and keep abreast of developments in all fields. *
- Preparing a special committee made up of specialists in measurement and evaluation in order to build the various tests.*
- The necessity of providing question banks at the Algerian University, as a tool and information center for the development of measurement and evaluation.

10. CONCLUSION:

The problems of the examination system at the Algerian university are still present and call for the need to renew and develop assessment tools, which is what many studies and work papers called for making use of the modern theory in measurement and assessment, and modern technological techniques in providing question banks as the most important indicator of the quality of the examination system in any university , against the background of international and even Arab universities, and this will contribute to eliminating the problems of incompatibility and access to reliability in interpreting the results of the evaluation systems used in the Algerian university, and these systems must touch all aspects of the student under the so-called comprehensive evaluation in proportion to the nature of the high educational stage.

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- http://libback.uqu.edu.sahipresInduindu8121.pdf - 16.30
- *يوسف بركان،(2012)،مشروع تطبيق نظام ضمان الجودة في مؤسسات التعليم العالي في الجزائر الواقع و الآفاق تاريخ الدخول2019/01/03:16:20 <https://search.emarefa.net>

*study tool :

Indicator number

Indicators

- 1 The official number of exams per year is sufficient to assess students.
- 2 Questions used in the evaluation process are available in university publications
- 3 The student benefits from feedback after each test.
- 4 The professor relies on the quantitative achievement of the student in the assessment
- 5 The professor depends on the qualitative achievement of the student in the assessment.
- 6 Pedagogical interests evaluate the causes of student failure
- 7 The teacher constantly evaluates the cognitive progress of the student
- 8 The college has standards for exam correction and revision.
- 9 Evaluation methods currently used are appropriate
- 10 The college is keen to provide answer models for each scale
- 11 The college has standardized tools for evaluating the performance of those in charge of the evaluation process.

- 12 Inspector teachers fail attempts to cheat in exams
- 13 The professor compares the students' results with what was expected of them.
- 14 The college uses various methods to announce the results of the assessment (website / hard copies)
- 15 The college sets a plan for developing the evaluation process.
- 16 The college measures teachers' satisfaction with the evaluation process
- 17 The exams in their current form achieve the behavioral objectives in their three domains (cognitive, emotional, skill)
- 18 The current assessment works To reformulate the objectives related to the graduation profile.
- 19 Students' academic evaluation is one of the pillars of the university educational system
- 20 The teacher renews the tests continuously
- 21 The college updates the evaluation plan in light of local and regional variables.
- 22 Evaluation systems used provoke learning motivation.
- 23 The college determines the strengths and weaknesses of the evaluation process.
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