

Evaluating the Students Satisfaction about Traditional Courses and the University Services: As an Approach to Improve Quality in Higher Education.

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Abstract

Background: Higher education must continue to expand standards of education and training that are corresponding to international best practice. Measuring student's satisfaction is consistent with a total quality management approach. **Aim of the study:** to evaluate the students' satisfaction about traditional courses and the university services. **Subjects & Methods:** **Research design:** A descriptive design was used. **Setting:** the college of Applied Medical Sciences at Shaqra University, Kingdom Saudi Arabia. **Subjects:** a convenience sample of 100 female students was recruited from. **Tools of data collection:** two standardized questionnaires of National Commission for Academic Accreditation and Assessment (NCAAA) were used which include course evaluation questionnaire and students' experiences evaluation questionnaire. **Results:** 69.5% of the students were satisfied about the quality level of the courses. While only 33.2% of them agree on the effectiveness of the labs on the development of their skills. 75.5% of the participants agreed on the importance of the knowledge learned and that will be useful in the future. Besides that, 65.9% of them were satisfied about the ability of the courses to improve their critical thinking skills. Regarding students' experiences about the university services, 68.7% agreed about the availability of supplies and activities related to religious rites. In relation to computer supplies and resources, 47.6% of the sample agreed that it was enough. **Conclusion:** Availability of good courses and qualified staff can improve the students' critical thinking skills, but there was a shortage of the infrastructure of the college because it was newly started and developing. **Recommendations:** Taking into consideration the students opinions regarding evaluation of the courses, staff, services, and resources to continue in the total quality management process to get on international accreditation. **Key words:** Evaluation, Satisfaction, Traditional courses, Higher Education.

Introduction:

Saudi Arabia has a diverse system of post-secondary education, and expanding rapidly in response to demographic changes and increasing demands for participation. Higher education must continue to expand standards of education and training that are corresponding to international best practice must be achieved. The standards must be achieved in all institutions and programs. ⁽¹⁾ Quality is based on an individual's background,

perceptions and standards. Everyone's wishing to have quality. The detection of

quality involves the development of standards, quality audit, quality assessment, quality assurance, quality expansion and accreditation. ⁽²⁾

Accreditation is the voluntary process by which a nongovernmental agency or organization assesses and

grants accredited status to institutions or programs that meet predetermined structure, process, and outcome criteria. ⁽³⁾ Also accreditation is a process widely used in higher education to evaluate the quality of educational programs. It functions an important public purpose, which is to assure citizens, government agencies, and professional groups that educational programs and institutions meet or go beyond nationally accepted standards regarding the educational process and student performance. Accreditation process requires the staff of the education program to critically examine their program's strengths and challenges, and it subjects the program's outcomes to the judgments of a team of external peer experts. This process authorizes the strengths of a program, and focuses the attention of university leaders on addressing any obstacles. ⁽⁴⁾ Accreditation provides evidence of the quality of education that supports nursing professional development. It must continue to advance in response to education process changes. ⁽⁵⁾ It focuses on the quality of institutions of higher and professional education and on the quality of educational programs within the institutions. Institutional accreditation concerns itself with the quality and integrity of the total institution, assessing the achievement of the institution in meeting its own stated mission, goals, and expected outcomes. While professional accreditation concerned with programs of study in professional fields. ⁽⁶⁾

Students' evaluation of teaching quality in higher education is a well-recognized practice and researches on the subject have been conducted for over seventy years. ⁽⁷⁾ The merits of

student evaluation have also been well debated, with some academics arguing that students are not suitably qualified to judge the quality of teaching. ⁽⁸⁾ Some researchers strongly support for the use of student evaluation for quality assurance purposes. ^(9,10) However, where student feedback is used as a mechanism for quality assurance, there is also support for student evaluation of entire courses or programs of study in order to facilitate a more comprehensive assessment. ⁽¹¹⁾ Measuring student satisfaction as an indicator of quality is consistent with a total quality management approach (TQM). A study by Wiklund & Wiklund. ⁽¹²⁾ reported that several universities are now adopting TQM and as a result, a customer focus has become a core value for many. Students are in fact the 'products' rather than the customers of the higher education industry ⁽¹³⁾; there has been growing support for the use of student satisfaction as an indicator of teaching quality. ⁽¹⁴⁾ As such, student feedback can be used as an effective tool for quality enhancement and, advises that student satisfaction goes hand in hand with the development of a culture of continuous quality improvement. ⁽¹⁵⁾

A number of benefits have emerged from the approach taken to evaluate the 'student experience' that has a positive impact on the school. One of these is the development of closer working relationships with the central providers of other university support services. For instance, comments made by students on library provision have resulted in a more proactive student approach by the subject librarian, and greater collaboration with academic staff on recommended student reading and secondary research training for

students. This closer co-operation can only improve the overall experience of students. ⁽¹⁶⁾ Among instructional areas in higher education, few areas cause more interest than course evaluations, and few areas have been studied more for validity and reliability. ⁽¹⁷⁾ From the viewpoint of students, end-of-course evaluations provide the opportunity to give the feedback that faculty find so helpful. Although some students may harbor doubts about the effectiveness of evaluations, few would abdicate the opportunity to pass judgment on the course and suggest improvements. Course evaluations provide a way for students to lodge a complaint, extend a compliment, express appreciation, improve a course, and participate in the learning community. ⁽¹⁸⁾

Significance of the study:

Student's feedback can be used as an effective tool for quality enhancement. Many researchers indicated that students' evaluation systems help to counter circumstantial information about teaching behaviors and effectiveness. ⁽¹⁹⁾ They also assert that such tools provide another means to assess teaching and thus help to shrink the existing gap between the evaluation methods for teaching and research. Also, Beran et al., ⁽²⁰⁾ suggested that evaluations be "supplemented by complementary sources of information regarding instructional effectiveness" and argue that "all user groups, including administrators, faculty, and students should be aware" of the need for this supplemental information when using student ratings. In addition, Harvey ⁽¹⁵⁾ advises that student satisfaction goes hand in hand with the development of a

culture of continuous quality improvement.

Aim of the Study:

To evaluate the students' satisfaction about traditional courses and the university services.

Research Questions:

- Are the students satisfied regarding the university traditional courses?
- Can course evaluation questionnaire improve the quality of higher education?
- What are the students' experiences regarding the university services?

Subjects and Methods:

Research Design: A descriptive research design was used to evaluate the students' satisfaction about university traditional courses, and the university services. A descriptive study can provide information about the naturally occurring behavior, attitudes or experiences of a particular group. It also conducted to demonstrate associations or relationships between things.

Study setting: The study was carried out at the College of Applied Medical Sciences at Shaqra University, Kingdom Saudi Arabia.

Study subjects: Included university female students for the study as participants from the (Preparatory, Laboratory, and Nursing Departments) at the College of Applied Medical Sciences at Shaqra University, Kingdom Saudi Arabia.

Sampling technique: A convenience sample was recruited, utilizing the non-probability sampling technique. It consisted of 100 female students for the

study as participants during the first and second semester of the academic year 1433-1434 or (2012-2013). The sample consisted of all students in the College of Applied Medical Sciences at Shaqra University (preparatory, medical laboratory, and nursing departments). The total number of courses was 38 courses had evaluated from the participant students. These courses were medical, nursing and supportive courses.

Data collection tools:

The researchers used two standardized questionnaires to collect the required data. There were standardized questionnaires used as an approach to academic accreditation from National Commission for Academic Accreditation and Assessment (NCAAA).

I-Course Evaluation questionnaire: It was in simple Arabic language, used to collect the data of each course. It was included 27 questions. It specified the courses and included the course name, its code, and number. It was also included specific questions related to how the course started (three questions), specific questions related to what happened during the course (sixteen questions), course evaluation (three questions), and general evaluation (only one question). This questionnaire ended by three opened questions to express the advantages, disadvantages, and the students suggestions. In each statement, the students should check only about the degree of their satisfaction. The rating in this questionnaire using a five-point scale of 5 to 1; where 5 = strongly agree, 4=agree, 3=wright to some degree, 2= disagree, and 1 = strongly disagree with the suggested questions. These questionnaires ended by opened

questions about the most common advantages, disadvantages of the courses, and the new suggestions for the development of the course.

2- Students experiences evaluation questionnaire: It was in a simple Arabic language and used to collect the data from the students (their satisfaction about the university services). It consists of twenty questions. It included general data about the student name, faculty name, program name, student level, and academic year. It was also included the opinions of the students toward four items: availability of counseling and support services (four questions), availability of learning resources such as preparation of the classes number of computers in the computer lab and library resources (seven questions), education and learning such as help and support from the teaching staff to help in the students development and program motivations (eight questions) and general evaluation of the university services (only one question). In each statement of the four big items, the students should check only about the degree of their satisfaction about the statement.

Scoring system:

The rating in the course evaluation questionnaire using a five-point scale of 5 to 1; where 5 = strongly agree, 4=agree, 3=wright to some degree, 2= disagree, and 1 = strongly disagree with the suggested questions.

The rating in the students experiences evaluation questionnaire using a five-point scale of 5 to 1; where 5 = always, 4=often, 3=sometimes, 2= rarely, and 1 = never with the suggested questions.

Content validity and reliability:

There were a standardized questionnaires used as an approach to academic accreditation from National Commission for Academic Accreditation and Assessment (NCAAA). These questionnaires have greater content validity because they included comprehensive assessment of all questions regarding university traditional courses and the university services. Determination of content validity is essentially a subjective process. There are no statistical indices that can assess content validity. Claims for content validation are made by a panel of experts who review these questionnaires and determine if these questions satisfy content domains. Test-retest also used to assess reliability of these questionnaires.

Field Work:**Procedure for Data Collection:**

- Before starting any step in the study, an official permission written approved was taken from the vice of the quality and the dean of the College of Applied Medical Sciences, Shaqra University.

- An official permission was obtained then informed oral consent was obtained from the students who participate in this study.

-The participants were interviewed by the researchers at the end of both semesters. The aims of the study were explained to give assurance of confidentiality of information offered, and to gain their maximum cooperation. The questionnaires were obtained through an interview with each group of the students by the researchers. Each group (5 to 10 students) needs 20-30 minutes to complete the research questionnaires and complete the two sheets by themselves, and by their words according to their opinions.

Pilot Study:

A pilot study was conducted to test the feasibility and applicability of the tools and the maneuvers of the interventions and to estimate the time needed. It was carried on 10% of the university students (10 students). They were excluded from the total sample.

Administrative and ethical considerations:-

Ethical approval from the University and Faculty of Applied Medical Sciences was obtained before attaining the participants' voluntary involvement in tool completion. Researchers have explained the purpose of the study and told that they had the right to withdraw from the research at any time without adverse impact on their studies. Upon verbal agreement of them, the students were given the questionnaire and asked to return it in a sealed envelope to the researchers. Anonymity was assured by deleting names of the student from the questionnaires.

Statistical analysis:

After data collection, they were coded and transformed into a specially designed format suitable for computer feeding. All entered data were verified for any errors. Data were analyzed using statistical package for social sciences (SPSS version 20) windows and were presented in tables. Chi-square analysis was performed. An alpha level of 0.05 was used to assess significant differences ($p < 0.05$).

Results

A total of one hundred females' students participated in this study. **Table (1)** shows that 29% of the students were from the preparatory year, 48% from the nursing program and 23% from laboratory program. Also, this table demonstrated that, 23.7% of the evaluated subjects were nursing courses, 39.5% were medical and 36.8% were supportive courses.

Figure (1) shows that more than two-thirds of the students were satisfied about the quality level of the courses. While less than one-quarter (22%) of the students reported wright for some degree on the quality level of the courses. The minor percentage of the students (5.7% & 2.8%) disagreed on the quality level of the courses.

Table (2) shows that near half of the sample (42.3%) agreed that the basic outlines of the course were clear to them at the start of the course. Also, forty percent of the respondents agreed that the requests of success in the course were very clear for them and the courses were not difficult, while only one-third (34.9%) of the studied sample agreed on the availability of helping resources.

Table (3) demonstrates that 40.6% and 31.9% of the students agreed and strongly agreed on the implementation of the courses and the things which required from the students were organized with the main outlines of the course. Regarding to the teaching staff, near half of the students (41.1%) strongly satisfied about the competency of teaching staff members. Also, the students reported that most of their teachers were responsible, skillful and able to give the courses competently. More than sixty-five percent of the

students were satisfied about the availability of the teaching staff during the hours for the library. Further those, 42.6% of the students strongly agreed that, the teaching staff were supported to them. Regarding the courses, the presence of the new items, availability of the resources, and new technology in the course, there were high percentage of students (37% & 38% & 30.9%) agreed on the presence of these items. Only one-third (33.2%) of the students reported that the labs need more development and innovation.

Table (4) shows that more than seventy five percent of the students strongly agreed and agreed on the importance of the knowledge which learned during the course and it will be useful in the future. Also, sixty-five percent of the students strongly agreed and agreed on the ability of the courses to improve their critical thinking skills. Further those, 34.9% of the students reported the ability of the course to improve their clinical and communication skills.

Figure (2) shows that students were satisfied about the ability of the courses to improve their critical thinking skills (30.1% and 35.8%) and only 2.6% strongly disagreed about this.

Table (5) depicts that 40.1% of the sample agreed about the easy founding of the information related to the university and its departments before recording in the university and only 8.3% strongly disagreed about this. In relation to the resources and equipment of education, forty percent of the sample was satisfied about the availability of the orientation program for new students but about eighteen percent of them were not satisfied about this.

Table (6) demonstrates that twenty-three percent of the students

agreed about comfort of classes and laboratories for teaching. In relation to computer supplies and equipment; near half of the sample (47.6%) agreed that it is enough for their needs. Also, more than two-thirds of the sample (69.1%) agreed that the library's staff helping them when they need. Added to that, 68.7% of the students were satisfied about religious rites services and supplies.

Table (7) shows the experiences about availability of good courses and staff. More than one third of the students reported the availability of good courses and staff. Regarding to knowledge and skills related to preparing the students for their future occupation, 25.3% and more than one-third (38.6%) of the participants strongly agreed and agreed that the information and skills learned were helpful for their future occupation and enhanced their learning abilities.

Discussion:

An evaluation form is a document supervisors use to measure an employee's workplace performance.⁽²¹⁾ A course evaluation is a questionnaire, which requires a written response to a series of questions in order to evaluate the instructions of a given course. They are means to produce useful feedback which the teacher and school can use to improve their quality of instructions.⁽²²⁾ They are beneficial because instructors can review how others interpret their teaching methods, thereby improving their instruction.⁽²³⁾ Majority of students believed that course evaluation forms should be completed by students. They agreed about their ability to assess teaching effectiveness and take this process seriously.⁽²⁴⁾

The aim of the present study was to evaluate the students' satisfaction about traditional courses and the university services. The results of the present study stated that more than two-thirds of the students were satisfied about the quality level of the courses. While less than one quarter of them reported agreement to some extent on the quality level of the courses. The minor percentage of them disagreed on the quality level of it. This comes in accordance with Parrish⁽²⁵⁾ who focuses on studying the evaluation of the student experiences as an innovative initiative to determine the student experience about courses evaluation. Also, he mentioned that, majority of the students reported that, they were satisfied about the quality of the courses and quality of teaching (eighty four percent). He stated that the courses helped the students to improve their general skills. While Drew⁽²⁶⁾ added that provision of feedback on assessment was considered a valuable form of support for learning. Effective feedback was in their view critical to 'build self-confidence and help them to evaluate themselves.

Regarding how the courses start, the current study showed that near to half of the sample agreed that the basic outlines of the courses were clear to them at the start of the courses. Also, forty percent of the respondents agreed that the requests of success in the course were very clear for them and the courses were not difficult, while only one third of the studied sample were not satisfied about the availability of helping resources. However, a study by Heckert et al.,⁽²⁷⁾ found that higher evaluations were given to courses which the difficulty level was viewed as suitable but were also positive when students specified they had expended more effort

than expected. Overall, this study determines that, more demanding instructors received higher evaluations and therefore contradicts the grading kindness hypothesis and the idea that faculty could buy better evaluations with high grades.

Regarding the courses, the presence of the new items, availability of the resources and new technology in the course, the present study revealed that there was high percentage of students agreed on the presence of these items. But only one third of the students reported that the labs need more development and innovation. This comes in agreement with many researchers as Campbell & Bozeman⁽²⁴⁾ who used the course evaluation questionnaire to collect data about the students satisfaction related to the courses. They were used the data for teaching improvement, personnel decisions, course selection, and increasingly in the gathering of teaching suggestions files. They were evaluating the student satisfaction and used it as a valid and useful tool. Moreover, they also believe that students are effective evaluators of teaching. However, some studies demonstrated that, students are not always aware of how institutions use collected data.⁽²⁸⁾ But some old studies mentioned that students are unable to evaluate instructor grading practices and methods of delivery, appropriateness of selected readings and whether instructors present any bias in their delivery of course content.⁽²⁹⁾

Regarding the teaching staff, near half of the students in the present study were satisfied about the competency of teaching staff members. Also, the students reported that, most of

their teachers were responsible, skillful and able to give the course competently. More than sixty percent of the students were satisfied related to the availability of the teaching staff during the library hours. Further that, near half of the students strongly agreed that, the teaching staff were supported to them. During another study performed by Addison et al.,⁽³⁰⁾ who examines the relationship between student perceptions related to course difficulty and expected grades, the study, which surveyed 157 students, hypothesized that students' evaluations are related to perceived course difficulty. Their findings indicated no direct relationship between perceived difficulty and received grades. Although students who earned high grades evaluated instructors more favorably than those who received lower grades, they also found that, regardless of the grade earned higher evaluations were given by students who found the course easier than expected compared to those who found it harder than initially anticipated.

On other wards, both faculty members and students have a more positive opinion about evaluations when they have been more thoroughly educated about their use and value.⁽¹⁷⁾ Results of the present study showed the students satisfaction about what the students learned from the courses. More than seventy five percent of the students agreed on the importance of the knowledge learned during the courses. Also, sixty five percent of them strongly agreed on the ability of the courses to improve their critical thinking skills. This comes in agreement with Parrish⁽²⁵⁾ who mentioned that more than three quarters of the students reported that, the courses improved their general skills and maintain balance studies with work

and other commitments such as family, friends, and leisure.

There is no doubt that, comments made by students on library provision have resulted in a more proactive student approach by the subject librarian, and greater collaboration with academic staff on recommended student reading and secondary research training for students. ⁽¹⁶⁾ In relation to computer supplies and equipment which were available to student; the present study stated that, near half of the sample agreed that it is enough for their needs. As regarding to the helping of staff in the library; more than two thirds of the sample agreed about the library's staff helping them when they need. While during another study was done by Brookes ⁽¹⁶⁾ who focused on the evaluation of the student experience regarding the faculty and reported that many students simply wanted to see more of their personal tutors, but perceived them to have limited availability. Also, computer services have taken note and have recently requested that a copy of each survey be forwarded to their department for their own quality management purposes. This closer cooperation can only improve the overall experience of students. In addition, results of the present study showed the experiences about the availability of good courses and staff.

More than one-third of the students were satisfied and reported the availability of good courses and staff.

Conclusion:

Based on the results of the present study, the following were concluded: Courses evaluation plays an important role in identifying the students' satisfaction regarding the quality level of the courses. Students were satisfied about the ability of the courses to improve their critical thinking skills. The availability of good courses and qualified staff members in the college can improve the student's critical thinking abilities, but there was a shortage of the infrastructure of the college because it was newly started and developing.

Recommendations:

- Encourage the students to continue in evaluating the courses every semester and yearly.
- Taking into account the students opinions regarding evaluation of the courses, staff, services and the availability of resources in the college.
- Management of the shortage in the infrastructure of the college and development of laboratory equipment and resources.
- Encourage the university to continue in total quality management to get on international accreditation.

Table (1): Distribution of Academic Characteristics of the Studied Sample

Characteristics of the Sample	Total Sample n= 100	
First year students (preparatory)	29	29.0
	Nursing n=48	Laboratory n= 23
	N	N
Second year students	14	16
Third year students	20	7
Fourth year students	14	0
Type of subjects:	N	%
-Nursing.	9	23.7
-Medical.	15	39.5
-Supportive courses.	14	36.8
Total number of subjects = 38 course	38	

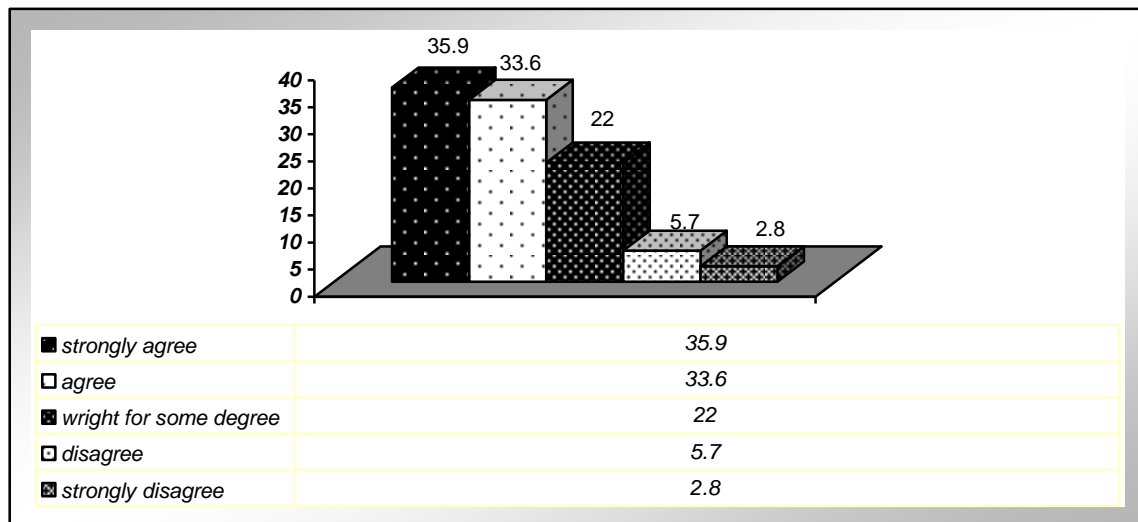
Figure (1): Distribution of General Students Evaluation about Quality of the Courses

Table (2): Percentage Distribution of Students Satisfaction about How the Courses Started

<u>How the course started:</u>	Strongly agree. %	Agree %	Agree to some extent%	Disagree %	Strongly disagree %
1- The outlines were clear.	33.2	<u>42.3</u>	20.0	3.3	1.1
2- Requirements for success in the course were clear.	31.2	40.0	22.0	6.1	0.6
3- Availability of supported resources to the course.	29.3	34.9	25.8	7.7	2.2

Table (3): Distribution of Students Satisfaction about What Happened during the Courses

What happened during the course:	Strongly agree. %	Agree %	Agree to some extent%	Disagree %	Strongly disagree %
4- The surdents duites were related to the course.	31.9	40.6	23.2	3.5	0.7
5-Complete course contents were given.	41.1	39.1	15.5	3.3	0.9
6-The staff member completely know the course contents.	45.9	34.3	15.3	3.1	1.3
7-The staff member provides support during the office hours.	30.8	36.9	20.1	6.8	5.4
8-The staff member was Enthusiastic	42.6	35.4	19.2	1.8	0.9
9- The staff member cares about the students progress.	38.1	35.9	20.0	4.3	1.8
10-The course contents were recent and beneficial.	31.8	37.0	25.7	3.5	2.0
11- Availability of references.	27.1	38.0	26.6	6.8	1.5
12- Using technology during teaching the course.	28.3	30.9	29.2	7.2	4.5
13-A time given for students questions.	30.1	33.2	28.0	6.1	2.6
14-Encouraged the students to give their best.	27.9	33.6	30.4	5.7	2.4
15-Extracurricular activities help to develop the students skills	28.2	33.2	27.3	7.6	3.7
16-Amount of work balanced with the credit hours.	30.4	35.6	25.3	5.9	2.8
17- The scores given in a reasonable time.	32.8	34.3	24.7	5.7	2.4
18-Fairness in evaluation.	34.5	33.0	25.3	5.0	2.2
19-Connection between the courses of the program	30.6	31.7	28.4	6.3	3.0

Table (4): Distribution of Students Satisfaction about What the Students Learned from the Courses

What the Students learn from the courses:	Strongly agree. %	Agree %	Agree to some extent %	Disagree %	Strongly disagree %
20-The contents learned were useful and important.	42.1	33.4	18.8	3.1	2.6
21-The course enhance critical Thinking.	30.1	35.8	25.6	5.9	2.6
22-The course enhance the team work skills.	29.3	34.9	24.9	7.9	3.0
23-The course improves the Communication skills.	31.5	33.2	25.3	6.6	3.3

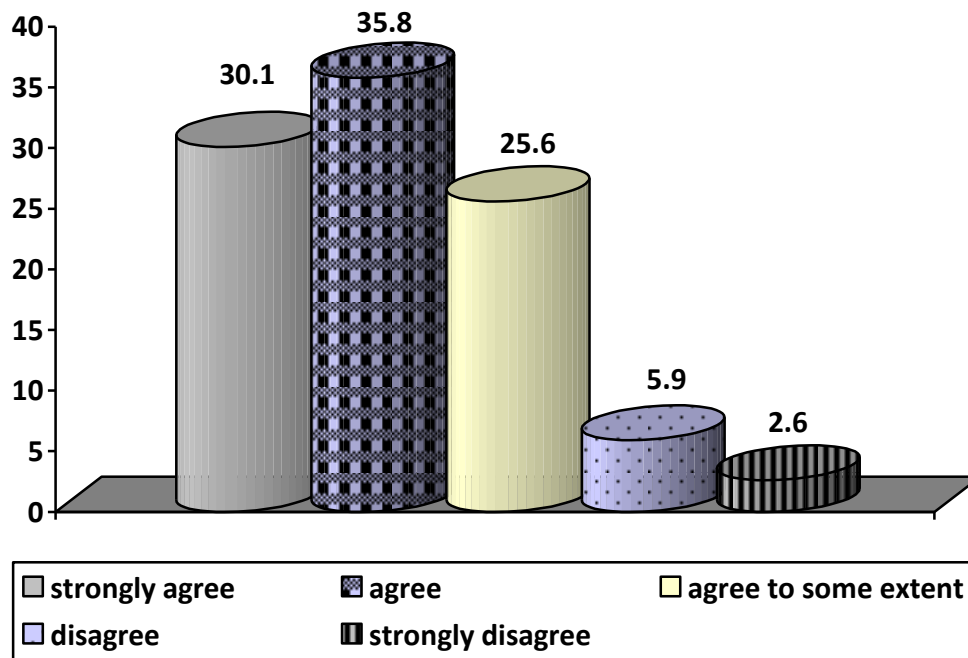
**Figure (2): Distribution of Students Satisfaction about the Importance of the Courses to Improve Their Critical Thinking Skills.**

Table (5): Distribution of Students Experiences about Availability of Counseling and Support services.

Students experience about availability of counseling and support services in the university.	Strongly agree. %	Agree %	Agree to some extent%	Disagree %	Strongly disagree %
1- Availability of information about the university	<u>8.3</u>	<u>32.1</u>	34.5	16.7	<u>8.3</u>
2-Availability of configuration program for new students	8.4	8.4	33.7	31.3	18.1
3-Enough chances for counseling	7.2	27.7	22.9	19.3	22.9
4-Easy registration process for courses	7.1	28.6	35.7	19.0	9.5

Table (6): Distribution of Students Experiences about Availability of Learning Resources

Availability of Learning Resources in the university.	Strongly agree. %	Agree %	Agree to some extent%	Disagree %	Strongly disagree %
5-Comfortable classes and labs	3.6	2.4	17.9	17.9	58.3
6-Computer facilities and equipment are enough.	1.2	13.1	33.3	27.4	25.0
7-The library staff help the students	8.3	31.0	29.8	17.9	13.1
8-Satisfied about library resources	3.6	27.7	26.5	26.5	15.7
9-The library opened at suitable times	14.8	23.5	21.0	27.2	13.6
10-Enough noncircular activities	2.4	10.7	7.1	20.2	59.5
11-Enough places for religious activities	21.7	24.1	22.9	9.6	21.7

(7): Distribution of Students Experiences about Availability of Good Courses and Staff

Availability of Good Courses And Staff in the university.	Strongly agree. %	Agree %	Agree to some extent %	Disagree %	Strongly disagree %
12-Staff are cooperative	10.7	31.0	29.8	13.1	15.5
13-Saff are fair	10.8	31.3	20.5	14.5	22.9
14-The courses motivate opinions	1.2	31.0	26.2	19.0	22.6
15-The problem solving abilities improved	2.4	20.5	50.6	12.0	14.5
16-Increased the ability to explain the research results	2.5	23.5	27.2	28.4	18.5
17-The program motivates the students learning	12.0	28.9	27.7	14.5	16.9
18-The learned information is essential to future work	25.3	38.6	15.7	3.6	16.9
19-The students learned the effective team activities	7.2	20.5	28.9	21.7	21.7

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