TWIST

Designing an Administrative System for the Database of the Quality Unit at the College of Law - University of Baghdad According to CAEP Standards

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Abstract

The issue of quality is of great interest to academic institutions, whether at the student, teaching or curricula level approved by colleges in Iraqi universities. Achieving quality in any college must be linked to the extent of its commitment to applying international standards for measuring quality, which in turn requires providing a database for students, teaching and approved curricula that provides accurate information that contributes to laying the foundation stone for the quality of scientific departments. Our research includes designing a database that is compatible with CAEP standards for measuring quality using the Access program. The researcher used the experimental approach. The research concluded with results, including the possibility of designing a special program for academic accreditation that helped employees set their priorities and organize their work according to a set of standards. The research concluded with a set of results, the most important of which are:

1- The possibility of exploiting locally designed computer programs in quality work to facilitate information collection processes within short time periods.
2- The ease of use of the program and the low installation requirements made it at a good level from the point of view of the evaluators.

As well as a set of recommendations:

1- Adopting locally designed computer programs and reducing reliance on ready-made programs.
2- Developing employees in quality units in programming and areas of software use to facilitate their work, especially in light of the changes witnessed in the academic arena, such as the need to collect data over short periods of time, as well as competition to enter global quality classifications.

RESEARCH PROBLEM

Measuring the efficiency of the performance of scientific departments in colleges is based in most of its details on data collected and obtained in paper form, which exposes it to damage, poor storage, and difficulty in accessing information that is inquired about by inspection committees at the end of each academic year. Therefore, it is necessary to build an integrated archival system to solve these problems.

IMPORTANCE OF THE RESEARCH

The research focused on designing a database according to the standards set by the Quality and Academic Accreditation Committee at the Ministry of Higher Education and Scientific Research, which contributes to overcoming the difficulties of measuring quality in Iraqi colleges and universities.

RESEARCH OBJECTIVE

Through the presented problem, the research results can be achieved by achieving the following objective/
Establishing a database for the Computer Department that is compatible with the requirements of achieving the CAEP standard for measuring quality and academic accreditation.

RESEARCH SAMPLE

For the purpose of achieving the research objective of designing a database for the Quality Department at the College of Law - University of Baghdad.

RESEARCH METHODOLOGY

The experimental method was used for its suitability for this type of research.

Defining terms

Academic accreditation:

- The process of evaluating the educational institution (institutional academic accreditation) or academic programs (programmatic academic accreditation) with the aim of ensuring that they meet the standards set by the body responsible for accreditation of the institution or programs ( ).

Institutional (general) accreditation:

Focuses on the institution according to specific standards and ensures recognition of the comprehensive entity of the institution. If it is confirmed that these standards are available, the transition to academic accreditation is made as a complementary part of the total accreditation of the institution, and aims to ensure the existence of a good organizational foundation and structure for educational activities. This type of accreditation grants initial or preliminary qualification to the educational institution as an integrated operating institution ().

Academic/programmatic accreditation (private)

This type of accreditation is granted after the institution passes the initial accreditation, and it is not granted until at least one year after the graduation of the first batch, in order to ensure a comprehensive evaluation and accurate examination of everything related to the academic programs at all stages, faculty members, their academic qualifications, experiences and research activities, the number of students and their performance in monthly and final exams, and the availability of various learning resources ( ). 1-6-4- CAEP standards: CAEP standards are considered new, as the age of this council does not exceed several years, as it was established at the beginning of 2013 and began implementing its inspection in 2016, as it was established as a body instead of NCATE and TEAC, which are two of the most important institutions for academic accreditation of educational programs in the world, and its vision has been defined in excellence in preparing teachers. It has set six objectives, the most important of which are: raising the maximum level of quality for teacher preparation programs, achieving development and quality in teacher preparation programs, encouraging educational research and innovations in order to achieve continuous development and improvement of educational programs, and to be a model accreditation body for all educational institutions in the world ( ).

THEORETICAL ASPECT

Objectives of academic accreditation

Yar al-Din, Juma; Amrawi, Samia: "The Role of Academic Accreditation in Ensuring the Quality of University Education - Reference to the American and British Experience", Al-Asil

Journal of Economic and Administrative Research, Abbas Laghrour University, Khenchela, Algeria, Issue 2, December 2017.1

http://www.caepnet.org/standards/introduction

The academic accreditation system seeks to achieve specific goals, as it works on improving and developing educational programs qualitatively, and its goals include the following:

1- Helping universities and educational institutions to define their goals through the self-evaluation process, and developing plans to implement and achieve what has not yet been achieved.

2- Providing specific levels and standards for evaluation that include all aspects of the educational system in the institution.

3- Developing an educational thought linked to the culture of evaluation.

4- Determining the levels that meet the conditions for academic accreditation.

5- Helping universities obtain sufficient and necessary funding from the government, and ensuring the quality of the universities or programs they wish to join.

6- Consolidating the community's confidence in educational institutions.

7- Ensuring that students and employers have access to information that shows how students obtain their degrees according to qualitative academic standards.

2-1-2- Types of academic accreditation: There are several types of accreditation, which are ( ):

- Institutional accreditation: It is defined as the accreditation of the institution as a whole according to specific standards regarding the adequacy of facilities and resources, including the institution's employees, student achievement levels, and others.

- Programmatic accreditation: This means evaluating programs in an educational institution, ensuring the quality of these programs, and their suitability for the level of the certificate granted.

- Professional accreditation: This means recognizing the competence to practice a certain profession in light of standards issued by specialized professional bodies, and aims to ensure the quality of the individual's preparation and performance, such as law or engineering programs, at a level that helps him meet the requirements for licensing to practice a profession.

Stages of academic accreditation

The accreditation process, whether institutional or programmatic, goes through the following stages ():

1-Preparing standards: The relevant accreditation body works in partnership with relevant educational institutions to prepare the standards.

2-Conducting a self-study: The institution itself or the program itself that requests accreditation prepares a comprehensive and detailed self-study of the institution requesting accreditation, and identifies the strengths and weaknesses of the institution.

3-Field evaluation: The relevant accreditation body selects a specialized team to visit the institution requesting accreditation to determine the extent to which the institution or program achieves accreditation standards.

4- Announcing the results of accreditation: This is done after the field evaluation and the concerned accreditation body is convinced that the institution or program has achieved the accreditation standards, so that the accreditation is announced for that institution or program, and the name of the institution or program is included in the list of accredited institutions or programs.

5- Follow-up: The concerned accreditation body follows up on each accredited institution or program annually throughout the period of the granted accreditation to verify that it continues to achieve the standards.

6- Re-evaluation: The concerned accreditation body periodically re-evaluates each institution or program after the expiration of the granted accreditation period, which ranges from (2-10) years.

CAPE standards

The CAPE standards included a set of main standards, which in turn were divided into sub-standards as indicators. These standards are:

The first standard: Educational cognitive content

It refers to ensuring that students have a deep understanding of the basic concepts and facts in their specialization and what they should know about the principles and foundations on which their specialization is based, and that they will possess the necessary competencies upon graduation that enable them to practice good practices in their specialization and thus achieve learning for their students in schools in exchange for obtaining learning.

It includes the following indicators:

1- The program plan should clearly understand the ten standards (INTASK) in the levels of progress in the following aspects: learner, learning, content, teaching practices, professional responsibility.

2- Ensure that graduates use research and scientific evidence to understand the teaching profession and measure student learning progress.

3- Ensure that graduates apply the content and educational knowledge as it should be reflected in the assessment of learning outcomes in accordance with the standards of specialized professional organizations (SPA).

4- Graduates possess the required higher skills such as: Generation of Science standards, National Certificate of Professions, etc.

5- The program includes technological standards and is applied when designing learning experiences.

Second Criterion: Professional Partnership and Vocational Training

The partnership should include high-quality skills from supervisors in field training through:

1- Cooperation between partners in achieving mutual benefit between public education schools.

2- Cooperation between partners in selecting, preparing and evaluating the field training program.

3- Partners should cooperate in designing field training with sufficient depth and diversity.

Criterion Three: Quality of Application, Employment and Selectivity This is done through the availability of the following selective factors:

1- The program provides employment plans and supports students' graduation.

2- The program sets requirements for admission.

3- The program for preparing teachers sets plans for following up the characteristics and behaviors of its students that exceed academic ability.

4- The program sets its progress criteria.

5- The program documents what supports that this student has achieved a standard in knowledge of the content presented to him.

6- The program documents what supports that this program is aware of the required expectations.

Criterion Four: Program Impact.

The program must realize the impact of graduates on students' learning in general education and their growth through:

1- Influencing students' learning in general education and their growth using specific measures.

2- Obtaining indicators of teaching effectiveness through standardized observation tools and student opinion polls in general education.

3- Identifying indicators of teaching effectiveness.

4- Knowing graduate satisfaction through the use of standardized tools.

-3- Microsoft Access: It is a database management program developed by Microsoft. The program comes with Microsoft Office packages as part of it and has a graphical interface. There have been several versions of the program, the first of which was with Office 1997, then Office 2000 and Office 2003, the latest version is Office 2013, and the latest trial version is Office 2016.

The program is characterized by its ability to retrieve data from different database systems, such as Oracle databases, SQL, and any open database connection (ODBC).

Access is used by software developers and data language scientists to create complex databases and connect them with various types of calling programs, including object-oriented programs and Internet software.

While beginners can use it to create correct databases or create reports about them. Also, the certificates of most programmers and designers on the Access program have been approved internationally, due to the increase in demand by most companies for these designers, and there are many forums on the Internet to teach and educate those wishing to learn the Microsoft Access program, which is characterized by its support for the Arabic language.

THE PRACTICAL ASPECT

The practical aspect of the research included two aspects, the first of which consisted of methodological steps for how the program works and an explanation of its interfaces, while the second aspect included the program's referendum points after it was presented to a group of workers in quality units.

Explanation of the program

When the program is run, the main interface appears, which contains two buttons: the database and the forms.
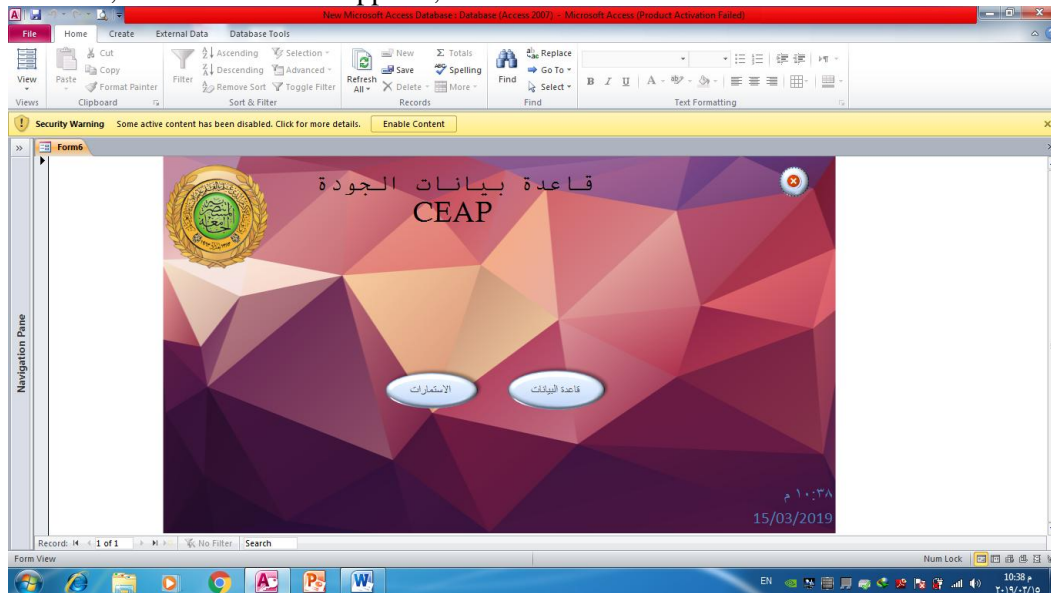

When we click on the database button, an interface appears containing the database of the Quality Assurance Department, which contains buttons (students, graduates, academics, teachers, and the main interface).
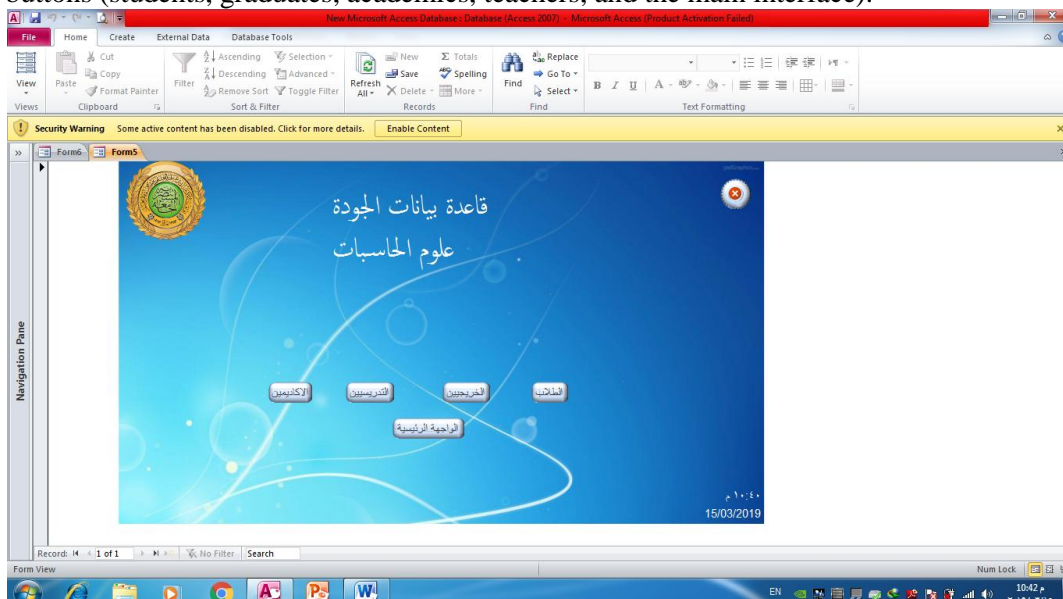

When you press any of these buttons, it takes us to its interface. When you press the students button, it opens the following interface:
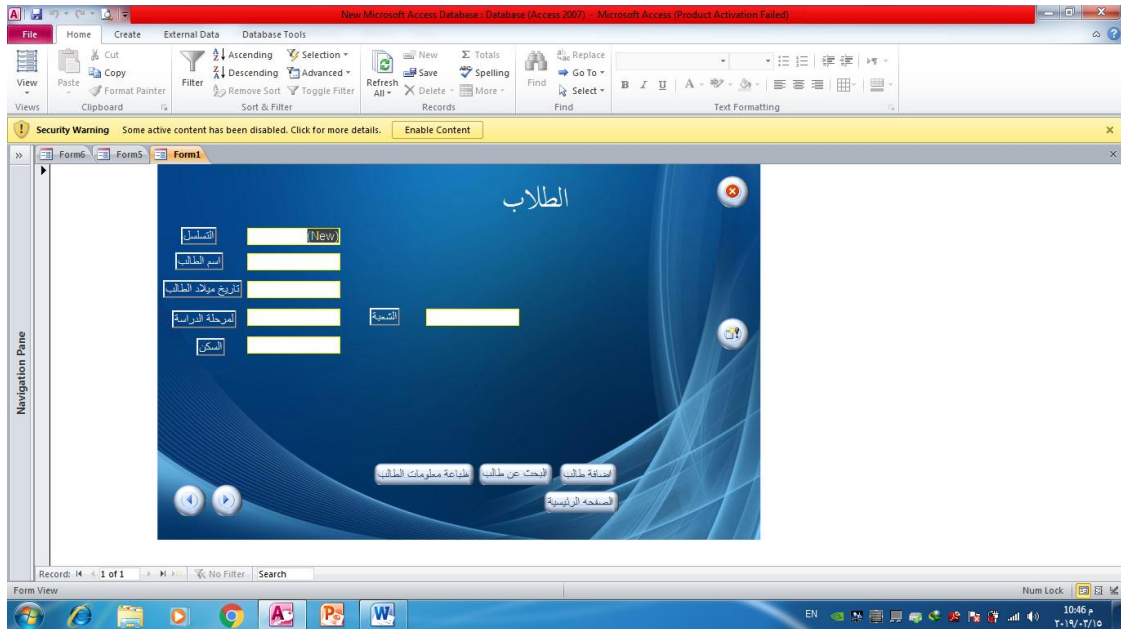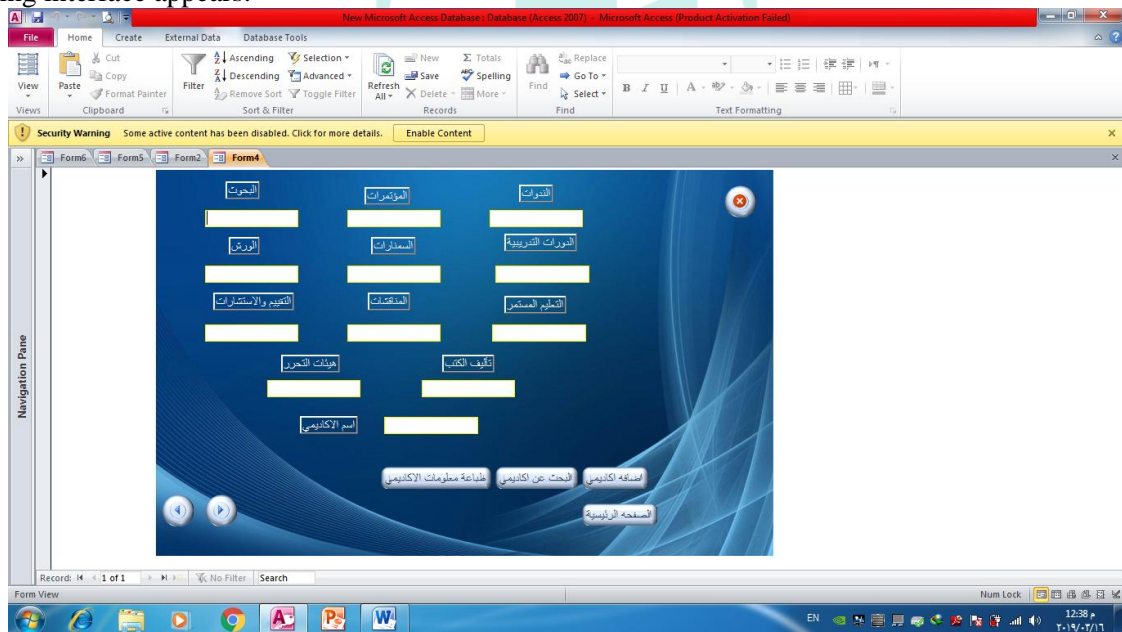
The student information interface contains the student's sequence, student name, date of birth, academic level, residence and section. When all information is entered in the designated fields, the student can be added to the student database, or we can search for a student in the database through the (Search for a Student) button. We can also print the student's information through the (Print Student Information) button. We can navigate between students through the buttons at the bottom left of the screen. As for the button in the middle right of the screen, this button is dedicated to searching for students with similar residences. We can return to the main page through the (Home) button or close the program through the close button. As for the graduates' button, when you click on it, the following interface appears:
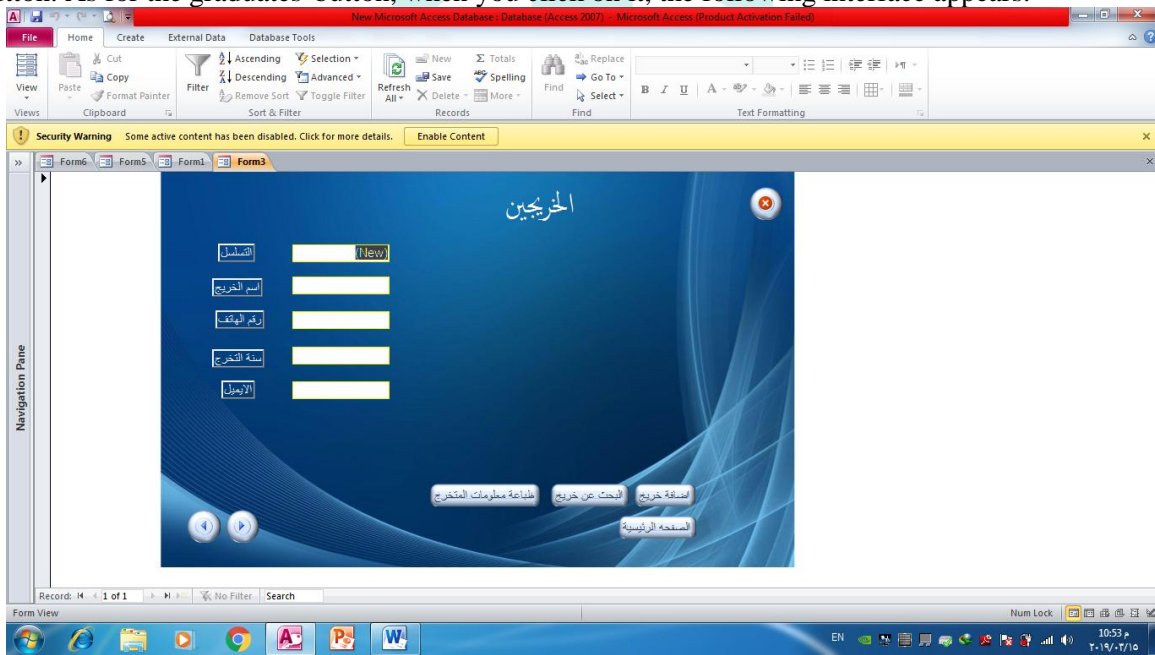
The graduate information interface contains the graduate sequence, graduate name, phone number, graduation year, and graduate email. When all information is entered in the designated fields, the graduate can be added to the graduate database. Or we can search for the name of one of the graduates in the database through the (Search for a graduate) button. We can also print the graduate information through the (Print Graduate Information) button, and we can navigate between the graduates through the buttons at the bottom left of the screen. We can also return to the main page through the (Home) button or close the program through the close button. As for the teaching button, when we click on it, the following interface appears: -
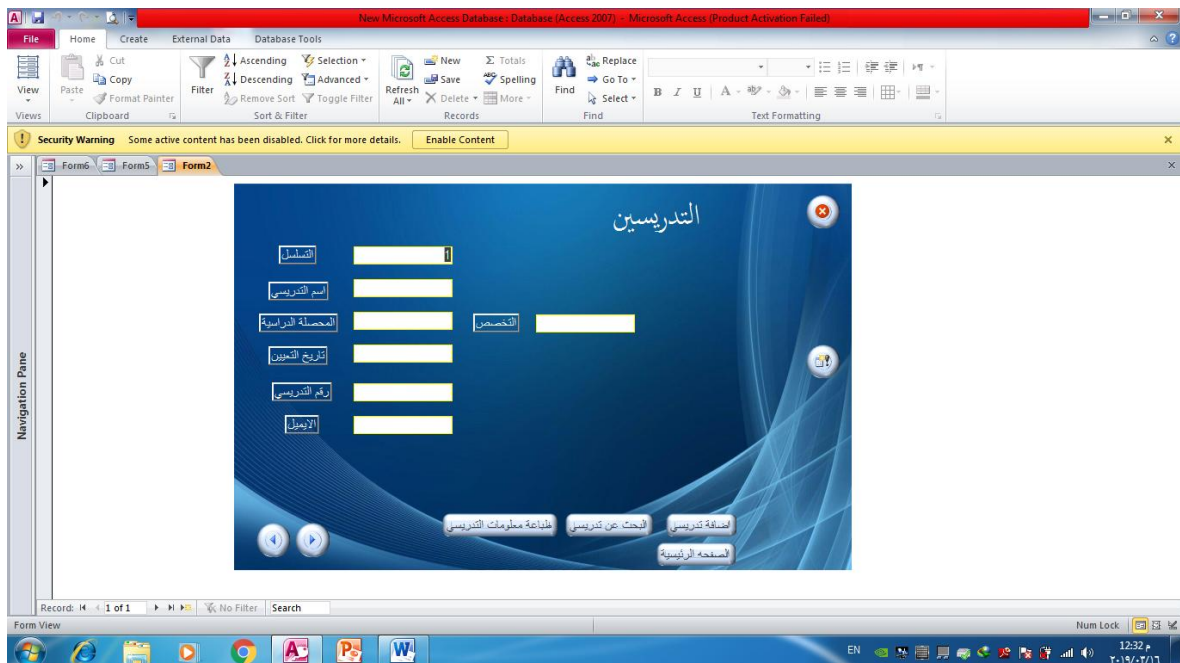
The interface for the instructors' information contains the instructor's sequence, name, academic record, appointment date, phone number, email, and specialization. When all the information is entered in the designated fields, the instructor can be added to the instructors' database. Or we can search for the name of one of the instructors in the database through the (Search for an instructor) button. We can also print the instructor's information through the (Print instructor's information) button. We can navigate between the instructors through the buttons at the bottom left of the screen, while the button in the middle right of the screen is to find instructors who have the same specialization. We can return to the main page through the (Home) button or close the program through the close button. As for the academics button, when you click on it, the following interface appears: -

This interface contains all the information related to the academic, which is (research, conferences, seminars, workshops, seminars, training courses, evaluation and consultations, discussions, continuing education, editorial boards, book authorship and the academic's name).

When entering all the information in the designated fields, the academic can be added to the database of academics, or we can search for the name of one of the academics in the database through the (Search for Academic) button. We can also print the academic's information through the (Print Academic Information) button.

We can navigate between academics through the buttons at the bottom left of the screen, and we can return to the main page through the (Home) button or close the program through the close button.

3-2-Evaluation of the program from the point of view of quality workers:

After explaining the program, the program was presented to a group of quality workers, and the results were as follows:

I refuse	neutral	agree	Q	n
0	0	10	I do not face any difficulty in running the program	1
0	0	10	The main program package is present in the operating files of my device	2
2	4	4	The program includes all the quality features currently in effect	3
1	3	6	I find accuracy in the results obtained in the program	4
1	5	4	The program provides me with a clear view of the quality results in the college	5
2	0	8	The program works on my personal computer without any confusion	6
1	6	3	I can import data in Excel format after circulating it to the rest of the departments	7
5	4	1	It does not require any auxiliary programs during installation	8
12	22	46	Total	
	2.45		Mean Total	
	2		Hypothetical Mean	
	0.81		Average Weight	
	0.19		Gap Amount	

By observing the table above, it is clear that the gap in the system from the point of view of the residents was very simple and reached only (19%), which is a very strong indicator that the program is successful in arranging the work of quality units in colleges as a whole.

RESULTS

After completing the requirements, we conclude the following:
1- The possibility of exploiting locally designed computer programs in quality work to facilitate information collection processes according to short time periods.
2- The ease of using the program and the few installation requirements made it at a good level from the point of view of the residents.
3- The possibility of expanding the program's work to include other quality standards and not limited to KEP standards or others by designing more interfaces.

RECOMMENDATIONS

In light of the previous results, the researcher recommends the following:
1- Adopting locally designed computer programs and reducing reliance on ready-made programs.
2- Developing workers in quality units in programming and areas of using programs to facilitate their work, especially in light of the changes witnessed by the academic arena from the necessity of collecting data according to short time periods as well as competition to enter the global quality classifications.

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