Full Length Research Paper

Satisfaction level of the students of the preparatory year program in both Shaqra University, KSA and Fudan University, China: A comparative study

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This research aimed to determine the satisfaction level or perception of students from both Shaqra University (KSA) and Fudan University (China) on their Preparatory Program in order to know the strengths and weaknesses of the program. Moreover, it also aimed to determine the differences in the satisfaction level between the old and the current Preparatory Year Program System in Shaqra University. Research findings show that the current Preparatory Year Program in Shaqra University got failing marks from the respondents or very low satisfaction level in almost all the sections of the program. In contrast, students from Fudan University gave very high satisfactory rating in all of the sections of their own Preparatory Year Program. Research findings also show that the current Preparatory Year Program in Shaqra University got a failing mark compared to the old system. Furthermore, ranking of the different items of the different sections based on the combined average rating of the respondents of both universities reveal specific items or areas that need to be given attention to and further improvement.

Key words: Shaqra University, Fudan University, preparatory year program, preparatory deanship, residential college

INTRODUCTION

Universities are tasked to prepare students both professionally and personally. Aside from these, they also play a major role in carrying out scientific researches and developing new technologies that would benefit the community and the whole world. Therefore, expansion in higher education is no longer optional but an essential requirement.

Saudi Arabia is at a major developmental stage wherein it is faced with a lot of challenges particularly from its increasing population. It is estimated that by the year 2020, its population will have reached 40 million (CTS, 2015). This quantity expansion requires a proportional development of the quality of the population. Although Saudi universities continue to cope with the national educational development plan, soon they will

reach their maximum accommodating capacity, as the number of high school graduates has increased to about 4,523,246(CTS, 2015).

To increase the number of higher education institutions in order to cater to these ballooning number of high school graduates, however, this should not mean compromising the quality of the students admitted. Hence, a new aiding system in the higher education, known as "Freshman Year", or "the Preparatory Year Program" has emerged in recent years. The aim of this system is to insure the qualification of the students who are about to join a university.

However, in almost three and a half years working in the administration of Shaqra University and teaching the courses in the Preparatory Year Program, the researcher

has observed that there has been some problems encountered in this program such as low performance and reluctance of many students to enroll in the program. In light of this, the study aims to know the causes of this reluctance to enroll in the program by getting the students' perspectives on the present Preparatory Year Program. This study is a continuation of a previous research study which was conducted by the same author way back 3 years ago. This was the time when the Preparatory Year Program in Shaqra University was still being run by the private firm. In the present study, the administration of the Preparatory Year Program has been transferred already to the Shaqra University. Furthermore, the researcher included in the study the preparatory year program of the other country, particularly China, in order to gain knowledge from their experiences and with the hope of developing a much better Preparatory Year Program that would fit the needs of the Kingdom.

This study is also significant because it fills the gap on the very few researches conducted in the Kingdom of Saudi Arabia and the world in line with this topic on "Preparatory Year Program".

Statement of the Problem

This research is a comparative study of the Preparatory Year Program of Shaqra University (the new system) and the Residential College of Fudan University in China, and the comparative study of Preparatory Year Program of Shaqra University under old system and the new system.

Specifically, the study seeks to answer the following questions:
1. What is the students' satisfaction level with regards to the current Preparatory Year Program in Shaqra University and Fudan University?
2. What is the difference between the students' satisfaction level between the current and the old Preparatory Year Program system in Shaqra University[1].
3. What suggestions can be made to develop a more improved Preparatory Year Program in Shaqra University?

Objectives

This research is aimed to determine the degree of students' satisfaction on the Preparatory Year Program (PYP) of two different universities namely, Shaqra University in Saudi Arabia and Fudan University in China, in order to explore a much better program that fits the needs of the Kingdom. To realize this aim, the research seeks to achieve the following objectives: (1) determine the students' satisfaction level on the different sections of Preparatory Year Program in both universities, namely Program and its objectives, Educational process, Faculty, Administration, and the Learning environment; (2) determine the students' satisfaction level in the current and the old system. of Preparatory Year Program in

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[1] Results of the new study (New system) and the results of previous study (Old system)

Shaqra University (3) propose some measures that would improve students' performance in the PYP of Shaqra University.

Theoretical Framework

There are only a few studies, Abdel al (2010), Jamelske (2009), & Kirabo (2014), which have discussed Preparatory Year and/or Residential College Programs. These studies have asserted on the fact that the university students suffer from social, psychological and educational problems at the very beginning of their academic years. Moreover, these researches validate the important role preparatory colleges play in preparing students for university.

It is known that students need to have both academic and practical knowledge for the labor market. This is done through various work-oriented programs that are adopted by the universities. Educating our next generation in a comprehensive way oriented towards a productive life is regarded as one of the most important roles of universities.(Abu Samra et al., 2005)

In the UNESCO conference on Higher Education in the 21st century, it has asserted what the governments and institutions should do in regard to searching for quality despite the ever increasing turnout in higher education. And as an answer to this call, the Higher Education Council in Kingdom of Saudi Arabia has approved, in its 65th session Rabae Thany 1432 (Arabic calendar March 2011), a number of resolutions, one of which is to establish the Preparatory Year Deanship Program in Shaqra University. The vision of this program is to bring Shaqra University to academic distinction and to obtain leadership with its programs and outputs across universities in the Kingdom of Saudi Arabia. Combining modern technology and good academic environment, the Preparatory Year Program (PYP) seeks to help students to develop their life skills, and their educational and social competencies which then will ensure achievements in their specialized fields in the future while at the same time maintain social connection to the society. More specifically, the objectives of PYP in Shaqra University are the following: (1) assist the students acquire a distinct academic understanding; (2) improve the linguistic proficiency of the students particularly in English; (3) develop self-study skills and ability to work as a team; (4) promote leadership skills, self-confidence, disciplines, commitment, and sense of responsibility. (Preparatory Deanship Program at Shaqra University, 2015) Shaqra implements the PYP for those students planning to enroll in Medicine, Information System, Physics, Mathematics, Chemistry, and Biology. The PYP Deanship is the office that is fully responsible for the supervision of the PYP in the university compound. Due to the diversity of the SU colleges, and its geographical distribution across West Riyadh governorate, the Faculty of Human Studies and Science in Huraimila has been chosen as a sample for the monitoring and assessment of the PYP. The PYP in Huraimila, in its initial stage, was originally run by a private firm, but after 4 years, the actual supervision was turned over to the university itself.

Why was China chosen as part of the study? There has been a dire need to study the Asian communities educationally since most of the previous researches mainly tackle these countries economically and politically. Moreover, most Arabic studies tend to focus on Western educational models - especially Europe and the United States. This has urged the researcher to turn to People's Republic of China. The prosperity that China has won in its educational systems shows that she is one of the fast developing Eastern Asian countries. While Israel is studying South East Asian countries so as to make use of their technological and scientific achievements, and in return offering help and support to these countries militarily, as Arab country, we can follow suit and jump on that bandwagon to make use of China's educational experiment and its positive resources. But despite the huge improvement in the field of higher education, China is still faced with challenges such as low funding, low quality, and low return on investment in higher education (China Education and Research Network, 2004).

According to the report of the Prime Minister Wenjiabao in the Fifth National People's Conference (2012), the percentage of expenses on national education was only 4%. This is way below compared with that of United Kingdom whose budget for education reaches up to 53%. As for the quality, according to 2010's report issued by the Ministry of Education, the ratio between students and teaching staff was not balanced. The proportion of the academic staff to the students in higher education was about 2: 1. As for the United States, the proportion between the academic staff and the students was about 17:1 in 2000. And, as for the return on investment in higher education, considering labor as one aspect of investment revenue, we will find that in 2001, there were about 6.6 million graduates in China but with labor percentage output of only 69%. We can see from these statistics that while the number of graduates increases, the rate of labor is ironically decreasing every year (Ministry of Education , 2012).

In the face of these existing problems in higher education, the Chinese government looked for the solution, and one of the solutions that they found was raising the standard of higher education to guarantee the quality of its graduates. Various measurements have been carried out to improve the quality of freshmen, and one of these was the establishment of residential colleges (Selim, 1995).

Residential College program actually first appeared at the end of the 18th century, when foreign missionaries in China established universities with one-year residential college program. If the student passed the RC program, then they could go to the affiliated universities. After 1949, the new government founded a preparatory course for ethnic minorities in higher education so as to prepare these students for the higher educational requirements. In 1984, the Ministry of Education issued a report which set the structure for the preparatory course. Currently, the RC system exists in three public Chinese universities: Fudan University, Zhejiang University, and Shanghai University. Fudan University was chosen for the research.

Fudan University is one of the China's topmost institutions of advanced learning and higher education. It was founded in 1905, however, it was only in 1917 that it began to offer undergraduate programs and officially renamed itself as "Fudan University". It had three schools: Arts, Sciences and Business, a prep school, and a section of secondary education. In 1929, Fudan University opened four new departments: journalism, civil administration, law, and education. Fudan became one of the national elite universities after the founding of the People's Republic of China in 1949. On April 27, 2000, Fudan University officially merged with Shanghai Medical University. Today, Fudan University is ranked #19 in the top 25 universities of Asia with an overall score of 86.1. Moreover, in terms of research and publications , its citations per paper score is 88.6.(Ministry of Education , 2012)

The Residential College (RC) in Fudan University has the following missions: (1) help the students to be openly developed, to adapt to the changes around them, to update their knowledge, and to seek self-improvement; (2) to help students develop self-esteem, and comprehensive innovative qualities; and lastly, (3) to help students obtain the best status including ethical and academic understanding, and adaptation to campus life.

The Academic Year in RC is divided into four levels based on the four seasons (see Table 1). Student is graded in the study and his academic success depends on reaching the transition provisions from one level to another.

Table 1: Academic seasons and hours of Residential College in Fudan University

No.	Academic semester	Duration	Number of hours
1.	Military skills training	14 days	2
2.	Autumn	18 weeks, 2 weeks exam	20
3.	Winter	18 weeks, 2 weeks exam	20
4.	Summer	4 weeks, 2 week exam	8
Total			**50**

Upon finishing the military training, students are divided into groups according to a placement test, which is being held by the concerned departments at the beginning of the academic year. The students then register their curriculum electronically.

The students' performance is evaluated through exams, homework, research projects and other activities which reflect the curriculum. If any student falls behind, he will receive a warning. A copy will be sent to his family. The students are successfully graduated after completing the academic plan, or at least with GPA reaching passing grade (see table 2). In case of any failure, he can repeat the curriculum the following year. The grades of students in each curriculum are based on the weight of the grade out of 4. The students' major is not determined until he finishes his academic curriculum. Students can study 2 subjects, and his major in college is determined at the end of the academic year if he passes the program.

**Table 2:** Grading Criteria for Student's Weighted GPA in the RC in Fudan

Item	Percentage
* The student's grade in high school and college entrance examination	45%
* The students' grade in the RC	45%
* Ethics and discipline	10%
Total	100%

As shown in Table 2, the overall GPA of a student which will determine whether he can be admitted in the university is based on the Preparatory Year Program grade, College Entrance grade, and Ethics and Discipline grade.

Conceptual

The conceptual paradigm also known as the IPO method includes the Input, Process, and the Output as shown in the figure below. The "input" in this study includes the developed questionnaire, while the "process" is the survey through the use of the questionnaire. The "process" also includes the organization and presentation of data as well as the statistical treatment of the data. The results or the "output" are the general perceptions or attitudes of the students' towards different variables or aspects of the Preparatory Year Program such as the program per se, educational process, faculty performance, facilities, administration, and the learning environment. (Best, 1994).

Input

Process

Output

Questionnaire → Organization Presentation of data Statistical treatment of data → General perceptions or attitudes of the students towards PYP
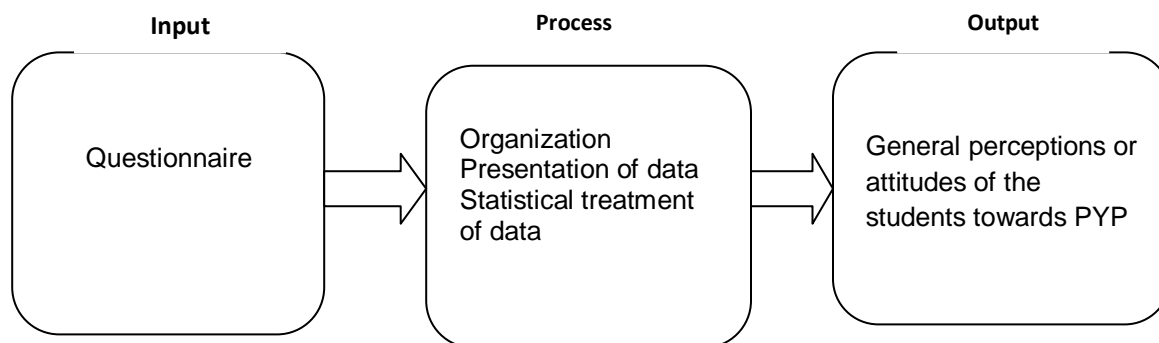
METHODOLOGY

Research Design

The appropriate research method used for the current research study was the descriptive analytical method in order to identify the reality of student's satisfaction level on Preparatory Year Program (PYP) in both Shaqra University and Fudan University. This was done using various descriptive methods like survey, analysis and description. Statistics was used in the study to analyze the data through the SPSS program.

Research Site and Research Participants

Survey was conducted in two different universities, namely: Shaqra University in Saudi Arabia and Fudan University in Shanghai, China. A total of 162 graduate students of the Preparatory Year Program with age brackets 18-20 and 21- 30 years old participated in the study. Survey was conducted during the last week of the semester prior to their final examinations, within the Academic Year 2014-2015. Both universities granted approval for the conduct of the study. Likewise, students' consent were also taken first prior to the distribution of questionnaires.

Research Instruments and their Validity

A questionnaire was prepared to collect data for this study from its Saudi and Chinese samples. This was done for the purpose of identifying the actual reality of the Preparatory Year Program in both universities based on the students' point of view. As table 3 shows, the questionnaire consisted of two parts, namely: Part I: Basic information or Demographic Profile (3 items), and Part II: Program Information (81 items). The Program Information was further subdivided into sections such as the program, the educational process, faculty, administration, and the learning environment. The last part of the questionnaire was a question whether the respondent has other or additional suggestions for better improvement of the program. Moreover, Part II questions were Likert items wherein the respondent rated the item as " 5 = always, 4 = often, 3 = sometimes, 2 = rarely, and 1= never".(Collins et al., 1996)

Table 3: Description of the student's survey (parts, sections, and number of items)

Part	Domain	Number of statements after amendment
Part I	Demographic Profile	3
Part II	Program information	
Section 1	The program and its objectives	17
Section 2	The educational process	25
Section 3	The faculty	9
Section 4	The administration	10
Section 5	The learning environment	20
Total number of statements		84

The researcher-made questionnaire had undergone several validating procedures before it was given to the respondents. Firstly, its grammar and content was edited by English experts in the Language Department of Shaqra University. Secondly, the questionnaire underwent pre- and post-testing to a group of 30 students studying under the Preparatory Year Program in the same university, and then their comments or suggestions were taken into considerations as part of the improved questionnaire. Thirdly, the improved questionnaire was brought for approval and further evaluation of the University's Ethics Review Board. Lastly, the questionnaire was subjected to statistical test for reliability using Cronbach Alpha analysis, and only upon obtaining a value of at least $\alpha = 0.8$ for all the items that the questionnaire was considered valid and ready for distribution.

Data Collection

The researcher personally distributed the questionnaire in Shaqra University, while in Fudan University in China, he requested the help of a translator to explain to the students about the purpose of the study, although the students there know how to speak English a little bit. The researcher got their consent first before the questionnaires were distributed. Furthermore, they were assured of confidentiality and that the data collected would only be used for research purpose. Purposive sampling was employed in order to ensure that only those who were about to graduate in the Preparatory Year Program were allowed to answer the questionnaires.

RESULTS AND DISCUSSIONS

Statistical Validity and Consistency of the Questionnaire

Stability is regarded as one of the most important characteristics of the good measurement, which means the consistency of the clauses and its unchanging nature no matter how the conditions have been changed. There are several ways to measure the stability measurement, the most important and commonly used way is the test and re-tests method, and the Alpha Cronbach method (Al Bany et al., 2004). Hence, the researcher had used this method to measure the stability of each paragraph of the questionnaire, each section in the questionnaire, and the whole questionnaire itself.

Table 4: The numbers of distributed and reclaimed questionnaire, and the percentage of valid and invalid questionnaire

University name	No. of distributed questionnaire	No. of reclaimed questionnaire	Percentage	No. of non valid questionnaire	No. of valid questionnaire
Shaqra	120	85	71	13	72
Fudan	125	117	94	27	90
Total	245	202	83	40	162

As Table 4 shows, out of a total of 245 questionnaires distributed, only about 162 questionnaires or around 83% turned out to be valid for statistical analysis. One reason behind this was because there were some questionnaires which were not completely filled in by the respondents.

As can be seen from Table 5, the result of the total coefficient stability of alpha has been calculated and estimated to be 0.864. This means a high stability of the measurement and its applicability. Furthermore, the results of the stability coefficients of the items of the questionnaire range from 0.837 to 0.846. These high values indicate also a high degree of stability. Therefore, from these calculated values of Cronbach alpha we can surmise that a high degree of reliability of validity of questionnaire has been assured prior to its distribution to the respective respondents.

As can be gleaned from Table 6, the values indicate a high correlation coefficient between the degree of each section, and the other sections and between each section and the total statistically function values at a significance level of 0.01.

Furthermore, as can be seen from Table 7, the values of correlation coefficients r between the degree of each clause and the total degree of each clause and the total degree of the section is greater than the tabular value (0.210) at the significance level of 0.01. This indicates the existence of a strong correlation between the degree of the clause and the total degree of the sections. Therefore, from these values of the tables, we can conclude statistically that there is a very high internal consistency and validity among the sections of the questionnaire as well as their corresponding clauses.

Table 5: The coefficients of the questionnaire's sections, and clause's stability

Sections	No. of section's clauses	The coefficient of the sections' clauses	The total coefficient stability (cronbach alpha)
1- the program and its objectives	17	0.837	
2- Educational process	25	0.851	
3- Faculty	9	0.831	0.864
4- Administration	10	0.852	
5- Learning environment	20	0.846	

Table 6: Internal consistency: correlation r coefficients between the degree of each section and the totals of the questionnaire

The sections of the questionnaire	The program and its objectives	Educational process	Educational authority	Administrative authority	Educational environment
1- the program and its objectives	-				
2- Educational process	0.695	-			
3- Educational authority	0.715	0.75	-		
4- administrative authority	0.725	0.716	0.737	-	
5- Educational environment	0.694	0.729	0.748	0.728	-

Table 7: Internal consistency: Correlation r coefficients between the degree of each clause and the degree of the section to which the clause belongs.

The sections of the questionnaire	The number of clause	The extent of the correlation coefficients between the degree of the clause and the degree of a section
1- The program and its objective	17	0.761-0.702
2- The educational process.	25	0.766-0.728
3- Educational body.	9	0.805-0.737
4- Administrative body	10	0.795-0.748
5- Educational environments	20	0.788-0.750

Table 8: Distribution of the respondents according to age and reasons for taking the preparatory year program

The students	18-20 age years	21-30 years	Reasons affecting making decisions of study	
			Personal wish	Family wish
Shaqra	55	17	53	19
Fudan	75	15	79	11

Demographic Profile of Participants

Table 8 reveals that a greater number of respondents (n_1=55 & n_2=75 respectively) from both Shaqra University and Fudan University have ages ranging between 18-20 years. Only few respondents (n_1=17 & n_2=15 respectively) had come from the age bracket of 21-30 years old. This implies that majority of respondents who have enrolled in the preparatory year program were fresh graduates of high school. Furthermore, table 8 also shows that a greater number of respondents (n_1=53 & n_2= 79 respectively) from the two universities under study answered "personal wish" as the main reason behind for their interest to study in the preparatory year program. Furthermore, compared with Shaqra University (n=53), more Fudan University (n=79) respondents had selected "personal wish" as the main reason for studying. It can be inferred from this data that Saudi students are influenced more by their family in taking up the preparatory year program.

Section 1: The Program and its Objectives

Respondents in Shaqra University merely gave an average rating of 2.24 (Table 9), 2.28 (Table 10), and 2.24 (Table 11) on the aspect of program and objectives of the Preparatory Year Program (PYP). T- values in those tables mentioned which are lower than the theoretical value at both significance level of 0.01 and 0.05 indicate that there are no significant differences on the responses regardless of gender, age brackets, and decision to study . The qualitative equivalent of these average values is "rarely" which implies a "low" satisfaction level of the students on this part of the program. It also means that what is required is done weakly or is not done in most of the cases.

Table 9: The Arithmetic averages, standard deviations, t-values for PYP in Shaqra University according to gender

| Section | Female N= 23 | | Male N=49 | | Ave. rating | t-value | noisulcnoC | ETA square (R^2) |
	Arithmetic averages	Standard deviation	Arithmetic averages	Standard deviation	Both male & female			
1- the program and its objectives	2.21	0.41	2.28	0.46	2.24	0.62-	Not statistically significant	
2- Educational process	2.97	0.85	2.67	0.82	2.82	1.43	Not statistically significant	
3- The faculty	3.45	0.67	3.22	0.34	3.34	1.27	Not statistically significant	0.06
4- The administration	2.28	0.82	2.85	0.69	2.56	**3.08	Statistically significant	
5- The learning environment	2.15	0.64	1.98	0.73	2.06	0.96	Not statistically significant	

The value of " t" driven at the level of significance **(0.01) =2.66 and at the level of significance(0.05) =2.0
Legend:
1.00-1.79-Never
1.80- 2.59-Rarely
2.60- 3.39-Sometimes
3.40- 4.19-Often
4.20- 5.00-Always

Table 10: The Arithmetic averages, standard deviations, t-values for PYP in Shaqra University according to age brackets

| Section | 18-20 years old, N= 55 | | 21-30 years , N=17 | | Ave. rating | t-value | noisulcnoC |
	Arithmetic averages	Standard deviation	Arithmetic averages	Standard deviation	18-20 y.o. & 21-30 y.o.		
1- the program and its objectives	2.23	0.85	2.34	0.75	2.28	0.48	Not statistically significant
2- Educational process	2.82	0.74	2.58	0.79	2.70	1.15	Not statistically significant
3- The faculty	3.27	0.69	3.35	0.82	3.31	0.40	Not statistically significant
4- The administration	2.66	0.58	2.68	0.56	2.67	0.13	Not statistically significant
5- learning environment	2.02	0.73	2.09	0.67	2.06	-0.35	Not statistically significant

The value of " t" driven at the level of significance **(0.01) =2.66 and at the level of significance(0.05) =2.0
Legend:
1.00-1.79-Never
1.80- 2.59-Rarely
2.60- 3.39-Sometimes
3.40- 4.19-Often
4.20- 5.00-Always

Table 11: The Arithmetic averages, standard deviations, t-values for PYP in Shaqra University according to decision to study

Section	Personal wish N=53		Family wish N=19		Ave. rating	t-value	noisulcnoC	ETA square
	Arithmetic averages	Standard deviation	Arithmetic averages	Standard deviation	PW & FW			
1- the program & its objectives	2.28	0.85	2.19	0.75	2.24	0.41	Not statistically significant	0.00
2- Educational process	2.83	0.74	2.58	0.79	2.71	1.24	Not statistically significant	0.01
3- The faculty	3.37	0.69	3.05	0.82	3.21	1.65	Not statistically significant	0.02
4- The administration	2.83	0.58	2.19	0.56	2.51	4.16	yllacitsitats oN tnacifingis	0.10
5- Learning environment	2.13	0.73	1.78	0.67	1.96	1.83	Not statistically significant	0.02

The value of " t" driven at the level of significance **(0.01) =2.66 and at the level of significance(0.05) =2.0
Legend:
1.00-1.79-Never
1.80- 2.59-Rarely
2.60- 3.39-Sometimes
3.40- 4.19-Often
4.20- 5.00-Always

Interestingly, as can be seen from Table 12 & 13, respondents from Fudan University rated this same section the highest with an average rating of 4.44& 4.34. This rating is qualitatively equivalent to "always", which also means that the statement is correct all the time or approximately in all the cases, or what is required is done on the best way. With a computed value lower than the theoretical value at both significance level of 0.01 and 0.05, there is no significant difference on the responses between the two age brackets, 18-20 years old and 21-30 years old as well as decision to study.

As shown in Table 14, students from Shaqra and Fudan University gave different rankings on different items of the program and its objectives section. However, when their averages were taken, a common ranking was obtained. The following is the ranking and its corresponding number of item: Rank 1: item no. 7> Rank 2: item no. 3>Rank 3: item no. 6 >Rank 4: item no. 1 >Rank 5: item no.8 >Rank 6: item no. 4 >Rank 7: item no.5 >Rank 8: item no. 12 >Rank 9: item no. 9 >Rank 10: item no. 10 >Rank 11: item no. 2 >Rank 12: item no. 17 > Rank 13: item no. 16 > Rank 14: item no. 14 > Rank 15: item no. 13 >Rank 16: item no. 11 >Rank 17: item no. 15.

As the above ranking shows, the top 10 lowest items that need to be given attention to or improvement are as follows: (NOTE: rank 17-8; the 1st item in the list having the lowest rating)

• There is a special group set up to discover and develop students' creative talents.
• I have not encountered any problems during the registration process.
• I have received an alert concerning the changes in the program.
• The scientific content of the program was enough and integrated.
• The program's required books and references are authorized and available for everyone.
• I agree on the program's provided options.

• I have a prior knowledge about the aims of the programs before enrollment.
• The registration process of the courses was easy and of high efficiency.
• I was completely aware of the process of acceptance and registration.
• There were cooperative academic guides to provide assistance and help.

Section 2: The Educational Process

As can be seen in Table 9, students from Shaqra University gave the educational process section with an average rating of 2.82. The computed t-value of 1.43 against theoretical value at both significance level of 0.01 and 0.05 states that there is no significant difference with regards to the responses as far as gender is concerned. These average ratings fall within the category of "sometimes" which also means that what is required is done in a few times or is done in a medium way approximately.

Quite differently, as Table 10 shows, the respondents gave an average rating of 2.28 which when converted qualitatively it means "rarely" or what is required is done weakly or is not done in most of the cases. With a low t-values against the theoretical values, there is no significant differences on the responses as far as age brackets are concerned.

With an average rating of 2.71 (Table 11), qualitatively it means "sometimes" or what is required is done in a few times or is done in a medium way approximately. Again, with low t-values against the theoretical values, there are no significant differences on the responses as far as "decision to study" is concerned.

Surprisingly, just as in the previous section, the students of Fudan University gave also the highest average rating of 4.44 (Table 12) and 4.58(table 13) in the section 2 of their preparatory year program. Qualitatively, it means that what is required is done on

Table 12: The Arithmetic averages, standard deviations, t-values for PYP in Fudan University according to age brackets

Section	18-20 age years, N=76		21-30 years, N=14		Ave. rating 18-20 yo; 21-30 yo	t-value	Conclusion	ETA square
	Arithmetic averages	Standard deviation	Arithmetic averages	Standard deviation				
1- the program and its objectives	4.49	0.73	4.40	0.76	4.44	0.42	Not statistically significant	0.000
2- Educational process	4.41	0.69	4.54	0.59	4.48	-0.66	Not statistically significant	0.000
3- The faculty	4.38	0.58	4.43	0.81	4.41	-0.28	Not statistically significant	0.000
4-The administration	4.35	0.91	4.81	0.64	4.58	-1.81	Not statistically significant	0.02
5- Learning environment	4.54	0.65	3.92	0.58	4.23	3.33	yllacitsitatS tnacifingis	0.06

The value of "t" driven at the level of significance **(0.01) =2.617 and at the level of significance(0.05) =1.98

Table 13: The Arithmetic averages, standard deviations, and t- value for PYP in Fudan University according to decision to study

Section	Personal wish N=6		Family wish N=84		Ave. rating Decision to study	t-value	Conclusion
	Arithmetic averages	Standard deviation	Arithmetic averages	Standard deviation			
1- the program and its objectives	4.50	0.75	4.17	0.91	4.34	1.03	Not statistically significant
2- Educational process	4.41	0.68	4.75	0.82	4.58	-1.17	Not statistically significant
3- Faculty	4.37	0,59	4.71	0.68	4.54	-1.35	Not statistically significant
4- Administration	4.43	0.78	4.29	0.73	4.36	0.43	Not statistically significant
5- Learning environment	4.47	0.76	4.05	0.86	4.26	1.30	Not statistically significant

The value of " t" driven at the level of significance **(0.01) =2.617 and at the level of significance(0.05) =1.98

Table 14: The Arithmetic averages, standard deviations, square value, the dimensional order of Section 1: The program and its objectives

No. of item	Shaqra Univ., N= 72		Fudan Univ., N = 90		t-value	ETA square	PYP in Shaqra sample order	PYP in FUsample order	average	Rank
	Arithmetic averages	Standard deviation	Arithmetic averages	Standard deviation						
1	3.15	0,41	4.52	0.46	19.76	0.71	4	8	3.91	4
2	1.58	0,47	4.67	0.48	41.09	0.91	13	3	3.30	11
3	3.28	0.45	4.61	0.49	17.80	0.66	1	6	4.02	2
4	2.95	0.44	4.51	0.46	21.87	0.75	5	10	3.82	6
5	2.34	0.50	4.68	0.48	30.27	0.85	7	2	3.64	7
6	3.19	0.40	4.55	0.44	20.35	0.72	3	7	3.95	3
7	3.27	0.53	4.71	0.49	17.92	0.67	2	1	4.07	1
8	2.86	0.73	4.62	0.66	16.09	0.62	6	4	3.84	5
9	2.32	0.68	4.36	0.67	19.13	0.70	8	15	3.45	9
10	2.15	0.49	4.48	0.51	29.40	0.84	9	11	3.44	10
11	1.97	0.47	3.85	0.47	25.30	0.80	11	17	3.01	16
12	2.09	0.45	4.62	0.57	30.76	0.86	10	5	3.50	8
13	1.34	0.43	4.37	0.42	45.15	0.93	16	14	3.02	15
14	1.42	0.58	4.52	0.77	28.33	0.83	15	9	3.14	14
15	1.29	0.81	4.09	0.77	22.47	0.76	17	16	2.85	17
16	1.55	0.83	4.47	0.74	23.64	0.78	14	12	3.17	13
17	1.61	0.49	4.45	0.75	27.37	0.83	12	13	3.19	12
Total	2.26	0.66	4.48	0.84	18.34	0.68				

the best way. However, despite this, there is no significant difference as far as age brackets and decision to study are concerned.

As shown in Table 15, students from Shaqra and Fudan University gave different rankings on different items of the educational process section. However, when their averages were taken, a single ranking was obtained. The following is the ranking and its corresponding number of item: Rank 1: item no. 14 >Rank 2: item no. 17 >Rank 3: item no. 23 > Rank 4: item no. 22 >Rank 5: item no.1 >Rank 6: item no. 12 >Rank 7: item no.13 >Rank 8: item no. 16 >Rank 9: item no. 8 >Rank 10: item no. 5 >Rank 11: item no. 4 >Rank 12: item no. 20 > Rank 13: item no. 21 > Rank 14: item no. 15 > Rank 15: item no. 11 >Rank 16: item no. 10 >Rank 17: item no. 6 > Rank 18: item no. 9 > Rank 19: item no. 24 > Rank 20: item no. 18 > Rank 21: item no. 3 > Rank 22: item no. 25 > Rank 23: item no. 2 > Rank 24: item no. 7 > Rank 25: item   number.   19.

Table 15: The Arithmetic averages, standard deviations, square value, the dimensional order of Section 2: The educational process

No. of item	Shaqra Univ., N= 72		Fudan Univ., N= 90		t-value	ETA square	PYP in Shaqra Univ. sample order	PYP in FU sample order	average	Rank
	Arithmetic averages	Standard deviation	Arithmetic averages	Standard deviation						
1	3.24	0.77	4.51	0.86	9.78	0.37	5	11	3.95	5
2	2.28	0.88	4.39	0.84	15.55	0.60	19	18	3.45	23
3	2.19	0.78	4.51	0.82	18.28	0.68	23	13	3.48	21
4	3.11	0.74	4.37	0.81	10.22	0.39	10	20	3.81	11
5	2.86	0.50	4.66	0.77	17.15	0.65	14	1	3.86	10
6	2.38	0.42	4.48	0.86	18.98	0.69	17	15	3.55	17
7	2.41	0.49	3.94	0.86	13.45	0.53	16	25	3.26	24
8	3.15	0.34	4.48	0.67	15.33	0.60	7	14	3.89	9
9	2.17	0.95	4.61	0.53	27.68	0.83	24	4	3.53	18
10	2.27	0.81	4.57	0.56	21.32	0.74	20	9	3.55	16
11	2.25	0.79	4.63	0.53	22.87	0.77	21	2	3.57	15
12	3.11	0.46	4.58	0.52	18.81	0.69	11	7	3.93	6
13	3.25	0.48	4.44	0.78	11.34	0.45	3	16	3.91	7
14	3.26	0.52	4.61	0.45	17.70	0.66	2	3	4.01	1
15	2.44	0.56	4.57	0.87	18.00	0.67	15	8	3.62	14
16	3.15	0.63	4.51	0.52	15.05	0.59	8	12	3.91	8
17	3.24	0.44	4.58	0.47	18.55	0.68	6	6	3.98	2
18	2.94	0.50	3.94	0.53	12.24	0.48	13	24	3.50	20
19	2.22	0.50	4.08	0.61	20.86	0.73	22	23	3.25	25
20	3.15	0.62	4.11	0.60	9.97	0.38	9	22	3.68	12
21	2.98	0.58	4.18	0.49	14.27	0.56	12	21	3.65	13
22	3.42	0.58	4.38	0.51	11.20	0.44	1	19	3.95	4
23	3.25	0.54	4.52	0.68	12.92	0.51	4	10	3.96	3
24	2.11	0.80	4.61	0.68	21.49	0.74	25	5	3.50	19
25	2.34	0.74	4.39	0.70	18.06	0.67	18	17	3.48	22
Total	2.77	0.76	4.43	0.85	12.93	0.51				

As the above ranking shows, the top 10 lowest items that need to be given attention to or improvement are as follows: (NOTE: rank 25-16; the 1st item in the list having the lowest rating)

- Suitable assessment criteria were used for what is taught in the program.
- This program developed my critical and analytical thinking skills.
- The success requirements in the program (including the home assignments on which the assessment is built using them and the assessment criteria) are clear to me.
- The result of the assessment was fair, just, and agreeable.
- The front lines (including the information and skills which the program aim to develop) are clear to me.
- The examinations schedule was well organized.
- There were multiple chances to improve the performance and raise the educational level.
- The science courses are suitable with my scientific attitude and they develop my self-study skills.
- My ability in studying and solving new problems increased as a result of my study inside the program.
- I am satisfied with the level of teaching and learning which I acquired through the program.

Section 3: The faculty

Students from Shaqra University graded the faculty section with an average rating of 3.34 (Table 9), 3.31 (Table 10), and 3.21 (Table 11). The lower computed t-values in the 3 tables against theoretical value at both significance level of0.01 and 0.05 state that there

is no significant difference with regards to the responses as far as gender, age brackets, and decision to study are concerned. These average ratings fall within the category of "sometimes" which means that what is required is done in a few times or is done in a medium way approximately.

On the other hand, the students from Fudan University gave the faculty section of their preparatory program a very high satisfactory rating of 4.41 (Table 12) and 4.54 (Table 13). These values mean that what is required is done on the best way. However, their responses have no significant difference as far as age brackets and decision to study are concerned.

As shown in Table 16, students from both Shaqra and Fudan University unanimously (based on average rating) ranked the items of the faculty section as follows: Rank 1: item no. 1 >Rank 2: item no. 5 >Rank 3: item no. 3 > Rank 4: item no. 9 >Rank 5: item no.6 >Rank 6: item no. 4 >Rank 7: item no.2 >Rank 8: item no. 8 >Rank 9: item no. 7

As the above ranking shows, the following are items that need to be given attention to or improvement: (NOTE: rank 9-1; the 1st item in the list having the lowest rating).

Table 16: The Arithmetic averages, standard deviations, square value, the dimensional order for Section 3: Faculty

No. of item	Shaqra Univ., N= 72		Fudan Univ., N = 90		t-value	ETA square	PYP in SU sample order	PYP in FU sample order	average	Rank
	Arithmetic averages	Standard deviation	Arithmetic averages	Standard deviation						
1	4.11	0.78	4.38	0.82	2.13	0.03	1	5	4.26	1
2	2.96	0.77	4.51	0.76	12.82	0.51	9	2	3.82	7
3	3.15	0.81	4.49	0.86	10.11	0.39	7	3	3.89	3
4	3.24	0.55	4.29	0.82	9.31	0.35	5	8	3.82	6
5	3.34	0.75	4.64	0.85	10.19	0.39	2	1	4.06	2
6	3.28	0.73	4.33	0.74	9.03	0.34	3	6	3.86	5
7	3.27	0.43	4.09	0.74	8.34	0.30	4	9	3.73	9
8	3.09	0.47	4.33	0.76	12.11	0.48	8	7	3.78	8
9	3.16	0.55	4.45	0.69	12.92	0.51	6	4	3.88	4
Total	3.29	0.86	4.39	0.98	7.50	0.26				

- They able to deal with different types of students.
- They treat the students fairly.
- The educational institution is considered a model of moral behavior for the students.
- They have considerable knowledge of the content of the courses they teach.
- They understand the psychological needs of students.
- They are highly efficient and trustworthy.
- They are able to deliver knowledge and information effectively.
- They are committed to their lectures and office hours.
- The educational institution is considered a model of moral behavior for the students.

Section 4: The Administration

The administration section of the Preparatory Program in Shaqra University was rated with an average rating of 2.56 (Table 9), 2.67 (Table 10), and 2.51 (Table 11). The lower computed t-values in Tables 10 & 11 against theoretical value at both significance level of 0.01 and 0.05 state that there is no significant difference with regards to the responses as far as age brackets and

decision to study are concerned. However, Table 9 shows that there is a significant difference among the responses as far as gender is concerned.

These average ratings fall within the category of "rarely" which means a "low" satisfaction level of the students on this part of the program. It also means that what is required is done weakly or is not done in most of the cases.

Meanwhile, the same section of their preparatory program in Fudan University was rated by the students with a very high satisfactory rating of 4.58 (Table 12) and 4.36 (Table 13) respectively. These values mean that what is required is done on the best way. However, their responses have no significant difference as far as age brackets and decision to study are concerned.

Students from both Shaqra and Fudan University ranked the items of the administration section (Table 17) of the Preparatory Program as follows: Rank 1: item no. 2 >Rank 2: item no. 3 >Rank 3: item no. 1 > Rank 4: item no. 4 >Rank 5: item no.9 >Rank 6: item no. 7 >Rank 7: item no.6 >Rank 8: item no. 5 >Rank 9: item no. 10 > Rank 10: item no. 8.

As the above ranking shows, the following are items that need to be given attention to or improvement: (NOTE: rank 10-1; the 1st item in the list having the lowest rating)

Table 17: The Arithmetic averages, standard deviations, square value, the dimensional order of Section 4: Administration

No. of items	Shaqra Univ., N= 72		Fudan Univ., N= 90		t-value	ETA square	PYP in SU sample order	PYP in FU sample order	average	Rank
	Arithmetic averages	Standard deviation	Arithmetic averages	Standard deviation						
1	3.28	0.64	4.35	0.78	9.38	0.35	2	8	3.87	3
2	3.95	0.84	4.41	0.76	3.65	0.08	1	6	4.21	1
3	3.18	0.99	4.49	0.56	10.61	0.41	4	5	3.91	2
4	3.24	0.83	4.37	0.52	10.58	0.41	3	7	3.87	4
5	2.15	0.42	4.31	0.78	21.16	0.74	8	9	3.35	8
6	2.09	0.58	4.51	0.77	22.11	0.75	9	4	3.43	7
7	2.43	0.51	4.62	0.89	18.57	0.68	6	2	3.65	6
8	2.18	0.64	3.98	0.47	20.63	0.73	7	10	3.18	10
9	2.46	0.56	4.65	0.52	25.74	0.81	5	1	3.68	5
10	1.67	0.91	4.55	0.51	25.45	0.80	10	3	3.27	9
Total	2.66	0.76	4.42	0.88	13.44	0.53				

- There are existing services and facilities for people with special needs.
- I feel good about dealing with the staff and the services they provide.
- They are fast in getting cards, records, and the academic papers.
- Staff is cooperative and treats the students in a flexible and effective manner with high interests.
- They are using modern technology to facilitate transactions.
- Staff is efficient and outstanding performance.
- Staff provides all the services required in the shortest amount of time.
- Offices are always staffed.
- Answer all inquiries quickly and properly.
- Reception is very helpful when dealing with students.

Section 5: The Learning Environment

The learning environment section of the Preparatory Program in Shaqra University got an average rating of 2.06 (Table 9 & 10) and 1.96 (Table 11). The lower computed t-values in the 3 tables against theoretical value at both significance level of 0.01 and 0.05 state that there is no significant difference with regards to the responses as far as gender, age brackets, and decision to study are concerned. These average ratings fall within the category of "rarely" which means a "low" satisfaction level of the students on this part of the program. It also means that what is required is done weakly or is not done in most of the cases.

However, Fudan University students rated the learning environment with a very high average rating of 4.23 (Table 12) and 4.26 (Table 13), respectively. These values mean that what is required is done on the best way. However, their responses have no significant difference as far as age brackets and decision to study are concerned.

Both Shaqra and Fudan University respondents ranked the items of the learning environment section (table 18) of the Preparatory Program as follows: Rank 1: item no. 1 >Rank 2: item no. 2 >Rank 3: item no. 4 > Rank 4: item no. 5 >Rank 5: item no.9 >Rank 6: item no. 3 >Rank 7: item no.8 >Rank 8: item no. 19 >Rank 9: item no. 16 > Rank 10: item no. 13 > Rank 11: item no. 15 > Rank 12: item no. 17 > Rank 13: item no. 12 > Rank 14: item no. 20 > Rank 15: item no. 18 > Rank 16: item no. 11 > Rank 17: item no. 10 > Rank 18: item no.6 > Rank 19: item no.7 > Rank 20: item no. 14.

As the above ranking shows, the following are items that need to be given attention to or improvement: (NOTE: rank 20-11; the 1st item in the list having the lowest rating)

- The schedule concerning the presentation of services and activities is very suitable for the students.
- There are training opportunities on the use of computer programs.
- I have the chance to use the internet.
- There are services in the library such as photocopying.
- There is an electronic library which allows the students to use it.
- There are places for eating and drinking which satisfy the needs of the students.
- I feel good about the provided services and their effect on the educational level.
- There are available places for reading and research.
- There are available places and halls which are quiet and provide relaxation for the students.
- The dedicated support for the activities is worthy.

Table 18: The Arithmetic averages, standard deviations, the square value, the dimensional order of Section 5: the learning environment

No. of items	Shaqra Univ., N= 72		Fudan Univ., N = 90		Value	ETA square	PYP in Shaqra Univ. sample order	PYP in FU sample order	average	Rank
	Arithmetic averages	Standard deviation	Arithmetic averages	Standard deviation						
1	4.18	0.68	4.61	0.48	4.71	0.12	1	3	4.42	1
2	3.27	0.52	4.58	0.48	16.63	0.63	4	4	4.00	2
3	2.38	0.54	4.37	0.49	24.54	0.79	6	16	3.49	6
4	3.28	0.45	4.57	0.58	15.50	0.60	3	5	4.00	3
5	3.31	0.51	3.92	0.65	6.52	0.21	2	19	3.65	4
6	1.32	0.58	4.52	0.70	31.16	0.86	19	9	3.10	18
7	1.28	0.78	4.35	0.74	25.61	0.80	20	18	2.99	19
8	2.19	0.88	4.39	0.61	18.75	0.69	7	14	3.41	7
9	2.51	0.79	4.48	0.86	15.02	0.58	5	12	3.60	5
10	1.35	0.42	4.51	0.84	29.13	0.84	18	11	3.11	17
11	1.42	0.48	4.48	0.76	29.64	0.85	16	13	3.11	16
12	1.72	0.44	4.37	0.80	25.21	0.80	8	17	3.19	13
13	1.69	0.53	4.51	0.56	32.61	0.87	9	10	3.26	10
14	1.45	0.55	3.84	0.46	30.11	0.85	15	20	2.78	20
15	1.62	0.78	4.55	0.53	28.38	0.83	12	6	3.25	11
16	1.52	0.71	4.67	0.50	33.08	0.87	14	1	3.27	9
17	1.63	0.50	4.52	0.43	39.53	0.91	11	8	3.24	12
18	1.55	0.51	4.38	0.56	33.24	0.87	13	15	3.12	15
19	1.64	0.44	4.62	0.58	36.07	0.89	10	2	3.30	8
20	1.37	0.54	4.55	0.51	38.42	0.90	17	7	3.14	14
Total	2.03	0.79	4.44	0.86	18.33	0.68				

Comparative Study between the Old Preparatory Year Program (O.S.) and the New Preparatory Year Program (N.S.) of Shaqra University

Statistical Validity and Consistency of the Questionnaire

Table 19 shows the questionnaire or study tool used in the study. As can be seen Part one consists of 3 questions, Part two consists of axis one-17 questions and axis two-25 questions, axis three-9 questions, axis four-10 questions, and axis five-20 questions. All in all there were 81 phrases or questions used in the study.

Table 20 shows the sample and community of study and the number of questionnaire distributed and reclaimed, as well as the number of valid and non-valid questionnaire. As can be seen from the table, there were about 80 percent reclaimed questionnaire in the Old PYP compared to only 76 percent reclaimed under the New PYP. Moreover, there were 290 valid questions from the Old PYP while there were only 72 valid questionnaires from the New PYP. Overall, there were 362 valid questionnaires used in the study out 700 questionnaires distributed.

Table 19: Description of the study tool (parts, axes, and number of items)

Part	Domain	Number of phrases after amendment
Part one	Basic data	3
Part two	The programs information	-
Axis one	The program and its objectives	17
Axis two	The educational process	25
Axis three	The academic staff members in the program	9
Axis four	The administrative body supervising the program	10
Axis five	The educational environment	20
Total number of phrases		**81**

Table 20: The sample and community of the study, the numbers and percentages of the distributed and reclaimed

Section name	No	No. of distributed questionnaire	No. of reclaimed questionnaire	Percentage	No of non valid questionnaire	No of valid questionnaire
O.S.	500	400	320	80%	30	290
N.S.	200	110	84	76.36%	12	72
Total	700	510	408	80%	42	362

As shown in Table 21, under the Old PYP (O.S.), out of 362 student-respondents, there were 255 students that belonged to 18-20 years old and 35 students that belonged to 21-30 years old. On the other hand, under the New PYP(N.S.), out of a total 72 respondents, there were 55 students that belonged to 18-20 years old, while there were 17 students that belonged to 21-30 years of age. Overall, about 86% of the respondents belonged to the age bracket 18-20 years old, while only 14% belonged to the age bracket 21-30 years old. This means that majority of the respondents may have just finished high school when they enrolled in the Preparatory Year Program (PYP).

Table 21 also shows that under Old PYP (O.S.) 253 respondents or about 88% had chosen *personal wish* as the reasons for deciding to enroll in the Preparatory Year Program, while only 12% chose *family wish* as the reason

to study the PYP. Meanwhile, under the New PYP (N.S.), 53 respondents or about 74% chose *personal wish* as the main reason for studying the PYP, while only 26% of the respondents chose family as the main reason for enrolling in the PYP. From this, it implies that majority of respondents were "self-driven" with regards to their decision to enroll in the Preparatory Year Program.

Table 22 is the coefficient of the questionnaire's axes and clause's stability. As can be noted from this table, with an alpha cronbach average value of 0.864 for all the axes, this indicates a very high degree of validity for all the questions across different axes. Furthermore, as shown in tables 7&8, with correlation coefficient values ranging 0.739-0.763, it indicates a very high degree of correlation among different questions of the different axes and therefore, it also means a high degree of reliability of the questionnaire as a whole.

Table 21: Distribution of the study sample according to some variations in the study

| The students | 18-20 age years | 21-30 years | Reasons affecting making decisions of study | |
			Personal wish	Family wish
O.S.	255	35	253	37
N.S.	55	17	53	19
Total	362		362	

Table 22: The coefficients of the questionnaire's axes, and clause's stability

The axis	No of the axis' clauses	The coefficient stability of the clause	The coefficient of the axis' clauses	The total coefficient stability Alpha crookback
1- the program and its objectives	17	0.792-0.832	0.837	
2- Educational process	25	0.804-0.846	0.851	
3- Educational authority	9	0.788-0.828	0.831	0.864
4- administrative authority	10	0.791-0.849	0.852	
5- Educational environment	20	0.806-0.844	0.846	

Table 23: Correlation coefficients between the degree each axis and the totals of the questionnaire

The questionnaire dimension	The program and its objectives	Educational process	Educational authority	Administrative authority	Educational environment	total
1- the program and its objectives	-					
2- Educational process	0.695	-				
3- Educational authority	0.715	0.75	-			
4- administrative authority	0.725	0.716	0.737	-		
5- Educational environment	0.694	0.729	0.748	0.728	-	-
Total	0.739	0.755	0.749	0.763	0.751	

Table 24: Correlation coefficients between the degree of each clause and the degree of the axis to which the clause is belong to it

The dimensions of the questionnaire	The number of clause	The extent of the correlation coefficients between the degree of the clause and the degree of axis
1- The program and its objective	17	0.702-0.761
2- The educational process.	25	0.728-0.766
3- Educational body.	9	0.737-0.805
4- Administrative body	10	0.748-0.795
5- Educational environments	20	0.751-0.788

Table 25: The Arithmetic averages, standard deviations, square value, the dimensional order of axis one: The program and its value

No. of item	O.S. No= 290		N.S. No = 72		Value	ETA square	O.S. sample order	N.S. sample order	average	The order
	Arithmetic averages	Standard deviation	Arithmetic averages	Standard deviation						
1	3.81	1.15	3.15	0.41	4.79	0.06	4	1	3.68	1
2	2.44	0.82	1.58	0.47	8.55	0.17	13	9	2.27	10
3	2.74	1.24	3.28	0.45	3.63	0.04	1	7	2.85	6
4	2.84	0.89	2.95	0.44	1.02	0.00	5	5	2.86	5
5	2.96	0.85	2.34	0.50	5.94	0.09	7	4	2.84	7
6	2.79	0.93	3.19	0.40	3.57	0.03	3	6	2.87	4
7	2.97	0.88	3.27	0.53	2.77	0.02	2	3	3.03	2
8	2.99	0.87	2.86	0.73	1.17	0.00	6	2	2.96	3
9	2.37	0.75	2.32	0.68	0.52	0.00	8	10	2.36	9
10	2.53	0.69	2.15	0.49	4.40	0.05	9	8	2.45	8
11	2.16	0.89	1.97	0.47	1.75	0.01	11	15	2.12	14
12	2.27	0.90	2.09	0.45	1.65	0.01	10	13	2.23	11
13	2.25	0.90	1.34	0.43	8.34	0.16	16	14	2.07	15
14	2.31	0.84	1.42	0.58	8.50	0.17	15	12	2.13	12
15	2.33	0.90	1.29	0.81	8.95	0.18	17	11	2.12	13
16	2.06	0.92	1.55	0.83	4.29	0.05	14	17	1.96	17
17	2.13	0.88	1.61	0.49	4.83	0.06	12	16	2.03	16
Total	2.58	0.38	2.26	0.66	5.47	0.08				

Dimensional Order of Axis One: The Program and Its Value

As can be seen from Table 25, under both the Old PYP (O.S.) and the New PYP (N.S.), the respondents gave the program and its value an average rating of 2.58 & 2.26, respectively, which is interpreted as "rare" or "low" satisfaction level on this part of the program. It indicates that what is required is done weakly or is not done in most of the cases.

As shown in table 25, students under both O.S and N.S. gave different rankings or sample order on different items of the program and its objectives section. However, when their averages were taken, a common ranking or sample was obtained. The following is the ranking or sample order and its corresponding number of item: Rank 1: item no. 1 >Rank 2: item no. 7 >Rank 3: item no. 8 >Rank 4: item no. 6 >Rank 5: item no.4 >Rank 6: item no. 3 >Rank 7: item no.5 >Rank 8: item no. 10>Rank 9: item no. 9 >Rank 10: item no. 2>Rank 11: item no. 12 >Rank 12: item no. 14 > Rank 13: item no. 15> Rank 14: item no. 11> Rank 15: item no. 13 >Rank 16: item no. 17 >Rank 17: item no. 16.

As the above ranking shows, the 10 lowest items that need to be given attention to or improvement are as follows: (NOTE: rank 17-8; the 1st item in the list having the lowest rating)

- The program's required books and references are authorized and available for everyone.
- I agree on the program's provided options.
- I have received an alert concerning the changes in the program.
- I have not encountered any problems during the registration process.
- There is a special group set up to discover and develop students' creative talents.
- The scientific content of the program was enough and integrated.
- There were cooperative academic guides to provide assistance and help.
- I have a prior knowledge about the aims of the programs before enrollment.
- I was completely aware of the process of acceptance and registration.
- The registration process of the courses was easy and of high efficiency.

Table 26: The Arithmetic averages, standard deviations, square value, the dimensional order of axis two: The educational process.

No. of item	O.S. No= 290		N.S. No = 72		Value	ETA square	O.S. sample order	N.S. sample order	theaverage	The order
	Arithmetic averages	Standard deviation	Arithmetic averages	Standard deviation						
1	3.01	1.19	3.24	0.77	1.56	0.01	14	5	3.06	6
2	3.06	0.82	2.28	0.88	7.12	0.12	9	19	2.90	19
3	3.01	0.83	2.19	0.78	7.59	0.14	16	23	2.85	22
4	2.93	0.92	3.11	0.74	1.54	0.01	21	10	2.97	15
5	3.01	0.87	2.86	0.50	1.41	0.01	15	14	2.98	12
6	3.03	0.87	2.38	0.42	6.16	0.10	13	17	2.90	20
7	2.86	0.88	2.41	0.49	4.18	0.05	25	16	2.77	25
8	3.06	0.86	3.15	0.34	0.87	0.00	8	7	3.08	5
9	3.01	0.81	2.17	0.59	8.27	0.16	17	24	2.84	23
10	2.90	0.85	2.27	0.81	5.68	0.08	24	20	2.77	24
11	3.16	0.75	2.25	0.79	9.12	0.19	3	21	2.98	13
12	2.92	0.84	3.11	0.46	1.85	0.01	22	11	2.96	16
13	3.26	0.69	3.25	0.48	0.12	0.00	1	3	3.26	1
14	3.04	0.85	3.26	0.52	2.10	0.01	10	2	3.08	3
15	3.11	0.75	2.44	0.56	7.10	0.12	4	15	2.98	14
16	2.97	0.85	3.15	0.63	1.68	0.01	18	8	3.01	9
17	2.94	0.84	3.24	0.44	2.93	0.02	20	6	3.00	11
18	3.08	0.76	2.94	0.50	1.48	0.01	5	13	3.05	7
19	3.04	0.78	2.22	0.50	8.49	0.17	12	22	2.88	21
20	2.97	0.80	3.15	0.62	1.78	0.01	19	9	3.01	10
21	2.92	0.82	2.98	0.58	0.59	0.00	23	12	2.93	18
22	3.07	0.77	3.42	0.58	3.61	0.03	7	1	3.14	2
23	3.04	0.83	3.25	0.54	2.04	0.01	11	4	3.08	4
24	3.26	0.86	2.11	0.80	10.29	0.23	2	25	3.03	8
25	3.08	0.88	2.34	0.74	6.58	0.11	6	18	2.93	17
Total	3.04	0.36	2.77	0.76	4.44	0.05				

Dimensional Order of Axis Two: The Educational Process

As can be seen from Table 26, under both the Old PYP(O.S.) and the New PYP (N.S.), the respondents gave the educational process an average rating of 3.04 & 2.77 respectively, which is interpreted as "sometimes" and it means that what is required is done in a few times or is done in a medium way approximately.

As shown in table 26, students under both O.S and N.S. gave different rankings or sample order on different items of the educational process. However, when their averages were taken, a common ranking or sample was obtained. The following is the ranking or sample order and its corresponding number of item: Rank 1: item no. 13 >Rank 2: item no. 22 >Rank 3: item no. 14 >Rank 4: item no. 23 >Rank 5: item no.8 >Rank 6: item no. 1 >Rank 7: item no.18 >Rank 8: item no. 24>Rank 9: item no. 16 >Rank 10: item no. 20>Rank 11: item no. 17 >Rank 12: item no. 5 > Rank 13: item no. 11> Rank 14: item no. 15> Rank 15: item no. 4 >Rank 16: item no. 12 >Rank 17: item no. 25> Rank 18: item no. 21> Rank 19: item no. 2> Rank 20: item no. 6 > Rank 21: item no. 19 > Rank 22: item no. 3 > Rank 23: item no. 9 > Rank 24: item no. 10 > Rank 25: item no. 7.

As the above ranking shows, the 10 lowest items that need to be given attention to or improvement are as follows: (NOTE: rank 25-16; the 1st item in the list having the lowest rating)

- This program developed my critical and analytical thinking skills.
- I am satisfied with the level of teaching and learning which I acquired through the program.
- The science courses are suitable with my scientific attitude and they develop my self-study skills.
- The front lines (including the information and skills which the program aims to develop are clear to me.
- Suitable assessment criteria were used for what is taught in the program.
- My ability in studying and solving new problems increased as a result of my study inside the program.
- The success requirements in the program (including the home assignments on which the assessment is built using them and the assessment criteria) are clear to me.
- The examinations' results reflect the actual performance of the students.
- The result of the assessment was fair, just, and agreeable.
- I have the chance to discuss, show my opinion, and correct   perceptions.

Dimensional Order of Axis Three: The Educational Authority

Table 27 shows that under the Old PYP (O.S.) the respondents gave the educational authority an average rating of 3.74 which is interpreted as "often" and it means that what is required is done approximately in a good way. On the other hand, respondents under the New PYP (N.S.) rated the same axis with 3.29 which is interpreted as "sometimes" and it means that what is required is done in a few times or is done in a medium way approximately.

As can be seen in Table 27, students under both O.S and N.S. gave different rankings or sample order on different items of the educational authority axis. However, when their averages were taken, a common ranking or sample was obtained. The following is the ranking or sample order and its corresponding number of item: Rank 1: item no. 1>Rank 2: item no. 4>Rank 3: item no. 3>Rank 4: item no. 2 >Rank 5: item no.5>Rank 6: item no. 8>Rank 7: item no.7>Rank 8: item no. 9>Rank 9: item no.   6.

Table 27: The Arithmetic averages, standard deviations, square value, the dimensional order for the third axis: the educational authority

No. of item	O.S. No= 290		N.S. No = 72		Value	ETA square	O.S. sample order	N.S. sample order	theaverage	The order
	Arithmetic averages	Standard deviation	Arithmetic averages	Standard deviation						
1	4.36	0.82	4.11	0.78	2.34	0.01	1	4	4.31	1
2	4.43	0.77	2.96	0.77	14.50	0.37	9	3	4.14	4
3	4.47	0.68	3.15	0.81	14.17	0.36	7	2	4.21	3
4	4.51	0.78	3.24	0.55	13.03	0.32	5	1	4.26	2
5	3.49	1.28	3.34	0.75	0.95	0.00	2	5	3.46	5
6	2.98	0.84	3.28	0.73	2.78	0.02	3	9	3.04	9
7	3.09	0.74	3.27	0.43	1.98	0.01	4	7	3.13	7
8	3.20	0.72	3.09	0.47	1.23	0.00	8	6	3.18	6
9	3.09	0.94	3.16	0.55	0.61	0.00	6	8	3.10	8
Total	3.74	0.34	3.29	0.86	7.01	0.12				

As the above ranking shows, the following are items that need to be given attention to or improvement: (NOTE: rank 9-1; the 1st item in the list having the lowest rating)
- They understand the psychological needs of students.
- They are highly efficient and trustworthy.
- They able to deal with different types of students
- They treat the students fairly.
- They are committed to their lectures and office hours.
- I'm excited about what they teach.
- They are able to deliver knowledge and information effectively.
- They have considerable knowledge of the content of the courses they teach.
- The educational institution is considered a model of moral behavior for the students.

Dimensional Order of Axis Four: The Administration

As can be seen from Table 28, under both the Old PYP(O.S.) and the New PYP (N.S.), the respondents gave the educational process an average rating of 3.29 &

2.66, respectively, which is interpreted as "sometimes" and it means that what is required is done in a few times or is done in a medium way approximately.

Furthermore in Table 28, students under both O.S and N.S. gave different rankings or sample order on different items of the educational authority axis. However, when their averages were taken, a common ranking or sample was obtained. The following is the ranking or sample order and its corresponding number of item: Rank 1: item no. 2>Rank 2: item no. 3 >Rank 3: item no. 4 >Rank 4: item no. 1>Rank 5: item no.9>Rank 6: item no. 8 >Rank 7: item no.7>Rank 8: item no. 10 >Rank 9: item no. 6 > Rank 10: item no. 5.

As the above ranking shows, the following are items that need to be given attention to or improvement: (NOTE: rank 10-1; the 1st item in the list having the lowest rating)
- They are fast in getting cards, records, and the academic papers.
- Staff is efficient and outstanding performance.
- I feel good about dealing with the staff and the services they provide.

Table 28: The Arithmetic averages, standard deviations, square value, the dimensional order of the fourth axis

No. of item	O.S. No= 290 Arithmetic averages	Standard deviation	N.S. No = 72 Arithmetic averages	Standard deviation	Value	ETA square	O.S. sample order	N.S. sample order	theaverage	The order
1	3.19	1.02	3.28	0.64	0.71	0.00	2	1	3.21	4
2	4.46	0.69	3.95	0.84	5.36	0.07	1	6	4.36	1
3	3.33	1.32	3.18	0.99	0.90	0.00	4	1	3.30	2
4	3.27	0.67	3.24	0.83	0.32	0.00	3	2	3.26	3
5	2.92	0.81	2.15	0.42	7.80	0.14	8	3	2.77	10
6	3.06	0.79	2.09	0.58	9.78	0.21	9	10	2.87	9
7	3.05	0.74	2.43	0.51	6.72	0.11	6	8	2.93	7
8	3.25	0.73	2.18	0.64	11.39	0.27	7	9	3.04	6
9	3.19	0.69	2.46	0.56	8.32	0.16	5	4	3.04	5
10	3.20	0.77	1.67	0.91	14.53	0.37	10	7	2.90	8
Total	3.29	0.31	2.66	0.76	10.89	0.25				

- They are using modern technology to facilitate transactions.
- There is an existing services and facilities for people with special needs.
- Staff is efficient and outstanding performance.
- Offices are always staffed.
- Staff provides all the services required in the shortest amount of time.
- Reception is very helpful when dealing with students.

Dimensional Order of Axis Five: The Educational Environment

As can be seen from Table 29, under both the Old PYP(O.S.) and the New PYP (N.S.), the respondents gave the educational environment an average rating of 1.95 & 2.03 respectively, which is interpreted as "rarely" and it means that what is required is done weakly or is not done in most of the cases.

Table 29: The Arithmetic averages, standard deviations, the square value, the dimensional order of the fifth axis: the educational

No. of item	O.S. No= 290 Arithmetic averages	Standard deviation	N.S. No = 72 Arithmetic averages	Standard deviation	Value	ETA square	O.S. sample order	N.S. sample order	average	The order
1	2.09	1.36	4.18	0.68	12.64	0.31	1	8	2.51	4
2	2.34	0.85	3.27	0.52	8.88	0.18	4	3	2.52	3
3	2.34	0.94	2.38	0.54	0.35	0.00	6	4	2.35	5
4	2.86	1.28	3.28	0.45	2.74	0.02	3	2	2.94	2
5	3.21	0.75	3.31	0.51	1.07	0.00	2	1	3.23	1
6	1.64	0.69	1.32	0.58	3.63	0.04	19	14	1.58	19
7	1.66	0.69	1.28	0.78	4.07	0.04	20	12	1.58	17
8	2.14	1.23	2.19	0.88	0.32	0.00	7	7	2.15	7
9	2.24	0.90	2.51	0.79	2.33	0.01	5	6	2.29	6
10	1.66	0.70	1.35	0.42	3.60	0.03	18	11	1.60	15
11	1.62	0.94	1.42	0.48	1.75	0.01	16	19	1.58	18
12	1.67	1.00	1.72	0.44	0.41	0.00	8	9	1.68	9
13	1.64	0.95	1.69	0.53	0.43	0.00	9	13	1.65	11
14	1.62	0.94	1.45	0.55	1.47	0.01	15	18	1.59	16
15	1.66	0.70	1.62	0.78	0.42	0.00	12	10	1.65	10
16	1.63	0.92	1.52	0.71	0.95	0.00	14	16	1.61	13
17	1.48	0.54	1.63	0.50	2.14	0.01	11	20	1.51	20
18	1.62	0.93	1.55	0.51	0.62	0.00	13	17	1.61	14
19	1.63	0.93	1.64	0.44	0.09	0.00	10	15	1.63	12
20	2.30	0.87	1.37	0.54	8.66	0.17	17	5	2.12	8
Total	1.95	0.25	2.03	0.79	1.53	0.01				

Furthermore in Table 29, students under both O.S and N.S. gave different rankings or sample order on different items of the educational environment axis. However, when their averages were taken, a common ranking or sample was obtained. The following is the ranking or sample order and its corresponding number of item: Rank 1: item no. 5 >Rank 2: item no. 4>Rank 3: item no. 2 >Rank 4: item no. 1>Rank 5: item no.3>Rank 6: item no. 9 >Rank 7: item no. 8 >Rank 8: item no. 20 >Rank 9: item no. 12 >Rank 10: item no. 15>Rank 11: item no. 13>Rank 12: item no. 19>Rank 13: item no. 16>Rank 14: item no. 18> Rank 15: item no. 10>Rank 16: item no. 14>Rank 17: item no. 7>Rank 18: item no. 11> Rank 19: item no. 6> Rank20: item no. 17.

As the above ranking shows, the following are the 10 items that need to be given attention to or improvement: (NOTE: rank 20-10; the 1st item in the list having the lowest rating)

• There are available places and halls which are quiet and provide relaxation for the students.

• I have the chance to use the internet.

• There is an electronic library which allows the students to use it.

• There are training opportunities on the use of computer programs.

• The schedule concerning the presentation of services and activities is very suitable for the students.

• There are places for eating and drinking which satisfy the needs of the students.

• There is a medical center or clinic that can provide medical services for the students.

• There are available services for the handicapped.

• There is an opportunity to participate in the cultural and sport activities.

• The dedicated support for the activities is worthy.

Summary of Ratings by the Respondents on the Five Axes of Questionnaire

Table 30: The Arithmetic averages, standard deviations, the square value, and the axes order of the questionnaire as whole

No. of item	O.S. No= 290		N.S. No =72		Value	ETA square	O.S. sample order	N.S. sample order	The order
	Arithmetic averages	Standard deviation	Arithmetic averages	Standard deviation					
1	2.58	0.38	2.26	0.66	5.41	0.25	4	4	4
2	3.04	0.36	2.77	0.76	4.39	0.18	3	2	3
3	3.74	0.34	3.29	0.86	7.00	0.35	1	1	1
4	3.29	0.31	2.66	0.76	10.95	0.57	2	3	2
5	1.95	0.25	2.03	0.79	-1.46	0.02	5	5	5
Total	2.92	0.32	2.6	0.84	5.17	0.23			

Table 30 shows the overall rating of the respondents both under the O.S. and N.S., the ranking of the axes, and the overall ranking. As can be seen from table 30, under both the Old PYP (O.S.) and the New PYP (N.S.), the respondents gave the program and its value an average rating of 2.58 & 2.26, respectively, which when interpreted means "rare" or "low" satisfaction level on this part of the program. It indicates that what is required is done weakly or is not done in most of the cases.

For axis no. 2: the educational process, respondents of both the Old PYP(O.S.) and the New PYP (N.S.) rated it 3.04 & 2.77 respectively, which when interpreted means "sometimes" and that what is required is done in a few times or is done in a medium way approximately.

For axis no. 3: the educational authority, under the Old PYP (O.S.) the respondents gave the educational authority an average rating of 3.74 which is interpreted as "often" and it means that means that what is required is done approximately in a good way. On the other hand, respondents under the New PYP (N.S.) rated the same axis with 3.29 which is interpreted as "sometimes" and it means that what is required is done in a few times or is done in a medium way approximately.

For axis no. 4: the administration, under both the Old PYP(O.S.) and the New PYP (N.S.), the respondents gave the educational process an average rating of 3.29 & 2.66 respectively, which is interpreted as "sometimes" and itmeans that what is required is done in a few times or is done in a medium way approximately.

For axis no. 5: the educational environment, under both the Old PYP(O.S.) and the New PYP (N.S.), the respondents gave the educational environment an average rating of 1.95 & 2.03 respectively, which is interpreted as "rarely" and it means that what is required is done weakly or is not done in most of the cases.

As can be seen in table 30, based on the average ratings of the respondents under the O.S., the following is the ranking of the different axes from the highest to the lowest: rank 1: axis no. 3, rank 2: axis no. 4, rank 3: axis no. 2, rank 4: axis no. 1, and rank 5: axis no. 5. Reversing the ranking, the following would be the order of priority with regards to improvement: *educational environment, the program, the educational process, the administration, educational authority or the faculty.*

Meanwhile, under the N.S., the following is the ranking of the different axes from the highest to the lowest: rank 1: axis no. 3, rank 2: axis no. 2, rank 3: axis no. 2, rank 4:

axis no. 1, and rank 5: axis no. 5. Reversing the ranking, the following would be the order of priority with regards to improvement: educational environment, the program, the administration, educational process, the educational authority or the faculty.

Finally, as also shown in table 30, based on the average ratings both the O.S. and the N.S. respondents, the following is the ranking of the different axes from the highest to the lowest: rank 1: axis no. 3, rank 2: axis no. 4, rank 3: axis no. 2, rank 4: axis no. 1, and rank 5, axis no. 5. Reversing the order of ranking, the following would be the order of priority for improvement: *educational environment, the program, the educational process, the administration, and the educational authority or the faculty.*

CONCLUSIONS

As a result of the survey conducted, the Preparatory Year Program in Shaqra University got a failing mark from the respondents or very low satisfaction level in almost all the sections of the program, and therefore, it needs some overhauling to do for better improvement. In contrast, students from Fudan University gave very high satisfactory rating in all of the sections of their Preparatory Year Program. Perhaps, authorities from Shaqra University may try to visit Fudan University and make some observations in order to see what they can adopt from their Preparatory Year Program. Furthermore, ranking of the different items based on the combined average rating of the respondents of both universities reveal specific items or areas (see results and discussion) that need to be given attention and further improvement.

Meanwhile, based on the average ratings of both the Old System (O.S.) and the New System(N.S.) respondents, the following is the ranking of the different axes from the highest to the lowest: rank 1: axis no. 3, rank 2: axis no. 4, rank 3: axis no. 2, rank 4: axis no. 1, and rank 5, axis no. 5. Reversing the order of this ranking, the following would be the order of priority for improvement: *educational environment, the program, the educational process, the administration, and the educational authority or the faculty.*

RECOMMENDATIONS

Based on the research findings from the old study, the researcher recommends that his previous suggestions be taken into considerations and get benefit from them. Also, inasmuch as the old study shows a much better level of satisfaction by the majority of respondents compared to the present study, it is recommended that going back to the old system regarding the preparatory year program is a much better thing to do, such as the following:
1.Providing professional teaching staff.

2.Providing specialized text books.
3.Providinga full-time and specialist management.
4. Providing skills development for preparatory year's students.

Meanwhile, regarding the present study, the following are the recommendations for the better improvement of the Preparatory Year Program in Shaqra University:

1.   Since the present findings show that majority of respondents gave a very unsatisfactory rating in almost all of the axes of the program, the researcher encourages the PYP officials to conduct a regular evaluation on the different areas or sections of the Preparatory Year Program in order to identify strengths and weaknesses of the Program.

2.   Invest to upgrade the educational environment that will create an atmosphere of conducive learning such that the students will be encouraged to study more diligently and find sufficient reason to devote full attention to their learning needs.

3.   Give attention on the quality of the Preparatory Year Program input.

4.   The university provides full support to the Preparatory Year Program for a better delivery of service

5.   Provide an active guidance services to help students overcome both academic and non-academic problems.

6.   Develop an organizational structure of the preparatory deanship that has flexibility and sensitivity to the needs of the students.

7.   Setup an independent organizational unit, whose basic task is to manage the PYP in the colleges outside of Shaqra governorate with a clear job description.

8.   Update curriculum to cope with modern challenges.

9.   Provide a quality and conductive learning environment for the students.

10.   Build up an alumni database, and invite successful graduates and employers as speakers at the graduation.

11.   Provide a standard certification for all the graduates of the Preparatory Year Program and which should be honored and credited in any Saudi University.

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Questionnaire

Students' Satisfaction Level on the Preparatory Year Program in Shaqra University (Saudi Arabia) and Fudan University (China)

Dear respondent,

Peace be with you!
This questionnaire is part of a study which aims determine your degree of satisfaction on the Preparatory Academic Program of your school. This questionnaire includes several parts and each part consists of a certain number of statements.
I hope that you will read these statements carefully, and then you put a tick in front of the choice which expresses your opinion.
Through your cooperation, you will contribute in the determination of the most significant issues/problems which face the students in this program inside Shaqra University(Saudi Arabia) / Fudan University (China) in order to provide for more improved program in the future. Please keep in mind that this information will be dealt with full confidentiality and will not be used other thanfor scientific research purpose. There is no necessity for writing your name. There is an emphasis here that the authenticity of the results depend on the accuracy of your answers.
Thank you very much!
The researcher.
Note:
"Always" means that the phrase is correct all the time or approximately in all the cases, or what is required is done on the best way.
"Often" means that the phrase is often or in most of the cases is correct. Or it means that what is required is done approximately in a good way.
"Sometimes" means that what is required is done in a few times or is done in a medium way approximately.
"Rarely" means what is required is done weakly or is not done in most of the cases.
"Never" means what is required is not done at all.

I. Basic information:

1. General major category: …………
2. Age :○ 18-20   ○ 21-30   ○   other (please specify):
3. Reason which have an effect on your study decision : ○ Personal wish ○ Family ○   Others (please specify):

II. Program Information:

Section1: The program	Always	Often	Sometimes	Rarely	Never
1. It was easy to get information about the university and the program.	☐	☐	☐	☐	☐
2. I have a prior knowledge about the aims of the programs before enrollment.	☐	☐	☐	☐	☐
3. I finished the program with a high degree of excellence and preparation for the university study in the field of specialization.	☐	☐	☐	☐	☐
4. I was exposed in the atmosphere of learning and group work inside the university.	☐	☐	☐	☐	☐
5. I was proficient of the English language.	☐	☐	☐	☐	☐
6. I have improved in various skills (learning, thinking, research, communication, and etiquette).	☐	☐	☐	☐	☐
7. My study inside the program helped me in facing the skill and knowledge gap between the school and the university.	☐	☐	☐	☐	☐
8. The principles of discipline, commitment, and a sense of responsibility have been instilled in me.	☐	☐	☐	☐	☐
9. I was completely aware of the process of acceptance and registration.	☐	☐	☐	☐	☐
10. The registration process of the courses was easy and of high efficiency.	☐	☐	☐	☐	☐
11. I have not encountered any problems during the registration process.	☐	☐	☐	☐	☐
12. There were cooperative academic guides to provide assistance and help.	☐	☐	☐	☐	☐

13. I have received an alert concerning the changes in the program.	☐	☐	☐	☐	☐
14. The scientific content of the program was enough and integrated.	☐	☐	☐	☐	☐
15. There is a special group set up to discover and develop students' creative talents.	☐	☐	☐	☐	☐
16. The program's required books and references are authorized and available for everyone.	☐	☐	☐	☐	☐
17.I agree on the program's provided options.	☐	☐	☐	☐	☐
Section 2: The Educational Process					
1. The ones whom I am dealing with have a real interest in an educational and progressive level inside the program.	☐	☐	☐	☐	☐
2. The success requirements in the program (including the home assignments on which the assessment is built using them and the assessment criteria) are clear to me.	☐	☐	☐	☐	☐
3. The front lines(including the information and skills which the program aim to develop) are clear to me.	☐	☐	☐	☐	☐
4. I found encouragement to develop my ideas and concerns in my field of specialization.	☐	☐	☐	☐	☐
5. My ability improved efficiently in the expression of my researches' results which I carry out as a result of my study.	☐	☐	☐	☐	☐
6. My ability in studying and solving new problems increased as a result of my study inside the program.	☐	☐	☐	☐	☐
7. This program developed my critical and analytical thinking skills.	☐	☐	☐	☐	☐
8. This program helped me in developing my communication abilities efficiently.	☐	☐	☐	☐	☐
9. The science courses are suitable with my scientific attitude and they develop my self-study skills.	☐	☐	☐	☐	☐
10. I am satisfied with the level of teaching and learning which I acquired through the program.	☐	☐	☐	☐	☐
11. I found the support and encouragement to present the best I have.	☐	☐	☐	☐	☐
12. I have the chance to discuss, show my opinion, and correct perceptions.	☐	☐	☐	☐	☐
13. There was a practical application allowed which makes me able to understand the difficult information.	☐	☐	☐	☐	☐
14. The program has helped me developed the ability for accurate observation.	☐	☐	☐	☐	☐
15. There was an effective use of educational technology in this program.	☐	☐	☐	☐	☐
16. I agree on the attitudes the teaching staff held in this program.	☐	☐	☐	☐	☐
17.I am pleased with the teaching content and the teaching methods.	☐	☐	☐	☐	☐
18. The examinations schedule was well organized.	☐	☐	☐	☐	☐
19. Suitable assessment criteria were used for what is taught in the program.	☐	☐	☐	☐	☐
20. The assessment result was announced in the accepted and suitable time.	☐	☐	☐	☐	☐
21. The examinations' results reflect the actual performance of the students.	☐	☐	☐	☐	☐
22. I understood what is required in the assessment.	☐	☐	☐	☐	☐
23. I benefited from the positive observations in order to correct and treat errors.	☐	☐	☐	☐	☐
24. There were multiple chances to improve the performance and raise the educational level.	☐	☐	☐	☐	☐

25. The result of the assessment was fair, just, and agreeable.	☐	☐	☐	☐	☐

Section 3: Faculty					
1. The educational institution is considered a model of moral behavior for the students.	☐	☐	☐	☐	☐
2. I'm excited about what they teach.	☐	☐	☐	☐	☐
3. They are able to deliver knowledge and information effectively.	☐	☐	☐	☐	☐
4. They have considerable knowledge of the content of the courses they teach.	☐	☐	☐	☐	☐
5. They are committed to their lectures and office hours.	☐	☐	☐	☐	☐
6. They understand the psychological needs of students.	☐	☐	☐	☐	☐
7. They able to deal with different types of students	☐	☐	☐	☐	☐
8. They treat the students fairly.	☐	☐	☐	☐	☐
9. They are highly efficient and trustworthy.	☐	☐	☐	☐	☐

Section 4: Administration					
1. Offices are always staffed.	☐	☐	☐	☐	☐
2. Reception is very helpful when dealing with students.	☐	☐	☐	☐	☐
3. Answer all inquiries quickly and properly.					
4. Staff provides all the services required in the shortest amount of time.	☐	☐	☐	☐	☐
5. They are fast in getting cards, records, and the academic papers.	☐	☐	☐	☐	☐
6. Staff is cooperativeand treats the students in a flexible and effective manner with high interests.	☐	☐	☐	☐	☐
7. They are using modern technologyto facilitate transactions.	☐	☐	☐	☐	☐
8. There is an existing services and facilities for people with special needs.	☐	☐	☐	☐	☐
9. Staff is efficient and outstanding performance.	☐	☐	☐	☐	☐
10. I feel good about dealing with the staff and the services they provide.	☐	☐	☐	☐	☐

Section 5: The Learning Environment					
1. The space where classes are conducted are spacious and suitable to satisfy all needs.	☐	☐	☐	☐	☐
2. The educational environment is conducive for learning in terms of cleanliness, ventilation, and lighting.	☐	☐	☐	☐	☐
3. The educational facilities are equipped with modern technology.	☐	☐	☐	☐	☐
4. The laboratories and the facilities concerning scientific activities are of high quality	☐	☐	☐	☐	☐
5. There are high-end computers to be used	☐	☐	☐	☐	☐
6. I have the chance to use the internet.	☐	☐	☐	☐	☐
7. There are training opportunities on the use of computer programs.	☐	☐	☐	☐	☐
8. There is a library where there is a chance to conduct research and study.	☐	☐	☐	☐	☐
9.There are books, references, paper and electronic resources in the library	☐	☐	☐	☐	☐

10.There are services in the library such as photocopying.	☐	☐	☐	☐	☐
11. There is an electronic library which allows the students to useit.	☐	☐	☐	☐	☐
12. There are available places for reading and research.	☐	☐	☐	☐	☐
13. There is an opportunity to participate in the cultural and sport activities.	☐	☐	☐	☐	☐
14. The schedule concerning the presentation of services and activities is very suitable for the students.	☐	☐	☐	☐	☐
15. The dedicated support for the activities is worthy.	☐	☐	☐	☐	☐
16.There is a medical center or clinic that can provide medical services for the students.	☐	☐	☐	☐	☐
17.There are available places and halls which are quiet and provide relaxation for the students.	☐	☐	☐	☐	☐
18. There are places for eating and drinking which satisfy the needs of the students.	☐	☐	☐	☐	☐
19. There are available services for the handicapped.	☐	☐	☐	☐	☐
20. I feel good about the provided services and their effect on the educational level.	☐	☐	☐	☐	☐

Do you have other suggestions for the better improvement of the program?(feel free to write it here):

社区学院新生学生问卷调查

亲爱的同学，你好！

此次问卷调查是一项学术研究的一部分，旨在调查现在所学习课程的一些情况。问卷由几部分组成，各部分有相应的问题。

请务必读懂并理解各个问题，然后在最能表达你个人意见的选项上打钩。非常感谢你的真诚合作。你的答案能够帮助我们发现新生课程当中存在的问题、以及相对应的解决办法。这些研究数据的收集遵从保密的原则，一切结果将只用于研究。你不需要填自己的名字。研究数据的可靠性完全来自答案的准确性。

再次向你的合作与参与致以最诚挚的感谢。

注：

（总是）即在任何时候、绝大多数情况下，或者任何被要求做的事情按照最好的方式做了。

（经常）即在大多数情况下，或者任何被要求做的事情按照好的方式做到了。

（有时）即有些时候，或指被要求做的事情按照一个中等要求做到了。

（很少）即做得不好或者在大多数情况下没有做。

（没有）即根本就没有做到。

第一部分：基本信息

1、所属专业或大类：

2、年龄：**A、18-20**岁 **B、21-30**岁 **C**、其他（请注明你的年龄）

3、对你的学习计划有影响的因素有哪些？

A、个人愿望**B**、家庭希望**C**、其他（请注明）

第二部分：有关课程方面的信息

第一部分：课程安排	总是	经常	有时	很少	没有
1、可以很容易得找到有关学校和课程安排的信息。					
2、入学前我就知道该课程的目的。					
3、我以优异的成绩完成了此课程，并为在大学的专业领域学习打下基础。					
4、在学校里我感受到了学习与团队协作的社会氛围。					
5、我的英语技能达到专业水平。					
6、提高各方面技能（学习方法，如何思考，研究问题，沟通技巧和处事待物）					
7、在课程当中我学到相应的、对从中学向大学过渡有帮助的技能和知识。					
8、我已经具备大学学习所需要的自觉、自律以及责任感。					
9、我能完全接受可能安排的进程。					
10、选课过程简单、高效。					
11、在选课过程中我没有遇到任何问题。					

项目					
12、有相应的学术指导向我提供辅助和帮助。					
13、我会收到课程变化的通知。					
14、课程有足够、完整的科学内涵。					
15、设有课外活动小组发掘和培育学生的创造力					
16、课程所需教材和参考资料都是合格的，大家都可以使用。					
17、我赞同教学大纲提供的选修课。					
第二部分：课程的教学过程					
1. 我所接触的教学人员关注课程的教学进展。					
2.课程的考核标准（包括以此为基准的作业）清晰明了。					
3.我了解教学目的（包括课程所要开发的知识与技能）。					
4.老师鼓励我在所希望选读的专业领域方面的想法。					
5.学习的结果使我能够更有效的表述我的研究结果。					
6.通过学习课程，我对各类问题的应对和解决能力有所提高。					
7. 一些课程开发了我的批判和分析能力。					
8. 一些课程帮助我更有效的沟通。					
9.有一些课程合适我的科学态度并帮助我提高技能。					
10.我对在课程当中的教学水平很满意。					
11.在课程当中我得到最好的支持与鼓励。					
12.在课程中我有机会讨论、表述和更正我的观。					
13.教学方法很实际，帮助我了解深奥的知识。					
14. 教学中注重培养精确的观察能力。					
15.具备现代科技辅助整个课程的教学。					
16. 我赞同教师对待课程的态度—— 教师关心学生的作业完成状况，并予以有效的指正。					
17.我对教学内容和教学方式满意。					
18. 考试的时间安排合理。					
19. 所教的课程使用合适的评估标准。					
20.评估的结果在预期的恰当时候公布。					
21. 考试的结果反映了学生的实际表现。					
22.所要求的学生的理解能力在考核中有得到评估					
23.老师通过观察给出积极肯定的评语，学生从中受益并纠正错误。					
24.课程中学生有很多机会改进自己的表现、提高教育水平。					
25.评估的结果是公正并可以接受的。					
第三部分：教師					
1. 教职员工是学生道德行为的典范。					
2. 教师热衷于自己教授的科目。					
3. 教师给学生提供知识与信息。					
4. 教师对自己教的科目具备足够的知识和深刻的了解。					
5. 在上课期间教师投入教学。					
6. 了解学生的心理需求并密切观察学生的行为。					
7. 能够应付不同类型的学生。					
8. 平等对待每一位学生。					
9. 总体上来说教师们是高效率、值得信赖的。					
第四部分：行政					
1. 办公室总是由老师坐班，及时给学生提供帮助					
2. 接待人员处理学生问题是很热心。					
3. 及时并恰当的回答疑问。					
4. 员工能够尽快的提供所需的服务。					
5. 可以很快的搜寻图表、记录和学术文章。					
6. 员工接待学生时态度和蔼，用灵活、高效地方式帮助学生。					
7. 使用现代技术加快处理行政事务。					
8. 为残疾人士设有相应的服务和设施。					
9. 教师员工的工作效率卓越。					
10. 我觉得校方员工和服务都很好。					
第五部分：学习环境					

1.教室宽敞，可以满足各种教学需求。					
2.学习环境清洁，通风，光线充足。					
3.教室配备教学设施以及现代化的技术装备。					
4.实验室配备设施的质量可确保科研活动的进行					
5.了具备先进的应用程序之外，电脑的数量充足，质量保证。					
6. 可以使用互联网和电子邮件。					
7.学校安排有使用电脑和现代技术的培训机会。					
8.学校有图书馆学生可以使用。					
9.图书馆有书籍、参考书、学术文章和电子资源供学生使用。					
10. 图书馆提供相应服务，如打印和复印资料。					
11.学生可以使用电子图书馆。					
12.图书馆里有阅读和做研究的地方。					
13.提供参与文化和体育活动的机会。					
14.图书馆开放的时间和提供的服务适合学生的需求。					
15.为各种活动提供的专门支持是有价值的。					
16.校园内有一个为学生提供医疗服务的医疗中心					
17.有足够的、安静的空间为学生提供课间休息的场所。					
18.提供餐饮服务的场所有足够的空间，能够满足学生的需要。					
19..设有针对残疾人士的服务。					
20.我对所提供的服务及其对教学的影响很满意。					

对这个课程设置方面你有什么建议呢？请下面指出，谢谢！

非常感谢您的配合和支持！