A\NNUAL PROGRAM REPORT
(APR)

Program Eligibility: The program is to submit the two most recent APRs as part of the requirements for program eligibility using the NCAAA Template.

Post Accreditation: The program is required to annually complete an APR. The APR is to document a complete academic year.

APR's are prepared by the program coordinator in consultation with faculty teaching in the program. The reports are submitted to the head of department or college, and used as the basis for any modifications or changes in the program. The APR information is used to provide a record of improvements in the program and is used in the Self Study Report for Programs (SSRP) and by external reviews for accreditation.

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Annual Program Report

1. Institution **Najran University**	Date of Report: **June 2017**
2. College/ Department: **Computer Science and Information Systems/ Information System**	
3. Dean: Dr. **Abdullah A. Alabas**	
4. List all branches/locations offering this program **1. Main campus of Najran University**	

A. Program Identification and General Information

Program title and code: **Information Systems**
Name and position of person completing the APR: **Dr. Muniba Memon, Coordinator of Research.**
Academic year to which this report applies: **2016-2017**

B Statistical Information

1. Number of students who started the program in the first semester 2012-2013 concerned: 22 students

2. (a) Number of students who completed the program in the second semester concerned: 13 students.

Completed the final year of the program:

Completed major tracks within the program (if applicable)

Title…………………………………………………………No

Title…………………………………………………………No

Title…………………………………………………………No

Title……………………………………………………… .No

2. (b) Completed an intermediate award specified as an early exit point (if any)

3. Apparent completion rate.

(a) Percentage of students who completed the program,
(Number shown in 2 (a) as a percentage of the number that started the program in that student intake.)   59%

(b) Percentage of students who completed an intermediate award (if any)
(e.g. Associate degree within a bachelor degree program)

(Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that student intake).

Comment on any special or unusual factors that might have affected the apparent completion rates (e.g. Transfers between intermediate and full program, transfers to or from other programs).

4. Enrollment Management and Cohort Analysis (Table 1)

Cohort Analysis refers to tracking a specific group of students who begin a given year in a program and following them until they graduate (How many students actually start a program and stay in the program until completion).

A **cohort** here refers to the total number of students enrolled in the program at the beginning of each academic year, immediately after the preparatory year. No new students may be added or transfer into a given cohort. Any students that withdraw from a cohort may not return or be added again to the cohort.

Cohort Analysis (Illustration): **Table 1** provides complete tracking information for the most recent cohort to complete the program, beginning with their first year and tracking them until graduation (students that withdraw are subtracted and no new students are added). Update the years as needed.

Enrollment Management and Cohort Analysis (Table 1)

Enrollment Management and Cohort Analysis (Table 1) Male										
Student Category	**FS 2012-2013 (331)**	**SS 2012-2013 (332)**	**FS 2013-2014 (341)**	**SS 2013-2014 (342)**	**FS 2014-2015 (351)**	**SS 2014-2015 (352)**	**FS 2015-2016 (361)**	**SD 2015-2016 (362)**	**FS 2016-2017 (371)**	**SD 2016-2017 (372)**
Total cohort enrollment	22	22	21	19	15	14	14	7		
Retained till semester end	20	21	18	15	14	14	13	7		
Withdrawn during the semester and re-enrolled the following semester	2	1	1	0	0	0	1	0		
Withdrawn for good	0	0	2	3	1	0	0	0		

Graduated successfully	0	0	0	1	0	7	0	5		

a. Provide an analysis for the cohort that started PYP on first semester (FS) 2012 – 13: 22students commenced the semester and 20 students retained till semester end while 2 students withdrawn during the semester and re-enrolling the following semester. (9.09%)

b. Provide an analysis for the cohort that started PYP on second semester (SS) 2012 – 13: 22 students commenced the semester and 21 students retained till semester end while 1 students withdrawn during the semester and re-enrolling the following semester and 0 student withdrawn for good. (4.74%)

Provide an analysis for the cohort that started PYP on first semester (FS) 2013 – 14: 21 students commenced the semester and 18 students retained till semester end while 1 students withdrawn during the semester and re-enrolling the following semester and 2 students withdrawn for good. (14.28%)

d. Provide an analysis for the cohort that started PYP on second semester (SS) 2013 – 14: 19 students commenced the semester and 15 students retained till semester end while 3 students withdrawn for good and 1 student graduated successfully. 21.04%)

Provide an analysis for the cohort that started PYP on first semester (FS) 2014 – 15: 15 students commenced the semester and 14 students retained till semester end while 1 student withdrawn for good. (6.66%)

f   f. Provide an analysis for the cohort that started PYP on second semester (SS) 2014 – 15: 14 students commenced the semester and 14 students retained till semester end while 7 students graduated successfully. (50%)

g.Provide an analysis for the cohort that started PYP on second semester (FS) 2015 – 16: 14 students commenced the semester and 13 students retained till semester end while 1 students withdrawn during the semester and re-enrolling the following semester. (7.14%)

Provide an analysis for the cohort that started PYP on second semester (SS) 2015 – 16: 7 students commenced the semester and 7 students retained till semester end while 5 students graduated successfully. (71.42%)

*** PYP - Preparatory Year
    Program**

7. Destination of graduates as shown in survey of graduating students (Include this information in years in which a survey of employment outcomes for graduating students is conducted).

Date of Survey   May 2015

Number Surveyed   10   Number Responded   7   Response Rate %   70%

Destination	Not Available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number	1	6	2	2	3
Percent of Respondents	10%	90%	30%	30%	40%

Analysis: List the strengths and recommendations

The data collected was valuable in itself. However, an added bonus was the sense of involvement and importance it gave the alumni. Based on the result it is recommended to have Career Days which can be chance for students and alumni to connect with international employers on campus, explore professional opportunities, develop their skills and network for success.It is also recommended to train alumni students to get professional skills that may help them seeking jobs.

C. Program Context

Significant changes within the institution affecting the program (if any) during the past year.

1. ABET visit was announced to be on 19th November 2016. But on 6th September 2016 we received an email from ABET committee about the cancellation of the ABET visit because of security reasons.
2. All faculty members worked so hard for ABET visit preparation.
3. Moral of faculty got down because of sudden ABET visit cancellation.
4. Security Situation in Najran was not good at the end of the year.
5. Optional attendance for the students affects the students' academic performance.
6. Resignation of some faculty staff.

2. Significant changes external to the institution affecting the program (if any) during the past year.

1. Security Situation in Najran affected the program.

D. Course Information Summary

1. Course Results. Describe and analyze how the individual NCAAA "Course Reports" are utilized to assess the program and to ensure ongoing quality assurance (eg. Analysis of course completion rates, grade distributions, and trend studies.)

(a.) Describe how the individual course reports are used to evaluate the program.

By the end of each semester, The instructors submit course reports that contain the achievements of program outcomes with suggested recommendations at the course level to the Curriculum Committee (**CC**). The program steering committee prepares the achievements of all program outcomes by using the ICLOs achievements. Further, the **CC** reviews the recommendations and meets with the academic staffs to discuss the recommendations and comments. Then, the **CC** approves the minor changes to be implemented. The **CC** will forward the major comments and improvements to the program steering committee to be discussed again each assessment cycle (2-3

years).

(b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement.

Table D.1. Grade distribution in First Semester 2016/2017

Course Code	Course Name	Section	A	B	C	D	F	Absent	In Progress	In complete	With drawn
335 CIS-3	Database Management Systems	89	1	0	1	0	0	0	0	0	0
227 CSS -3	Operating Systems	85	0	0	0	0	0	0	0	0	2
351 CIS-3	Information System Project Management	8	0	0	1	0	0	0	0	0	1
470 CIS-3	Geography Information System	96	0	1	0	0	0	0	0	0	0
337 CIS-3	Database Management Systems Administration	45	1	0	0	2	0	0	0	0	0
420 CIS-3	ICT Networks Administration	58	1	0	0	0	0	0	0	0	0
430 CIS-3	Electronic Business	49	0	0	1	0	0	0	0	0	0
446 CIS-3	Internet Applications Development	69	1	0	0	0	0	0	0	0	0
370 CIS-3	Data Communication and Computer Networks	19	0	1	0	1	0	1	0	0	0
111	Programming	7	1	0	6	4	0	5	0	0	5

CSS-4	Language 1									
113 CSS-3	Object Oriented Programming	21	1	0	0	1	3	2	0	0	1
240 CIS-3	Information Systems Analysis and Design	25	0	0	0	5	2	2	0	0	3
212 CSS-3	Data Structures	35	1	0	4	2	0	4	0	0	1
224 CIS-3	Visual Programming	83	1	0	0	1	1	2	0	0	0
230 CIS-3	Fundamental of Databases	74	0	2	1	0	0	2	0	0	0
492 CIS-3	Project-2	66	1	0	0	0	0	0	0	0	0

Table D.2 Aggregate Distribution of Grades for First Semester (2015/16)

Grade	A	B	C	D	F	Absent	In Progress	Incomplete	Withdrawn

No of Students	9	4	14	16	6	18	0	0	13

(1) Completion rate analysis:

- From the table D.2, it is evident that 13 students withdrew from their courses.
  - In this semester 53.75% of students completed their registered courses.

(2) Grade distribution analysis:

From the table D.2 it can be inferred that out 158 who completed their course students,
- 21 % achieved A
- 9 % achieved B
- 32.5% achieved C
- 37% achieved D

Table D.1.3 Grade distribution in Second Semester 2016/2017

Course Code	Course Name	Section	A	B	C	D	F	Absent	In Progress	In complete	With drawn
335C IS-3	Database Management Systems	291	0	1	1	1	0	0	0	0	0
227C	Operating	286	1	1	2	2	0	1	0	0	1

Code	Course										
IS-3	Systems	287	0	0	2	2	0	1	0	0	0
337C IS-3	Database Management Systems Administration	216	0	0	1	0	0	0	0	0	0
410C IS-3	Information System Policies and Strategies	249	0	0	2	0	0	0	0	0	0
430C IS-3	Electronic Business	220	0	1	1	0	0	0	0	0	0
351C IS-3	Information System Project Management	295	1	0	0	0	0	0	0	0	0
440C IS-3	Multimedia technologies	222	1	1	0	0	0	0	0	0	0
460C IS-3	Information Systems Security Administration	256	0	1	0	1	0	0	0	0	0
111C SS-3	Programming Language 1	229	0	2	1	0	0	4	0	0	4
113C SS-3	Object Oriented Programming	238	1	1	2	7	3	0	0	0	2
240C IS-3	Information Systems Analysis and Design	315	0	0	2	5	0	4	0	0	6
212C SS-3	Data Structures	271	1	0	0	0	1	3	0	0	2
224C IS-3	Visual Programming	284	0	0	0	2	0	0	0	0	0

230C IS-3	Fundamental of Databases	275	0	0	1	0	0	2	0	0	2
342C IS-3	Information Systems Engineering	277	0	2	3	0	0	0	0	0	0
370C IS-3	Data Communication and Computer Networks	298	0	0	0	4	0	0	0	0	0
324C IS-3	Modern Applications Development	211	0	0	1	0	0	0	0	0	0
491C IS-4	Project 1	303	0	0	1	1	0	0	0	0	0
		411	1	0	0	0	0	0	0	0	0
492 CIs-3	Project 2	309	0	0	0	1	0	0	0	0	0

Table D.4 Aggregate Distribution of Grades for Second Semester (2014/15)

Grade	A	B	C	D	F	Absent	In Progress	Incomplete	Withdrawn
Number of Students	6	10	20	26	4	15	0	0	17

1.   Completion rate analysis:
- During the second semester of academic year 2014/15, 63.26% (approx.) completed/cleared their registered courses.
- 17 students withdrew their courses.
- 15 students were absent in the final exam

2. Grade distribution analysis:
It is evident from the table D.4 that of the students who passed/cleared their course
- 9.6% (approx) achieved grade A
- 16.12 % achieved grade B
- 32.25 % achieved grade C
- 41.93 % achieved grade D

(c) Trend analysis (a study of the differences, changes, or developments over time; normally several semesters or years):

2. Analysis of Significant Results or Variations.

List any courses where completion rates, grade distribution, or trends are significantly skewed, high or low results, or departed from policies on grades or assessments. For each course indicate what was done to investigate, the reason for the significant result, and what action has been taken.

First Semester (2015/16)

a. Course 240CIS-3 Information Systems Analysis and Design	Significant result or variation: Mostly 'D' and some 'F' Absent and withdrawn

Investigation undertaken:
Based on Instructor Response

Reason for significant result or variation:
Poor English is the main reason for bad results and the dedication for study at home is not appreciable

Action taken (if required):

N/A

Second Semester (2015/16)

a. Course:	Significant result or variation

240CIS-3 Information Systems Analysis and Design	Mostly 'D' and some 'F' Absent and withdrawn

Investigation undertaken

Instructor's Response

Reason for significant result or variation:

Poor English is the main reason for bad results and the dedication for study at home is not appreciable.

Action taken (if required)
1) Motivation to study hard and attend lectures

"

Investigation undertaken
Based on Instrrctors response

Reason for significant result or variation:

The situation of Najran during this academic year may have affected the withdrawal of students

Action taken (if required):

None

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

(a) List any courses that were planned but not taught during this academic year and indicate the reason and what will need to be done if any compensating action is required.		
Course title and code	Explanation	Compensating action if required

(b) Compensating Action Required for Units of Work Not Taught in Courses that were Offered. (Complete only where units not taught were of sufficient importance to require some compensating action)		
Course	Unit of work	Reason
Compensating action if required			
_____			

Course	Unit of work	Reason
Compensating action if required		
_____		
Course	Unit of work	Reason
Compensating action if required		
_____		
Course	Unit of work	Reason
Compensating action if required		
_____		

E Program Management and Administration

List difficulties (if any) encountered in management of the program	Impact of difficulties on the achievement of the program objectives	Proposed action to avoid future difficulties in Response
ABET visit was announced to be on 19th November 2016. But on 6th September 2016 we received an email from ABET committee about the cancellation of the ABET visit because of security reasons.	Less motivation of the staff	We are working to get NCAAA accreditation
Security Situation in Najran was not good.	Absence of the students	Teach online
Optional attendance for the students affects the students' academic performance.	Absence of the students	Teach online
Resignation of some faculty staff	More overload on the current staff	Try to hire new staff

F. Summary Program Evaluation

1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken)

Different type of surveys was conducted to evaluate the program.
  1. Exit Survey: Second Semester 2014/2015
  2. Current Students Survey: Second Semester 2014/2015
  3. Survey to evaluate the IS program mission (based on the response from Program Advisory Committee (PAC), faculty members, current students and alumni students): Second Semester 2015/2016.

Note: For detailed analysis please see the survey analysis reports.

Attach survey report

a. List most important recommendations for improvement, strengths and suggestions	Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)
● Update the course curriculum and course materials periodically. ● Provide a library within the college for students. ● Provide important references books and materials.	● The student received adequate academic advising throughout the year. ● Faculty members have adequate knowledge of the course content ● Faculty members were keen to work ● Faculty members were interested on the extent of their students' progress ● Supportive courses are modern and useful ● Suitable facilities are available for performing religious rites ● The students learned updated knowledge from this program which will be important for their future career ● The program has developed the ability of the students to investigate and solve new problems ● The program has improved student's communication skills and ability to work in a group as well as individua ● IS Program has developed the necessary knowledge and skills for chosen career

b. Changes proposed in the program (if any) in response to this analysis and feedback.

● Conduct work shop or seminar for the student to explain the NCAAA criteria, their role for achieving the accreditation and the importance of the surveys conducted .
● Need more Doctorate with final degree in Information Systems
● Labs and lecture halls should be equipped with modern technology and original software

2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review)

According to the 2013/2014 Annual Program Repot the following documents were send to the "College Higher Authority "for external evaluation and the DQU is waiting for their steps to be taken regarding to the issue.

List of documents send to the College Higher Authority:
● Documents demonstrating vision, mission, goals, values
● Program handbook.
● Program specification.
● A report of the current state of the program.
● The initial Self-Evaluation, which was prepared in 1434.
● Samples of course specifications.
● Samples of Course Reports
● Samples of the questionnaire of students' opinions about faculty members.
● A list of the faculty members and their CVs.

Beside this the NCAAA evaluation committee visits the IS program in March 2014 for the evaluation of the programs but the DQU have not received any reports from them yet.

Along with the above processes, the quality of IS program is evaluated regularly by the consultants of the deanship of development and Quality , who visit the college regularly and report on the quality of the program and its progress in a form of periodic report.

Attach review/survey report

a. List most important recommendations for improvement, strengths and suggestions for improvement.	(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?)
As mentioned above no recommendations were provided by the deanship of development and quality	
b. Changes proposed in the program (if any) in response to this feedback.	

N/A

2. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.

(a) List sub-standards. Are the "Best Practices" followed; Yes or No? Provide a revised rating for each sub-standard. Indicate action proposed to improve performance (if any).

Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
4.1 Student Learning Outcomes	Y	4	● *Full revision of the IS program must be carried out to meet the 120 credit hours excluding the preparatory year.* ● *Training should be added to the IS program because it is highly recommended by NCAAA.* ● *The program should have external benchmarking for student learning outcomes* ● *Mapping of courses to learning outcomes must be reviewed regularly.* ● *Learning outcomes need to be well known by all teachers and students*
4.2 Program Development Processes	Y	3	● *Coordination between courses must be done through the knowledge groups and courses' coordinators.* ● *Levels of difficulties in exams for the*

			same course given in more than one sections must be very similar ● *More qualified advisory board members are required* ● *Ensure the implementation of course specification. This could be done through the course coordinator peer-peer visit.* ● *Educate all staff members on the processes and procedures concerned with Program development.*
4.3 Program Evaluation and Review Processes	Y	3	● *All reports and improvement plan must be prepared on time.* ● *Develop a plan to make sure that statistical data are easily accessed and available.* ● *External evaluations are required.* ● *Invite more qualified people to be in the advisory board* ● *Develop a plan to monitor the implementation of action or improvement plan.* ● *Develop two separate improvement plans, one for each section (Male and Female), if required.* ● *Requesting direct access and privilege to the student records and registration system to obtain data related to program.*
4.4 Student Assessment	Y	3	● *External benchmarking for student learning outcomes assessment must be conducted as soon as possible.* ● *Develop a comprehensive and consistent mechanism to monitor whether teaching staff follow the guidelines and mechanisms related to teaching and learning standard.* ● *Requesting training program in*

			assessment for non-Arabic speaking lecturers ● *Setting out performance indicators for these practices and collecting the relevant data* ● *Procedures must be developed and followed to ensure that the work submitted by students is actually done by them.*
4.5 Educational Assistance for Students	Y	4	● We must have some mechanism to start the electronically (CTS) advising system between students and advisors. ● Tutorial classes should be included in students' time table. ● We need entry exam, or changing the admission requirements for the entry exam to the college. ● The program must make the program handbook (hard and soft copies) available to students. ● Develop a plan to ensure adequate skills in English language before students begin the Program. ● Year to year progression rates and Program completion rates need to be monitored in order to prepare action to help students needing help. ● The program needs to develop an effective system to deal with students with low academic performance.
4.6 Quality of Teaching	Y	4	● Course syllabus must be distributed among students in the first week of the semester. ● For text and reference books if the target is <90% then we must contact library affairs. But if the target is >90% then it's OK. ● The program or university provide training courses in teaching strategies for non-Arab speakers. ● The report of online course survey and other evaluation report of teaching staff need to be implemented and monitored.

			● The quality of teaching in all courses is mainly depending on the online student survey. We need to develop a system to monitor the quality of teaching by other tools. This can be done by having a peer-peer review evaluation. ● Encourage quality in teaching by giving a Teaching Excellence Award for the outstanding teacher.
4.7 Support for Improvements in Quality of Teaching	Y	3	● Monitor the quality of teaching through peer-peer review. ● Develop annual professional development plan to improve the quality of teaching. ● The development skills unit should provide training programs for non-Arab speakers. ● DSU and the program should provide training and workshops by considering the needs of the faculty members in the department. ● Provide professional and academic development assistance to teaching staff who are facing difficulties. ● Encourage quality in teaching by giving a Teaching Excellence Award for the outstanding teacher. ● Improvement plan must be implemented and monitored.
4.8 Qualifications and Experience of Teaching Staff	Y	4	· A balance in the number of teaching staff must be considered among specialized groups in the department. · Providing workshops in the field of program IS to be conversant with what is new. · Encourage staff to publish scientific papers to increase the amount of experience and knowledge. · Fulfilling international leadership by relying on top-quality researchers to serve the scientific operation. · Encouraging staff members by increasing incentives. · Allowing members to attend international

			conferences to present their researches.
4.9 Field Experience Activities	N A	N A	NA
4.9 Partnership Arrangements With Other Institutions	N A	N A	NA

Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices.

4.1 Student Learning Outcomes

· The program adopted ABET's a-j outcomes after taking the opinions of all stakeholders. Note that several IS programs adopted ABET a-j student outcomes in Saudi Arabia.

· The learning outcomes of the program are taken from and meet the local needs. Also they fall into three domains of learning (Cognitive skills, Interpersonal Skills & Responsibility, Communication, Information Technology, and Numerical) in the National Qualification Framework (NQF).

· The program uses direct and indirect methods to assess the learning outcomes

4.2 Program Development Processes

· Course Specification for all courses are approved by the curriculum committee and program council.

· Any change in the course specification must be reviewed by the curriculum committee.

· For each course, the program assigns a course coordinator to make sure that everything at the course level is implemented as planned.

· The program is divided into knowledge areas each of which contains courses in the same area.

· Since the CS and IS students are taking courses together, the coordinators of some areas are from the IS program.

· The college and university provide training related to the best educational practices and strategies in outcomes based education.

4.3 Program Evaluation and Review Processes

· *Courses are evaluated every semester.*

● *Programs are evaluated annually through several ways (KPIs, report from the quality unit, student learning outcomes assessment)*
● *Changes in courses are retained in the overall course report.*
● *Changes in the program are retained in the annual program report*
● *KPIs including learning outcomes indicators are used to evaluate the quality of the program*
● *The program uses KPIs that include completion rates in all courses and the program as a whole.*

- *The program uses various direct and indirect assessment methods to evaluate the attainments of student outcomes and prepare improvement plans.*
- *The data are always collected using a very well designed assessment planning data collection.*
- *The major changes will be accumulated to be discussed by the end of assessment cycle (3-4 years)*
- *All stakeholders must be involved in the changes of the program through meetings and surveys.*
- *The students evaluations from both sections are evaluated separately*
- *Course portfolios are available online.*
- *Statistical results in courses are available online*

4.4 Student Assessment

· *The program uses various direct and indirect assessment methods to evaluate student learning outcomes.*

- *Assessment processes are always discussed with students at the beginning of courses*
- *Currently, the program uses internal benchmarking to improve the achievements of student learning outcomes.*
- *Exams are designed according to course learning outcomes. It is also very important to have also direct questions to learning outcomes.*
- *Question papers guidelines were prepared and distributed to faculty.*
- *We use Turitin software to check plagiarism in graduation project*
- *10-hours office hours are reserved to answer questions of students about exams and other issues related to their courses.*
- *A coordinator is assigned for each course to make sure that exams for several sections (Male and Female) of the same course have the same levels of difficulties.*
- *Each instructor has to develop an assessment plan to assess and evaluate course learning outcomes.*
- *If the student did not achieve the desired outcomes, then an improvement plan must be prepared. This improvement plan may affect anything in the program including the assessment itself*
- *Criteria and processes for academic appeals are known to students through their academic advising unit.*

4.5 Educational Assistance for Students

· New students are offered an orientation program at the beginning of the semester.
· Each student is assigned to an advisor once he has admitted to the program.
· The level of students in English language is very poor

- Staff members have assigned at least 10-hours for office hours.
- The preparatory year is considered as part of the computer science program.
- The students can give their opinions through surveys about the appropriateness and effectiveness of educational assistance provided by the program.
- The Program Student Council (PSC) consists of students representing various levels in the program. PSC
- The Deanship of Student Affairs at the university level provides several educational assistances for students.

  - The process of academic advising system is implemented electronically (CTS) among academic advisors, not between students and advisors.

  - Students are not coming/ attending to the tutorial classes.

4.6 Quality of Teaching

- The program provides workshops on how to prepare your course file including course specification and report.

- By the end of each semester, every student (Male) must fill out an online course survey to evaluate the quality of teaching in the course.

  - All course reports are reviewed by the program curriculum committee.

  - A set of KPIs were developed to monitor the quality of teaching.

- Course Syllabus including learning outcomes, assessment methods, etc. must be distributed to students in the first lecture.

  - The university provides a very effective system to monitor the attendance and absence of students. Specifically, each instructor has to fill out the absence and attendance of students with 48 hours from the lecture date. Students receive SMS message in the percentage of their absences.

- The quality of full-time staff members is continuously evaluated by online course survey (students) and observations of the program's chair and head's of development and quality unit.

  - KPI 13, 14 and 15 can be used here to monitor the quality of teaching in the program.

    - Sometimes it's very difficult to cover everything in course syllabus.

      - For textbooks and references, the target is 90%

    - Needs both Arabic and English versions of course survey and report.

      - Course report must be submitted at the end of semester.

4.7   Support for Improvements in Quality of Teaching

- The Development Skills Unit (DSU) at the university level provides programs to faculty members to improve the quality of their teaching.

- A professional development survey is used to develop plans for professional development.

- Most of staff members have a long period of experience in university teaching.

· Teaching staff have reasonable teaching load.

· The program provides several workshops related to course structure and student assessment.

· The deanship of research provides several workshops related to research aspects (Dr. Anwar).

· The dean of the college and the head of the program meet individually with teaching staff who are facing difficulties. They provide the appropriate assistance to solve problems.

· The program provides informal recognition to outstanding teacher. For example, by the end of each semester a certificate is distributed to some faculty members based on their performances in different aspects (teaching, attendance, etc.).

· The program provides strategies for improving quality of teaching based on several key performance indicators such as online course survey, CLOs achievements, course reports and student learning outcomes assessment.

4.8 Qualifications and Experience of Teaching Staff

· Courses are distributed among faculty members as per their specialization and interest till 1st semester 2012/2013.

· Last two semesters (from 2nd semester 2012/2013) courses are distributed using lottery. Where Ph.D. holders take at least one course and Masters holders take at least two courses.

Several KPIs can be used in this substandard. Specifically, KPIs 13, 15 are very suitable to this substandard.

G. Program Course Evaluation

1. List courses taught during the year. Indicate for each course whether student evaluations were undertaken and/or other evaluations made of quality of teaching. For each course indicate if action is planned to improve teaching.

Course Title/Course Code	Student Evaluations		Other Evaluation (specify)	Action Planned	
	Yes	No		Yes	No
First Semester 2016-17					
Programming Language 1 1/111CSS-4 (Male)	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Object Oriented Programming /113CSS-4 (Male)		No	The students have to undertake survey before they check their final result on the internet. This		No

			survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		
Data structures/212CSS-3 (Male)		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Operating Systems/227CSS-3 (Male)		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Information Systems Analysis and Design/ 240CIS-3	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Fundamental of Databases /230CIS-3		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Data Communication and Computer Networks/370CIS-3		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each		No

			instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		
Visual Programming /224CIS-3		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Database Management Systems /335CIS-3		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Information Systems Project Management /351CIS-3	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Electronic Business/ 430CIS-3	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Modern Applications Development / 324CIS-3	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal		No

			and the Deanship of Quality Unit prepares a consolidated report for all courses		
Multimedia Technologies / 440CIS-3		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Database Management Systems Administration / 337CIS-3		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Internet Application Development / 446CIS-4		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
ICT Networks Administration / 420CIS-3	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Information Systems Security Administration / 460CIS-3	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit		No

			prepares a consolidated report for all courses		
Information Systems Policy and Strategy / 410CIS-3	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Decision Support Systems / 450CIS-3		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Geographic Information Systems / 470CIS-3		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Graduation Project 1		No			
Second Semester (2016-17)					
Programming Language 1 1/111CSS-4 (Male)		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Object Oriented Programming /113CSS-4 (Male)	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each		No

			instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		
Data structures/212CSS-3 (Male)		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Operating Systems/227CSS-3 (Male)		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Information Systems Analysis and Design/ 240CIS-3	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Fundamental of Databases /230CIS-3		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Information Systems Engineering /342CIS-3		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal		No

			and the Deanship of Quality Unit prepares a consolidated report for all courses		
Data Communication and Computer Networks/370CIS-3	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Visual Programming /224CIS-3	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Database Management Systems /335CIS-3	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Information Systems Project Management /351CIS-3	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Electronic Business/ 430CIS-3	No		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit		No

			prepares a consolidated report for all courses		
Modern Applications Development / 324CIS-3	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Multimedia Technologies / 440CIS-3	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Database Management Systems Administration / 337CIS-3	Yes		The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Internet Application Development / 446CIS-4		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
ICT Networks Administration / 420CIS-3		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for		No

			all courses		
Information Systems Security Administration / 460CIS-3		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Information Systems Policy and Strategy / 410CIS-3		No	The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses		No
Graduation Project 1		No			
Graduation Project 2		No			

- The students have to undertake survey before they check their final result on the internet. This survey is available with each instructor in his academic portal and the Deanship of Quality Unit prepares a consolidated report for all courses. The column in the above table if whether the instructor has taken students survey at his level about CLO's

- The students CLO's Assessment survey is an indirect assessment method, because students randomly grade the survey, and because of huge difference between the direct and indirect methods, The students assessment of CLO's is not considered as part of evaluation of the Quality of teaching.

(Add items or attach list if necessary)

2. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education).

Campus Branch/Location	Approval By	Date
Main Campus:		
Both the Male and Female section are in the Main Campus of the University		

List all courses taught by this program and for this program that are in other programs (if any).

IS Program (Updated version)
Preparatory Year

Level One			
Course Code	**Course Name**	**Credit Hours**	**Prerequisite**
140TEC-3	Computer Skills	**3**	
140MATH-2	Introduction to Mathematics	**2**	
140SKL-2	Learning, Thinking and Research Skills	**2**	
140ENGG-2	English Language: Reading Skills	**2**	
141ENGG-2	English Language: Writing Skills	**2**	
142ENGG-2	English Language: Listening and Speaking Skills	**2**	
143ENGG-2	English Language: Grammar	**2**	
Total Number of Credit Hours		**15**	

Level Two			
Course Code	**Course Name**	**Credit Hours**	**Prerequisite**
150MAN-1	Occupational Ethics	**1**	
150MATH-4	Calculus	**4**	
150SKL-2	Communication Skills	**2**	
150ENGG-3	General English	**3**	
151ENGG-2	Technical Writing Reports	**2**	
Total Number of Credit Hours		**12**	

Total credit hours: 27

Regular Semesters

Level Three			
Course code	**Course title**	**Credit hours**	**Pre requisite**
111ISL-2	Introduction to Islamic Culture 1	2	
104PHIS-4	Principles of Physics	4	
111CSS-4	Computer Programming-1	4	
106MATH-3	Introduction to Integration	3	
152MATH-3	Discrete Mathematics	3	
Total credit hours		**16**	

Level Four			
Course code	**Course title**	**Credit hours**	**Pre requisite**
201ARAB-2	Arabic Language Skills	2	
101ACC-3	Accounting Principles	3	
113CSS-4	Object Oriented Programming	4	111CSS-4
324MATH-3	Probabilities and Engineering Statistics	3	
240CIS-3	Information Systems Analysis and Design	3	
Total credit hours		**15**	

Level Five			
Course code	**Course title**	**Credit hours**	**Pre requisite**
342MATH-3	Linear Algebra	3	
212CSS-3	Data Structures	3	111CSS-4
230CIS-3	Fundamental of Databases	3	
342CIS-3	Information Systems Engineering	3	240CIS-3
211MAG-3	Principles of Management	3	
Total credit hours		**15**	

Level Six			
Course code	**Course title**	**Credit hours**	**Pre requisite**
227CSS-3	Operating Systems	3	111CSS-4
370CIS-3	Data Communication and Computer Networks	3	

224CIS-3	Visual Programming	3	
335CIS-3	Database Management Systems	3	230CIS-3
351CIS-3	Information Systems Project Management	3	
	Total credit hours	**15**	

Level Seven			
Course code	**Course title**	**Credit hours**	**Pre requisite**
112ISL-2	Introduction to Islamic Culture 2	2	
430CIS-3	Electronic Business	3	
324CIS-3	Modern Applications Development	3	342CIS-3
440CIS-3	Multimedia Technologies	3	
202ARAB-2	Arabic Writing	2	
337CIS-3	Database Management Systems Administration	3	230CIS-3
	Total credit hours	**16**	

Level Eight			
Course code	**Course title**	**Credit hours**	**Pre requisite**
491CIS-4	Graduation Project-1	4	342CIS-3
113ISL-2	Islamic Culture 3	2	
446CIS-4	Internet Application Development	4	
420CIS-3	ICT Networks Administration	3	370CIS-3
460CIS-3	Information Systems Security Administration	3	370CIS-3
	Total credit hours	**15**	

	Level Nine		
Course code	**Course title**	**Credit hours**	**Pre requisite**
114ISL-2	Islamic Culture 4	2	
492CIS-4	Graduation Project-2	4	491CIS-4
410CIS-3	Information Systems Policy and Strategy	3	
450CIS-3	Decision Support Systems	3	
470CIS-3	Geographic Information Systems	3	
Total credit hours		**16**	

Total credit hours: 108

Grand Total: 27+108=135

3. Program Learning Outcome Assessment. Design a program learning outcome assessment plan using the NCAAA accreditation four year cycle. By the end of the four year cycle all program learning outcomes are to be assessed using KPIs with benchmarks and analysis, national or international standardized testing if available, rubrics, exams and grade analysis, or some alternative scientific measure of student performance.

K PI #	NQF Learning Domains and Learning Outcomes	Method of Assessment	Date of Assessment
1. 0	**Knowledge**		
2. 0	**Cognitive Skills**		
2. 1	An ability to apply knowledge of computing and mathematics appropriate to the program's student outcomes and to the discipline;	**Direct Methods:** 1. Course Learning Outcomes assessment (Each Semester) 2. Performance Indicators with a set of rubrics (once every assessment cycle) **Indirect Methods:** 1. Exit Survey (Each Semester) 2. Current Student Survey (Each Semester) 3. PAC Meeting and Discussions (Once a Year) 4. Alumni Survey 5. Employer Survey	First Semester 2013/2014
2. 2	An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution;		First Semester 2013/2014
2. 3	An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs;		First Semester 2013/2014
2. 4	An ability to use current techniques, skills, and tools necessary for computing practice;		First Semester 2013/2014
2. 5	An understanding of processes that support the delivery and management of information systems within a specific application environment		First Semester 2013/2014
3. 0	**Interpersonal Skills & Responsibility**		
3. 1	An ability to function effectively on teams to accomplish a common goal;	**Direct Methods:** 1. Course Learning	First Semester 2013/2014

3.2	An understanding of professional, ethical, legal, security and social issues and responsibilities	Outcomes assessment (Each Semester) 2. Performance Indicators with a set of rubrics (once every assessment cycle) **Indirect Methods:** 1. Exit Survey (Each Semester) 2. Current Student Survey (Each Semester) 3. PAC Meeting and Discussions (Once a Year) 4. Alumni Survey 5. Employer Survey	First Semester 2013/2014
3.3	An ability to analyze the local and global impact of computing on individuals, organizations, and society;		First Semester 2013/2014
3.4	An ability to recognize the need for and to engage in continuing professional development;		First Semester 2013/2014
4.0	**Communication, Information Technology, Numerical**		
4.1	An ability to communicate effectively with a range of audiences	**Direct Methods:** 1. Course Learning Outcomes assessment (Each Semester) 2. Performance Indicators with a set of rubrics (once every assessment cycle) **Indirect Methods:** 1. Exit Survey (Each Semester) 2. Current Student Survey (Each Semester) 3. PAC Meeting and Discussions (Once a Year) 4. Alumni Survey 5. Employer Survey	First Semester 2013/2014
5.0	**Psychomotor**		

Provide "direct assessments" for the current year's program learning outcomes, according to the dates provided above (G.2). A *KPI Assessment Table* is provided below. Each learning outcome should utilize a separate KPI table. Over the four (five/six) year cycle, all program learning outcomes are to be assessed and reported in the *Annual Program Report*(s). Normally a program has 6 to 8 program learning outcomes. Therefore 1 to 3 learning outcomes are directly assessed each year.

The KPI table is used to document directly assessed program learning outcomes. Assessments methods may include: national or international standardized test results, rubrics, exams and grade analysis, or learning achievement using an alternative scientific assessment system (copy the *KPI Assessment Table* and paste to make additional tables as needed).

Currently, the student learning outcomes (PLOs) or student outcomes (SOs) are assessed by using both direct and indirect assessment methods. In this report we present PLOs/SOs assessment data from the two direct assessment methods including:

1. Assessment of student learning outcomes using course learning outcomes (CLOs)
2. Assessment of student learning outcomes using performance indicators (PIs), Embedded Questions and Rubrics

1. Assessment of student learning outcomes using course learning outcomes (CLOs):

The idea behind this method is that all courses are mapped to the appropriate student outcomes by relating CLOs of all courses to SOs. Mapping courses to SOs ensures that all SOs are addressed by several courses at different levels in the program. In addition, this will help us to know if student outcomes have not been met at a particular course. The assessment of SOs using CLOs assessment each semester supports us to maintain a semester-based continuous improvement by using the achievements of CLOs. The expected performance is 65% for each SO. Note that courses that are related to a specific SO have equal contribution.

1. Assessment of student learning outcomes using performance indicators (PIs), Embedded Questions and Rubrics:

This is our overall assessment method to evaluate the attainment of SOs. A set of Performance Indicators were developed for each one of the SOs. PIs are then aligned to the curriculum to facilitate the collection of data. Data are then evaluated by using a set of rubrics. In this method, we collect data and evaluate each SO once in a complete assessment cycle (3-4 years).

The first cycle of PLOs or SOs assessment through PIs, embedded questions and rubrics started in 2012/2013 and finished in 2015/2016. Hence, the College of CSIS has planned a new cycle for the academic years 2017-2021 to assess the PLOs/ SOs and the new assessment plan is described below:

1. **Assessment Types**

- We are using direct assessment and it will be achieved through performance indicators (PIs) for all IS SOs and using course learning outcomes (CLO). He said that direct assessment will used for the direct examination or observation of student knowledge, skills and/or behaviours. e.g. Exams, Presentation, etc.
- Indirect assessment will be done through indirect methods, e.g. exit surveys, current student survey and meeting and survey with program advisory committee.

2. **Assessment Methods**

The formative and summative assessment methods which will be used in updated assessment plan for year 2017 – 2021 are:

- *Formative Assessment.*

1. Formative assessments are on-going assessments, reviews, and observations in a classroom and or within an academic year or pre-determined time.
2. We should use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process.
3. The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
4. Example of formative assessment is quizzes, assignments, midterms, etc. It will be used in level 3 to 6.

- *Summative Assessment.*

5. Summative assessments are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time.
6. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete.
7. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.
8. Example of summative assessment is final exams, nationwide Tests and it will be done from levels 7 and 8.

It has been discussed that DQU mode five groups which will be responsible for assessment of SOs for CS program. These five groups are shown in Table 5.

Table 5: SO Assessment groups for Computer Science Program

Student Outcomes	Members	Coordinators	Group No.
a **i**	Dr. Khairi Mr. Basit Mr. Omar Mr. Mazen Gazzan Mr. Khalid Makdi	Dr. Fekri	**Group 1**

b **f**	Mr. Selim Mr. Akram Mr. Adlan Mr. Abdullah Al Qahtani	Dr. Shargabi	**Group 2**
d **j**	Dr. Addin Mr. Shah Masud Mr. Naif Mr. Saltan Al Azmei	Dr. Asadullah	**Group 3**
c **e**	Dr. Khairan Mr. Golam faruque Mr. Yahya Mr. Bakri Mr. Mohammad Al Shahrani	Dr. Ghassan	**Group 4**
g **h**	Dr. Abwar Mr. Kafil Mr. Haji Mr. Moath Mr. Hamad Ali Mr. Ahmad Al Musabi	Dr. Abdurrahman	**5 Group**

Assessment of student learning outcomes using performance indicators (PIs), Embedded Questions and Rubrics:

The assessment of the DQU at college of computer science and information systems for the cycle (2017-21), had selected SO(a) and SO(i) for assessment in the first semester of 2016-17 i.e Semester 371.

Student Outcome (a,i):

a) An ability to analyse a problem, and identify and define the computing requirements appropriate to its solution
i)   An ability to use current techniques, skills, and tools necessary for computing practice

Semester/Year Data collected: 371, **First Semester, 2016/2017**
Assessment Coordinator (Collection Agent): **Dr. Fikri Abdul Wedood**

Table 8: Assessment Process

SO	escription	rces of ssment	ssment hod(s)	Achievement	n of Results

| and i | An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution

An ability to use current techniques, skills, and tools necessary for computing practice | CIS-3 CIS-3 CIS-3 CIS-3 | assessment | e students at mplished or e levels | sment Group |
|---|---|---|---|---|---|

Evaluation Results

1. The instructors of the corresponding courses were asked to make question based to CLO's which had has a mapping to SO(a) and SO(i)
2. The instructor submitted to the SO assessment group, the scanned answer scripts of the students along with students grades achieved in that particular question.
3. The SO Assessment group aggregated ,evaluated and analysed the results
4. Based on the results action are proposed, to be taken in the assessment and evaluation stages!!

Table 9: Achievement for PLOs/ SOs (a,i) from all the selected IS Courses (presented in %)

IS Course	SO (a)	SO (i)
370CIS-3	100	100
351CIS-3	N/A	100
230CIS-3	89	25
224CIS-3	50	75
Overall Achievement	79.66	75

3. Orientation programs for new teaching staff	
Orientation programs provided? Yes ■ No ☐ If offered how many participated? ☐	

a. Brief Description

1- The new staff member will meet with the Heads/coordinators to discuss variety of topics as stated.

2- OPF shall be completed within four weeks from the date the new member joined the college.

3- The completed OPF will be maintained in the program administration and a copy will be sent to the new staff member.

4- The mentor ensures that the OPF is filled properly. For example, each representative must sign to verify the completion of responsibilities and submission of documents and related materials (Guidelines, policies, procedures, etc.).

5- The mentor arrange meetings with the heads and coordinators (representatives).

6- The mentor supports the new staff member to complete necessary paperwork in the office of human resources.

b. List recommendations for improvement by teaching staff.

Not Applicable

c. If orientation programs were not provided, give reasons.

Not applicable

4. Professional Development Activities for Faculty, Teaching and Other Staff	How many Participated	
a. Activities Provided	Teaching Staff	Other Staff
Welcome to the CSIS, Overview about the college vision, mission and objectives, Academic Programs, Salary and issues related to the contract and Job Description	1	1
Assign one administrative staff to assist with the necessary 'Forms' (Joining Contract Form, Housing Form, Medical Form, Bank Form, Furnishing Allowance Form, etc.)	1	0
Teaching load time table including office hours, administrative hours, quality hours, etc.	1	0
Course distribution procedure.	2	0
Opening Faculty Member Portfolio (CV, etc.)	1	
Overview of Graduation Project	1	0
b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.		

H. Independent Opinion on Quality of the Program after Considering Draft Report (e.g. head of another similar department/ program offering comment on evidence received and conclusions reached) (Attach notes)

1. Matters Raised by Evaluator Giving Opinion	Comment by Program Coordinator
● The compliance of the program with the NQF in terms of the number of credit hours. ● The lack of field experience component.	The comments received from the quality assurance expert of Najran University. They are not expert in fields of specialization, however, their experiences in quality of academic programs allowed them to evaluate the validity and the reliability of the internal quality assurance system of the program. Their comments are under consideration and major actions will be taken regarding the

	compliance of our program with Saudi NQF.

<table>
<tr><td colspan="2">2. Implications for Planning for the Program</td></tr>
<tr><td colspan="2">

- The credit hours of the Preparatory Year courses have been considered as part of our program.
- The DQU with the program coordinator discussed the comment on the lack of field training component and prepare a justification on the feasibility of excluding the field experience component from the IS study plan.

</td></tr>
</table>

I. Action Plan Progress Report

1. Progress on Implementation of Previous Year's Action Plans (2015/2016)				
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
Evaluate CLOs for all courses	End of each semester 2015/2016	Faculty	Yes	
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
Apply two surveys (Current student and exit survey)	End of each semester 2015/2016	DQU (Development and Quality Unit)	No	We could not conduct the Current Student Survey due to the security status of Najran
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
Accept new students in the modified curriculum	First Semester 2015/2016	Program's Head	Yes	
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
Assign a course coordinator for each course	Every Semester in 2015/2016	DQU	Yes	
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons

Prepare the requirements of ABET Accreditation	June 2016	DQU	Yes	
Actions Planned	**Planned Completion Date**	**Person Responsible**	**Completed**	**If Not Complete, Give Reasons**
Submit the Updated ABET SSR	June 2016	Head of DQU	Yes	
Actions Planned	**Planned Completion Date**	**Person Responsible**	**Completed**	**If Not Complete, Give Reasons**
Update the SSR of NCAAA accreditation	June 2016	DQU	No	Not all requirements were completed because of the security status in Najran
Actions Planned	**Planned Completion Date**	**Person Responsible**	**Completed**	**If Not Complete, Give Reasons**
Prepare the requirements of NCAAA accreditation (KPIs report)	April 2016	DQU	Yes	
Actions Planned	**Planned Completion Date**	**Person Responsible**	**Completed**	**If Not Complete, Give Reasons**
Prepare some mechanisms (orientation program, evaluation of performance) related to faculty	June 2013	DQU	Yes	
Actions	**Planned Completion**	**Person Responsible**	**Completed**	**If Not Complete, Give**

Planned	Date		Yes	Reasons
Apply a new mechanism to evaluate the performance of faculty members	End of Semester in 2015/2016	Head of the Program with the heads of other units	Yes	
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
Update the college's website according to the new unified Tempalte	2015/2016	Website Committee	Yes	
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
Ensure that all recommendations are implemented and followed up	2015/2016	Program's head and DQU	No	Some recommendations are not implemented properly because we must have a system to monitor the implementation of actions
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
Enhance the academic advising system	2015/2016	Academic Advising Unit	Yes	
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
Ensure that the new mission and objectives and	2015/2016	DQU	Yes	

Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
outcomes of the program are available to the public				
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
Preparation of online course portfolios for all courses	Every Semester in 2014/2015	Faculty Members	Yes	
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
Evaluate the appropriatenes s of facilities and resources	April 2016	Facilities and Resources Committee (FRC)	Yes	
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
Update the program's handbook and portfolio	June 2016	DQU and Program's Head	Yes	
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
Apply a new orientation program for new teaching staff	2015/2016	DQU	Yes	

2. Proposals for Program Development
a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other)
1. PhD Holders will teach Core Courses in CS Male/Female Section

2. PhD holders will supervise graduation projects.

3. Same instructor will teach theory and lab sections of a course.

4. Tutorial sections for all lab courses of IS program will be added.

6. Committee will be formalized to solve the issue of transferred students from Community college.

(such as to see the equivalence of curriculum with community college computer science courses)

7. Graduation project evaluation will be for 2 Hours.

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b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc.)

1. Knowledge groups will be formulized depending upon the specialization of the faculty members.

2. Course learning outcomes and course syllabus will be revised by the knowledge groups.

3. Online course file system will be implemented.

4. NCAAA Course specifications will be updated by knowledge groups.

5. Course project must be added for some courses

6. E-Learning method of teaching will be adopted for the next semester if the security situation will not improve.

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c. Development Activities for Faculty and Teaching Staff

1. Develop a plan for training and professional development of faculty members
2. Collaborate with the Deanship of Development and Quality at the university level to provide a set of training programs on best practices related to learning and teaching for non-Arab faculty members.
3. More IT facilities (printer, scanner, membership of professional bodies and photocopy machine) are needed to help faculty members in achieving their educational, professional and research goals.

4. Educate all faculty members at the program on the processes and procedures related to the evaluation and improvement of the program.
5. Provide orientation program to new faculty member
6. Develop a policy to ensure that each expatriate faculty member has the right to attend at least one conference per year.
7. Submit at least 2 research proposals per year to KACST

3. New Action Plan for Academic Year **2015/2016**		
Actions Required	Completion Date	Person Responsible
a. Evaluate all student learning outcomes using a Course Learning Outcomes and rubrics	Completed	Curriculum Committee and DQU and Assessment Groups
b. Update NCAAA SSR and SES	April 2016	DQU
c. Submit the Updated ABET SSR	End of 2015/ 2016	DQU
d. Continue to apply a new mechanism to evaluate the performance of faculty members		Program's Head and DQU
e. Update the college's website	January 2016	Website Committee
f. Ensure that all recommendations are implemented and followed up	2015/2016	Program's head and DQU
g. Apply new methods of teaching (Due to new security situation in Najran) such as E-Learning, Balckboard, Echo system	Applied 2015/2016	Program's head and E-Learning Committee
h. Ensure that the new mission and vision are available to the public		DQU
i. Development of the Online Course file Management System to update Syllabus, Course specification	2015-2016	Faculty Members and DQU
j. Update Course file using the Online Course file Management System to update	2015-2016	DQU and Program's Head
k. Accomplish the new University Project in its third phase	December 2015	Facilities and Resources Committee (FRC)
l. Continue to apply a new orientation program for new teaching staff		DQU

Program Chair/ Coordinator Name: Dr. Mohammed Al Shargabi

Signature: Mohammed Al Shargabi **Date Report Completed: November, 2015**

Received by: _____ Dean/Department Head

Signature: _____ Date: _____