



Ministry of Higher Education  
Majmaah University  
Collage of Science at Al-Zulfi  
Dept. of Computer Science and  
Information



# *Self-Study Report of*



**College of Science at Al- Zulfi**

**1435 - 1436  
2014 - 2015**

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## Introductory Comments

A program self-study is a thorough examination of the quality of a program. The mission and objectives of the program and the extent to which they are being achieved are thoroughly analyzed according to the eleven standards for quality assurance and accreditation defined by the NCAAA.

A Self Study Report for Programs (SSR CSIP) should be considered as a research report on the quality of the program. It should include sufficient information to inform a reader who is unfamiliar with the program about the process of investigation and the evidence on which conclusions are based to have reasonable confidence that those conclusions are sound.

Conclusions should be supported by evidence, with verification of analysis and advice from others able to offer informed and independent comments.

This SSRCSIP should include all the necessary information for it to be read as a complete self-contained report on the quality of the program.

**The main branch/location campus must complete the entire SSRCSIP together with the required information from all branch/location campuses that offer the program.**

**Each branch/location campus must complete an abridged, short version, of the SSRCSIP; including the *Periodic Program Profile*, Profile sections (A-H) and standards 3, 4, and 11. After analysis and inclusion of required information, the main branch campus will submit the complete SSRCSIP with the abridged versions to NCAAA.**

**The Self Study Report for Programs template is for an Undergraduate Program.** For guidance on the completion of this template, please refer to the *Handbook for Quality Assurance and Accreditation* and to the *Guidelines for Using the Template for a Program Self-Study*.

## A General Information

|  |
|--|
| Institution <b>Majmaah University</b>  |
| Title of College and Department in which the program is offered <b>College of Science at Al-Zulfi, Department of Computer Science and Information</b>  |
| Title of Program <b>Computer Science and Information</b>   |
| Date of Report <b>2014-02-15</b>   |
| Name and Contact details for Dean <b><a href="mailto:m.alaboudi@mu.edu.sa">m.alaboudi@mu.edu.sa</a></b><br><b>Tel: 0164227483 Fax: 0164227484</b>  |
| Name of Person Responsible for Preparation of Report (Head of Department)<br><b>Ass. Prof. Dr. Y. Azzam</b> <b><a href="mailto:y.azzam@mu.edu.sa">y.azzam@mu.edu.sa</a></b>  |
| Name and contact details for person to contact for further information about matters discussed in the report and for arrangements for an external review visit. (if different from above)<br><b>Dr. Wael M. Khedr</b> ( <b><a href="mailto:w.slem@mu.edu.sa">w.slem@mu.edu.sa</a></b> ) and <b>Dr. Mohamed W. Abo El-Soud</b><br><b><a href="mailto:m.wagieh@mu.edu.sa">m.wagieh@mu.edu.sa</a></b> |

## B. General Program Profile Information

|   |
|---|
| 1. Program title and code<br><b>Bachelor of Science in Computer Science and Information (BSc. CSI )</b>   |
| 2. Credit hours required for completion of the program<br><b>161 credit hours - 10 semesters - 5 years</b>  |
| 3. Award (s) granted on completion of the program (for community college programs, add degree granting policy)<br><b>Bachelor of Science in Computer Science and Information</b>  |
| 4. Major tracks or pathways within the program<br>Only <b>Computer Science and Information</b><br>Track1: Computer Networks.<br>Track2: Computer Graphics and Multimedia.<br>Track3: Individual Track.  |
| 5. Professional occupations (licensed occupations, if any) for which graduates are prepared<br><b>1- The field of education and higher education.</b><br><b>2- The field of medicine and health.</b><br><b>3- The field of industry.</b><br><b>4- The banks and the fields of commerce and business.</b><br><b>5- The field of management.</b><br><b>6- The field of e-government.</b><br><b>7- The military field.</b><br><b>And many other fields</b> |
| 6. Name of program chair/ coordinator. If a program coordinator or manager has been appointed for the female section as well as the male section, include names of both.<br><b>Ass. Prof. Dr. Y. Azzam</b> <b><a href="mailto:y.azzam@mu.edu.sa">y.azzam@mu.edu.sa</a></b>  |



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7. Branches/locations of the program. If offered on several campuses or by distance education as well as on-campus, including details.

8. Date of approval of program specification within the institution

**1433H , 2012ac.**

9. Date of approval by the authorized body (Ministry Of Higher Education “MoHE” for private institutions) and Council of Higher Education for public institutions).

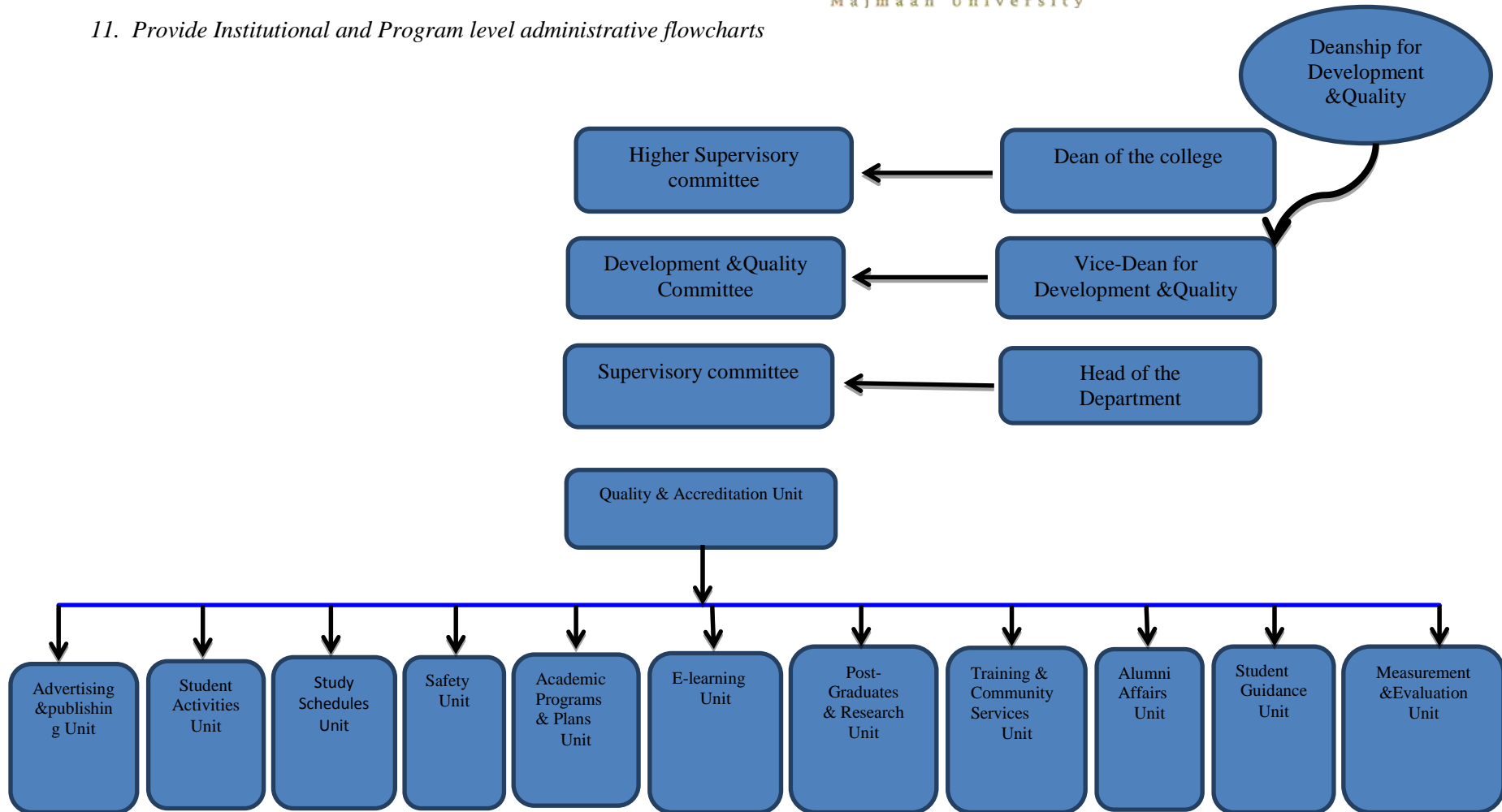
**1433H , 2012ac.**

10. Date of most recent self-study (if any)

**1435- 2014 is the current self-assessment report**

**Zulfi, Campus of colleges**

11. Provide Institutional and Program level administrative flowcharts



## C. Periodic Program Profile Template B: College Data

College: College of Science in Zulfi, Majmaah University Program: Bachelor of Science in Computer Science and Information

\*(On Campus Programs, Distance Learning)

| No | Name                | Sex | Nationality | Academic Rank       | General Specialty                        | Specific Specialty      | Institution Graduated From | Degree | *Study Mode      | List Courses Taught This Academic Year   | Full or Part Time |
|----|---------------------|-----|-------------|---------------------|--|-------------------------|----------------------------|--------|------------------|--|-------------------|
| 1  | Azzam, Yosry Ahmed  | M   | Egypt       | Associate Professor | Computer Engineering & Automatic Control | Artificial Intelligence | Japan-Egypt                | Ph.D.  | Computer Science | Logic Design   | F/T               |
| 2  | Ali, Hassan         | M   | Egypt       | Associate Professor | Computer Science                         | Cryptography            | Vienna                     | Ph.D.  | Computer Science | -Algorithms Analysis and Design<br>-Information Security                             | F/T               |
| 3  | Abdallah, Yasser    | M   | Egypt       | Assistant Professor | Computer Science & Engineering           | Mobile Networks         | USA-Egypt                  | Ph.D.  | Computer Science | -Graphical Interface Programming<br>-Internet Technology<br>- DataBase I             | F/T               |
| 4  | Tantawy, Mostafa    | M   | Egypt       | Assistant Professor | Computer Science & Engineering           | Software Engineering    | Italy                      | Ph.D.  | Computer Science | - Operation Research<br>- Information System<br>- Discrete math                      | F/T               |
| 5  | Abo El_Soud, Wagieh | M   | Egypt       | Assistant Professor | Computer Science                         | Network Security        | Germany-Egypt              | Ph.D.  | Computer Science | -Visual Programming  | F/T               |
| 6  | Khedr, Wael         | M   | Egypt       | Assistant Professor | Computer Science                         | Neural Networks         | Kazakhstan                 | Ph.D.  | Computer Science | -Data Structure<br>- Data Mining   | F/T               |
| 7  | Abdoun, Zeiad       | M   | Egypt       | Assistant Professor | Computer Science & Engineering           | ATM Networks            | Poland                     | Ph.D.  | Computer Science | -Fundamentals of Information Systems<br>-Assembly Language<br>-Software Engineering. | F/T               |
| 8  | Qureshi, Hammad     | M   | Pakistan    | Assistant Professor | Computer Science                         | Computer Science        | UK                         | Ph.D.  | Computer Science | - Digital Image Processing<br>- Artificial Intelligent                               | F/T               |



|    |                 |   |          |                     |                               |                          |                 |       |                  |   |     |  |
|----|-----------------|---|----------|---------------------|-------------------------------|--------------------------|-----------------|-------|------------------|---|-----|--|
| 9  | Ejaz ,Naveed    | M | Pakistan | Assistant Professor | Computer Science              | Computer Science         | UK              | Ph.D. | Computer Science | - Digital Video & Image Processing  | F/T |  |
| 10 | Nazim, Khalid   | M | India    | Assistant Professor | Computer Science              | Computer Science         | UK              | Ph.D. | Computer Science | - Digital Image Processing  | F/T |  |
| 11 | Mfawez Alharbi  | M | KSA      | Assistant Professor | Computer Science              | Computer Science         | UK              | Ph.D. | IT               | Software Engineering  | F/T |  |
| 12 | Mahdi Jemmali   | M | Tunis    | Assistant Professor | Computer Science              | Computer Science         | Tunis           | Ph.D. | IT               | Operational research & Algorithms   | F/T |  |
| 13 | Melhem, Loai    | M | Jordan   | Lecturer            | Computer Science              | Computer Engineering     | Malaysia        | Ph.D. | Computer Science | - Computer Network2<br>- Artificial Intelligent<br>-Computer Architecture.                            | F/T |  |
| 14 | Samadi, Issa    | M | Jordan   | Lecturer            | Computer Science              | Computer Science         | Oman            | M Sc  | Computer Science | - Computer Graphics<br>- Concepts of Algorithms<br>- Decision Support System<br>- Parellel Processing | F/T |  |
| 15 | Nour El-Din     | M | Egypt    | Lecturer            | Computer Science              | Computer Science         | Egypt           | M Sc  | Computer Science | - Concepts of prog. Language<br>- Ecommerce Systems   | F/T |  |
| 16 | Khan, Fakhri    | M | Pakistan | Assistant Professor | Computer Science& Information | Wireless Sensor Networks | Vienna, Austria | Ph.D. | Computer Science | Wireless Sensor Networks, Body Area Networks, Distributed Systems                                     | F/T |  |
| 17 | Otoom, Mohamad  | M | Jordan   | Assistant Professor | Computer Science              | Computer Engineering     | Italy           | Ph.D. | Computer Science | Advanced Network  | F/T |  |
| 18 | Qawqzeh, Yousef | M | Jordan   | Assistant Professor | Computer Science              | Artificial Intelligent   | UK              | Ph.D. | Computer Science | Ecommerce   | F/T |  |
| 19 | Shehata, Ahmed  | M | Egypt    | Assistant Professor | Computer Science              | Computer Science         | Egypt           | Ph.D. | Computer Science | Data Structure Oracle Database  | F/T |  |
| 20 | Rafi Ullah      | M | Pakistan | Assistant Professor | Computer Science& Information | Computer Science         | Pakistan        | Ph.D. | Computer Science | Multimedia (images, audios, and videos) security and machine learning                                 | F/T |  |

### Number of Graduates in the Most Recent Year

|        | Undergraduate Students | Post Graduate Masters Students | Post Graduate Ph.D. Students |
|--------|------------------------|--------------------------------|------------------------------|
| Male   | 19                     | --                             | -                            |
| Female | -                      | -                              | -                            |
| Totals | 19                     | -                              | -                            |

**Apparent Student Completion Rate:** The number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort four, five, or six years previously (e.g. for a four year program the number of students who graduated as a percentage who commenced the program four years previously).

| Students | Undergraduate Programs |            |           | Postgraduate Programs |        |
|----------|------------------------|------------|-----------|-----------------------|--------|
|          | Four Years             | Five Years | Six Years | Master                | Doctor |
| Male     | 94                     | -          | -         | -                     | -      |
| Female   | -                      | -          | -         | -                     | -      |
| Totals   | 94                     | -          | -         | -                     | -      |

### Mode of Instruction – Student Enrolment (excluding preparatory program)

| Students | On Campus Programs |           |     | Distance Education Programs |           |     |
|----------|--------------------|-----------|-----|-----------------------------|-----------|-----|
|          | Full time          | Part time | FTE | Full time                   | Part time | FTE |
| Male     | 184                | -         | 184 | -                           | -         | -   |
| Female   | -                  | -         | -   | -                           | -         | -   |
| Totals   | 184                | -         | 184 | -                           | -         | -   |

**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

**Mode of Instruction – Teaching Staff** (excluding preparatory program)

| Number of Teaching Staff | On Campus Programs |           |     | Distance Education Programs |           |     |
|--------------------------|--------------------|-----------|-----|-----------------------------|-----------|-----|
|                          | Full time          | Part time | FTE | Full time                   | Part time | FTE |
| Male                     | 20                 | -         | 20  | -                           | -         | -   |
| Female                   | -                  | -         | -   | -                           | -         | -   |
| Totals                   | 20                 | -         | 20  | -                           | -         | -   |

**Note:** Teaching staff includes tutors, lectures, and assistant, associate and full professors. This does not include research, teaching, or laboratory assistants. Academic staff who oversee the planning and delivery of teaching programs are included (e.g. head of department, dean for a college, rector and vice rectors).

## D. Program Profile Data

### Historical Summary

Provide a brief historical summary of the program including such things as:

- when and why it was introduced
- student enrolment history
- relationships with industry or professional advisory groups
- graduate employment outcomes
- major program changes.

Include brief comments about what are believed to be the programs main strengths and accomplishments and any significant problems or concerns that are being addressed.

### Preparatory or Foundation Program

Do you offer a preparatory program Yes  No

If yes, is the preparatory program is offered is it out-sourced? Yes  No

If a preparatory or foundation year program is provided prior to entry to this program, are all students required to take that program? Yes  No

If yes, how many Academic credits are granted into the program and included in the \* GPA

What is the total number of credits required by the program? 29 Credit Hours

**NOTE: \* Credits granted into the program must be included in the GPA**

List the courses that are granted into the program.

| Course Number | Course Title                        | Credit Hours | Weekly Hours |     |    | Prerequisite |
|---------------|-------------------------------------|--------------|--------------|-----|----|--------------|
|               |                                     |              | Lecture      | Lab | EX |              |
| PENG 111      | Preparatory English (1)             | 8            | 20           | 0   | 0  | -            |
| PMTH 112      | Introduction to Mathematics (1)     | 2            | 2            | 0   | 1  | -            |
| PCOM 113      | Computer Skills                     | 2            | 1            | 2   | 0  | -            |
| PSSC 114      | Learning and Communication Skills   | 2            | 1            | 2   | 0  | -            |
| PENG 121      | Preparatory English (2)             | 6            | 14           | 0   | 0  | PENG 111     |
| PENG 123      | English for Science and Engineering | 2            | 2            | 0   | 0  | PENG 111     |
| PMTH 127      | Introduction to Mathematics (2)     | 4            | 4            | 0   | 1  | PMTH 112     |

|          |                 |           |           |          |          |   |
|----------|-----------------|-----------|-----------|----------|----------|---|
| PPHS 128 | General Physics | 3         | 2         | 2        | 0        | - |
|          | <b>Total</b>    | <b>29</b> | <b>48</b> | <b>2</b> | <b>0</b> |   |

### Statistical Summary

**NOTE: FOR ALL TABLES IN THIS SECTION A SEPARATE TABLE MUST BE USED FOR EACH BRANCH/LOCATION CAMPUS.**

### Student Enrolment (Not including preparatory or foundation programs)

| Students     | On Campus Programs |           |            | eLearning Education Programs |           |      |
|--------------|--------------------|-----------|------------|------------------------------|-----------|------|
|              | Full time          | Part time | *FTE       | Full time                    | Part time | *FTE |
| Male         | 184                | -         | 184        | -                            | -         | -    |
| Female       | -                  | -         | -          | -                            | -         | -    |
| <b>Total</b> | <b>184</b>         | -         | <b>184</b> | -                            | -         | -    |

**NOTE:** To calculate effective full time equivalents (FTE) for part time students assume a notional full time load is 15 credit hours and divide the number of credit hours taken by each student by 15. (Use this formula only for part time students)

### Confirmed enrolment at the beginning of the current academic year

| Level/Year of Study | Male       | Female | Total |
|---------------------|------------|--------|-------|
| First Level         | 73         | -      |       |
| Second Level        | 32         | -      |       |
| Third Level         | 21         | -      |       |
| Fourth Level        | 8          | -      |       |
| Fifth Level         | 14         | -      |       |
| Sixth Level         | 2          | -      |       |
| Seventh Level       | 5          | -      |       |
| Eighth Level        | 7          | -      |       |
| Ninth Level         | 5          | -      |       |
| Tenth Level         | 3          | -      |       |
| <b>Total</b>        | <b>170</b> | -      |       |

**College:** FTE is calculated as 12 credit hours. The number should not include research, teaching or laboratory assistants.

| No. of Staff   | On Campus |           |           | eLearning Education |           |     |
|----------------|-----------|-----------|-----------|---------------------|-----------|-----|
|                | Full time | Part time | FTE       | Full time           | Part time | FTE |
| College        | 18        | -         | 18        | -                   | -         | -   |
| Teaching staff | 2         | -         | 2         | -                   | -         | -   |
| <b>Total</b>   | <b>20</b> | -         | <b>20</b> | -                   | -         | -   |

**NOTE:** The number of College and teaching academic staff should include:

- College: Assistant, Associate and Full Professors whether involved with teaching, research or both teaching and research.
- Teaching staff: Lectures, Teaching Assistants, Practical Preceptors
- The number should not include Technicians and Laboratory Assistants.

### College and Teaching Staff Highest Qualifications

|              | Ph.D. |         | Masters |         | Others |         | Total |         |
|--------------|-------|---------|---------|---------|--------|---------|-------|---------|
|              | No.   | Percent | No.     | Percent | No.    | Percent | No.   | Percent |
| Male         | 18    | 81%     | 2       | 9%      | 2      | 9%      | 22    | 100%    |
| Female       | -     | -       | -       | -       | -      | -       | -     | -       |
| <b>Total</b> | 18    | 81%     | 2       | 9%      | 2      | 9%      | 22    | 100%    |

### Average College Workload and Class Enrolment

A. Calculate the average number of credit hours taught by the **full-time College** for the past year and calculate the average number of students enrolled per class taught.

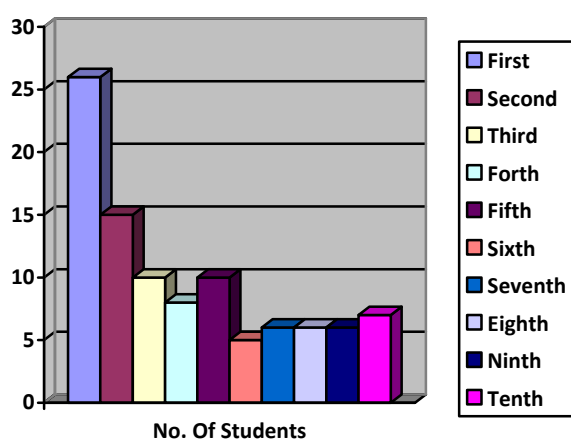
| Full-time College | Average Credit Workload 1st Semester | Average Credit Workload 2nd Semester | Average Class enrolment 1st Semester | Average Class enrolment 2nd Semester |
|-------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Male              | 10                                   | 10                                   | 26                                   | 12                                   |
| Female            | -                                    | -                                    | -                                    | -                                    |
| <b>Total</b>      | <b>10</b>                            | <b>10</b>                            | <b>26</b>                            | <b>12</b>                            |

Provide Analysis – Analyse the entire table and provide detailed class enrolment analysis of the different instructional levels.

### 1. Workload Analysis:

The total number of credit hours is 70, and the total number the full-time College members is 7. Then, the average credit workload approximately equals 10.

### 2. Class Enrolment Analysis:



| Level   | No. Of Students |
|---------|-----------------|
| First   | 26              |
| Second  | 15              |
| Third   | 10              |
| Forth   | 8               |
| Fifth   | 10              |
| Sixth   | 5               |
| Seventh | 6               |
| Eighth  | 6               |
| Ninth   | 6               |
| Tenth   | 7               |
| Total   | 99              |

### 3. Class Enrolment Level Analysis

(Level means post or under graduate levels and year to year levels):

Class enrolment (1st Semester) is 99

Class enrolment (2st Semester) is 76

**Average Class enrolment (1st Semester) is 14**

**Average Class enrolment (2st Semester) is 11**

**Average Credit Workload** – Add the total number of credit hours taught by each individual teaching College member, add them all together, and divide by the full-time or part-time number of College members 10 hrs.

**Average Class Enrolment** – Add the total number of students enrolled in all of the classes taught by each individual teaching College member and divide the total by the number of classes taught. Add all the totals together and divide by the total number of College members 25 students.

**B.** Calculate the average number of credit hours taught by the **part-time College** for the past year and calculate the average number of students enrolled per class taught.

| Part-time College | Average Credit Workload 1st Semester | Average Credit Workload 2nd Semester | Average Class enrolment 1st Semester | Average Class enrolment 2nd Semester |
|-------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Male              | -                                    | -                                    | -                                    | -                                    |
| Female            | -                                    | -                                    | -                                    | -                                    |
| Total             | -                                    | -                                    | -                                    | -                                    |

Provide Analysis – Analyse the entire table and provide detailed class enrolment analysis of the different instructional levels.

1. Workload Analysis:

-----

2. Class Enrolment Analysis:

-----

3. Class Enrolment Level Analysis (Level means post or under graduate levels and year to year levels):

-----

**C.** Calculate the average number of credit hours taught by the **full-time teaching staff** for the past year and calculate the average number of students enrolled per class taught.

| Full-time Teaching Staff | Average Credit Workload 1st Semester | Average Credit Workload 2nd Semester | Average Class enrolment 1st Semester | Average Class enrolment 2nd Semester |
|--------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Male                     | 11                                   | 11                                   | 26                                   | 12                                   |
| Female                   | -                                    | -                                    | -                                    | -                                    |
| Total                    | 11                                   | 11                                   | 26                                   | 12                                   |

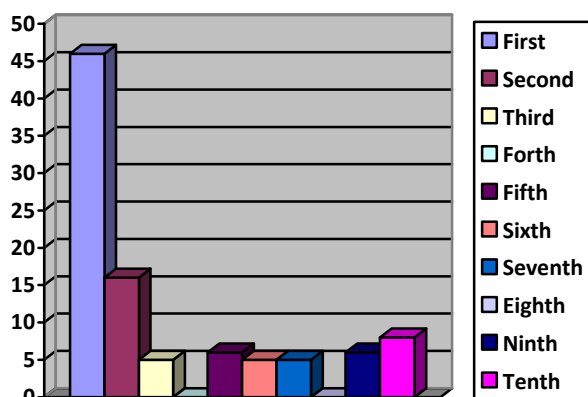
Provide Analysis – Analyse the entire table and provide detailed class enrolment analysis of the different instructional levels.



### 1. Workload Analysis:

The total number of credit hours is 62, and the total number the full-time College members was 6. Then, the average credit workload approximately equals 11.

### 2. Class Enrolment Analysis:



| Level   | No. Of Students |
|---------|-----------------|
| First   | 46              |
| Second  | 16              |
| Third   | 5               |
| Forth   | 0               |
| Fifth   | 6               |
| Sixth   | 5               |
| Seventh | 5               |
| Eighth  | 0               |
| Ninth   | 6               |
| Tenth   | 8               |
| Total   | 97              |

### 3. Class Enrolment Level Analysis

(Level means post or under graduate levels and year to year levels):

Class Enrolment (1st Semester) is 97

Class enrolment (2st Semester) is 65

**Average Class enrolment (1st Semester) is 16**

**Average Class enrolment (2st Semester) is 11**

**Average Credit Workload** – Add the total number of credit hours taught by each individual teaching College member, add them all together, and divide by the full-time or part-time number of College members 11 hrs.

**Average Class Enrolment** – Add the total number of students enrolled in all of the classes taught by each individual teaching College member and divide the total by the number of classes taught. Add all the totals together and divide by the total number of College members 27 students.

**D.** Calculate the average number of credit hours taught by the **part-time teaching staff** for the past year and calculate the average number of students enrolled per class taught.

| Part-time Teaching Staff | Average Credit Workload 1st Semester | Average Credit Workload 2nd Semester | Average Class enrolment 1st Semester | Average Class enrolment 2nd Semester |
|--------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Male                     | -                                    | -                                    | -                                    | -                                    |
| Female                   | -                                    | -                                    | -                                    | -                                    |
| Total                    | -                                    | -                                    | -                                    | -                                    |

Provide Analysis – Analyse the entire table and provide detailed class enrolment analysis of the different instructional levels.

1. Workload Analysis:

-----

2. Class Enrolment Analysis:

-----

2. Class Enrolment Level Analysis (Level means post or under graduate levels and year to year levels):

-----

## E. Self-Study Process

Provide the following:

- Provide a summary description of the procedures followed, and administrative arrangements for the self-study.
- Provide a quality assurance organization flowchart.
- Describe membership and terms of reference for committees and /or working parties.

College of Science at Al- Zulfi draw a road map to guide development in the college for the coming years. And it will be inspired by the goals and objectives of the strategies plan of the college. Since achieving accreditation was one of the main objectives of the college, the college starts to develop a set of practical steps and procedures and administrative arrangements.

**These steps adopted in the implementation of the process of self-evaluation in accordance with the following procedures:**

- The college starts a unit for the development and quality to develop and to improve the continuous assessment of the academic departments in the college. The unit includes development unit, and the unit of quality and safety of electronic transactions, in addition to the establishment of permanent development and quality committees within the departments in the college.

-A unit of quality assurance was established in the college to develop the level of the College locally. The unit seeks to unify the works and the efforts in the departments of the college, and particularly in the quality and academic accreditation unit.

-The mission of the unit is developing and improving the developmental process and evaluation quality in the departments of the college, and also applying for the academic accreditation.

**Many steps have been taken in the process of self-evaluation:**

1- The announcement about the start of the Accreditation project.

It was announced in the college and the various departments about the work on a self-study report. The files in Arabic and English language were distributed. These files include a description of the steps required to fill out a form of self-evaluation measurement. And how to prepare a report of self-study, as well as collecting and providing evidence and documents required.

2- Formation of units at the college level and departments:

Computer Science & Information department has a fifteen members; two are associate professors, ten members are assistant professors, and three lectures. The CSI department has

Members in the Quality & Accreditation Unit. The unit has been founded upon the College council in 24/10/1434. The name of members are as shown in table (1):

**Table 1: Members of the Quality & Accreditation Unit**

| No | Name                    | Degree              | Adjective             |
|----|-------------------------|---------------------|-----------------------|
| 1  | Dr. Mohamed Wagieh      | Assistant Professor | Chairman of Committee |
| 2  | Dr. Wael M. Khedr       | Assistant Professor | Commission Agent      |
| 3  | Dr. Nour elden Laban    | Lecture             | Member                |
| 4  | Mr. Abd El Rahman Dewsh | Student             | Member                |

The work teams includes eleven standards set by the National Commission as shown in table (2) :

**Table 2: The work teams includes eleven standard of Self-Study Report (SSR)**

| No    | Names   | Standards                               |  |
|-------|---|---|--|
| 1     | Dr. Ali, Hassan<br>Dr. Abdoun, Zeiad  | Institutional context                   | ✓ Mission and Objectives   |
| 2     | Dr. Khedr, Wael<br>Dr. Rafi Ullah   | Institutional context                   | ✓ Program Administration   |
| 3 , 4 | Dr. Abdallah, Yasser<br>Dr. Nazim, Khalid<br>Dr. Mahdi Jemmal                     | Quality of learning and teaching        | ✓ Management of Program<br>Quality Assurance<br>✓ Learning and Teaching. |
| 5, 6  | Dr. Tantawy, Mostafa<br>Mr. Nour El-Din<br>Dr. Shehata, Ahmed<br>Dr. Ejaz ,Naveed | students Learning support               | ✓ Student Administration and Support Services<br>✓ Learning Resources    |
| 7     | Dr. Qureshi, Hammad<br>Dr. Otoom, Mohamad   | Infrastructure services support         | ✓ Facilities and Equipment   |
| 8     | Dr. Wagieh, Mohamed<br>Dr. Khedr, Wael  | Infrastructure services support         | ✓ Financial Planning and Management                                      |
| 9, 11 | Dr. Melhem, Loai<br>Mr. Samadi, Issa  | Questionnaires, collection and analysis | ✓ Employment Processes<br>✓ Relationships with the Community             |
| 10    | Dr. Khan, Fakhri<br>Dr. Qawqzeh, Yousef   | Community service                       | ✓ Research   |

All members of the college; College, staff, and students are involved in the work. But it was taking into account the experience and the rank of each College members. All of the College

members work together as one team.

### **1- Gathering Information and Evidence:**

A committee of academic accreditation was founded in the departments of the college to provide the necessary data, guidance which is related to the model standards of self-evaluation as well as the self-study report of the program in each department separately.

The teams work in the department to fill out a form of self-evaluation standards. There is a part to be filled out for each committee. Each committee completed a report on the work that has been done and about the most important strengths and weaknesses of standards covered. It has also provided an illustrative description of the procedures in each department. Then a report has been written to provide the necessary data for the preparation of self-study report.

### **2- Writing Self-Study Report:**

After finishing the work in the departments, a self-evaluation report was written based on self-evaluation model.

The plan has been prepared to improve and to develop a program based on the findings and recommendations of the report of self-evaluation. The plan includes a clear definition of the steps and the tasks that you want to work on based on the report of the members of the department, and the time needed to complete the task. Moreover, the implementation and the progress of plan will be reviewed regularly in the departments in addition to the recommendations of the report.

All members of the college; College, staff, and students are involved in the work. But it was taking into account the experience and the rank of each College members. All of the College members work together as one team.

## F. Mission, Goals and Objectives

### Message Program :

*Providing outstanding higher education to acquire graduates sufficient skills and knowledge to communicate and work effectively in teamwork through scientific environment to compete in labor market.*

### Objectives:

The general objective of the program is to produce high quality graduate having analytical, interpersonal skills with entrepreneurial and computer-based problem-solving mindset.

### The following are the main objectives of the department:

*Program Objectives: Graduates of Computer Science & Information Program should:*

- 1 Have strong foundation in mathematics and basic concepts of computer science and information.*
- 2 To lay the foundation for further research.*
- 3 Acquire graduates methods and procedures to communicate and work effectively within multi-disciplinary team.*
- 4 Encourage graduates to follow appropriate practices within a professional, legal, and ethical responsibility.*
- 5 Demonstrate efficient IT capabilities, and search for information and engage in life-long self-learning.*

### Vision:

*Building an outstanding teaching environment that empowers the graduates in professional computing and contributes in development of an informatics knowledge society.*

### Key Performance Indicators (KPI)

(Please state indicators and standards of excellence that have been selected to represent the evidence on the quality of the program or to achieve the objectives of the program towards the development).

| Standard                          | Key Performance Indicators (KPI)   | The level of data             |
|-----------------------------------|--|-------------------------------|
| 1 - Mission Goals and Objectives  | 1-Evidence about the quality of the mission could be obtained from examination of the mission statement itself.  | Program, College, Institution |
|                                   | 2-Copies of papers proposing the mission or modifications in it.   | Program, College, Institution |
|                                   | 3-Interviews with teaching and other staff and students to find out how well it is known and supported.  | Program, College, Institution |
| 2 - Governance and Administration | 1-Evidence about the quality of governance and administration can be obtained from terms of reference for the governing body and major committees.               | College, Institution          |
|                                   | 2- Evidence should be available to indicate that the governing body has evaluated its own effectiveness and taken appropriate action to improve its performance. | College, Institution          |
|                                   | 3-Evidence, including performance assessments and survey results, should be available to assess the quality of administration.                                   | College, Institution          |

|   |   |                               |
|---|---|-------------------------------|
|   |   |                               |
|   | 4- Evidence about the quality of policy and regulations, risk assessment analyses or oversight of controlled entities can be obtained by examination of relevant documents and discussions with teaching and other staff who might be expected to be aware of their contents. | College, Institution          |
|   | 5-Organizational climate can be assessed by survey results or discussion with teaching and other staff and students.  | College, Institution          |
|   | 6- Evidence of dissemination of integrity expectations should include information on websites, advertisements and awareness of requirements on the part of staff and students in interviews or surveys.   | College, Institution          |
| 3 - Management of Quality Assurance and Improvement | 1 - Overall rating of the quality of student learning experiences in the organization (the median estimate of students on a scale annual appreciation of five points for the final year students)   | Program, College, Institution |
|   | 2- The proportion of courses in which the students during the calendar year   | Program, College, Institution |



|                           |   |                               |
|---------------------------|---|-------------------------------|
|                           | 3-The proportion of the programs that ratification by the independent standards (levels) student achievement during the year by people from within the organization | Program, College, Institution |
|                           | 4- The proportion of the programs that ratification by the independent standards (levels) student achievement during the year by people outside the organization    | Program, College, Institution |
| 4 - Learning and Teaching | 1- The ratio of students to College (full-time or equivalent)   | Program, College, Institution |
|                           | 2- Determination of students overall quality courses (average estimate of my students on a scale of five points for the overall evaluation of the decisions)        | Program, College, Institution |
|                           | 3- The proportion of College who hold doctorate qualifications validated  | Program, College, Institution |
|                           | 4- The percentage of students entering programs who have successfully completed the first year  | Program, College, Institution |
|                           | 5- The percentage of students in undergraduate programs entrants who have completed the minimum period  | Program, College, Institution |
|                           | 6- Percentage of students entering graduate programs who have completed on time   |                               |

|   |  |                               |
|---|--|-------------------------------|
|   | 7- Percentage of graduates from undergraduate programs who are in a period of 6 months of graduation:<br><br>A - Employ<br>B - enrolled in the study<br>C - did not seek to recruit or study                         | Program, College, Institution |
|   | 8- Percentage of students to administrative staff  | Institution                   |
| 5 – Student Administration and Support Services | 1- Percentage of the operational budget (excluding the amounts of bonuses, housing students) allocated to the provision of student services  | Institution                   |
|   | 2 - Evaluating students career guidance and academic (average estimates of the extent appropriate psychological counseling and vocational annual appreciation on a scale of five points for the final year students) | Institution                   |
|   | 3 - Number of titles of the books in the library proportion to the number of students  | Institution                   |
|   | 4- The number of subscriptions to online resources<br><br>Proportion to the number of existing programs  | Institution                   |
| 6 - Learning Resources                          | 1- The number of subscriptions to periodicals proportion to the number of programs offered   | Institution                   |
|   | 2 - Student Assessment of Library Services (average estimates of the extent of   | Institution                   |

|  |   |                      |
|--|---|----------------------|
|  | suitable library services on a scale of estimated annual five points for the final year students)                                   |                      |
| 7 - Facilities and Equipment               | 1- Annual spending on information technology proportion to the number of students   | Institution          |
|  | 2- The number of computers provided for each student  | Institution          |
|  | 3- Year average of the extent of suitable facilities and equipment through a poll of College  | Institution          |
|  | 4 - Bandwidth for each user of the Internet   | Institution          |
| 8 - Financial Planning and Management      | 1 - Total operating expenses for each student (without bonuses amounts to students and housing)                                     | Institution          |
| 9 – College and Staff Employment Processes | 1 - Percentage of College who left the university in the past year for reasons other than retirement due to age                     | College, Institution |
|  | 2-Percentage of College participating in professional development activities last year.   | College, Institution |
|  | 3- The proportion of College participating in professional development last year.   | College, Institution |
| 10 – Research                              | 1- Number of what was published in scientific journals in the previous year for each member of the College full-time or equivalent. | College, Institution |

|   |   |                      |
|---|---|----------------------|
|   | 2- The proportion of College (full-time) who have at least one search arbitrator in the previous year.                                      | College, Institution |
|   | 3- The number of working papers or reports submitted to the conferences over the past year for each of the College full-time or equivalent. | College, Institution |
|   | 4- Find income from outside sources in the previous year the proportion of the number of members of the full-time College.                  | College, Institution |
|   | 5 - Percentage of total operational funding spent on research   | College, Institution |
| 11 – Institutional Relationships with the community | 1 - Percentage of College members and other staff who have provided community service activities  | College, Institution |
|   | 2 - The number of community education programs provided proportion to the number of sections  | College, Institution |

#### 4- Key Performance Indicators:

- Overall rating of the quality of the program to students and courses.
- The proportion of courses in which the students during the calendar year
- The degree of overall evaluation of the program by self- residents from within the program.
- Ratio of students to College members ( full-time or equivalent)
- The proportion of College who hold doctorate qualifications validated

- The percentage of students who completed the program successfully completed the first Year.
- The proportion of graduates of the total admitted and enrolled in the program.
- The opinion of the students in the quality and relevance of teaching methods.
- The opinion of the College members in the quality and relevance of teaching methods
- The opinion of independent evaluators in the quality and relevance of teaching methods
- The proportion of graduates run through recruitment or register to graduate.
- Satisfaction rate employers for graduates of the program.
- The extent of absorption of the program of the variables affecting it.
- The proportion of College members enrolled in training courses required by the program.
- The rate and diversity of media and teaching strategies used by College members.
- The number of hours of hands-on training provided by the program.
- Appropriateness of teaching methods as evaluated by students
- The number of courses offered to College members in the school year.
- Statistical research , seminars and conferences for members of the College.
- Participation rate of College members in seminars and meetings related to the latest developments in the specialty.
- The proportion of College members who have qualified PhD who assume teaching in the program.
- The number of students enrolled in the training courses
- The rate of diversity in the methods of evaluation in the current school year.
- Questionnaires distributed to students , graduates and employers.
- Responsiveness to students' opinions and suggestions in the evaluation of courses.
- The extent of the response to the opinions and suggestions of graduates in the evaluation of the program.
- The extent of the response to the views of employers and suggestions in the evaluation of program outputs.

## G. Program Context

1. Describe the significant elements in the external environment (including any important recent changes)

- 1) **Summarize any significant changes within the institution affecting the implementation of the program.**

- Preparatory year has been introduced.
- QA program is introduced; the training of academic and support staff is continuously required. Workshop on QA is held during Jan. 2012.
- E-learning is introduced to continue conventional teaching methods. The training of academic and support staff is required.
- New rules for quality research have been imposed by the university administration. *For instance*, ISI publications is now required for research grants.

**2) Describe any impacts that may be required in as a result of changes noted under 1:**

- 1) Curriculum must be updated to be consistent with the preparatory year.
- 2) All staff members and students are advised to work using the quality assurance arrangement.
- 3) New staff with appropriate skills to be hired.
- 4) All staff members are encouraged to participate in e-learning.
- 5) The *Quality Assurance* and accreditation units follow up all procedures to ensure the quality of the program and prepare itself for *Accreditation*.
- 6) More effort and planning are introduced to face the weakness of students coming from public schools.

2. Enrolment Management and Cohort Analysis (complete tables on the following pages)

**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).

Provide a Cohort Analysis of the Academic Years: 1432 – 1434

| Student Category   | 1432-1433 | 1433-1434 |
|--|-----------|-----------|
| Total cohort enrolment                                       | 61        | 111       |
| Retained till year end                                       | 61        | 111       |
| Withdrawn during the year and re-enrolled the following year | -         | -         |
| Withdrawn for good   | -         | -         |
| Graduated successfully                                       | -         | -         |

2. Comparison of planned and actual enrollments table.

| Year | Planned Enrollment | Actual Enrollment |
|------|--------------------|-------------------|
|------|--------------------|-------------------|

|      |     |     |
|------|-----|-----|
| 2009 | 100 | 60  |
| 2010 | 100 | 63  |
| 2011 | 100 | 65  |
| 2012 | 200 | 113 |

A **cohort** 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 transferred into a given cohort. Any students that withdraw from a cohort may not return or be added again to the cohort.

**Cohort Analysis 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).

**Cohort of the Academic Year** tables refer to current cohort tracking that is in progress. A separate cohort tracking table should be provided for each year.

3. Analyze the mission, goals, content, and methods of delivery of the program and describe any implications for changes that may be required in as a result of changes noted under 1 and 2.

**Provide analysis and an explanation report** if there are significant differences between planned and actual numbers.

1-Important elements in the external environment of the program (which includes the latest and most important variable).

Outlined the important features of the center of the outer , including changes affecting the provision of the program or in the acquisition of skills required for graduates , and during the period since the last assessment or self- league since the beginning of the submission of the program. (*Example*: developments domestic and global economic, scientific research a keynote speech in the area, changes in technology have affected the skill requirements , the demand for employment , government policies, especially in higher education or to matters touching on areas that students are prepared to her, and developments in the local or international professional practice for this domain.)

## Elements of the external environment of the program

### i. The Positive Features of the Variables in the External Environment

- 1- Economic Developments : Interest in earnest recently sector effects as a promising factor in the kingdom and has been able to absorb the labor force and an important source of income , and studies have indicated the increasing volume

- of investments in this sector , which means that there is a great need for more qualified workforce .
- 2- Development in the higher education sector has begun to expand significantly in the recent years and has created many universities in the Kingdom and also has established several colleges in different areas of education , including colleges of ***Tourism and Antiquities***.
  - 3- Social Transformations : Outlook began to work in this sector effects take a positive turn as changed the perception of the workers in this sector to be considered as patriotic act that and has contributed to the development of patriotism , that reveals the history of human civilization throughout the ages.
  - 4- Encouragement of Government: Government works as represented in the General Authority for Tourism and Antiquities to support projects related to the effects through the provision of financial support and advisory for those wishing to work in this sector , and evaluate the various events that support the archaeological work , as it is a strategic partner in the education institutions that offer special programs effects.
  - 5- Research : graduates and research scholars have stresses the importance of this sector to be able to exploit the resources not to be depleted in communities and exploit them to achieve attractive returns so as to contribute to the diversification of income sources and solve the problem of unemployment as experienced by many emerging economies.
  - 6- Increased government spending on higher education , where she represented higher education budget this year, the equivalent of one-third of the budget of the Kingdom of Saudi Arabia.
  - 7- As directed by the Ministry of Higher Education and the National Assessment and Accreditation board in the recent developments , quality, and their quest to unify efforts between institutions of higher education for academic accreditation in the various programs and the adoption of a number of courses and workshops that contribute to the support of those efforts has been a prime factor of importance .
  - 8- Needs of the labor market for graduates of the college and the possibility of partnership with the private sector , there is a clear need for the labor market in the specialty effects and as it appears from the future plan of the Supreme Commission for Tourism and Antiquities in Saudi Arabia.
  - 9- Preference for the private sector for graduates with multiple skills like the computer automated and English language and cognitive skills , which corresponds to the output of the program.



10- The emergence of a clear tendency of the need to detect the effects of the Kingdom and maintain them , as an essential component of national identity .

## **ii. Factors Affecting the External Environment Negatively on the Environment Program**

There are many factors affecting the provision of the program and in particular on the process to give the graduates the professional skills as required and can be summarized as follows:

### **1. Increasing trend to higher education :**

Observations of the concrete in the education sector growing trend to higher education significantly in the past years. Where shares in the formation of a burden on institutions of higher education , particularly at public universities to provide proper education to the climate of this number is constantly growing , and on the other hand led to the government's call to allow the establishment of more public and private universities . Accordingly, it has been the establishment of a number of public universities and licensing of a number of new private universities by the Ministry of Higher Education to meet these requirements.

### **2. Lack of orientation towards vocational education :**

Suffers the labor market in the Kingdom of Saudi Arabia inflation evident in the number of university graduates and a shortage of technical personnel . These aspects of the problem of social, economic and educational numerous and obvious effect on the numbers of students applying to universities .

### **3. Lack of harmony between the outputs of higher education and the requirements of the market :**

There is a lack of harmony in general between the outputs of higher education and the needs of local labor markets and regional and global harmony in addition to the lack of labor market trends with potential future . He notes the lack of a systematic institutional coordination between the outputs of higher education and the requirements of local and regional market is changing. In general , there is a lack of satisfaction of the companies in the private sector about the capabilities of the local graduates. This is because of the tendency employers to rely on foreign labor force lowest paid and the most experience and readiness .

The following are the major challenges facing the quality of higher education in the Kingdom in this regard :

- **Admission policies :**

**The challenges facing admissions policies , include the following:**

- Poor alignment between the performance of students in high school and their choice of specialization . Since the performance of students in general secondary examination and testing of measurement are the only factors that take into consideration for admission to academic programs , leading to a restriction of higher education institutions in offering their input to the quality of its programs and achieved them.
- ignore the quality factor in admissions policies , especially in the private universities in the admission programs of education parallel in public universities .

- **College :**

The challenges related to the institutions of higher education in Saudi Arabia are :

- Difficult to recruit qualified College members in some of the professional disciplines .
- The phenomenon of brain drain , where it is attracting many minds working in Saudi universities to work in the private sector, higher salaries and incentives .

- **Research :**

The challenges facing higher education in the Kingdom thus :

- Low budgets for scientific research and the complexity and length of the procedures associated with access to financial support .
- Limited scientific research activities conducted by College members because of the weight of the burden of teaching and administrative work and the work of successive quality without the help of the college administrative quality without the help of the college administrative staff in addition to the lack of scientific research facilities in many areas .

- **Management:**

The challenges in the part of management are :

- Lack of harmony between the pattern of university management and the requirements of the development of modern higher education institutions .

- Delays and slowness in the development of strategic planning in most institutions of higher education .
- Do not develop a comprehensive strategic plan and uniform output of higher education , which prompted the university to rely on the judgments and automatic self- limited and thus reduce output .
- Absence of the principle of participation in some aspects of the administration and colleges do not participate in planning processes and financial management in most universities .

Changes in the educational institution that has affected the program are:

- The transition from one type of administration to another type.
- Transfer of the college to its new location.
- Change the plan of study for the fourth time since the inception of the program, leading to a negative educational process.

## H. Developments Program

1. The changes in the program during the period since the last assessment or self-League since the introduction of the program: This should include such things as: add or delete courses, or significant changes in the content, or changes in teaching methods or student assessment, or evaluation procedures in the program ... etc..

This was made in 1430 to change the program plan which included a change to add new courses and delete each other and then merge in this year 1434-1435 the department work plan for the new program is considered such a plan is the plan for the fourth program in a short time of the establishment of the college in 1427.

2. Average for the virtual completion of the program:

(Indicate the number of students who completed the program successfully in each of the last three years, and the number of students who began the program in each of the previous years since .... (Example: If 120 students have completed their four-year program in 2009, while 200 students began the same program in 2005, the completion rate here is 60%)

| Year      | The number of students who have completed the program | The number of students who began the program in this group since ... 5 previous years | Average for the virtual completion of the program |
|-----------|---|---|---|
| 2010/2011 | 8   | 41  |   |
| 2011/2012 | 22  | 45  |   |
| 2012/2013 | 47  | 50  |   |

\* Average for the virtual completion of the program is a percentage of the number of students who completed the program compared to the number who are in the group since they started previous years.

### 3. Transition rates from year to year. (In the last academic year)

The percentage of students who started in each grade level each year and have succeeded and continued at the highest level this year.

Began in the first year and continued to begin in the second year 70%

Began in the second year and continued to begin in the third year 65%

Began in the third year and continued to begin in the fourth year 70%

(Note: in the programs that are their first year (or first and second) joint, should include figures on the number of students in the first years of the entire group with a note explaining this division).

. Commented on trends in transition rates from one year to another (eg, increasing, decreasing, and the possible reasons for the differences (if any), and the importance of these trends.

**Table 1: A comparison between the number of enrolled planned and actual number**

| 4. A comparison between the number of enrolled planned and actual number |                |                   |
|--|----------------|-------------------|
| Year   | Number planned | The actual number |
| 2010/2011  | 100            | 41                |
| 2011/2012  | 100            | 45                |
| 2012/2013  | 100            | 50                |
| 2013/2014  | 100            | 55                |

## I. Evaluation of the Program

### Evaluation with regard to quality standards

Refer to the standards and the adoption of quality assurance programs for higher education. Reports should be submitted for each of the criteria as defined in the standards of quality assurance and accreditation of higher education programs .

- To ensure a full understanding of the report by a committee of external auditors who do not have knowledge of the institution or the program ( whether local or international ) , should include a brief explanatory note contains background information or explanation of the operations on the relevant criterion .
- Reports should summarize , the process used to verify the level of performance with respect to each criterion . And this should be allowed a full explanation of the Audit Committee of Foreign Affairs to be appropriate and opinion on the adequacy of those further investigate the level of performance .
- An essential element in these reports provide specific data to show trends , and support the conclusions , and make comparisons with other institutions , so as to provide indicators and benchmarks to assess the performance of the privilege . This data can include key performance indicators , and other statistical information , and digital information taken from the results of the questionnaires , and the results of the students (with verification of standards), and a number of peer-reviewed journals or rates of use of services or anything that can provide clear evidence of this issue being evaluated . It is not enough any confirmation that this is a simple thing good , or needs to be developed,

without providing evidence to prove it. It can include quantitative data ( numerical ) or in the form of a brief attachments referred to in the text. In the case of the priorities identified in the development or proposed initiatives to address issues of concern and should be mentioned that the registration of any preliminary results .

- The report should deal with all the sites that deal the program , contains a description of the procedures and information on how to carry out assessments in different locations . This is of particular importance in the case of the existence of different sections and one for males. Describes the procedures used in each section as well as the planning and coordination assessments contained in the final report . If there are significant differences between the analyzes or performance evaluations program in different places (between the different sites that are teaching program) , it should be noted this and comment on the reasons for these differences , and any responses should be made based on this . This applies to all standards.

- It is not necessary to submit a detailed report on each item in each part of each sub-standard. Since the completion of the self-assessment standards will provide more comprehensive coverage . However, the report must include at least:

- A) Items where performance is weak or significantly different between the different sections .
- B) Items where performance is very good , and can provide evidence of strong performance.
- C) The items have been selected to be the subject of consideration and study , as a result of a strategic planning or previous assessments.
- D) The provisions are particularly important to assess the quality of verification, such as levels of student achievement , and the use of indicators and criteria for suitable franchise , and performance indicators are compatible with the " key performance indicators " compared to the standards of excellence selected .

## **Standard 1. Mission and Objectives (Overall Rating \* \* \* \* Stars)**

### **Mission:**

*Providing outstanding higher education to acquire graduates sufficient skills and knowledge to communicate and work effectively in teamwork through scientific environment to compete in labor market.*

### **Program Goals:**

- 1. Life Long Learning.**
- 2. Professional Responsibility.**
- 3. Communication and Organization Skills.**
- 4. Awareness of the broad applicability of Computing.**

### **Program Objectives: Graduates of Computer Science & Information Program should:**

- 1. Have strong foundation in mathematics and basic concepts of computer science and information.*
- 2. To lay the foundation for further research.*
- 3. Acquire graduates methods and procedures to communicate and work effectively within multi-disciplinary team.*
- 4. Encourage graduates to follow appropriate practices within a professional, legal, and ethical responsibility.*
- 5. Demonstrate efficient IT capabilities, and search for information and engage in life-long self-learning.*

### **Relationship Between Goals and Objectives:**

#### **1. Learning Goal: Life Long Learning.**

##### **Objectives:**

- A. Have strong foundation in mathematics and basic concepts of computer science and information.
- B. Lay the foundation for further research.

#### **2. Learning Goal: Professional Responsibility**

##### **Objectives:**

- A. Acquire graduates methods and procedures to communicate and work effectively within multi-disciplinary team.

- B. Encourage graduates to follow appropriate practices within a professional, legal, and ethical responsibility.
- C. Demonstrate efficient IT capabilities, and search for information and engage in life-long self-learning.

### ***3. Learning Goal: Communication and Organization Skills.***

#### ***Objectives:***

- A. Acquire graduates methods and procedures to communicate and work effectively within multi-disciplinary team.

### ***4. Learning Goal: Awareness of the broad applicability of Computing.***

#### ***Objectives:***

- A. Lay the foundation for further research.
- B. Demonstrate efficient IT capabilities, and search for information and engage in life-long self-learning.

### **Explanatory Report**

We must consider the following points when preparing the mission:

- 1- The mission statement should establish priorities for development and quality improvement and be key element in the quality assurance process.
- 2- It should be prepared in a way that generates a sense of ownership on the part of all those involved with the program, be periodically reviewed as a major policy issue, and consistently referred to as a basis for planning and evaluation.
- 3- It should be consistent with the charter establishing the institution, and realistic in relation to the capacity of the institution in the environment within which it is operating, but at the same time present challenges for development and improvement.
- 4- It should be periodically reviewed as a major policy issue, and consistently referred to as a basis for planning and evaluation.
- 5- Goals should be thought of as applications of the mission to specific activities. They establish directions for detailed planning though they are usually expressed in general terms.



- 6- Objectives should be linked through strategic planning processes to the mission and goals.
- 7- They should be more specific and include intended results to be achieved within a stated time period.

This standard relates to the way the mission statement has been developed and is expressed, to its effectiveness in guiding the development of the program, and to the relationships between the mission and the goals and objectives.

Questionnaire was conducted on a group of department College staff members and students. The number of staff shared in this questionnaire was 13 and the number of student shared in this questionnaire was 30.

The following are the rating of staff and students on the following basic components of this standard.

### **1.1 Appropriateness of the Mission**

The mission, vision, goals and objectives of the Department of CSI have been designed to work together to define the Department's uniqueness.

#### **Vision of the Department of Computer Science and Information**

*Building an outstanding teaching environment that empowers the graduates in professional computing and contributes in development of an informatics knowledge society.*

#### **Mission of the Department of Computer Science and Information**

*Providing outstanding higher education to acquire graduates sufficient skills and knowledge to communicate and work effectively in teamwork through scientific environmentto compete in labor market.*

#### **Objectives of the Department of Computer Science and Information**

The general objective of the program is to produce high quality graduate having analytical, interpersonal skills with entrepreneurial and computer-based problem-solving mindset. The following are the main objectives of the department:

**ODCS1:** Have strong foundation in mathematics and basic concepts of computer science and information.

**ODCS2:** Lay the foundation for further research.

**ODCS3:** Acquire graduates methods and procedures to communicate and work effectively within multi-disciplinary team.

**ODCS4:** Encourage graduates to follow appropriate practices within a professional, legal, and ethical responsibility.

**ODCS5:** Demonstrate efficient IT capabilities, and search for information and engage in life-long self-learning.

### **Mission of the College of Science**

*Scientific excellence through plans and programs enable students to acquire the knowledge and skills needed to compete in the labor market.*

### **Objectives of the College of science**

**OCSI:** Providing an outstanding education in an integrated learning environment to contribute in preparation and training of human resources qualified academically, culturally and professionally to carry out their tasks in different specialties of the college community service.

**OCS2:** Development of scientific research, writing and translation in various specialties of the college.

**OCS3:** Building a genuine partnership with the community.

**OCS4:** Continuous improvement of the college academic and administrative organization.

**OCS5:** Providing advancement to students' activities and training to acquire the necessary knowledge and skills.

When the objectives of Department of CSI were mapped against the objectives of the College of Science, there was a very significant match (Table 1-1).

**Table1.1: Mapping of Department of CSI and College of science Objectives**

| College<br>Dept. | OCS1 | OCS2 | OCS3 | OCS4 | OCS5 |
|------------------|------|------|------|------|------|
| ODCS1            | √    |      |      | √    |      |
| ODCS2            |      | √    |      | √    |      |
| ODCS3            | √    |      |      |      | √    |
| ODCS4            |      |      | √    |      |      |
| ODCS5            | √    |      |      | √    | √    |

**The mission** document also identifies the internal and external communities it serves, together with the outcomes to be achieved, while the vision can be seen as a roadmap which directs planning. In this way, the Department of Computer Science & Information vision, mission, and goals support and are aligned to the core values of the College of Science and of Majmaah University.

Questionnaire was conducted on a group of department College staff members and students about: The mission statement for the program is consistent with the mission of the institution and establishes directions towards the development of the program which is appropriate for a program of its type and for the needs of students in Saudi Arabia. The results for the same are presented as follows:

*Table 1.2: Rating of Staff and Students on their awareness of the mission and objectives*

| Appropriateness of the Mission | Staff (24) | Students (23) |
|--------------------------------|------------|---------------|
| Strongly agree                 | 30%        | 30%           |
| Agree                          | 61%        | 48%           |
| True to some extent            | 9%         | 22%           |
| Disagree                       | 0%         | 0%            |
| Strongly disagree              | 0%         | 0%            |

**Remarks:**

It is noticed that, the majority of the department College staff members and students believe that the mission of the program is suitable for the institution and the nature of the programs of this kind in the Kingdom of Saudi Arabia.

**Comment:**

The mission statements of both the department and the university are very consistent. Although the College is new, the members are working hard to achieve success and apply the mission in real life. Recently, we have reviewed the mission of the program of computer science and information comparing to other institutes in the kingdom or abroad.

It was found that there is a close correlation between the university and the computer science & information program providing high-quality education to prepare an outstanding distinguished graduate in computer science and information to achieve the requirements of labour market and qualify him for postgraduate studies and research.

### **1.2 Usefulness of the Mission Statement**

Questionnaire was conducted on a group of department College staff members and students about: The mission statement is specific enough to guide to decision-making and choices among alternative planning strategies and provides clear criteria for evaluation of progress towards the objectives of the program. The results are as presented below in table 1.3:

*Table 1-3: Usefulness of the Mission Statement*

| Usefulness of the Mission Statement | Staff (24) | Students (23) |
|-------------------------------------|------------|---------------|
| Strongly agree                      | 21%        | 31%           |
| Agree                               | 58%        | 52%           |
| True to some extent                 | 21%        | 17%           |
| Disagree                            | 0%         | 0%            |
| Strongly disagree                   | 0%         | 0%            |

#### **Remarks:**

It is noticed that, the majority of the department college staff members and students believe that the mission statement is useful in directing the planning and decision-making related to the program.

#### **Comment:**

The mission statement is clear and can be applied, and there is a good plan to achieve it.

### **1.3 Development and Review of the Mission**

Questionnaire was conducted on a group of department College staff members and students about: Major stakeholders associated with the program have been consulted and support the mission and the mission statement is periodically reaffirmed or amended if necessary in the light of changing circumstances. The results are as presented as below in table 1.4:

*Table 1-4: Development and Review of the Mission*

| Development and Review of the Mission | Staff (13) | Students (30) |
|---------------------------------------|------------|---------------|
| Strongly agree                        | 37%        | 33%           |
| Agree                                 | 35%        | 22%           |
| True to some extent                   | 27%        | 27%           |
| Disagree                              | 1%         | 10%           |
| Strongly disagree                     | 0%         | 8%            |

**Remarks:**

It is noted that about 64% of the department College staff members and students believe that the mission of the program has been practised through the consultative processes, with the need for formal adoption by the relevant authority within the institution.

**Comment:**

The mission statement should be viewed by the Web site of the College for students and people to help us in our work.

**1.4 Use Made of the Mission**

Questionnaire was conducted on a group of department College staff members and students about: The mission statement is used as a basis for a strategic plan for development of the program over a medium term planning period. The results are shown below in table 1.5 :

*Table 1-5: Use Made of the Mission Statement*

| Use Made of the Mission Statement | Staff<br>(13) | Students<br>(30) |
|-----------------------------------|---------------|------------------|
| Strongly agree                    | 28%           | 16%              |
| Agree                             | 54%           | 39%              |
| True to some extent               | 17%           | 34%              |
| Disagree                          | 1%            | 7%               |
| Strongly disagree                 | 0%            | 4%               |

**Remarks:**

It is noted that about 82% of the department College staff members believe that the mission statement is used as a basis for a strategic plan for development of the program over a medium term planning period, while 55% of the students do so. This discrepancy between the ratios of department College staff members and students due to the presence of members who working in the decision-making circles rather than the students.

**Comment:**

We need to motivate the students to work with us to achieve success in our mission.

### **1.5 Relationship Between Mission, Goals, and Objectives**

Questionnaire was conducted on a group of department College staff members and students about: Goals are stated with sufficient clarity to effectively guide planning and decision-making in ways that are consistent with the mission. The results are shown below in table 1.6:

*Table 1-6: Relationship Between Mission, Goals and Objectives*

| <b>Relationship Between Mission, Goals and Objectives</b> | <b>Staff<br/>(24)</b> | <b>Students<br/>(23)</b> |
|---|-----------------------|--------------------------|
| Strongly agree  | 21%                   | 31%                      |
| Agree   | 58%                   | 52%                      |
| True to some extent                                       | 21%                   | 17%                      |
| Disagree  | 0%                    | 0%                       |
| Strongly disagree   | 0%                    | 0%                       |

#### **Remarks:**

It is noted that the majority of department College staff members believe that the mission of the program is used to guide the development of program goals, objectives and strategic plans to develop it.

**A description** of the process for investigation and preparation of report on this standard.

#### **Strengths:**

1. The vision, mission, and values of the program are clear.
2. The mission statement is consistent with the college mission statement.
3. The mission is aligned as per the university mission.
4. The objectives of the program are compatible with the mission statement of the program.
5. The mission is consistent with the Islamic beliefs and values.
6. The mission guides more on the daily activities of staff and students.
7. There is a commitment of the department to achieve the mission goals.
8. The mission has been the basis of a full strategic and operational plan.
9. The activities in the program including course spec, course run, field experience and role of teaching and other staff reflects the stated program mission and objectives

***Priorities for improvement:***

**1.1.6** *"The appropriateness of the mission is explained to stakeholders in an accompanying statement commenting on significant aspects of the environment within which it operates. (which may relate to local, national or international issues)".*

**1.3.4** *"Stakeholders are kept informed about the mission and any changes in it".*

**1.5.4** *"Specific objectives for total institutional initiatives and for internal organizational units are consistent with the mission and broad goals for development"*

**Areas requiring improvement**

- The appropriateness of the mission is explained to stakeholders in an accompanying statement commenting on significant aspects of the environment within which it operates. (Which may relate to local, national or international issues)?
- Stakeholders are kept informed about the mission and any changes in it.
- Specific objectives for total institutional initiatives and for internal organizational units are consistent with the mission and broad goals for development.

**Priorities for action**

1. Preparing a flyer with the mission, goals and objectives of the program for stakeholders.
2. Annually invite stakeholders to workshop discussions on issues related to the mission, goals and objectives.
3. Keep track of stockholders using updating database to inform them with any changes.
4. Annually invite stakeholders to workshop discussions on different issues related to the mission, goals and objectives.
5. The institutes should discuss in details their objectives and developing strategy with their faculties.

**Key Performance Indicators:**

Stakeholders' attendance and interaction be great.

Receive feedback and comments from stakeholders.

## **Standard 2. Program Administration (Overall Rating \*\*\*\* Stars)**

*Program administration must provide effective leadership and reflect an appropriate balance between accountability to senior management and the governing board of the institution within which the program is offered, and flexibility to meet the specific requirements of the program concerned. Planning processes must involve stakeholders (e.g. students, professional bodies, industry representatives, teaching staff) in establishing goals and objectives and reviewing and responding to results achieved. If a program is offered in sections for male and female students resources for the program must be comparable in both sections, there must be effective communication between them, and full involvement in planning and decision making processes. The quality of delivery of courses and the program as a whole must be regularly monitored with adjustments made promptly in response to this feedback and to developments in the external environment affecting the program.*

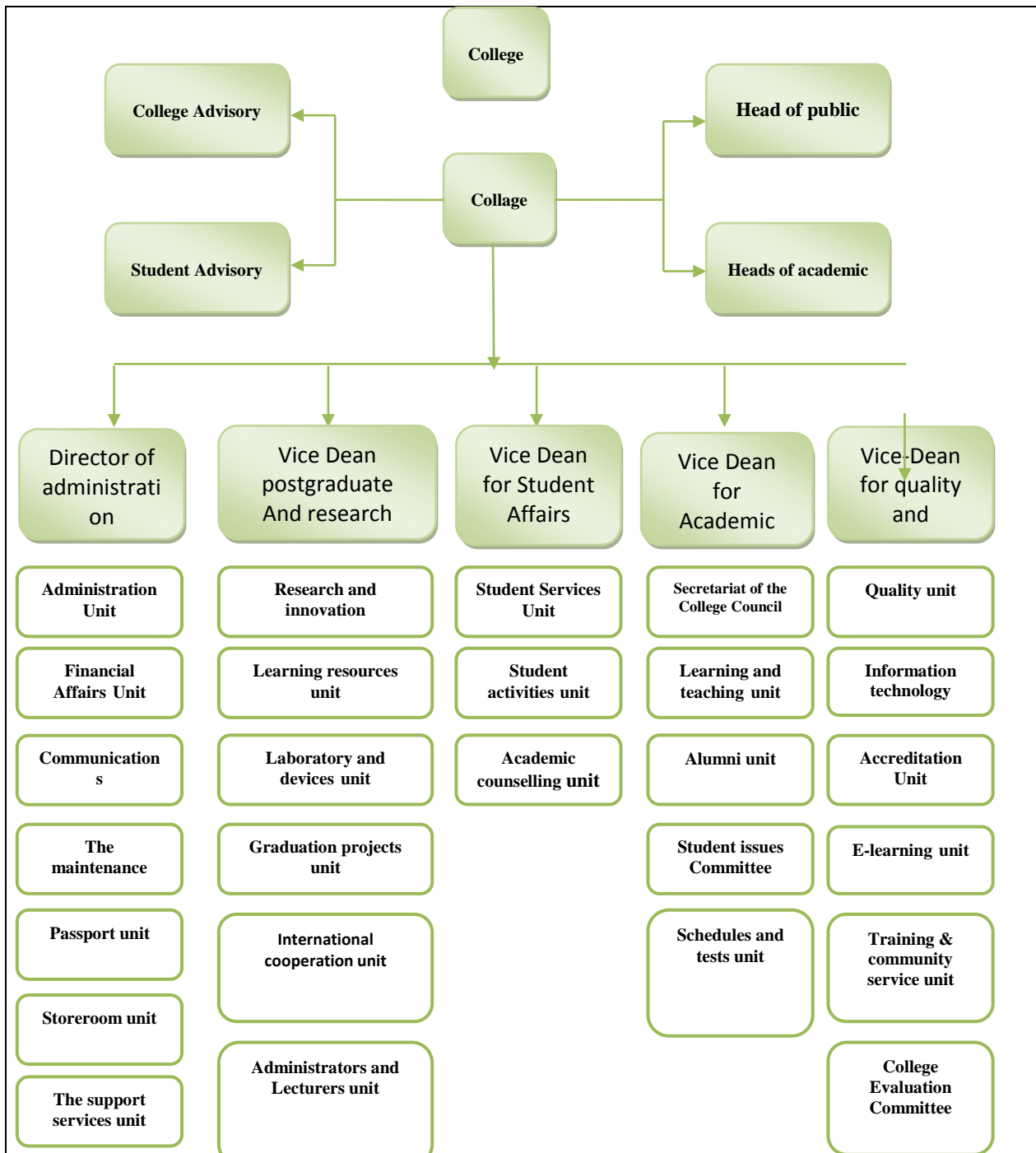
### **An explanatory report**

The program administration starts at the level of Board of college which carries the responsibilities, has the legal authority, and includes the department heads. The Dean has the responsibility of handling administration cycle inside the college and departments as shown in the following organizational chart as seen in Figure(2.1). The covering laws and rules are all stated in the higher education laws manual.

The department is led by the head of the department and usually the program is chaired by a well-qualified senior member of College who usually has a good experience in administration. He is supported by the 13 departmental assigned committees as in the internal QMS, and other committees when needed, which are dealing with different matters of administration and academic issues as shown in the chart in Section B. These 13 committees are supervised by the high steering committee.

The assignment of these committees aims to involve all College members in running the department and share them in the decision-making process. These committees are dealing with different matters of administration and academic issues (e.g. teaching load, staff promotion, postgraduate and research affairs, Society affairs, Laboratories and equipment's facilities, Quality Assurance and Accreditation). Different members of the committees look at the matters in their domain and see if the program is working effectively and report the shortcomings and advice on methods of improvement to the staff council. These matters are then looked into and appropriate steps taken. QMS shows the responsibilities of each committee. The head of the department and department College council report directly to the top-administration of the college (The Dean and his vice-Deans).





**Figure 2.1: Organizational Chart**

In addition, there is a program coordinator who is assigned by the Department council and is responsible to coordinate and facilitate the teaching and learning issues of Computer Science

Program. The standard criteria for choosing the coordinator are based mainly on being an active staff with good reputation and experience in the quality assurance and accreditation field.

The program coordinator represents the program and the department in the college QA unit, and is responsible for coordination between the department and the QA unit and College administration in developing and implementation of quality strategy, follow up towards the mission and objective of the program to be achieved and to supervise in the preparation of the annual self-evaluation report.

**According to Quality Management System approved by the College council, the head of the department and the Steering Committee carry the responsibility to perform the following:**

1. Interviewing samples of College members and employees.
2. Examining the records and reports for related events and committees, the Colleges Annual Report 1433- 1434H and job descriptions.
3. Examining University and College Strategic Plan.
4. Examining samples of documents from departments (committee minutes, decisions, missions and goals, plans, etc.) and data available at the college website.
5. Completing self-evaluation scales based on results of indicators and information available, and identifying strengths, weaknesses, and priorities for improvement.
6. Referring to the report and suggested action plan of the external reviewers, and responding to their recommendations.
7. Writing a first draft of SSR.
8. Discussing the drafted of the SSR in the department meeting, modifying it as required and approves the last version.

**Use of evidences:**

- 1) Administrative organizational charts.
- 2) Job description of administrative personnel.
- 3) Policies, by-laws, rules and regulations of different sectors/situations which are available on the University/College websites.
- 4) CV's of senior management personnel available at the University websites.
- 5) Annual Institutional report of achievements in administration, teaching, research and community service.
- 6) Surveys conducted to record views and good practice in governance and administration.
- 7) Documents of the Skills Development Deanship showing workshops for senior managers and number of managers attending the events.
- 8) The extent to which objectives set in annual operating plans are achieved.

**Key Performance Indicators (KPIs) considered**

- Number of professional development activities attended by leadership and management

- The average ratings of staff refer to the following questions in staff satisfaction survey
  - i. The administration is understanding and cooperative.
  - ii. The administration department is easily accessible.
  - iii. The head of my department is understanding and cooperative.
  - iv. My head of department is easily accessible at all times.

## **2.1 Leadership**

Formal appointment procedures, through nomination, have been initiated by the University Rector for Deans and Heads of department, a procedure to delegate authority at all levels of has been approved, and management responsibilities, which are listed in a detailed guidebook, are clear to all Deans and Heads of department.

The new appointment policy involves the following: The Head of the Department of Computer Science & Information is nominated by the Department's Council; acting on the Council's authority, the Head of the Department has responsibility for the educational, financial and administrative activities of the Department and also ensures that the Department's functions take place according to policies and regulations established by MU, College of Science and Department of Computer Science & Information. Job descriptions and duties of the Dean, Vice deans and Head of the department). The Department's needs and concerns are passed on to the Council by the Head while the Chair provides facilitates Program and curriculum planning, as well as monitoring quality.

The Council is the lead in the governing board of the Department and comprises College members and the Head of the Department; it makes sure that the Head has the decision-making authority required to lead the Department in achieving its mission and was instrumental in the Department functioning smoothly during the two-year transition period. The Head has responsibility for making key decisions on issues put before it by standing committees, changes in policy, specific student-based issues, and business related to the academic running of the Department. The Chair is responsible for leading on and managing all matters relating to the Program with the help of the standing committees; a description of the duties and responsibilities of each committee are clear but the Head of the Department can form other, ad hoc committees as necessary to deal with temporary matters of nature. Various issues can be delegated by the Chair to the relevant standing committee which meets and then takes action or makes recommendations, which are discussed in the Council; these are reported to the Dean and the College Board for approval.

The Department's Council meets at least twice a month. However, if there is an urgent necessity, a special meeting is arranged. The Council discusses and resolves matters brought to its attention and procedures, such as reporting systems, valuation and review processes, and appeal and grievance procedures, exist to ensure internal accountability.

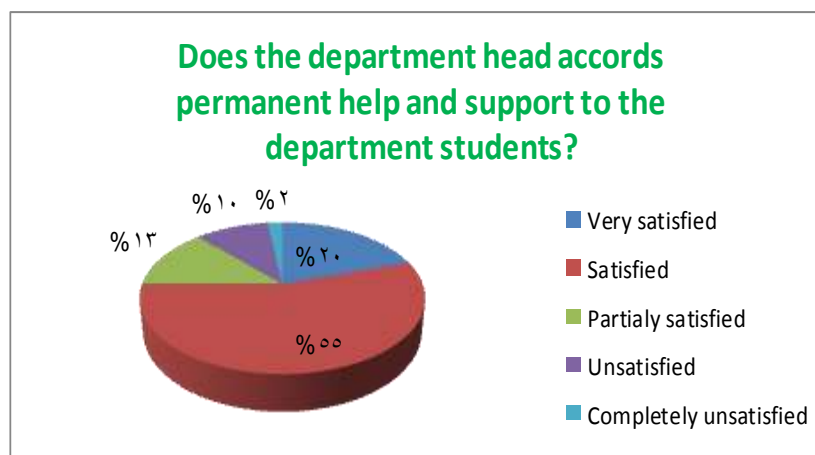
The Department of Computer Science & Information attempts to involve all College members in the Department's governance and the most important mechanisms to ensure this

happens are the Department Council and departmental committees. It is planned to extend this shared governance to include external communities which will be entrusted with identifying important issues, especially in terms of opportunities and threats. The Department Advisory Board and the Alumni Board constitute mechanisms to allow the involvement of external communities.

A survey was conducted at the beginning of the academic year 1433/1434H to measure department members' satisfaction. Results as shown in Figure 2.2, that the majority of department members with mean 100% stated that they can easily reach the head of the department, and believe that the head of the department is understanding and cooperative. Furthermore, the data analysis show that most College with mean 100% that they can easily reach the administration.

**Table 2-1: Permanent help and support**

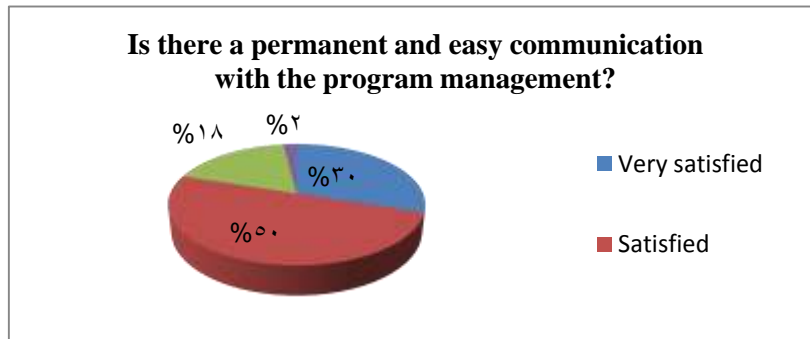
| Completely satisfied | Satisfied | Partially satisfied | Unsatisfied | Completely unsatisfied |
|----------------------|-----------|---------------------|-------------|------------------------|
| 20%                  | 55%       | 13%                 | 10%         | 2%                     |



**Figure 2-2: Permanent help and support**

**Table 2-2: permanent and easy communication with the program management?**

| Completely satisfied | Satisfied | Partially satisfied | Unsatisfied | Completely unsatisfied |
|----------------------|-----------|---------------------|-------------|------------------------|
| 30                   | 50        | 18                  | 2           | 0                      |



**Figure 2-3: permanent and easy communication with the program management?**

### Planning Process

The Computer Science & Information program is intensively involved in determining and improving the effectiveness of its educational and service efforts at all levels. These efforts begin with an annual planning process, including specific completion deadlines. They also include program-wide and divisional planning goals based on the mission of the program. Both areas of the process informed by a cycle that comprises the identification and filtering of issues, the implementation of changes and the monitoring of their success.

The Strategic Plan in the College which is the basis of planning in all programs has been formulated with the wide consultation and participation of all stakeholders ( Strategic Plan of the College). The strategic plan offers a method of prioritizing funding, evaluating progress and improving communication, and this, together with the Department's vision, provides clearly oriented goals. The Strategic Plan, as a five-year overlapping cycle, is a clear and well-focused set of initiatives that are devised to advance the College including all the programs in key areas, serving as a roadmap for the Department of Computer Science & Information vision. Based on QMS, the Steering Committee of the Department to gather with the team of each initiative are responsible for developing and overseeing progress .

The process for the development of initiatives is comprehensive and is similar to the process used to develop the mission, vision and value statements: Analysis, meetings, focus groups and interviews are conducted with students, College, staff, administrators, alumni and key figures in public and private organizations so that the developed initiatives are specific, measurable, achievable and move the Department towards fulfilling its goals.

The Strategic Plan 2013-2014 is formulated in the context of MU by planning to fulfill the Department's high aims while initiating comprehensive changes in Higher Education and research in order to confront present and future challenges. Thus, future goals and targets are identified, and then an action plan is devised to map how these goals and targets can be implemented. The main goals and objectives of the Department of Computer Science & Information can be summarized as follows:

### **Objectives of the Department of Computer Science**

1. Prepare graduates, who are entering immediately into professions upon graduation, to be capable of performing duties on an entry-level computing-related position.
2. Enable graduates to pursue graduate studies to successfully complete an advanced degree.
3. Enhance graduates to work as individuals with minimum guidance and as leaders or members of a team.
4. Encourage graduates to follow appropriate practices within a professional, legal, and ethical framework.
5. Prepare graduates to recognize the need for and be capable of pursuing life-long learning.

### **2.2 Relationship Between Sections for Male and Female Students**

No relationship between Sections for Male and Female Students.

### **2.3 Institutional Integrity**

Although, ethical values dealing with matters such as the conduct and reporting on research, performance evaluation, student assessment, committee decision making, and the conduct of administrative and service activities, are applied but the codes of these values need to be written.

The integrity of the Department of Computer Science is measured by the extent to which the Department achieves its mission and goals through the academic program, extracurricular activities and conducive environment.

Integrity is a central value at the heart of all the activities of the Department of Computer Science and its policies and procedures are there to ensure all the Department's practices meet the highest standards of such integrity. This is upheld by being aware of and abiding by the laws and regulations of the Civil Service, and the policies, bylaws and regulations of the Ministry of Higher Education, as well as financial bylaws, student regulations and all other guidelines from governing and regulating bodies . This pervading sense of integrity is also safeguarded through follow-up systems and internal financial auditing .

Furthermore, open and honest relationships are maintained with internal and external communities, relationships which are nurtured through clear policies and procedures, regular reporting, and external reviews and audits. Students are provided with a course syllabus that outlines the objectives, outcomes, grading and assessment procedures of their course. The Department also makes sure that its College members understand the policies, rules and regulations of their institution, as well as making sure its own mission and goals are known to

its communities. Among the strategies to ensure that the CSI communities are aware of its goals are the Department webpage (<http://mu.edu.sa>), Departmental and College handbooks, and meetings with, College members, administrative personnel, students, alumni and the wider community which allow the mission, goals and objectives to be widely disseminated and discussed. The Department responds in a proactive manner to student complaints and student/staff grievances via bylaws concerning students' rights; clear policies and grievance procedures for student are established and complaints are given high priority.

Moreover, the Head of the Department has generic email accounts; these are accessible to students and are used to respond to grievances; periodic meetings are also held between Department Head and students where concerns may be voiced. The Department's Head has an "open-door" on all working, he holds at least one open meeting every semester for all supporting staff and students, and a meeting with College members through the Departmental Council at least once every month, to discuss general issues and to allow attendees to provide ideas and offer constructive input. The climate of the campus is conducive to teaching and learning, while also reflecting the harmonious relationships among College, students and administrative staff by providing a safe and comfortable working environment where suggestions are welcomed and participation in decision-making processes is encouraged.

The performance of Computer Science & Information College is evaluated annually as discussed in Standard 4. Department Chairs identify staff that is thought to be falling short of expectations and then develop plans in an effort to address such problems. A Student Handbook is given to each student at the start of the academic year. This explains the rights of students to access academic records, outlines the appeals' procedures regarding certain academic issues, and describes services for students with disabilities; it also includes information on course requirements, credit hours, completion levels and- certification .

#### **2.4 Internal Policies and Regulations**

MU has written policies applying to students, College members and other employees that are clear and fair; these are detailed and explain the processes for almost all issues and concerns . Policies and regulations are regularly updated to reflect MU's new vision and any policy changes are thoroughly discussed before being approved by the University Council; indeed, a new, recently drafted, Code of Conduct is awaiting final approval. MU makes every effort to be clear about what is deemed acceptable behavior for all members of the university community. The policies, which are publicly available, can be accessed online at: (<http://mu.edu.sa>).

Internal Policies and Regulations are available in the Department Secretary, and any new Policies or Regulations received from the Dean's office will be circulated to all members through their e-mails.

#### **Summary of strengths:**

1- Decisions concerning the program aspects are first taken at the secretary of the

- Department Council and documented in the meeting minutes.
- 2- Planning for the delivery of the program at the beginning of every academic year and establishing the required committees.
  - 3- Decisions taken by the Department Committees on procedural issues are used as a reference for decisions of similar cases in the future.
  - 4- Course registration and students grades submission are accomplished electronically through the education system.

**Areas for improvement**

- 1- The administrative supporting staff is not enough. The number of the supporting staff members should be proportional to the duties of the department and its size.
- 2- The terms of reference for all committees and administrative staff should be written and clearly specified.



### **Standard 3:**

### **Management of Program Quality Assurance (Overall Rating \* \* \* Stars)**

*Teaching and other staff involved in the program must be committed to improving both their own performance and the quality of the program as a whole. Regular evaluations of quality must be undertaken within each course based on valid evidence and appropriate benchmarks, and plans for improvement made and implemented. Central importance must be attached to student learning outcomes with each course contributing to the achievement of overall program objectives.*

#### **Provide an explanatory report**

Quality Assurance Management Committee (QAMC) was established and developed by the Department of Computer Science & Information in the continuously University's vision improvement of its programs and the academic and administrative units for institutional accreditation.

The Committee assessed the compliance of the requirements with the third standard of the National Assessment and Accreditation NCAAA. To manage and develop quality assurance , the Commission will accomplish the following:

1. Evaluation of the documents and evidence of quality assurance and development.
2. A proposal of unfinished requirements plan.
3. Submit a report to assess of the standard requirements.

#### **Comment and General Description of Quality Assurance**

- A high quality institution should regard itself as a learning organization, one that systematically studies the quality of its own activities on a continuing basis and uses what it learns from that study to improve its operations.
- The central focus in these assessments should be the quality and extent of students' learning considered as outcomes; what students understand and can do as a result of their studies whether that learning is appropriate to their field, and how well has it been learned. Other important outcomes are research (for institutions with that responsibility) and broader contributions to the community.
- A wide range of other activities that provide supporting infrastructure must also be evaluated and progressively improved, and the relative emphasis on these will vary over time in response to the institution's mission, the circumstances in which it finds itself, and its strategic priorities for development.
- A senior member of College should be given responsibility for leading the quality assurance processes, and a committee drawn from all parts of the organization should be appointed to provide advice and assistance, and oversee what is done. An office should be established within the central administration to coordinate and lead quality assurance activities. Self-assessment and planning for improvement should occur

regularly in all parts of the institution, with benchmarks for comparisons of performance selected for the various programs and administrative units. The objectives for each administrative unit should be demanding, but appropriate and achievable.

- Quality improvement should be integrated into the institution's normal planning processes in a continuing cycle of planning, implementation, evaluation and review. The system should involve continuous monitoring of evidence about performance and independent advice on interpretations of that evidence, with adjustments made in activities to ensure that quality of performance meets the benchmarks that have been established. Internal reporting of performance and adjustments in strategies should take place at regular times, normally at least once each year, with more extensive reviews of programs and broader institutional activities at least once every seven years.
- While rigorous standards should be applied, the institution should have an atmosphere of encouragement and support in which weaknesses are openly acknowledged and assistance provided to overcome them.

#### ***The QAMC Unit Tasks***

##### **The core tasks of the Committee are:**

1. Determine the nature and sources of information.
2. Inventory of components, measurement instruments and associated subsidiary criteria.
3. Preparation of action plan to achieve the objectives referred to above.
4. Design and collect information forms from different sources.
5. Check the practice field which related to the third standard requirements.
6. Collect the information from Responsible authorities and analysis.
7. Introduce the evidence of finished requirements.
8. Restriction on the unfinished requirements.
9. Introduce the Plan process which enables the University to finish the requirements.
10. Preparation of the reports.
11. Follow-up the implementation of the recommendations of unfinished requirements and collect the evidence.

##### **Contact officials and information sources**

1. The senior managements of the University.
2. The Deans of faculties.  
Heads of departments.
3. Deans of deanships and specialized centers.  
Managers and staff.
4. College members.  
Quality faculties units.
5. Students.

#### ***The nature of the data and information***

##### **The Committee gathers information and documents for assessing response to quality**

**management standard.**

***Methods and tools to collect data and information: This will be done through***

1. Interviews
2. Questionnaires
3. Collection of reports

***Key Performance Indicators (KPIs) involved:***

**The following key performance indicators are used for the purpose of assessing performance, to verify quality interpretations:**

1. The average rating of the final year of graduate students on the quality of the program.
2. Proportion of the courses in which student evaluations were conducted during a year time.
3. Proportion of the course reports conducted within a year time.

**The basic components of the third standard:**

1. Commitment to quality improvement in our program.
2. The scope of quality assurance processes.
3. Manage the quality assurance processes.
4. Using of indicators performance and Comparison between reference points.
5. Independent verification of the estimation.

**3.1 Commitment to Quality Improvement in the Program**

**Comment:**

The university administration, College and staff have the will to improve the quality of the program, provided they have all means of necessary human and technical resources taking into consideration, transparency in reporting and the inclusion of College to participate in the process of the evaluation and planning in addition to providing incentives for outstanding achievements.

**Priorities for improvement :**

1. Transparency of reporting.
2. Acknowledging the staff with policies and process of quality improvement and goals of the University plan.
3. Providing incentives for outstanding achievements.

**3.2 Scope of Quality Assurance Processes**

**In the report, when studying the weaknesses which needed to be improved are:**

1. Quality assurance operations must cover all aspects of planning program and implementation, including activities and resources offered by other departments in the institution.
2. Quality assessment processes must give an overview of the quality aspects in the program as a whole and in each of its components (including all scheduled courses)

3. Operations to ensure quality performance of all activities, routines and strategic goals.
4. Ensure quality assurance processes interpolation the standards required, and ensure that there is a continuous improvement of performance.

**Comment:**

Although the university is considered as an emerging, several measures have been taken to ensure the quality level of all faculties and departments in accordance with the University program of the quality assurance.

**Priorities for improvement:** “A program of institutional research on quality issues is carried out to investigate and report to the Rector or Dean and the governing body, and inform the institution as a whole on the quality of the institution’s activities and achievement of its objectives”:

There has been a continuous evaluation of the quality assurance processes and coverage has been ensured on all aspects of the program in accordance with its strategic objectives and careful reporting of precise criteria to help in the university evaluation of policy planning

**3.3 Administration of Quality Assurance Processes**

**In the report, when studying the weaknesses which that need to be improved are:**

1. Storing the statistical data for indicators, involving the distribution of grades, progress and completion rates, in a central database can be accessed and reviewed regularly, are set out in the annual and periodic program reports.
2. One of the College members in the program is responsible for leading and supporting the quality assurance processes management and involving teaching staff and other staff in the quality assurance activities.
3. Applying quality assurance program procedures for improvement and excluding unnecessary requirements as part of this review to simplify the system and avoid any discrepancies.

**Comment:**

Of late a storing facility has been adopted to store academic qualifications and certifications of the College members in a centralized database. This helps quality assurance processes through the adoption of the specialization of each member and qualifications in the teaching process and policy development of the university. However additional efforts are required to automate the quality assurance processes.

**Priorities for improvement :** “Evaluations are

- (i) based on evidence,
- (ii) linked to appropriate standards,
- (iii) include consideration of predetermined indicators, and
- (iv) take account of independent verification of interpretations”:

1. Automating quality assurance processes, thereby helping the process of collecting data and build statistical analysis for operations to suit the evaluation program and policy planning at the university.
2. Do regular self-evaluations to improve quality assurance processes.

### **3.4 Use of Performance Indicators and Benchmarks**

**In the report, when studying the weaknesses which that need to be improved , we get:**

1. Provide information about the basic performance indicators required by the educational institution.
2. Selected performance indicators (criteria) and additional reference to compare program, which used in program evaluation and reporting.
3. To be standardized wording and form of indicators (criteria) used in the program and throughout the institution.

### **3.5 Independent Verification of Evaluations**

In this report, when studying the weaknesses which needed to be improved as follows:

1. Self-evaluation processes are dependent on multiple sources of evidence, including feedback through surveys of users and (stakeholders) such as students, College and staff, alumni, employment (for graduates of the program).
2. The explanations are validated evidence for quality by independent advice from persons who are familiar with the type of activity concerned and impartial mechanisms are used to eliminate the incompatibility between the different views.
3. Checking levels (standards) of the students learning outcomes compared to the requirements of "national qualifications framework" and the levels achieved in similar programs in educational institutions.

#### **Comment:**

Users rely on opinion polls and the surveys the beneficiaries such as Students, College, Staff, Alumni, and Employers, but there is a lack of consultation with respect to independent parties, including help in giving credence to the quality assurance processes.

**Priorities for improvement:** *“Interpretations of evidence of quality of performance are verified through independent advice from persons familiar with the type of activity concerned and impartial mechanisms are used to reconcile differing opinions.”:*

1. The involvement of independent parties with experience in the evaluation of quality assurance processes.
2. Check the credibility of the learning outcomes achieved by students compared to the requirements of the "National Qualifications Framework" and the levels achieved in similar programs in similar educational institutions.

#### **Comment:**

- Explanatory note. Describe and comment on the quality assurance processes used in the program particularly relating to indicators and benchmarks of performance and

verification of standards.

- The department introduces quality assurance processes to deal with all aspects of the program: Courses, College, Students, Graduates, and Employers.
- Forms have been designed to conduct surveys about these aspects. The results of these surveys will be used to monitor the quality of the program and its future developments.
- The development and quality committee monitors implementation of the eleven standards through certain indicators. Such indicators include questionnaires to the satisfaction of students, graduates and staff.

#### **Description of process for investigation and preparation of report on this standard.**

The department has formed a development and quality committee to take care of the program quality assurance. Members of the committee have been trained through courses and seminars on quality assurance and they use internationally accepted methods for quality assurance. The committee checks on the improvements which is being made by the implementation of the program by verifying the records. Evaluation of quality management of program quality assurance. Refer to evidence about the standard and subsections within it and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

#### **Strengths:**

- Course contents and references used are comparable to international standards.
- Faculty members have a diverse wealth of knowledge and are committed to excellence in research and teaching ..
- Laboratories are equipped with appropriate and relevant components.
- The laboratories at the department is upgraded with its equipment periodically. The Students strength during the lab sessions is minimized.
- Introducing e-learning concept.
- There is a coordinator for multi section courses.
- Unified exams for multi section courses.
- Submitting a course report for each group at the end of each semester.
- Conducting surveys among students, graduates and employers dealing with the quality of courses and the program.
- Submitting an annual program report.
- Conducting a chain of workshops (4 workshops) for new College members by the Deanship of Skills Development.

#### **Areas requiring improvement:**

1. Increasing number of academic and supporting staff.
2. Decreasing the teaching hours of the staff to 40% of the present state (situation) for more time to be spent in Research and self-skills improvement.
3. Effective participation of staff other than teaching staff in Quality improvement.
4. Opinion of independent advice concerning Standards evaluation needs to be regular.
5. Upgrade the department equipment as and when required..
6. Encourage innovation, appreciation of achievement and evaluation

7. Evaluation and planning for quality improvement should be integrated into normal administrative processes.

**Priorities for action:**

1. To ensure that the final set of KPIs and benchmarks for the University, academic and administrative units and Departments are finalized.
2. To ensure the use of the statistics and performance data for institutional research and produce proactive action plans based on the performance analysis
3. To Purchase modern equipment and simulator programs.

**Proof of improvements:**

1. Indicators that have been taken into account :
  - Poll employers and their level of satisfaction with graduates.
  - The success rate for students and the quarterly average GPA for all students.
  - Periodic evaluation of the teaching staff members.
2. There are plans to improve the quality indicators as compared to the level of the program.
3. Percentage of College supporters of the strategies adopted by the program to improve the quality 100 % proof that all members of the department is working on activating quality through the standard that is doing.
4. Percentage of College members who taught the students assessed the 100% evidence that the student not be able to know the degree through the portal of the university only after filling questionnaires Calendar.
5. The degree of compatibility between the form of targets and indicators in the program, and how to perform it to measurable output 80% as the indications on the credibility of the degree program match with the national standard of qualifications.
6. The average level of satisfaction of the students about their experiences in the program describes the facility questionnaires.
7. The percentage of students who were polled during the year 100% Portal.
8. The proportion of the programs for which they have to independently verify the evaluation criteria (founders only)
9. Graduation Projects Section
10. Registration of College scientific projects has been supported by the University
11. Web Portal interface for University students and college members

**Improvement Plans :**

**To improve the standard 3.1**

1. To suggest an good financial support for Scientific Research projects
2. To identify a clear mechanism and support for graduation projects of students.
3. To equip special labs for the development of innovative and creative skills of students.
4. Automate quality assurance processes, thereby helping the process of collecting data and evaluate statistics and analysis for operations that suit the Calendar program and

policy planning at the university.

5. To have a regular self- evaluation process to improve the quality assurance processes.

**To improve the standard 3.5:**

1. The involvement of independent parties with experience in the evaluation and quality assurance processes within the department and the college boards with outstanding reputation and influence and business owners.

Checking the credibility of the learning outcomes achieved by students compared to the requirements of the "National Qualifications Framework" and the levels achieved in similar programs in educational institutions similar.



#### **Standard 4. Learning and Teaching. (Overall Rating \* \* \* Star)**

*Student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and requirements for employment or professional practice. Standards of learning must be assessed and verified through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys with evidence from these sources used as a basis for plans for improvement.*

#### **An explanatory report for each of the domains of learning shown below indicate:**

- The knowledge or skill of the program is intended to develop the level of that knowledge and skill.
- The teaching strategies to be used in courses in the program, to develop that knowledge and those skills. (This should be a general description of the approaches taken throughout the program but if particular responsibility is to be assigned to certain courses this should be indicated.)
- The methods of student assessment to be used in courses in the program to evaluate learning outcomes in the domain concerned.

#### **Summary description of the knowledge to be acquired:**

**At the end of the computer science & information program graduates will be able to obtain countless comprehensive knowledge in an integrated and structured areas which is as listed below:**

1. The scope of computer science and its applications.
2. The basics of CSI, statistics, physics and applying them in understanding the various computer topics.
3. The basics of building computer architecture and organization.
4. Practical implementation of programming languages and their application areas in real life scenarios.
5. Different types of System software and their related areas of application.
6. Databases , its applications and scope of data mining.
7. . Computer Networks, its topology and its relevant applications.
8. Information and Network security as applicable to the domain of interest.
9. Software engineering, Design and Analysis of algorithms and systems.
10. Digital image analysis, the basics of Artificial Intelligence, the interaction between human and computer machine learning and the basics of multimedia.

11. Basics of information systems and project management.
12. Learn how to work with programmable Web pages and their functionality.

**Teaching strategies to be used to developing that knowledge:**

- Short cognitive tests.
- Conducting scientific research and follow-up of updates in the relevant field.
- Quarterly tests.
- Responsibilities and discussions during the lecture hours.

**Methods of assessment of knowledge acquired:**

- Through Brainstorming.
- Cooperative learning.
- Dialogues and discussions.
- Constructivist learning.
- Self-learning.

Through the program schedule of the committee of quality and skill development within the project of developing creativity and excellence.

**The committee should work to achieve in particular the following objectives:**

1. Preparation and conduction of courses and training programs, workshops, seminars, lectures and panel discussions for all the College members , lecturers and teaching assistants in the areas of expertise.
2. Provide support to all of the College members in the areas of education, learning and research.
3. Preparation and delivery of courses and lectures to students and university students to support their realizable and life-skills training that enable them to engage in university life successfully.
4. Organization of meetings for College members to familiarize them with new regulations and directives in force at the university.
5. Contract with an expert to assist College members in the development of the educational process at the university.
6. Cooperation and communication with similar centers at home and abroad to exchange experiences.
7. Cooperation with international bodies with competence in the skills development and the achievement of quality relevant to all academic programs and academic advice and administrative procedures that serve the educational process.
8. To adopt these of modern technology such as the Internet and e-learning.
9. Preparation and publication of brochures and guides contribute to the development of skills of College members.

**The members of the Student Guidance Committee, Assessment and Accreditation Committee, Laboratories and Equipment's Committee and E-Learning Committee participated in evaluation and preparation of the report on this standard. To achieve their goals, they started their task by reviewing:**

1. Strategic Plan of the College of Science.
2. Mission and objectives of the Program, the Department and the College of Science
3. Program Specification.
4. Course Specifications.
5. Course Reports.
6. Annual Department report.
7. Results of Course Evaluation Survey.
8. Results of Program Evaluation Survey.
9. External Evaluations of the Program.
10. National Qualification Framework.
11. Graduates' surveys.
12. Employers' survey.

**Key Performance Indicators:**

- 1- Ratio of students to teaching staff.
- 2- The overall rating on the quality of their courses from their response to the statement "I feel completely satisfied with the quality of this course" in the course evaluation survey"
- 3- Proportion of teaching staff with verified doctoral qualifications.
- 4- Percentage of students who successfully complete first year and get enrolled in the program.
- 5- Proportion of students entering undergraduate program who complete it in the minimum time.
- 6- The overall rating of the students on the quality of the Program on response to the statement "I am generally satisfied with the level of quality of educational experience in this University" in the Program evaluation survey
- 7- The overall rating of the students on the quality of the program on response to the statement "I have received a suitable guidance during my study in the Program" in the Program evaluation survey
- 8- The overall rating of the employers on response the statement "By and large we are satisfied with the graduates of the program"

**Subsection 4.1 Student Learning Outcomes**

**Course Background and Objectives:**

Course Policies including (Course Description, Course Format, and Course Assessment and Grading learning Outcomes). By the end of each course, all students will have demonstrated their ability to:

1. Acquire data and information on current scientific issues regarding the subject (knowledge).
2. Classify the strength of scientific inference regarding threats to environment and solutions (comprehension).
3. Apply skills in verbal and written communication in the context of scientific debate (application).
4. Analyze both sides of scientific debates regarding threats to marine biodiversity and solutions (analysis).
5. Arrange and summarize data and information gathered in library research in a logical manner (synthesis).
6. Appraise the pros and cons in scientific debates regarding informatics problem and solutions (evaluation).

### **Students' Grades**

Students' grades provide an excellent and unbiased assessment instrument of satisfaction of SLOs.(School Learning Objectives) Various components of course grades should be taken into consideration in this process, including grades of homework assignments, class projects, midterm exams, quizzes, and final exams.

Analysing student grades in each course can give insight into the degree of achievement of SLOs, and reveal any actions needed for course improvement or adjustment.

### **Student Course Evaluation Surveys:**

Each course goes through student evaluation at the end of each semester through a course evaluation survey, which measures teaching performance from the students' perspective. The survey was conducted in the first and second semesters.

### **Student Experience Survey:**

This survey is designed to provide College members as well as the administration department with the necessary information about student study experience. It is a new assessment mechanism that is being currently used by most of the programs conducted at MU.

### **Program Strengths:**

-Good .

### **Areas requiring improvement:**

-Alumni meetings.

### **Priorities for action:**

1. Vocational guidance should be provided. Therefore, a committee should be formed for this purpose.
2. Keeping track of the students when they graduate from the university. Therefore, a student Centre should be created for this purpose to follow up the graduates and get acquainted with needs of labor market.

### **Evaluation of intended students' learning outcomes**

#### **Strengths:**

- The courses specification has been reviewed and the intended learning outcomes for each course are clearly specified.
- The intended learning outcomes of all courses are aligned with those of the program.
- The intended learning outcomes are continuously evaluated by different methods during the period of study.

#### **Areas for further improvement**

- Enhancing students IT skills in the domain of CSI.
- Improving students English language skills.

#### **Priorities for action**

- Use of IT applications in CSI courses whenever possible.
- Using English language as a medium of instruction in more courses.
- Activating the advisory board.

### **4.2 Program Development Processes**

**Evaluation procedures for the development of the program. Point to the evidence, and presented a report containing a summary of the strengths and areas requiring development, and implementation priorities**

#### **Strengths:**

1. Appointing new staff members especially in modern disciplines of Computer science and information.
2. Using latest editions of textbooks as for course references.
3. Updating the study plan on periodic basis.
4. To Concentrate on English as a language of instruction.
5. Enhancing the use of IT aids in teaching process.

**Areas requiring improvement:** Encouraging and motivating the staff to update their knowledge.

**Priorities for action:** To conduct training workshops for staff to be familiar with self-learning and writing skills.

### **4.3 program evaluation and review processes.**

**Describe processes followed for program evaluation and review.**

- For the time being, evaluation and reviewing is being done by self-assessment and committees (Development and quality committee & laboratories, equipment and services committee).
- The annual program reports will be prepared in the future to demonstrate the effectiveness of the program strategies. Also, the evaluation takes into consideration of the semester surveys about the opinions of students about a

sample of courses.

- Refer to evidence and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.
- In addition to providing the information about the quality of these processes, this section should include conclusions achieved about the quality of the program as a result of using those evaluations of program evaluation and review processes.
- Reference should be made to data on indicators and survey results as appropriate.

**Program Evaluation is a mandatory tool to help CSI department to learn about the quality of the programs that the department offers, to know whether they meet the needs of the students and those of the community. It is a systematic approach that assists in discovering what a student of program thinks of the learning and teaching process, their progress, and assessment results. Moreover, it assesses the effectiveness and efficiency of the courses, identifying what measures are required to improve them as follows:**

1. The Program Review process is a very broad review aimed at providing information at a strategic level.
2. Program Evaluation Survey is another instrument that is being utilized in order to obtain specific data about programs, and whether they meet their learning objectives, exploring student progress and assessment results and implementing systematic improvement processes.
3. Course Evaluation Survey focuses on course development.
4. The Student Experience Survey has a main objective of determining what graduates think about the coursework program that they have completed, including their attitudes towards the skills they have acquired, and the quality of teaching provided to them during their program.
5. Program evaluation and review processes are working effectively under the current situation. However, an external independent evaluator can be appointed for judging these processes.

**Strengths:**

- Reviewing processes are comparable as applied to international standards. As well as the standard criteria used for evaluating the program.
- Quality indicators that include learning outcome measures are identified and used for all courses, and programs are reported annually, and records of them are maintained.
- Quality indicators include student completion rates in all courses and the Program as a whole.
- Course report and annual Program report is achieved in a regular manner.

**Areas requiring improvement:**

- Delay in submission of course reports, delivery of exams, and sample of the student answers by some faculty members has to be improved.
- Regular Program and course reports showed some shortages in KPIs (Key

Performance Indicator) used to evaluate teaching skills. Workshops are planned to be held with teaching staff and some educational experts, so that effective indicators can be established.

**Priorities for action:**

- A prompt feedback and quick response from the teaching staff must be taken into consideration to allow enough time for preparing and reviewing the annual report.
- Workshops are planned to be held with teaching staff and some educational experts, so that effective indicators for teaching skills and teaching strategies effectiveness can be established.

**4.4 Student Assessments:**

**Describe strategies for student assessment in the program and the processes used to verify standards of student achievement.**

- At the beginning of each semester, each staff member submits course syllabus comprising information about course learning objectives, prerequisites, description, contents, assignments, textbook, readings, evaluation procedures, teaching methods, grading standard, College's office hours. This information will be given to students and sent to College member's course file. At the end of the semester, staff members submit the grades and copies of their quizzes and exams to Department Head.
- All teaching staff-members are required to fill out course reports towards the end of each semester for all courses they have taught. The report includes course details, with latest updates. It should be accompanied with documents such as course outline, samples of examination papers, other assignment and/or term papers.

Students are required to achieve a minimum Grade Point Average (GPA) of 2.0 at each level in each course (out of 5.0); if they fail to achieve this score, they fail, and they must retake the course. The GPA is determined by dividing the total number of points from all the courses the student has attended by the number of units in the student's schedule. Further to evaluate students' learning and experiences, the Department gather data by conducting a course evaluation survey, alumni surveys, and a student experience survey. A student's GPA is determined by dividing the cumulative point value of all courses attempted by the number of units in the student's semester schedule. The cumulative grade point average is translated in Table 4.1 and Table 4.2, as follows:

*Table 4.1: Cumulative Grade Point Average*

| GPA              | Grade     |
|------------------|-----------|
| Greater than 4.5 | Excellent |
| 3.75-4.5         | Very Good |
| 2.75-3.75        | Good      |
| 2-2.75           | Pass      |
| Less than 2      | Fail      |

*Table 4.2: Grading System*

| Grade | Numerical       | Average Point |
|-------|-----------------|---------------|
| A+    | 95-100          | 5.0           |
| A     | 90-less than 95 | 4.75          |
| B+    | 85-less than 90 | 4.5           |
| B     | 80-less than 85 | 4.0           |
| C+    | 75-less than 80 | 3.5           |
| C     | 70-less than 75 | 3.0           |
| D+    | 65-less than 70 | 2.5           |
| D     | 60-less than 65 | 2.0           |
| F     | Less than 60    | 1.0           |

All staff members from the Department of Computer Science & Information System College submit a course syllabus at the beginning of each semester, which consists of: the course's learning objectives; a description of the course content, assignments, textbooks and reading lists; evaluation procedures and grading standards; the teaching methods that will be used; and the College's office hours. This information is kept in the course file and is also given to students. At the end of every semester, all teaching staff submits copies of their tests and examinations to the Head of the Department, together with a course report that includes details of the course, with all entries having been updated. This report includes relevant documents such as the course outline, and samples of examination papers, assignments and/or term papers.

**Evaluation of Strategic plan for student assessment:**

1. Maintain a rigorous, broad-based major in CSI that provides a compelling learning experience.
- 2.- Emphasize general purpose problem solving and analytical abilities that have broad applicability and so foster an ability to be adapted to the changing world.
- 3- Emphasize the fundamental building blocks in CSI that constitute themes of unification and integration.
- 4-Pursue outstanding graduate training that includes skilful interdisciplinary communication.
- 5- Devise and maintain a non-major instructional program that captures the attention of students and enables them to understand a wide range of contemporary informatics, Networking, IT, and environmental issues.

**The processes used to verify standards of student achievement:**

1. Students are regularly assessed; not only in the classroom, but also by regular homework as related to some of the courses.
2. Quizzes.
3. Midterm exams.
4. Laboratory exams.
5. Monthly exams.
6. Reports.



*Evaluation of student assessment processes. Refer to evidence about effectiveness of student assessment processes. In addition to evaluation of the processes followed, this sub-section should also include evidence about the standards of student learning outcomes achieved in comparison with appropriate benchmarks. The report on this sub-section should include a summary of strengths, areas requiring improvement, and priorities for action.*

**Strengths:**

1. Staff members regularly evaluate the students and help those students who are weak in their academics.
2. Staff members encourage the students to meet them in their offices during office hours to answer their queries, clarify doubts about the courses.
3. Unified exams for multi-group courses.

**Areas requiring improvement:**

- Following up students' attendance in all classes, and its importance during regular class hours.
- Effective procedures need to be established to ensure that work submitted by students is actually done by the students themselves.
- There is no comparison of standards with those at other local and global institutions.

**Priorities for action:**

- Obtained detailed information about the standards of student learning outcomes from the chosen benchmark program of the Department.
- Each staff member should adhere to the schedule of his lecture , so as to help the students to prepare to the next lecture on time..

**4.5 Educational Assistance for Students:**

**Provide a summary of what assistance is provided in relation to the matters listed in this sub-section of standard (e.g. orientation programs, office hours, identification and assistance for students in need, support services etc.).**

- Staff members have assigned office hours.
- Student guidance committee.
- Department handbook.
- Giving assistance to students to register their courses timely via the electronic Gate portal.
- Information about the committee of academic affairs through printed materials.
- The appropriateness and effectiveness of students assistance was investigated by conducting student surveys.

**Academic Counselling unit is aimed to:**

1. Approve the student's academic schedule.
2. Provide accurate and consistent information.

3. Clarify program requirements, policies and procedures.
4. Assist the student in identifying appropriate institutional resources.
5. Facilitate relationships between the student and other individuals on campus who may provide assistance.
6. Evaluate and achieve educational and career options.
7. Support the academic standards of the institution.

#### **Strengths:**

- 1- A weekly office schedule is displayed on each College member's office and a total of 10 hours are specified for the students to provide them extra assistance and help in solving their academic problems.
- 2- Students receive consultation and advice through the Student Guidance Committee.
- 3- New students receive information about the department of computer science and information programs, facilities, duties and rights through a one-day program prepared by the representative of academic affairs in the college.
- 4- General information is available to students through college handbook, department handbook and on the website of the department.
- 5- A power electronic system is placed within the Program for monitoring and coordinating student workload.
- 6- The progress of individual students is monitored, and assistance and/or counselling is provided to those who are facing difficulties.
- 7- Yearly progress and program completion rates are monitored, and appropriate course of action is taken to help any students who may need extra guidance through the student guidance committee in the department, and academic affairs in the College and University.
- 8- Sufficient facilities are available for private study, including a central library with access for every student to use it in any place or electronically through the web gate of the university; an electronic database is available for each student through the web gate of the university. In addition, an e-mail, web access is available for every student; a self e-learning class is available.

#### **Areas requiring improvement:**

- Consciousness of students to adhere to study plan during registration of courses.
- The English language skill of the student is very poor according to the standard level needed for the courses taught in English.

#### **Priorities for action:**

- It is preferable to have an academic supervisor for enrolled students to organize and follow up the student status individually.
- A Program to ensure adequate skills in English language is needed to be established before the students start the Program, with the standards and values of Saudi and international student requirements in English speaking countries.

#### **4.6 The Quality of Teaching:**

Information should be provided about the planning of teaching strategies to develop the intended learning outcomes of the program, for evaluating quality of teaching, and processes for preparation and consideration of course and program reports. This section should include a table indicating the proportion of teaching staff whose teaching is regularly assessed in student surveys (or by other mechanisms).

Teaching strategies for developing the intended learning outcomes of the program are done through: Lectures, Tutorial classes, discussions in lectures and tutorial classes, individual and teamwork assignments and independent reading.

At the beginning of the semester, the course content is distributed to the students; and in the first lecture the teaching strategy, assessment process and many others are appointed to the students.

Two Committees are concerned with this subscale; Assessment and Academic Accreditation Committee, Student guidance Committee. They review the teaching and learning strategies in the program, course specifications, the student scores during the semester, the final exam, questionnaires for teaching evaluations through student survey, and workshops established with students. They have also considered the reports of classes& labs as prepared by laboratories equipment & services committee.

#### **Strengths:**

- 1- At the end of each semester a course report is prepared for every group for the course handled.
- 2- A program report is prepared annually.
- 3- Quality of teaching for all teaching staff is assessed by students at the end of the semester through the "Edugate" system (education website of the university). Results of these assessments are available for staff members through the same system.
- 4- Student surveys for the courses and overall program evaluations have been taken care by the department.
- 5- Effective orientation and training programs are provided for new, full-time and part-time teaching staff.
- 6- Strategies of teaching and assessment are set out in program, and course specifications are consistently followed by teaching staff.
- 7- Students are informed about the course requirements in advance through course descriptions that include knowledge and skills to be developed, and work requirements.

#### **Assessment processes.**

Attendance requirements is made clear to students and compliance with these requirements is monitored and enforced.

**Areas requiring improvement:**

- The system for evaluation of teaching effectiveness in all courses is still Dependent mainly on the student survey mechanism.
- Regular review of plan strategies in developing learning outcomes.

**Priorities for action:**

- Workshops are planned to be held with teaching staff and some educational experts, so that effective systems and indicators for evaluation of teaching effectiveness can be established.
- Appropriate adjustments should be made for teaching plans after considering course reports.

**4.7 Supports in order to improve the quality of teaching:**

MU recognizes that excellence teaching is equated with excellence learning. Accordingly, it has developed an extensive and energetic support system for continued professional development. College development describes those activities ,College members undertake, to maintain and to improve their capabilities of performing their academic tasks. The main objectives of the College development of a new College is different from its senior College, such that the development plans suits the needs of individual College members. Therefore, MU has established the committee of Quality and Skills Development, which has adopted the concepts and practices of ongoing self-development for the professional skills of the College, lecturers, teaching assistants, the academic and administrative leaders, and other employees, and the development of the students' skills in order to improve the quality of MU's outcome in a way that contributes to the provision of a suitable environment and ease of achieving academic development.

**The committee aims at achieving the following:**

- Setting up strategies to improve the skills of all MU staff in a way that achieves distinction and creativity in learning and teaching.
- Developing abilities and skills of all MU staff, and supporting their creative endeavours and professional achievement to obtain excellence academic and administrative process.

Another initiative in supporting quality of teaching at MU is the establishment of the committee of e-learning Education. MU views e-learning as a promising tool to achieve learning objectives effectively.

**The Committee of E-learning Education aims at:**

- Supporting the development of university courses in electronic form.
- Providing College members with necessary advice and technical support for the development of educational sites.
- Providing an environment to encourage electronic communication between College members and students.
- Encouraging the College member skills to enable them to convert their

courses into e-courses.

- Providing the appropriate environment and training to enable College members to carry out their tasks that are related to students' evaluation and monitoring, and deal effectively with the Learning Unit (LU) at the University.
- Creating incentives for College members who show distinction in e-learning application in the learning and teaching process.
- Promoting the culture of e-learning at MU.

**Conducting training programs for academic staff in all aspects related to quality of teaching at suitable time and place to enable the academic staff to attend these trainings.**

- Training Skills for development of courses.
- Induction programme for new faculty members.
- Training on skills development.
- Leadership courses.
- Signage, sent over the internet.

Recently, staffs have started to participate and attend workshops to learn about improvements in teaching methods in addition, the university has also started an e-learning program towards the benefit of the staff.

**Evaluation of arrangements for supporting improvements in quality of teaching.**

- 1- There are deanships in the university who deal with developmental aspects and skills of the teaching staff (e.g. committee of quality and Skills Development, e-learning committee, etc.).
- 2- Several training sessions are held annually at the university for developing teaching skills of the academic staff (e.g. repeated workshops by the committee of Skills Development: course structure, communication skills, personal relation management, student evaluation, etc.).
- 3- A mandatory training sessions has been incorporated for the new recruited academic staff.
- 4- The college has incentive awards scheme for the distinguished academic Staff who excel in their area of expertise.
- 5- Attendance of external training sessions is available for the academic staff.
- 6- Most of the class rooms are equipped with Smart boards.

**Strengths:**

- Smart classrooms equipped with multimedia.
- Reasonable teaching load for each staff member.
- Most of the staff members have obtained their Ph.D. degree from well-known and recognized Universities, additionally; they have a good teaching experience at the university level.

**Areas requiring improvement:**

- Most of the training workshops are implemented, without considering the necessity as per the department requirements..
- Number, time and place of these training activities should be arranged properly to enable the teaching staff to attend and benefit from these activities..

**Priorities for action:**

*Some sort of coordination must be considered between the people in charge in the administration and the department to hold workshops according to the priorities of the department.*

**4.8 Qualified and experienced teachers.**

CSI department is committed to hire and keep qualified College members. Qualifications for hiring the College members is explicitly defined in the Higher Education Manual. As per the manual, the College members are classified into five categories/ranks: teaching assistants, lecturers, assistant professors, associate professors and professors.

**Evaluation of qualifications and experience of teaching staff.****Strengths:**

- Most of staff members have obtained their Ph.D. degree from well-known and recognized Universities, additionally; they have a good teaching experience at the university level.
- The type of the exams conducted reflects the teaching experience.
- Staff members have diverse specialties, languages and nationalities.
- The teaching staffs are also involved in teaching and supervising B.Sc. graduation projects.

**Areas requiring improvement:**

- To incorporate additions in the department staff strength based on areas of specializations.

**Priorities for action:**

- Encouraging staff members by increasing incentives.
- Allowing staff members to attend international conferences to present their areas of research in the form of research papers.

**Indicators that have been taken into account :**

1. Students' opinions on the quality of teaching: a questionnaire survey of students' degree of satisfaction with the quality of teaching.
2. Grading of the graduate students as recorded by questionnaires about the quality of the programs they studied , and the development of skills required by the labour market , and the extent of achievement about fields of knowledge as defined by the "Qualifications Framework " , as well as any other special capabilities of the

- program selected. Survey polled graduates.
3. Employer evaluation for the quality of our graduate students for their performance in general, and for the skills and characteristics as determined by the Qualifications Framework.
  4. The proportion of the number of students to the number of employees in the program as a whole, and in the various fields of study is  $(170 / 13 = 13)$  .
  5. The proportion of the number of students to the number of College members is  $(170/20 = 8.5)$ .
  6. Successfully finishing courses in less than a specified time and within a year of minimum time  $\approx 90\%$ .
  7. Independent evaluation of the programs according to standards of “qualifications framework “. Has not yet been evaluated.
  8. Evaluation of appropriate teaching methods by students, external observers, and College for each area of learning, as mentioned in the "Qualifications Framework" . Questionnaires evaluating student's experience.
  9. The size of the allotted time College members for counselling individual students. A table of office hours for each College and academic advisor lists student assessment for the presence of College members to consult and academic advising. Students assessing questionnaire for the academic advising
  10. Proportions of College members who have the qualifications at the level of bachelor's, Masters and PhD: 7 Ph.D. holders, +6 Master +2 Bachelor. Personnel files section
  11. Student assessment of the value and quality of field activities. Questionnaire student's experience.
  12. Qualifications of College members (ratios of obtaining PhD, MA, BA). 50% and 37% PhD, Master and 12.5% BS. Department personnel files.
  13. Appropriation of College qualifications and experience for the subjects they teach. 100%. College Curriculum vita.
  14. External observers' evaluations for the quality of textbooks and its extent of coverage for the modern research and theories.
  15. Students evaluations about course books in terms of their understanding of, and in terms of their usefulness in understanding the decisions. Students' Questionnaire to assess the Department of Computer program.
  16. Percentage of College members who have published their reviewed research in the previous year 3/13.
  17. Number of reviewed and published research for each member of the College.
  18. Evaluations of the quality and usefulness of the courses by the advisory committee from the industrial sectors. Professional and other prominent social sectors.
  19. Rates of participation of College members in professional development activities related to teaching methods. Councils Section.
  20. Trends of student satisfaction on the effectiveness of teaching in the program. Questionnaire to assess the students' program of the Department of Computer, and

- questionnaires evaluating student's experience.
21. The percentage of students who have completed their graduation programme this year (for example, the percentage of students who have signed up of 4 years and have completed their studies if the time to study 4 years). Courses evaluation report.
  22. The percentage of students who have completed their graduation programme and are employed. 100% of graduates' questionnaire.
  23. The percentage of graduates who have received training or higher Graduate. No evidence.
  24. The percentage of students who have completed the school year with satisfaction grade at least 70%. Evaluation forms for courses.
  25. Number of respondents to the questionnaires for graduates (founders only). 100%
  26. Average and standard deviation of the cumulative rate for students as well as the rate estimates given (at the level of programs and colleges).

**Priorities for improvement: 4.3, 4.5, and 4.7.**

**The proposed improvement plans are:**

- 1- To improve the standard 4.1: We propose establishment of a special section of the follow-up survey of graduates and their views about the quality of graduates and proposals that will satisfy the labour market for graduates.
- 2- To improve point 4.2.1. : We suggest that each College member adds a special questionnaire to assess the subject, as well as print the objectives of the course and the desired knowledge acquired and distribute it to students or post it on the page scheduled.
- 3- To improve point 4.2.5 : Establishment of a committee to follow up graduates in the labour market and take advantage of the business owners in the development of the plan
- 1- To improve point 4.3 : To create a manual for courses discretion and to write quality reports, suggest that the College quality Committee starts communion with the corresponding faculties in other universities and benefit from its accreditation to take advantage of their expertise
- 2- To improve point 4.3.6 : We suggest that the College quality Committee communion with the corresponding faculties in other universities and destructive winning its accreditation to take advantage of their expertise
- 3- To improve point 4.3.9 : A communion between the College quality committee from the department and the business owners to take advantage of them in the development of the study plan, as well as communicate with expertise professors in this area.
- 4- To improve point 4.3.1: Department quality Committee designs a set of questionnaires for business owners to take advantage of them in the development of the study plan, as well as providing expertise professors in this area.
- 5- To improve point 4.5.3 : To activate the electronic communication program with students and develop a mechanism to verify their signatures



- 6- To improve point 4.5.4: A suggested proposal to establish financial additional lessons suitable for aiding students to ensure their understanding and their ability to apply what they learn
- 7- To improve point 4.5.1 :A-We suggest building a program that works in conjunction with the program of Student Affairs to follow the students' progress
- 8- To improve point 4.6.1: The suggestion is to improve the point 06/04/10, A department discussion on the teaching methods about the results of the students.
- 9- To improve point 4.7.4: The suggestion is to improve the point 4.7.4 ,To plan for workshops by inviting professors from various corresponding departments in other universities.
- 10- To improve point 4-9-3: The suggestion is to improve the point 4-9-3. Schedule a visit of Saudi lecturers to the training places for observations and interact with the students.

### **Standard 5:**

#### **Student Administration and Support Services (Overall Rating\*\*\* Stars)**

*Admission processes must be efficient, fair, and responsive to the needs of students entering the program. Clear information about program requirements and criteria for admission and program completion must be readily available for prospective students and when required at later stages during the program. Mechanisms for student appeals and dispute resolution must be clearly described, made known, and fairly administered. Career advice must be provided in relation to occupations related to the fields of study dealt with in the program.*

**Much of the responsibility for this standard may be institutional rather than program administration. However, the program is responsible about assessing the quality of this standard. The analysis of this standard should be made not only on what is done within the department or program, but also on how the services provided elsewhere in the institution affect the quality of the program and the learning outcomes of students.**

#### **An explanatory report**

The registration and admission should be reliable and fast responding. The standard records must be secretly reserved. The students' rights and responsibilities should be clear and identified. There should be some rules for punishments, which must be clear and transpires. There should be some academic tools for supporting the students. Not only the academic perspectives, but also the extra curriculum activities and anything else the students may need, and it can be achieved through those standards.

There is evidence about the performance of Student Affairs department through recognizing the student's opinions about the level of these services .

The college of Science deems the administration and support services for students to be of major importance. The administration and support services for students are supervised and managed by the Vice Rector of Education and Academic Affairs. Two supportive Deanships are responsible for developing, monitoring, implementing, and following up on the required responsibilities and services. These two deanships are: the Deanship of Admissions & Registration, and the Deanship of Student Affairs. The Deanship of Admissions and Registration is responsible for students' admissions, which is handled through the electronic Edugate and Eregister systems. The Deanship of Student Affairs is responsible for all student activities and services, such as academic and social counselling, health services, housing, sports, cultural activities, training, transportation, student rights, and all other services. The Deanships delegate these responsibilities to the colleges through the Vice Dean for Academic Affairs. The responsibilities and regulations at these Deanships are written and approved by various authorities, including the Council of Higher Education and the University Council. Some of these services and regulations are approved internally by the Rector, Vice Rector, or the related Dean.

#### **Key performance indicators:**

- Ratio of students to administrative staff as in figure 5.1.
- The average rating by students on response to the statement "Course registration is organized and easy".
- The average rating on the adequacy of academic and career counselling on response to the

statement "I received appropriate Academic guidance when I needed it" in graduate evaluation survey.

- The average rating by students on response to the statement "Students supporting services are adequate" in the graduate evaluation survey.

### **Figure 5.1 Ratio of students to administrative staff**

#### **5.1 Student Admissions**

Processes of Accepting students must be effective, can rely on them and easy to use for students. This standard is measuring the achievement of the following:

(5-1-1) The admission and student registration processes are efficient and user friendly for enrolling students.

Comment:

It is available on line with the most user friendly interface.

(5-1-2) Computerized systems used for admission processes are linked to data recording and retrieval systems. (For example fee payment requirements, the issue of student identity cards, program and course registrations, and statistical reporting requirements.)

Comment:

Not activated in a satisfied manner, yet distinguished efforts are achieved by the Academic Supervisors.

(5-1-3) Admission requirements are clearly described, and appropriate for the institution and its programs.

Comment:

The Staff Members, including the Head of the Department, are carefully distributed as academic Supervisors. Each member has , in average, about 10 students.

(5-1-4) If programs or courses include components offered by distance education, or use of e-learning in blended programs information should be provided before enrolment about any special skills or resources needed to study in these modes. (For distance education programs a separate set of standards that include requirements for that mode of program delivery are set out in a different document, Standards for Quality Assurance and Accreditation of Higher Education Programs Offered by Distance Education.

Comment:

This is achieved by the Academic Supervisors.

(5-1-5) Student fees, if required, are paid at the time of registration unless deferral has been approved in advance.

Comment:

No fees are required.

(5-1-6) If the institution's regulations provide deferral of payments, the conditions and dates for payment are clearly specified in a formal agreement signed by the student and witnessed, and opportunities for financial counselling provided.

Comment:

In principal, No fees are required.

(5-1-7) Student advisors familiar with details of course requirements are available to provide assistance prior to and during the student registration process.

Comment:

Every academic supervisor is in continuous communications with his students to provide them with all their needs.

(5-1-8) Rules governing admission with credit for previous studies are clearly specified. Decisions on credit for previous studies are made known to students by qualified College or authorized staff before classes commence.

Comment:

The Bylaws (either the old one or the new one) are carefully and clearly prepared. They are available, anytime, for any interested one

(5-1-9) Complete information about the institution, including the range of courses and programs, program requirements, costs, services and other relevant information is publicly available to potential students and families prior to applications for admission.

Comment:

These are obviously declared in the course specifications on the website of every staff member.

(5-1-10) A comprehensive orientation program is available for commencing students to ensure thorough understanding of the range of services and facilities available to them, and of their obligations and responsibilities.

Comment:

All these information are complete, arranged, obvious, and clear on the website of the university ([www.mu.edu.sa](http://www.mu.edu.sa))

Priorities for improvement:

A comprehensive orientation program is needed for commencing students to ensure thorough understanding of the range of services and facilities available to them, and of their obligations and responsibilities

## 5.2 Student Records

Student records must be maintained in a secure and confidential location, with automated processes for generation of statistical data needed by the institution, external reporting requirements, and generation of reports on student progress and achievements. The confidentiality of individual student information should be protected.

(5-2-1) Effective security is provided for student records. (Central files containing cumulative records of student's enrolment and performance should be maintained in a secure area with back up files kept in a different and secure location, preferably in a different building or off campus)

Comment:

This is perfectly verified. The academic supervisors have hard and soft copies of these records. Also, the university has own complete secured files (and its copies) on its server. These files are available for the concerned ones on the university website..

(5-2-2) Formal policies establish the content of permanent student records and their retention and

disposal

**Comment:**

All these polices are complete, arranged, obvious, clear, and well prepared in the Students Affairs Bylaws, either on the College or university levels.

(5-2-3) The student record system regularly provides statistical data they require for planning, reporting and quality assurance to departments, colleges, the quality centre and senior managers

**Comment:**

More efforts and cooperation are needed from the examination committee to supply the student record system with all the up-to-date statistical data required for planning, reporting and quality assurance.

(5-2-4) Clear rules governing privacy of information and controlling access to individual student records are established and maintained.

**Comment:**

A well automated Office, a completely secured unit is devoted for the examination committee.

(5-2-5) Automated procedures are in place for monitoring student progress throughout their programs.

**Comment:**

This is achieved continuously during the semester, through well-known assessment methods using statistical tools. This obviously announced in the course specifications for every staff member on his website.

(5-2-6) Timelines for reporting and recording results and updating records are clearly defined and adhered to.

**Comment:**

This obviously declared in the course specifications for every staff member on his website.

(5-2-7) Results are finalized, officially approved, and communicated to students within times specified in institutional and Ministry regulations.

**Comment:**

Just after the Mid-Term, a proposed exam time-table is announced, for both the students and staff member. The department exam-committee receives all the suggestions, and manages it. As a result, the final exam time-table is approved from all the concerned ones. Also, the Deanship sends the rules and regulations that must be followed.

(5-2-8) Eligibility for graduation is formally verified in relation to program and course requirements.

**Comment:**

This has a complete grantee from the department council which honestly and fairly applies the specified regulations.

### **Priorities for improvement**

More efforts must be exerted by the College's examination committee to supply the student record system with all the up-to-date statistical data required for planning, reporting and quality assurance.

### **5.3 Student Management**

Policies and regulations must be established for fair and consistent processes of student management, with effective safeguards for independent consideration of disputes and appeals.

(5-3-1) A code of behaviour is approved by the governing body and made widely available within the institution specifying rights and responsibilities of students.

Comment:

Well prepared publications are always available for any student from the Students Affairs.

(5-3-2) Regulations specify action to be taken for breaches of student discipline including the responsibilities of relevant officers and committees, and penalties, which may be imposed.

Comment:

Well prepared publications are always available for any student from the Students Affairs.

(5-3-3) Disciplinary action is taken promptly, and full documentation including details of evidence is retained in secure institutional records.

Comment:

Honest and fair chastisement committee always exists for such situations.

(5-3-4) Student appeal and grievance procedures are specified in regulations, published, and made widely known within the institution. The regulations make clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available.

Comment

Well prepared publications are always available for any student from the Students Affairs. Also, honest and fair chastisement committee always exists for such situations.

(5-3-5) Appeal and grievance procedures protect against time wasting on trivial issues, but still provide adequate opportunity for matters of concern to students to be fairly dealt with and supported by student counselling provisions.

Comment:

Well prepared publications are always available for any student from the Students Affairs. Also, honest and fair chastisement committee always exists for such situations.

(5-3-6) Appeal and grievance procedures guarantee impartial consideration by persons or committees independent of the parties involved in the issue, or who made a decision or imposed a penalty that is being appealed against.

Comment:

Well prepared publications are always available for any student from the Students Affairs. Also, honest and fair chastisement committee always exists for such situations.

(5-3-7) Procedures have been developed to ensure that students are protected against subsequent punitive action or discrimination following consideration of a grievance or appeal.

Comment:

Well prepared publications are always available for any student from the Students Affairs. Also, honest and fair chastisement committee always exists for such situations.

(5-3-8) Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating.

Comment:

Well prepared publications are always available for any student from the Students Affairs.

Priorities for improvement

Forums and workshops are essential for both the students and the staff-members to be familiar with the Appeal and grievance procedures.

#### 5.4 Student Advising and Counselling Services

Effective processes must be established for the planning, administrative oversight and evaluation of student services and activities.

(5-4-1) The range of services provided and the resources devoted to them reflect the mission of the institution and any special requirements of the student population.

Comment:

The institute is well prepared to compete the top ones.

(5-4-2) Formal plans are developed for the provision and improvement of student services and the implementation and effectiveness of those plans is monitored on a regular basis.

Comment:

Any improvement is on time and in its right location. This is basically dependent on the continuous needs and requirements of the educational process.

(5-4-3) A senior member of teaching or other staff is assigned responsibility for oversight and development of student services.

**Comment:**

More senior members are needed.

(5-4-4) The effectiveness and relevance of services is regularly monitored through processes which include surveys of student usage and satisfaction. Services are modified in response to evaluation and feedback.

Comment:

Improvement is achieved by increasing the educational services such as copying centre, health centre, social unity, the restaurant, cultural centre, sports tournaments and all of that are on an ongoing basis throughout the semester.

(5-4-5) Adequate facilities and financial support are provided for the services that are needed.

Comment:

The Deanship of Students Affairs substitutes any financial costs of the students.

(5-4-6) If services are provided through student organizations, assistance is given in management and organization if required, and there is effective oversight of financial management and reporting.

**Comment:**

All the facilities are provided for the students.

Priorities for improvement

Adequate financial supports are provided for the services that are needed. And there must be effective oversight of financial management and reporting.

### 5.5 Medical and Counselling Services

Medical and counselling services appropriate for the needs of the students must be provided by individuals fully qualified for their responsibilities, with confidentiality maintained and effective follow up processes used for students in need.

(5-5-1) Student medical services are staffed by people with the necessary professional qualifications.

Comment:

A well prepared medical unit is available in main campus.

(5-5-2) Medical services are readily accessible with provision made for emergency assistance when required. (Fees for services may be charged, and they may be provided on a part time basis but emergency access must still be available)

Comment:

No Fees are asked for. All the medical services, including the dentures, are available from 08:00 AM up to 02:00 PM

(5-5-3) Provision is made for academic counselling and for career planning and employment advice in colleges, departments or other appropriate locations within the institution.

Comment:

Office Hours are assigned for the students in the time table of every staff member. Also, specialized workshops for career planning and employment advice are held in the college.

(5-5-4) Personal or psychological counselling services are made available with easy access for students from any part of the institution.

Comment:

Personal or psychological counselling services are made available.

(5-5-5) Adequate protection is provided, and supported by regulation or a code of conduct, to protect the confidentiality of personal issues discussed with teaching or other staff or students.

Comment:

The Bylaw grants this. Also, the student is taught Career Ethics.



(5-5-6) Effective mechanisms are established for follow up to ensure student welfare and to evaluate quality of service.

Comment:

A well prepared medical unit is available to follow up and to ensure student welfare and to evaluate quality of service.

## **5.6 Extra-curricular Activities for Students**

Adequate provision must be made for extra curricula activities for students.

(5-6-1) Opportunities are provided for participation in religious observances consistent with Islamic beliefs and traditions.

Comment:

A well prepared mosque (Masjid) is available Daylight and Night in campus.

(5-6-2) Arrangements are made to organize and encourage student participation in cultural activities such as clubs and societies, in the arts and other fields appropriate to their interests and needs.

Comment:

An active specialized social unit is established for such activities.

(5-6-3) Opportunities are provided through appropriate facilities and organizational arrangements for informal social interaction among students.

Comment:

Social meetings are arranged through: Omra Trips, Day of the Department, Committees of student activities.

(5-6-4) Participation in sport is encouraged, both for skilled athletes and for others, and appropriate competitive and non-competitive physical activities in which they can be involved are arranged.

Comment:

Sports tournaments are available on the ongoing semester.

### **Priorities for improvements:**

Student participation in extra-curricular activities must be monitored and benchmarked against other comparable institutions, and necessary strategies are to be developed to improve levels of participation. Academic Advising is a collaborative process involving a student and an academic advisor in which the advisor offers help to an individual to promote his success at the University. It is expected that advisors will make themselves available to students throughout the semester; they must be able to motivate students; be knowledgeable about MU's requirements and campus resources; and have a genuine interest in the welfare of students outside the classroom. It is assumed that students will: seek out advice if they need it; attend advisory sessions to review their progress and make informed choices for registering on courses; monitor their achievements; be actively engaged in academic areas; comply with deadlines; and take advantage of the resources available to them on campus.

1- The Advising unit develops and evaluates its Programs by following the clear procedures noted

below in order to meet the needs of students:

- Consulting Advising about the Programs offered and how to improve them.
- Consulting students by distributing questionnaires to obtain opinions regarding the usefulness of these Programs.
- Consulting those in charge of the College about the academic counselling unit's Programs.
- Conducting both periodic and special (i.e. non-periodic) meetings with students.
- Analyzing the opinions expressed.
- Presenting and discussing the results of such analysis at the unit's council meeting.
- Modifying the Programs according to the findings of the analysis

2- The Deanship of Student Affairs has also established counselling and guidance units for students at a University level: (see: [http:// www.mu.edu.sa/en/deanships/deanship-student-affairs](http://www.mu.edu.sa/en/deanships/deanship-student-affairs) ) in order to:

1. Help students to understand their problems difficulties.
2. Help students to recognize their own abilities and potential.
3. Assist students to understand what resources are available to them, and how to make best use of these.
4. Solve problems regarding academic achievement.
5. Solve psychological and/or social problems that might hinder academic achievement.

The Computer Science & Information Program is aware of the importance of academic advising to retention and student success. The Department plans take an initiative to improve the advising process, moving from a centralized advising system to decentralized program-based system. This plan will be designed to make the advisement meeting between College member and students more focus on assisting individual students in developing suitable and individualized approaches to academic progress that take into consideration individual traits and special circumstances.

3- Furthermore, the plan will have the following encompass strategies:

- Increased numbers and length of meeting between students and their advisors per semester.
- Provide College members with formal advisement training within department.
- Providing students with remedial coursework.
- Locating students to advisors based on the importance of their specific course of study.
- Developing an advising handbook.

4- Evaluation of student administration arrangements and support services for students in the program.

### **Summary**

Department of Computer Science & Information uses the University's central admission system in the form of Edugate and ERegister. This ensures strict adherence to standard operating procedures that are clearly documented and applicable to all students; so that the same information, admission and acceptance criteria, withdrawal policies, student records' management, and grievance/appeal systems are applicable and therefore fair to all. Student records are secure and there are clear rules safeguarding the privacy of information; these rules ensure that access to student records is strictly controlled. Wide and varied opportunities exist for students to participate in religious, cultural, sporting and physical activities.

**Strength**

- Students at Department of Computer Science & Information are provided with adequate student's support services.
- The Department of CSI has in place well-established policies and procedures for students' admission, registration, withdraw, transfer, protecting privacy of information controlling access to student records, and eligibility for graduation
- Students right at Department of CSI are protected by rules and regulations.
- Students at Department of CSI are provided with adequate extra curricula activities.
- A robust Program of academic consultation and counseling is offered from the day a student joins the program to his/her graduation, as the College and Department believes strongly that effective guidance will result in improved progress and performance for the student; good relationship between the student and College also supports the learning attainments and achievements of students.

**Areas for improvement**

- The Department of CSI should periodically examine and adjust its admissions policy for continuous improvement.
- The Department of CSI should regularly monitored effectiveness and relevance of services through surveys of student usage and satisfaction; and services should be modified in response to evaluation and feedback.

**Priorities for action**

- Examine and adjust Department of CSI admissions policy for continuous improvement.
- Monitor effectiveness and relevance of services through surveys of student usage and satisfaction; and modified service in response to evaluation and feedback.
- The Department of CSI should establish policies and procedures regarding the review of student academic performance.
- A mechanism must be identified and implemented to review and assess the outcomes, in terms of students' attainments and achievements, of the counseling processes in order to ensure that the beliefs and practices of these processes are actually effective.

## **Standard 6. Learning Resources (Overall Rating \* \* \* \* Stars)**

*Learning resource materials and associated services must be adequate for the requirements of the program and the courses offered within it and accessible when required for students in the program. Information about requirements must be made available by teaching staff in sufficient time for necessary provisions to be made for resources required, and staff and students must be involved in evaluations of what is provided. Specific requirements for reference material and on-line data sources and for computer terminals and assistance in using this equipment will vary according to the nature of the program and the approach to teaching.*

### **1. Explanatory note about processes for provision of learning resources for the program including :**

Learning Resources (LR) is considered to be the backbone for supporting teaching and learning processes. This report attempts to assess the quality of learning resources available for the faculty and students of the College of Science. The report will not simply focus on the provision of available book collections and services, but it will also focus the electronic learning services, as well as the internet provided by University and College. The College has access to a wide range of learning resources including MU Libraries, college portal, web based learning resources, and e-journals. College portal provides vast amounts of information in the form of, faculty web- pages, links to important web-sites, and announcements about a variety of events. In collaboration with Deanship of e-learning and Distance Education the latter is setting up the infrastructure for e-learning, building lines of communication between faculty and students, providing emails for each student, staff and faculty, as well as creating a message centre. In addition, the University has cooperated with other partners to provide sources of knowledge for its students such as; access to Saudi Digital Libraries (<http://sdl.edu.sa>) and the National Centre for e- learning.

The College provides computer labs based on intelligent board with software *ActivInspire*. *ActivInspire* is a new software from Promethean. It facilitates learning recourses and other teaching purposes. Furthermore, the College is completely covered with wireless internet access. Description of the processes used to evaluate performance in relation to this standard are based on data. Data has been obtained through documents review and personal interviews with the Head of the CSI department. Also, by the review the annual report of Library Deanship Report, 1434/1435H. The team members also revised the course evaluation, measurement and measurements and evaluation unit, readiness of the College and student's surveys results. Review the sites of the MU Library, College of Science, Digital Library.

### **2. Evidence and Performance Indicators**

Evidence about the quality of learning resource provision and performance indicators derived from this evidence can be obtained from user satisfaction surveys, success rates for students in accessing course reference material, documents describing processes for identifying and responding to course requirements, and details of times when facilities are

available for use by students and teaching staff. Information and orientations should be available for new students when needed. The institution should be able to provide information about level of provision through books, periodicals and web-based resources in comparison with institutions offering similar programs.

### **3. Key Performance Indicators (KPI)**

- 1.The average rating by the students on response to the statement "The learning resources for the course were available" in course evaluation survey.
- 2.The average rating by the graduates on response to the statement "Learning resources were up to date and useful" in graduate evaluation survey.
- 3.The average rating by the students on response to the statement "The learning resources were appropriately available" in course evaluation survey.
- 4.The average rating by graduates on response to the statement "The library facilities were useful and available" in graduate evaluation surveys.
- 5.The average rating by staff on response to the statement "I found that the learning resources for my courses are available in the libraries" in staff assessment of the College Readiness for the first semester 1435H.

### **6.1 Planning and Evaluation**

Learning resources on the Web and the e-learning unit are managed mainly by policies and procedures that give special attention to the particular requirements of academic departments and research units. The faculty uploads their courses on their homepage on the College Website. They also provide advice on materials required to support teaching and learning (Website of College of Science: <http://www.mu.edu.sa/en/colleges/college-science-al-zulfi>, as well as the program's handbook ). They refer to the materials required to support teaching and learning in the first class, every semester on their homepage.

#### **A)The Strengths**

- 1-The library saves many copies of up-to-date editions of the important references and periodicals needed by the departments. Besides, a powerful computer network is available.
- 2- Up-to-date international text books are devoted for program courses. Besides, at least two recommended references must be listed for each course. This is achieved each academic year.
- 3-An Education and Learning Resources Committee is concerned with learning resources requirements.

#### **B)Priorities for Improvement**

There must be evaluation processes that include gathering information about library and other learning resources used. Also, the analysis of this data must be introduced to teaching and learning requirements for different programs in the institution.

## 6.2. Organization

Realizing the fact that students need extended hours for reading and research, the college library have extended its daily opening periods which is currently from 8:00 am to 7:00 pm from Sunday to Thursday and close on Friday and Saturday. Library collections and materials are brought on a regular basis based on submitted requests from various academic departments which take into account the teaching and learning requirements. These are catalogued and referenced in the international coding systems.

A separate college digital library project is being finalized. It will provide access to books and manuscripts. There are clear guidelines governing the borrowing of materials as well as the fines for late returns. The maximum number of books a faculty member can borrow at a time is 20, whereas a student can borrow 15 books. All books are magnetized and bar-coded to ensure secure systems for borrowing. Library has several copies of the same books to ensure at least one copy is always on-hand for visitors, and materials in great demand are not borrowed out for long periods. The College library has clearly displayed its codes of conduct for the users, and students are satisfied at the facilities.

On the other hand, newly integrated automated library software has been acquired for on campus and off campus searches, and access has been provided to universally online databases. Moreover, MU web site and e-learning services are available 24/7 to students and college's members, providing up-to-the-minute access to University activities and course material (Annual report of libraries Deanship). Moreover, an access to E-Journals are available for faculty on the Saudi Digital library (<http://sdl.edu.sa/>) which permits access to many of international journal periodicals and books.

### A)The Strengths

1. There are clear guidelines governing the borrowing of materials.
2. Several copies of the same books to ensure at least one copy is always on-hand for visitors.
3. The College library has clearly displayed its codes of conduct for the users, and students are satisfied at the facilities given to them.
4. On the other hand, newly integrated automated library software has been acquired for on campus and off campus searches, and access is available 24/7 to students and faculty, providing up-to-the-minute access to University activities and course material (Annual report of libraries Deanship).

### B)Priorities for improvement

1. Agreements must be established for cooperation with other libraries and resource centres for interlibrary borrowing and sharing of resources and services.
2. The library opening hours must increase to be from 08:00am to 08:00 pm.

### **6.3 Supports for Users**

The new Information Literacy Program aims at teaching library users on how to make use of the wide range of different learning resources available. Qualified librarian is available to help users and answer their questions. Furthermore, electronic system is being developed to assist users to search and find library collections. There is a department for reference services. This department provides services to users, such as direct and indirect reference services and guidance through phone, e-mail, and fax. The department facilitates the use of the library through the guidance to the appropriate paper references and the way to use it. It also helps users to identify reference materials through research in automated system as well holding training courses for new students on how to use the library and the automated system in the library ( Annual report of Libraries Deanship).

#### **A)The Strengths**

- 1.Well trained Librarians are available.
- 2.A powerful computer network is available.
- 3.All the departments are informed.

#### **B)Weakness**

- 1.Only one Training Program was provided.
- 2.A few numbers of qualified librarians.
- 3.The number of trained Librarians is not enough.

#### **C)Priorities for improvement**

Printed or electronic guides must be provided to help users finding materials for popular subject areas.

### **6.4. Resources and Facilities**

Appropriate sources and reference material is available for the program. Also, facilities and equipment should be available, and library resources should be suitable to the needs of the program. A sufficient number of books, journals and other reference materials is available, including electronic sources, to meet the needs of the program. Modern computer technologies are available and sufficient to meet the needs of the program in supporting the process of electronic access to sources and reference, materials, available books, journals, and other reference materials in both Arabic and English, as required by the program and related research.

#### **A)The Strengths**

- 1.Needed budget is consistently made for ownership, cataloguing, equipment, and for services and system development.
- 2.The availability of online access and borrowing facilities are used to reduce commitment of providing physical resources on site.
- 3.Up to date computer equipment and software are available to support electronic access to resources and reference material.

### **B)Weakness**

- 1.photocopying facilities supported by efficient payment mechanisms are not available for users (students)
- 2.Appropriate facilities are not provided for laptop and personal computers.

### **C)Priorities for improvement**

- 1.Sufficient facilities should be provided for both individual and small group study and research.
- 2.The resources (facilities and materials) are evaluated with similar good institutions, to see if it is suitable for institution and the programs being offered.

Evaluation of learning resources for students in the program. Refer to evidence about the standard and sub-standards within it, and provide a report including a list of strengths, recommendations for improvement, and priorities for action.

### **Summary**

Learning resources at College of Science, and consequently at Computer Science and Information Department, have now acquired high standards in supporting learning and research. The College of Science site is regularly updated with information on activities and programs provided to students and faculty, and increasingly, the e-learning environment has become the norm at the College to access learning resources. This assessment relies on several factors as mentioned in the data-gathering section. Even though, the results of this assessment indicate that satisfactory levels of quality have been achieved, learning resources at College of Science are going through major development as many projects are continually being initiated.

### **Strengths :**

- 1.MU library has access to a wide range of learning resources.
- 2.Strong and full support from University administrations.
- 3.Adequate budget allocation for learning resources.
- 4.Establishing the Deanship of e-learning and Distance Education.
- 5.Establishment of the web-portal and extended usage of the portal as a learning resource for students.
- 6.Initiation of several developmental projects of computer applications within the library.
- 7.Updating of facilities including provision of a large number of computer sections within the library.

### **Areas requiring improvement**

Utilization of the library's automation system to its full potential, especially its interaction with users (i.e. request for new purchase, holding a borrowed book).

### **Priorities for action**

Enhance utilization of E-learning system independently for all students.



## **Standard 7. Facilities and Equipment (Overall Rating \* \* \* \* Stars)**

*Adequate facilities and equipment must be available as per the teaching and learning requirements of the program. Use of facilities and equipment should be monitored and regular assessments of the adequacy should be made in consultation with the teaching and other staff members and students.*

*The major requirements of this standard are across the board and institutional rather than program-based. However, the program is responsible for assessing the quality of this standard. In this standard, analysis should be made on matters that impact the quality of delivery of the program. These matters would include, for example, adequacy of classroom and laboratory facilities, availability and maintenance of equipment, appropriateness of the program as per the scheduling arrangements, and availability, maintenance, and technical support for the IT equipment in meeting program needs.*

### **1- Explanatory note about arrangements for provision of facilities and equipment.**

Facilities must be designed or adapted to meet the particular requirements for teaching and learning in the programs offered by the university, and offer a safe and healthy environment for high quality education. Use of facilities must be monitored and user surveys must be used to assist in planning for improvement.

- 1) Appropriate facilities and equipment must be available for teaching and learning in the Department of Computer Science & Information.
- 2) There should be specific and accurate procedures to assess the equipment on a regular basis in consultations with the faculty, staff and students.
- 3) Adequate provisions must be made for classrooms and laboratories and use of computer technology and research equipment by the teaching staff and students.
- 4) Appropriate provisions must be made for associated services such as food services, extra-curricular activities, and where relevant, student accommodation.

Good use of these facilities and equipment enables students to be in charge of their own learning. The use of these facilities and equipment is assessed regularly in terms of its suitability for all stakeholders, i.e. students, faculty and staff.

Majmaah University has introduced policies and procedures to ensure that the planning, properties and maintenance of all its constituent colleges' facilities and equipment is efficient and optimal. Thus, clearly organized processes exist for the facilities which includes a tendering process. There is also a documented system in practice throughout the University for the maintenance and repair of facilities as well as a well-defined systems for planning and budgeting involving academic and administrative units in MU.

### **2. Key performance indicators**

1. Percentage of college faculty members that agree with the fact that the classrooms and laboratories were ready and up-to-date in the College's Readiness survey.
2. The average rating by the students in graduate evaluation survey in response to the statement: "The classroom facilities (for lectures and labs) are good enough "

### 3. Describe the processes used to evaluate the quality of facilities and equipment for the program.

The members of the Assessment and Accreditation Committee, E-learning Committee, and Safety Committees are responsible for the evaluation and preparation of the report on this standard.

#### They started their task by examining;

- ✓ Policies and procedures of Deanship of E-learning and IT Unit.
- ✓ Documents of Laboratories, Equipment & Services Committee, Student Guidance Committee, Safety Committee, E-learning committee, IT unit, E-learning unit, Computer Labs and other facilities.

The members of these committees fill out the self-evaluation forms for standard 7 as well as report on possible actions to improve the quality of facilities and equipment.

#### Report on subsections of the standard:

##### 7.1 Policy and Planning

Planning for the provision of facilities including purchase, maintenance and replacement, is accomplished by consulting the faculty members and the Head of the Department. Then recommendations on these requirements are forwarded to the college administration; the Dean and the Vice Deans through the Head of the Department. The suitable facilities for the Program purposes are acquired and provided to the relevant departments.

MU has developed effective master plans for development and management of facilities and equipment to meet the needs of the institution. This planning is carried out in consultation with the CSI department and in response to the requirements of the faculty and the students. All data pertaining the acquisition of equipment and update of labs and equipment are acquired and maintained.

##### 7.2 Quality of and Adequacy of Facilities

The following table shows the main teaching facilities available at the Department of CSI:

*Table.7.1: Classrooms and labs in the CSI Department*

| Class rooms | Computer lab | Video conference room |
|-------------|--------------|-----------------------|
| 6           | 7            | 1                     |

Each classroom is equipped with smart boards "a special Active Inspire technology board". Recently, small classrooms were added and supplied with the latest equipment as well.

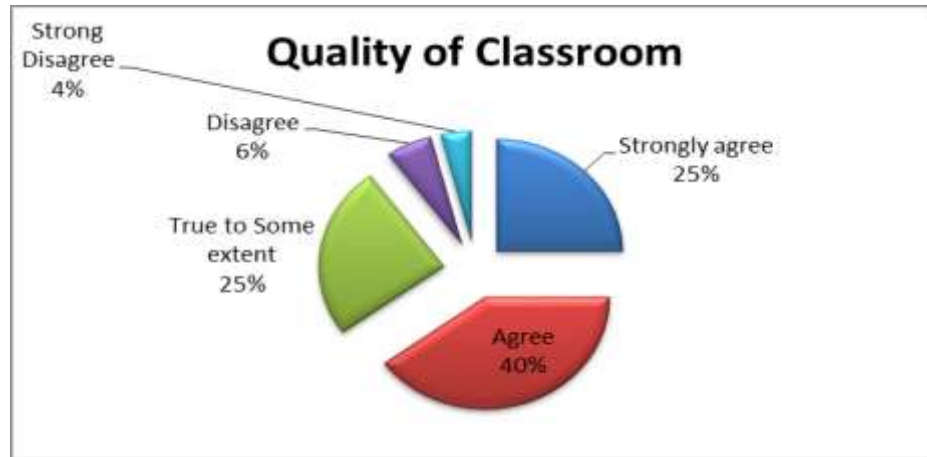
College members are trained by the Deanship of E-learning and Distance Education on the use of smart boards. Computer Labs were restructured and rearranged for better utilization by staff and students.

The overall evaluation of the students of the quality and adequacy of the classrooms facilities at the CSI department in Majmaah University is shown in the following tables.

*Table 7.2: The overall evaluation of the faculty members*

| Strongly agree | Agree | True to some extent | Disagree | Strongly Disagree |
|----------------|-------|---------------------|----------|-------------------|
| 25             | 40    | 25                  | 6        | 4                 |

The following figure shows the overall evaluation of the department's students pertaining to the quality and adequacy of the classroom facilities as per the Questionnaires filled.



*Figure 7.1 shows the overall evaluation of the department students to the quality and adequacy of the classrooms facilities .*

#### **Safety requirements**

- Safety and Security unit,
- Cameras which are available in the building 24 hours.
- Fire evacuation policy and fire drills which are available in all places.
- First aid kits which are available throughout the college.
- The College provides emergency plans, safety signs, emergency exit signs and laboratory safety manuals.

#### **7.3 Management and Administration**

- Management must ensure effective use of the available facilities, equipment and support services.
- All equipment in the CSI department as well as that with the college members is entered in a list kept at the main store in the university.
- The maintenance of this equipment is provided by the University and college workshops.
- Equipment which is out of service can be replaced according to the University regulations.
- Security systems are available to protect privacy and institutional information against electronic threats. Moreover, the equipment is monitored electronically as well as by the security men who are available 24 hours at all exits of the College buildings.
- Cleaning services in the department are available and effective.

#### **Committee's recommendation**

- The main equipment required for research purposes of CSI department's staff are PC computers and Software Packages, and they should be available for all faculty members in their offices, and uploaded with required software and connected to internet.
- The maintenance of this equipment is available by the University as well as in the College.

#### **7.4 Information Technology**

IT unit in CSI department was an part of improvement recently, so it is one of the strategic plan priorities. Working on these Strategic Plan, significant additions and enhancements were successfully implemented like:

- installing the latest hardware.
- E-register and Edugate (the new academic systems)
- Network infrastructure.
- Expanding Internet bandwidth and upgrading services.
- Providing new academic systems through the Website of University.
- Upgrading smart classrooms (Active Inspire) throughout the University.
- The Learning Management System (LMS) and E-learning portal.

#### **Optimization**

- College provides all faculty members with laptops with installed software for smart boards.
- College creates computer labs so that all the students are able to use the Internet.
- The college provides each college member with Internet facilities.
- The CSI Department organizes some technical workshops for faculty members about how to use some of the websites to improve e-learning.

#### **Committee's recommendation**

- Faculty's opinion must be taken in to account concerning the plans of the purchase, maintenance and replacement of the equipment and software in the enterprise.
- Each student should be provided with a laptop and a wireless internet service throughout the college. And the Technical Support should also be provided when needed.
- Security systems are available to protect privacy and institutional information against viruses and theft. A code of conduct has been established relating to inappropriate use of content over the internet.

#### **Evaluation of facilities and equipment for the program:**

##### **Strengths**

- Computer labs are equipped with the latest computing equipment and software.
- Classrooms are equipped with both blackboards and smart boards.
- Availability of the video conference room.
- Availability of information security systems against electronic threats.
- Central library rich with reference books,
- Computer labs are open to students from 8 am to 4 pm on all working days.

##### **Areas for improvement**

1. *Recruiting qualified supporting staff.*
2. *Enhancing the safety and security facilities at the department.*
3. *Labs must be provided with more learning resources concerning the courses taught in the respective labs.*

##### **Priorities for action**

1. Updating the software in the computer labs on a regular basis.
2. Providing more electronic learning resources.

## Standard 8:

### Financial Planning and Management (Overall Rating \* \* \* \* Stars)

*Financial resources must be sufficient for the effective delivery of the program. Program requirements must be made known sufficiently far in advance to be considered in institutional budgeting. Budgetary processes should allow for long term planning over at least a three year period. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.*

**Much of the responsibility for this standard may be institutional rather than program administration. However, the program is responsible for assessing the quality of this standard. In this standard the effect of financial planning and management arrangements on the program should be analysed, as well as matters that are carried out by program administrators themselves.**

#### **1. Explanatory note about financial planning arrangements for the program and the extent of financial responsibility for program managers.**

The funding of the College of Science is fully supported and provided by the university according to the rules and regulation of the Ministry of Finance. MU employs recognized governmental and financial accounting policies and procedures to ensure that its financial and accounting processes are properly controlled. These processes include:

- 1) An organized financial planning and budgeting process with strict monitoring and follow-up procedures.
- 2) Universal procedures for expenditures, including an invoice and billing tracking system,
- 3) A stringent accounting system for various financial categories, including salaries, allowances, and wages, operation expenditures, programs and contracts of maintenance, cleaning, guards and projects.

As a result of these processes, the University has achieved good financial management and practices, both internally and externally.

#### **2. Describe the processes used to investigate this standard and the evidence obtained about adequacy for the program.**

The members of the Evaluation and Academic Accreditation Committee and Employment Committee had participated in the evaluation of this standard, they are as listed below:

- 1) Identified and listed the evidences necessary for the compilation of the standards.
- 2) Reviewed some official documents related to financial planning and management.
- 3) Interviewed the Dean, Vice Deans and Head of the Department.

Report on subsections of the standard:

### **8.1 Financial Planning and Budgeting**

The budget of the university allocated by the government is the largest. However, the University has also attempted to seek out other sources of funding to support long- term financial plans as mentioned in its new Strategic Plan. As a result, the university is working to develop strategies to diversify its sources in order to reduce its dependence on the government as a single source of funding. .

This Standard (8) offers greater detail in terms of research grants, contracted income, and the academic services provided by MU to external parties.

The University revenues consist of the following:

- 1) Government allocated budget.
- 2) Funds from individuals in the form of donations, and endowments.
- 3) Revenues from the University owned property.
- 4) Research grants, contract income and other academic services rendered by the University to other parties.

Preparation of the University draft budget is a financial plan including estimations of required expenses and requirements of financial resources for the operation of all the University units and departments. A letter from the Ministry of Finance includes the date set for the submission of the University draft budget for the next year to the Ministry. In the light of that, the General Directorate for Planning, Budget, and Follow-up prepare the proposed budget for the next year. They are guided by the University's five-year operation plan, which is prepared by the Development and Planning Directorate, based on their consultations with the University's organizational units. The approved plan is announced by the Ministry of Economy & Planning.

#### **The preparation of the budget involves the following steps:**

1. Consultation with organizational units.

These include the CSI department for General Projects, the Finance Department, the Department of General Procurements, the Deanship of Faculty and Personnel Affairs, and the Deanship of Admission and Registration. This consultation aims to define the University's requirements and complete the official forms required by the Ministry of Finance ; the process also ensures that the funds provided for the following year's Programs and services are adequate.

2. The budget is then prepared.

During this process, the Rector and Vice-rector are consulted frequently for guidance. The budget draft, together with a brief memorandum, is then submitted to the University Council for approval.

3. Once the Council approves the budget proposal

It is submitted to the Ministry of Finance. A date is then set to discuss the draft proposal and any supporting data must be prepared and produced by the Directorate.

4. Once the University budget is approved, it is announced and circulated.

The funds allocated to :

1. Section One (salaries, allowances and wages) .
2. Section Two covering (Operating expenses) , for example, laboratory equipment and chemicals, office furniture, teaching materials, raw materials for maintenance, spare

- parts, repair projects and building rehabilitation plans, are allocated based on the requirements of individual units.
3. Section Three (Programs and contracts of maintenance, cleaning and security are administered and audited centrally at all campuses;
  4. Section Four budgets allocated to projects are also centrally managed at main campus, but if there is an urgent need, funds may be provided directly to an organizational unit.

In such cases, a project or program proposal must be submitted to explain the cost and the reason for the expenditure whereupon the Department of Financial Affairs considers the cost-benefit and cost-effectiveness of the proposal. Carrying out a cost benefit analysis covers all goods or services over a set value to ensure that resources are allocated efficiently.

Thus, the College of Science which includes Computer Science and Information Department operates financially under the umbrella of MU which, as mentioned above, follows recognized accounting practices to record and communicate its financial affairs; all accounting and reporting is carried out by MU's finance office while the MU - College of Science finance team manages the day-to-day affairs of the institution that do not exceed SR 80,000 annually.

## 8.2 Financial Management

The standard of financial planning and management relates not only to the adequacy of funding but also to the efficiency and flexibility of financial management by program managers. For this flexibility and appropriate accountability, delegations should be providing for specified levels of expenditure to be authorized by the program manager subject to reporting and accountability requirements. Regular management reports should be provided to the program manager from the financial accounting system to permit monitoring of expenditure in relation to budget projections.

The Department of Finance itself manages the University's independent accounts, which include funds regarding endowments, research chairs...etc.). For the rules and procedures laid down for spending from independent accounts and the mechanisms for payment.

The Accounting Division of the Financial Directorate must ensure that funds provided for a particular purpose are used solely for that purpose; the Division also verifies that this has been done as per the requirement. A quarterly report is submitted by the Finance Directorate concerning expenditure and commitments which outlines differences between projected and actual expenditure; individual reports are prepared for each organizational unit as well as for the University as a whole. The

Executive Rules for Financial Affairs make clear that the University Council must, based on nominations from the Rector, appoint a financial accountant whose main duty is to review and submit a quarterly report concerning the University's accounts to the Rector; an annual report regarding the financial position of the University must also be submitted by the accountant within a period of two months after the end of the financial year.

### **Effective Financial Management will be achieved through:**

1. Sufficient delegation of spending authority must be given to the program manager for effective program administration.

2. Any financial delegations should be clearly specified and accompanied by appropriate accountability and reporting processes.
3. The program manager/Head of department must be involved in the budget planning process.
4. The accounting system provides for accurate and continuing monitoring by the program manager of expenditure and commitments against budgets.
5. Where possibilities of conflict of interest exist, either actual or perceived, the persons concerned declare their interest and refrain from participation in decisions.
6. Financial carry-forward provisions are sufficiently flexible to avoid rush at the end of year expenditure or disincentives for long term planning.

### **3. Evaluations of Financial Management and Planning Process**

Evaluating MU's financial planning and management system showed that the University budgeting and resource allocation process reflects its mission and goals guided by its five-year plan. The state allocated budget is the largest component of the University's income. However, the University is encouraged to develop strategies to diversify revenue through a range of activities to reduce its dependence on a single funding source.

The General Directorate for Planning, Budget, and Follow-up prepares the proposed budget for the next fiscal year. The main task of the Accounting Division at the Financial Directorate is to ensure that funds provided for particular purposes are used for the same purposes and verify that this has occurred. The Finance Directorate submits a quarterly report on expenditure and commitments against budgets with reports prepared for each organizational unit.

At the College level, most of the funding comes directly from the University through various sources. All salaries are paid directly to staff. For all IT related services and equipment this is either funded from the IT deanship at the university. For all e-learning materials are funded through the learning deanship. Similarly, most faculty development activities are funded through the deanship of faculty development. Other daily expenses are covered by the university through a special budget. The individual departments are managed in a manner similar to the arrangement for the College.

#### **A. Strengths**

- a. Majmaah University is getting great deal of support from the government, which has a comparative advantage compared with other universities.
- b. The ability to generate income from non-governmental sources by establishing development programs, such as research chairs, endowments, donations, and financed research and projects.
- c. The University Financial Affairs executive rules are comprehensive and written in clear and practical terms. The University Financial Affairs organizational structure ensures a clear division of work.
- d. The University financial planning process is aligned with its Mission and goals and is guided by the University's operation plan.
- e. The University employs an efficient internal and external auditing process which ensures good control and monitoring of the financial affairs.



#### **Areas Requiring Improvement**

- ✓ *CSI Department does not have financial autonomy to cover its day-to-day operational expenses.*
- ✓ *The financial affairs should embark on formal cost-benefit and cost-effectiveness analyses for proposed projects and programs.*
- ✓ *The financial planning processes should include independently verified risk assessment.*
- ✓ *Establishing a financial benchmarking process at college level in addition to that of the university.*

#### **Priorities for action**

- ✓ *Restructuring of MU's financial planning and management system in order to delegate some level of financial autonomy to the college through the provision of its annual operational expenses budgets.*
- ✓ *Embark on formal cost-benefit and cost-effectiveness analyses for proposed projects and programs.*

*The financial planning processes should include independently verified risk assessment.*

## Standard 9. Employment Processes (Overall Rating: \* \* \* stars)

*Teaching and other staff must have the knowledge and experience needed for their particular teaching or other responsibilities and their qualifications and experience must be verified before appointment. New teaching staff must be thoroughly briefed about the program and their teaching responsibilities before they begin. Performance of all teaching and other staff must be periodically evaluated, with outstanding performance recognized and support provided for professional development and improvement in teaching skills. (Much of the responsibility for this standard may rest with institutional rather than program administration. However regardless of who is responsible employment processes will have a significant effect on the quality of the program. In this section comment should be made on employment matters that affect the quality of the program regardless of who manages them or determines the policies that affect them. These matters include at least the appointment of appropriately qualified faculty, their participation in relevant professional development and scholarly activities, and their preparation for participation in the program.)*

### 1. Explanatory note about recruitment and other employment activities that relate to this standard.

In line with the future Strategic Plan of MU; notably Objective 2, the University's approach to human resource policy and management has undergone significant change in the last few years. The majority of faculty and staff employment processes are centrally managed by the Deanship of Faculty and Personnel Affairs which is located at the main campus in Al-Majmaah. However, the rest of the process is managed by colleges and departments in Zulfi campus. The Department of CSI has made considerable progress in terms of improving the quality of its workforce by providing personal and professional development opportunities through workshops offered regularly by the Deanship of Skills Development. Faculty members are also encouraged to attend international conferences and/or training abroad. MU as a whole has progressed in rewarding outstanding academic and administrative performance by introducing and publicly announcing outstanding performance awards.

### 2. Key performance indicators

- ✓ Proportion of faculty members leaving the Department in the past year for reasons other than age retirement.
- ✓ Proportion of faculty members participating in professional development activities during the last year.

### **3. Describe processes used to consider quality of performance in relation to this standard.**

The members of Development ,Quality, Assessment and Accreditation Committees were involved for evaluating this standard. The following factors were considered to achieve their goal:

- 1. Reviewing the University SSR on this standard.**
- 2. Reviewing all employment policies and procedures.**
- 3. Reviewing all the faculty staff statistics from the College.**
- 4. Reviewing all the documents of the faculty improvement unit.**
- 5. Discussing with the Vice Dean regarding various issues concerned to the employment process and to procure the best faculty .**
- 6. To provide an explanatory report about recruitment and other employment activities for the following sub-standards. By referring to the evidence that was accessible on the verification of this standard and its parts subsidiary. And to give a brief report of certain strengths, and areas that need to be developed, with their implementation priorities.**

#### **9.1 Recruitment**

1. Majmaah University has clear formal recruitment processes. These processes deal with the employment of Saudi, non-Saudi and non-academic staff. On the university website the detailed processes of recruitment are announced.
2. At the departmental level, the employment committees discuss about every candidate and document their recommendations. This then has to be approved by the Department Council, then by the College Board, and then by the Committee of Teaching Assistants and Lecturers as headed by the Vice Rector for Graduate Studies and Research. The final decision is from the Scientific Council.
3. For non-academic staff the process also starts at the departmental level but goes directly to the Dean and then to the personnel department in the college and then finally to the university personnel department.
4. Positions are publicly advertised at local newspapers, and the University website. Detailed description of the job, selection criteria, indicators of performance, and processes of performance evaluations are not consistently included in the advertisements.
5. The University is strict about verifying the standing and reputation of the institutions from which the degrees were obtained. The process undoubtedly includes considering if the institution is recognized by the Ministry of Higher

Education.

6. Careful attention is given to appoint qualified and skilled faculty staff. Final decisions for professorial-level appointments are made by the Scientific Council. All other appointments are confirmed by the Committee for Teaching Assistants and Lecturers. There are a number of specialized units and programs to recruit internationally-renowned scholars and researchers.
7. A process of qualifications and reference checking is in place.
8. Colleges provide additional orientation to new faculty members (New Faculty Orientation Program) and at college level orientation process is been revisited. It is important to note that the University makes explicit descriptions of all jobs and related responsibilities, duties and authority for each post and level, and that there are guidebooks available that specify these responsibilities.

**Table G.9.1.1:** Proportion of faculty member leaving the Department in the past year for

| Number College 's members in 1433/1434H | Number of leaving | Proportion of faculty member leaving the Department |
|---|-------------------|---|
| 81                                      | 9                 | 12 %  |

*reasons other than age retirement*

### **Areas for further improvement**

1. *Suitable arrangements should be made to conduct interviews of all applicants.*
2. *Faculty and staff should be informed formally (in writing) of what is expected from them and how exactly this will affect their evaluation.*
3. *Confidential consultations are needed on regular basis (at least once a year) to discuss work performance and the means to attain expectations.*
4. *Faculty and staff evaluations should be detailed and reflect reality.*
5. *Evaluations should be routinely accessible to all faculty and staff.*
6. *The most prominent challenging currently facing recruitment at the Department of CSI is appointing suitably qualified and skilled female faculty members.*
7. *The Department of s realized the lower participation of faculty members in skills development programs.*

### **Priorities for action**

- Suitable arrangements should be made to conduct interviews of all applicants.
- The Department of CSI should have a systematic plan to involve all faculty members and supporting staff in skills development programs.

### **Strengths points :**

- 1) There is a well-developed employment process.
- 2) Credentials of all employees is checked and verified.
- 3) Ensure that recruitment processes (recruitment) that has the required expertise of the faculty in their fields, and the personal traits and characteristics appropriate, experience and skills that meet the requirements of teaching in the program.
- 4) Examine the recommendations of references and are validate qualifications and experience of candidates prior to their appointment.
- 5) To make use of the professional experience of the recruited faculties to help and advise the students related to job queries.

### **9.2 Personal and Career Development**

MU provides processes for performance and professional development must be fair to all teaching and other staff, designed to encourage and support improvements in performance, and recognize outstanding achievements. MU has recently adopted a policy to reward outstanding academic and administrative performance with such recognition of merit being announced on the University's website and in MU's newspaper; the criteria for choosing winners are clearly documented on the website of the Deanship of Quality (<http://www.mu.edu.sa/en/departments/deanship-faculty-and-staff> ) and Deanship of Faculty and Personnel Affairs (<http://www.mu.edu.sa/en/news/deanship-faculty-and-staff/deanship-faculty-members-and-staff-affairs-completes-procedures>) As another form of reward, laptops were also given.

### **4. Evaluation of employment processes for the program:**

#### **Summary of strengths:**

1. There is a well-developed employment process.
2. Credentials of all employees is checked and verified.
3. The college has been able to attract distinguished staff with high international caliber.
4. Faculty members of the department of CSI have participated in several skills development programs.

#### **Areas for further improvement:**

1. Suitable arrangements should be made to conduct interviews of all applicants.
2. College and staff should be informed formally (in writing) of what is expected from them and how exactly this will affect their evaluation.
3. Confidential consultations are needed on regular basis (at least once a year) to discuss work performance and the means to attain expectations.

4. College and staff evaluations should be detailed and reflect reality.
5. Evaluations should be routinely accessible to all faculty and staff.
6. The level of the provision of College in the program proper (i.e. the percentage of students per capita in the College , calculated in the form of equivalent to full-time work ) , and are compared to the points (standard) reference to the ratios of students to teaching staff in institutions of high quality both inside or outside the Kingdom.
7. Consultations are positive about the functionality and confidentiality, and it is formally conducted of at least once in every year.
8. An estimate of academic performance and outstanding administration.
9. Calls for Colleges to participate in activities will ensure that they are conversant with the latest developments in their fields, and will be followed up over what they are well doing in this regard.
10. Creation of a committee to examine the files to fill a guest and new applicants faculty member at the capacity of assistant professors.
11. Creation of a committee to determine clear mechanisms to use all the utilities as available.
12. Creation of a committee to determine clear mechanisms and a smooth upgrade to a private college and raise the university to study the proposal.
13. The creation of a committee to study the demands and assess their priority and importance in a clear and transparent manner.
14. Creation of an efficient study on all demands and support the creation and research units and judge according to the criteria as discussed and approved by the College members.
15. Lecturers and teaching assistants in Department of CSI are given considerable assistance by the University via the Unit of Support which helps them to gain acceptance at universities abroad which will provide them with the information helping them in pursuing their further education.

**Priorities for action:**

- Suitable arrangements should be made to conduct interviews of all applicants.
- The Department of CSI should has a systematic plan to involve all faculty members and supporting staff in skills development programs

## Standard 10. Research (Overall Rating: \* \* \* \* Stars)

*All staff teaching higher education programs must be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Staff teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate facilities and equipment must be available to support the research activities of teaching staff and post graduate students to meet these requirements in areas relevant to the program. Staff research contributions must be recognized and reflected in evaluation and promotion criteria.*

Expectations for research vary according to the mission of the institution and the level of the program (e.g. college or university, undergraduate or postgraduate program). In this standard an analysis should be made on the extent and quality of research activities of faculty teaching in the program, and on how their research and other current research in the field is reflected in teaching.

### **1. Explanatory note about nature and extent of research activities associated with the program or carried out by staff teaching in it.**

Majmaah University is newly established and there is no special postgraduate research programs (Master and PhD) studies. There are no strategic research plans, but each member staff works independently upon his specialist. The extent and quality of research activities of faculty teaching in the program are based on how their research and other current researches in computer science field have positive reflects in teaching. The mission statement of CSI department and the mission statement of college of Science stands on three pillars: Education, Research, and Community Service. Research as one of the main pillars of the mission of the college of Science has reflected in at least five of its strategic priorities, namely:

**Strategic priority 1:** To Achieve Excellence in Higher Education, Scientific Research, and Community Service.

**Strategic priority 2:** The optimal use of resources and modern technology.

**Strategic priority 3:** To establish effective partnerships locally and globally.

**Strategic priority 4:** The evaluation of research performance is based on the statistics of each faculty member publications in an reputable international journals.

The college has a very well know reputation in the field of basic and applied scientific research. Among our staff there are number of internationally known and heavily cited scientists, according to Top Academia Website. The Department of CSI stands second among the College departments in terms of the number of publications for the year 2014.

### **Research Laboratories:**

The department of CSI has no specialized research laboratories till now. However, the existing

teaching laboratories are used to run some individual researches since the individual researchers in CSI department rely on the usage of the available software in the labs, especially, programming languages. CSI department is in the process of establishing and equipping of a Robotic laboratory which will be used to train students about robotics and to promote the knowledge of robotics among the whole college. In addition, the intended lab will form the base to run new trend of research in robotics.

Mainly, CSI department formed recently some research groups based on research interests of its faculty members. The formed categories are:

1. Artificial intelligence group
2. Cloud computing group
3. Information security group
4. Computer vision

This semester witnessed the submission of two proposals to King Abdul-Aziz city of science and technology (KACST) to seek funding and to run new trends of research in CSI department. The submitted projects are:

1. Sleep disorders assessment between Saudi people using Photoplethysmogram technique
2. Arabic E-learning using Internet of Everything

## **2. Description of process for preparation of report on this standard**

The members of the Higher Study and Research Committee were responsible for the evaluation and preparation of the report on this standard. To achieve their goal, they started their task by **reviewing:**

- The strategic plan of the College of Science.
- The annual report of the College of Science for (1432/1433H) year.
- The annual report of the Department of CSI.
- Faculty members CV's.

### **Key Performance Indicators considered:**

1. Number of publications in reviewed journals in the previous year per full time member of teaching staff.
2. Proportion of full time members of teaching staff with at least one publication in reviewed journals during the previous year.
3. Number of papers or reports presented at academic conferences during the past year per fulltime member of teaching staff.

### **Report on subsections of this standard:**

#### **10.1 Teaching staff and Student Involvement in Research**

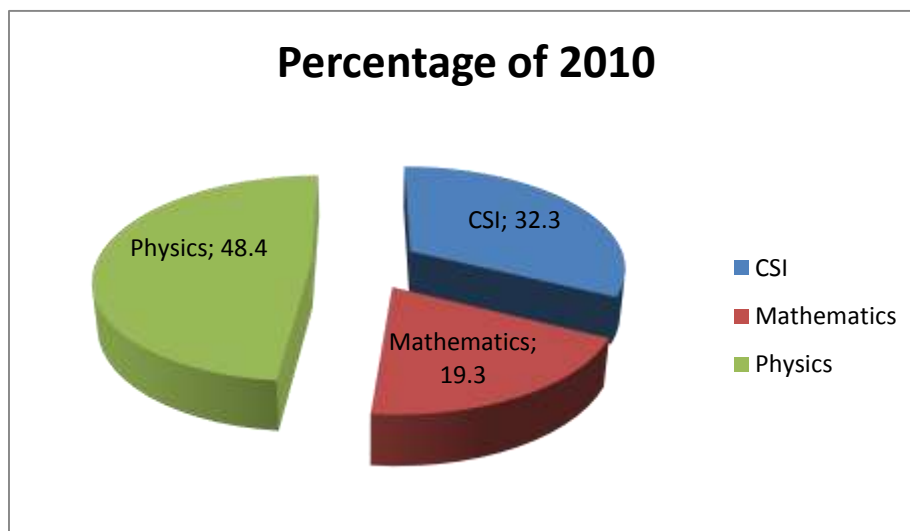
##### ***Involvement of the teaching staff:***

***At the College of Science level:*** Majority of the faculty members have graduated from world top universities. Researchers are familiar with research methodologies and techniques.

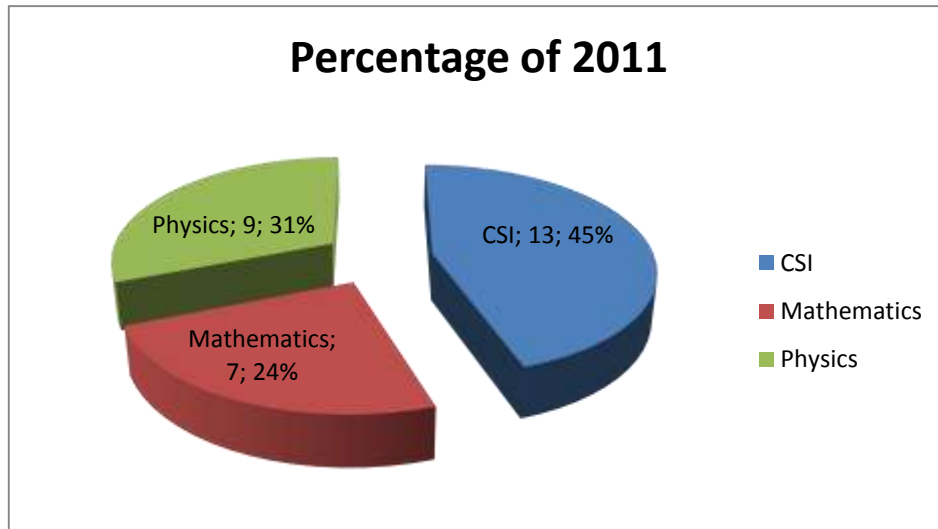


**Table10.1:** Total articles publications of faculty staff through 2010 to 2015.

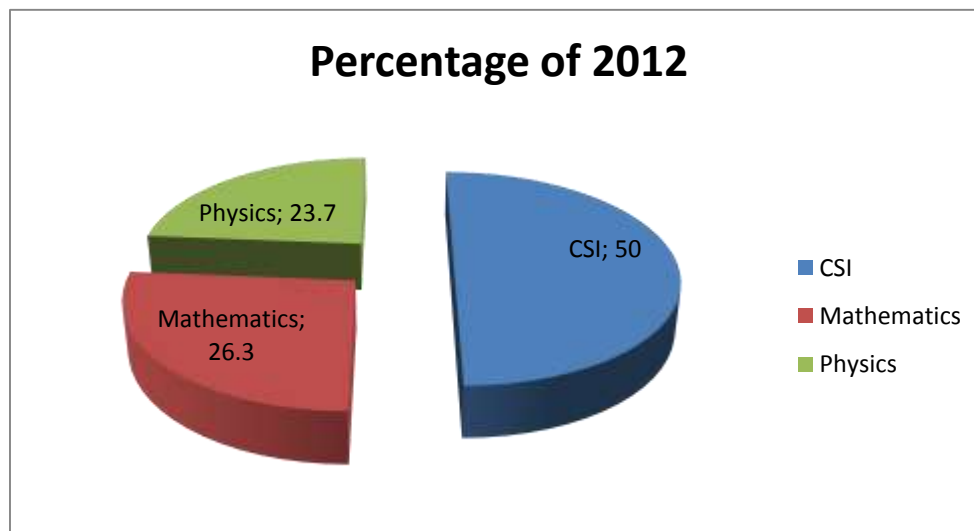
| Department                                | Total Articles In Year |      |      |      |      | No . of Staff members | Ratio article per Year |
|---|------------------------|------|------|------|------|-----------------------|------------------------|
|   | 2010                   | 2011 | 2012 | 2013 | 2014 |                       |                        |
| <b>Computer Science &amp; Information</b> | 10                     | 13   | 19   | 16   | 15   | 20                    | 14.6                   |
| <b>Mathematics</b>                        | 6                      | 7    | 10   | 11   | 13   | 17                    | 9.4                    |
| <b>Physics</b>                            | 15                     | 9    | 9    | 14   | 19   | 15                    | 13.2                   |



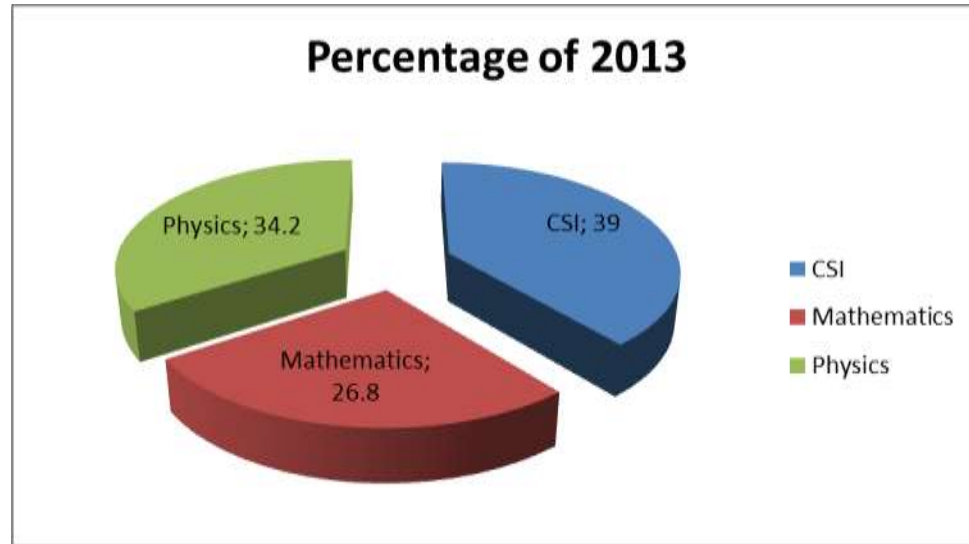
**Figure 10.1:** Publication Percentages of all department's staff in 2010.



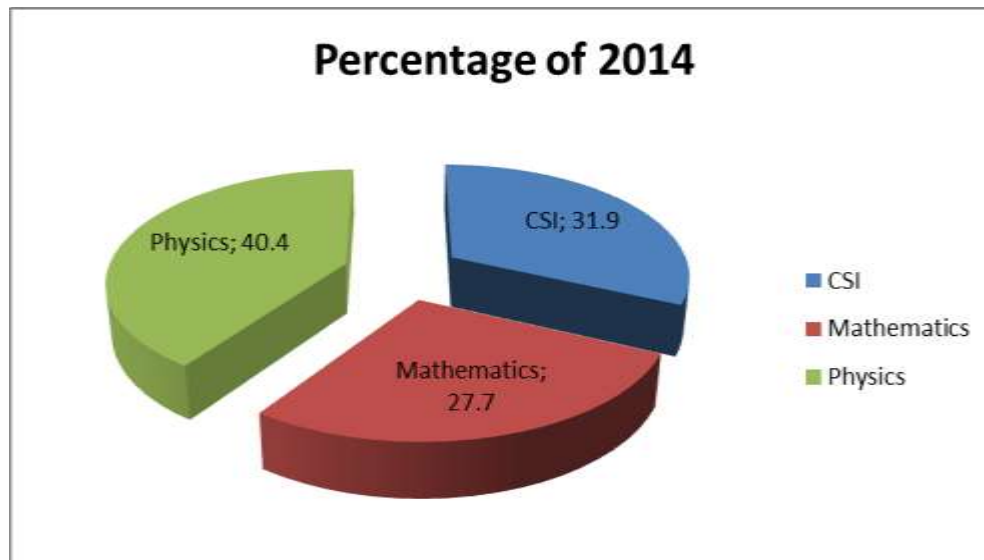
*Figure 10.2: Publication Percentages of all department's staff in 2011.*



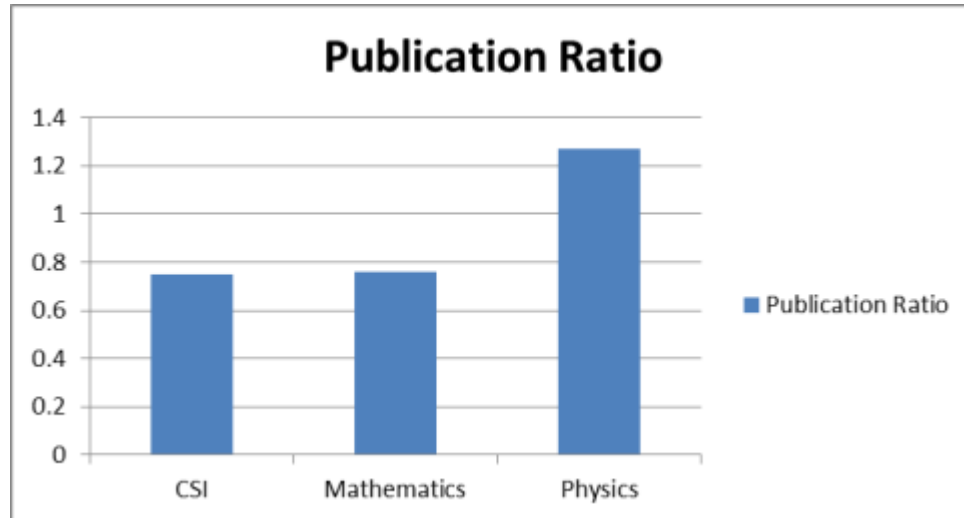
*Figure 10.3: Publication Percentages of all department's staff in 2012.*



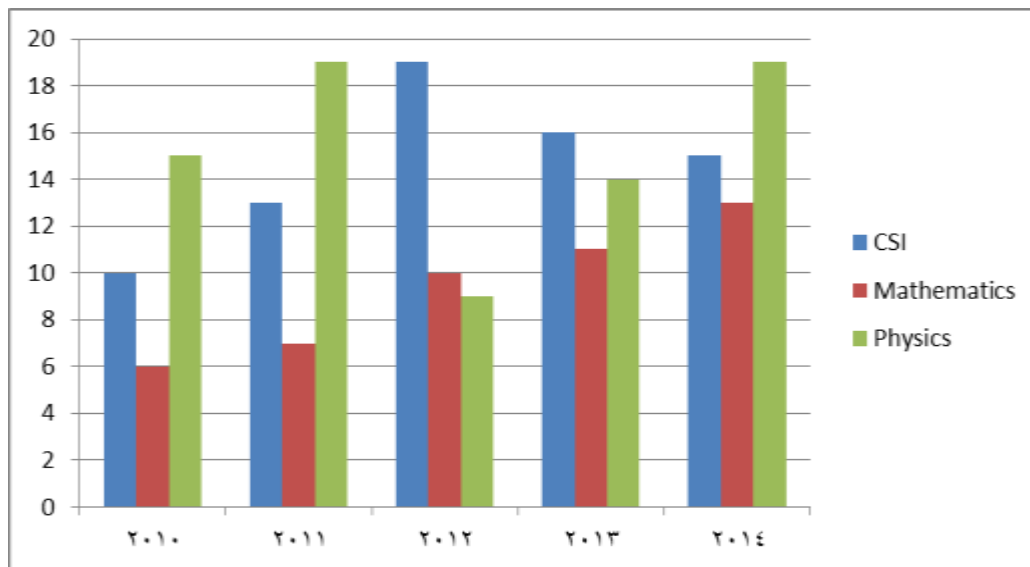
*Figure 10.4: Publication Percentages of all departments' staff in 2013.*



*Figure 10.5: Publication Percentages of all departments' staff in 2014.*



*Figure 10.6: Ratio of Publication for each faculty member in each department of Science in 2014*



*Figure 10.7: Trends of ISI Original Publications for each department through period from 2010 to 2014.*

## 10.2 Research Facilities and Equipment

Basic research requirements in CSI department are the computer Labs with modern PCs in the staff offices, e-databases and e-journals. Although, CIS department has not a research Lab, each member received laptop from university for requirements' research. The Central Library subscribed to a large number of databases and scholarly e-journals which can be accessed through the libraries' website at <http://maktabat.mu.edu.sa/>.

In order to accomplish researches objectives, a security policy and arrangements are carried out in coordination with the department of security and safety of the university. The following safety measures are usually taken in all facilities:

- 1) **Security:** the Safety and Security unit provides a security systems and guards to secure the facilities with availability Cameras thought the facilities with 24 hours monitoring.
- 2) **Fire Safety:** Fire evacuation policy and fire drills are practiced in all laboratories,
- 3) **First Aid:** First aid kits are available in all laboratories
- 4) **Others:** The College also has emergency plans, safety signs, emergency exit signs and laboratory safety manuals. Finally, safety aspects are taken into consideration when purchasing new machinery and equipment.

### 3. Evaluation of research activities associated with the program and of staff teaching in it.

#### Strengths :

1. The Department of CSI has outstanding researchers in Artificial Intelligence (AI), Bioinformatics, Biomedical engineering, Information security, Cloud computing, Software Engineering, and information technology (IT) .
2. The research process is supported by the University through the Deanship of Scientific Research as well as several supporting programs.

#### Areas for improvement :

1. Future research strategic plan should be identified and implemented as a main priority for the CSI department.
2. The computing and electronic databases facilities needs to be improved in order to conduct state of the art research in these fields.
3. Overall, research and development (R&D) culture should further be encouraged and facilitated as the number of ISI-indexed publications of the CSI doesn't match its true great potential.
4. Research seminars and workshops needs to be arranged in order to encourage students to pursue research careers.

**Priorities of action:**

1. Establishing a graduate program (Master) strategic plan for the future, it should be identified as a main strategic priority for the College and CSI Department.
2. Continuous support and enhancement of the students and residents research days.
3. Start a new incentive encouragement program for research to increase quantity and quality of current research output.
4. The supported infrastructure of the suggested program needs more improvement. Such as, staff, Lab. space, and electronic database systems.

## Standard 11: Relationships with the Community (Overall Rating: \* \* \* \* Stars)

*Significant and appropriate contributions must be made to the community in which the institution is established drawing on the knowledge and experience of staff and the needs of the community for that expertise. Community contributions should include both activities initiated and carried out by individuals and more formal programs of assistance arranged by the institution or by program administrators. Activities should be documented and made known in the institution and the community and staff contributions appropriately recognized within the institution.*

### 1. Explanatory note about community activities carried out in connection with the program.

The Mission of the Department of CSI emphasizes its role in community service as one of its three main functions beside teaching and research. The Department serves the community through different channels through the Department and the individual faculty members.

The community services provided by the program include participating and organizing a number of graduate projects as (Software Applications), workshops, providing consultancies services for public and private sector and short term IT courses. College members of the Department of CSI serve as part-time consultants at ministries, and public and private sectors.

Nowadays, the relation between the community and CSI Department is became a strong, because of full-time plans as listed below :

- ✓ TAGSEER program (B.Sc. computer science & information ) for technical collage students and
- ✓ Diploma (Networks) for high school students of employees.

**Table(11.1):** Number of all Students as enrolled in TAGSEER and Diploma program

| Program | No. Students in first year | No. Students in Second year |
|---------|----------------------------|-----------------------------|
| TAGSEER | 75                         | 75                          |
| Diploma | -                          | 20                          |

### 2. Describe the processes used to evaluate performance concerning this standard

The members of Community Service Committee were responsible for the evaluation and preparation of the report on this standard. To achieve their goal they have reviewed the following:

1. Review the College and University strategic plans.
2. Review the College annual report for 1432/1433H.
3. Review the Advisory Board documents.

### 3. Key Performance Indicators consider

Proportion of full-time teaching and other staff are actively engaged in all community service

activities.

#### **Report on subsections of the standard:**

##### **Policies on Community Relationships**

Community services are parts of the main criteria for promotion in Majmaah University. Main community service contributions have to be clearly mentioned in the promotion and it is considered as an integral part in promotion. The mission of the Department of CSI emphasizes on the importance of community services as means to strengthen the relationship between the program, and to the outside community through education, research, and other services.

##### **11.2 Interactions with the Community**

The cooperation with the community is integral to CSI Department as a public service institution. The objective of the community service at Department of CSI is to enhance and expand opportunities for its students, and faculty to become engaged in community service activities within its community and to continue for emphasizing the role of the program in the community and shared cultural and educational activities.

College's members are actively engaged in community enhancement in an array of meaningful efforts. For example, such activities as service on local boards, presentations and programs sponsored by the program for Public Service. Activities also include lectures and presentations. Students often join university professionals in these activities, giving the former a chance to apply the skills and knowledge they have acquired and to develop contacts that may result in future careers.

The Department of CSI Advisory Board has been instrumental in developing community relations. The Board composed of citizens from the regional community. They are helpful in expanding internship opportunities and in sharing trends and changes from the world outside the Department. The advisory board helps in review the program and makes recommendations for modifications and improvements which will keep the Department updated about the quality of its relationships.

#### **4. Evaluation of the extent and quality of community activities associated with the program and of staff teaching in it.**

##### ***Strengths***

1. A Continuous education programs are introduced for employees of community through evening full-time (TAGSEER) program and Diploma program.
2. Part of promotion Tenure decisions at Department of CSI are based on evaluations of College contributions to teaching, to research, and to university/community service.
3. The Department of CSI presently offers educational services to the surrounding community and region and anticipates appreciable growth in the near future.

##### ***Areas for improvement***

1. *Create a strategy plan for all community activities at the Department of CSI.*
2. *The Computer Science and Information Program should improve communication between the Program mission and its surrounding community.*
3. *CSI Program should develop appropriate assessment instruments to demonstrate and*



*enhance the effectiveness of the program's community outreach efforts*  
4. *CSI Program should provide educational and innovative programming for its community.*

***Priorities of action***

- To Finalize the community needs assessment plan.
- To have an effective alumni program.

### K. Program KPI and Assessment

| KPI #                            | List of Program KPIs Approved by the Institution | KPI Target Benchmark | KPI Actual Benchmark | KPI Internal Benchmarks | KPI External Benchmarks | KPI Analysis | KPI New Target Benchmark |
|----------------------------------|--|----------------------|----------------------|-------------------------|-------------------------|--------------|--------------------------|
| 1                                |  |                      |                      |                         |                         |              |                          |
| 2                                |  |                      |                      |                         |                         |              |                          |
| 3                                |  |                      |                      |                         |                         |              |                          |
| 4                                |  |                      |                      |                         |                         |              |                          |
| 5                                |  |                      |                      |                         |                         |              |                          |
| 6                                |  |                      |                      |                         |                         |              |                          |
| Analysis of KPIs and Benchmarks: |  |                      |                      |                         |                         |              |                          |

**NOTE** The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.

**KPI** refers to the key performance indicators the program used in the SSR and approved by the institution (if applicable at this time). This includes both the NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA suggested KPIs and all others).

**Target Benchmark** refers to the anticipated or desired outcome (goal or aim) for each KPI.

**Actual Benchmark** refers to the actual outcome determined when the KPI is measured or calculated.

**Internal Benchmarks** refer to comparable benchmarks (actual benchmarks) from inside the program (like data results from previous years or data results from other departments within the same college).

**External Benchmarks** refer to comparable benchmarks (actual benchmarks) from similar programs that are outside the program (like from similar programs that are national or international).

**KPI Analysis** refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.

**New Target Benchmark** refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.

### Student Learning Outcome Assessment

Use the rating scale with 5 reflecting the higher value and 1 the lowest value

|            | Learning Domains for Learning Outcomes Rating Scale  | 1 | 2 | 3 | 4 | 5 |
|------------|--|---|---|---|---|---|
|            |  |   |   |   | √ |   |
| <b>1.0</b> | <b>Knowledge Content – Assessment</b>  |   |   | √ |   |   |
|            | Do the knowledge content requirements align with the requirements normally expected by a professional society or employers?                                    |   |   |   | √ |   |
| <b>2.0</b> | <b>Cognitive Skills – Assessment</b>   |   |   |   |   |   |
|            | Do the cognitive skill requirements align with the requirements normally expected by a professional society or employers?                                      |   |   | √ | √ |   |
| <b>3.0</b> | <b>Interpersonal Skills and Responsibility – Assessment</b>  |   |   |   | √ |   |
|            | Do the interpersonal skills and responsibility requirements align with the requirements normally expected by a professional society or employers?              |   |   |   | √ |   |
| <b>4.0</b> | <b>Communication, Information Technology, Numerical -- Assessment</b>  |   |   | √ |   |   |
|            | Do the communication, information technology, and numerical requirements align with the requirements normally expected by a professional society or employers? |   |   | √ | √ |   |
| <b>5.0</b> | <b>Psychomotor Skills -- Assessment</b>  |   |   | √ |   |   |
|            | Do the psychomotor skills requirements align with the requirements normally expected by a professional society or employers?                                   |   |   | √ |   |   |
|            | <b>Total Scores</b>  |   |   | √ |   |   |
|            | <b>Composite Score</b>   |   |   | √ |   |   |
|            |  |   |   |   |   |   |

### Additional details and important notes

The following documents should be provided as ONE hard copy and also in an electronic format using a USB or CD. This information must be submitted to the NCAAA at least four months prior to the date of the review.

The SSRP should be on A4 paper, unbound, printed on one side, page numbered, and with a table of contents for reference. A list of acronyms used in the report should be included as an attachment.

### ATTACHMENTS – IMPORTANT NOTES

*Where evidence is provided for each section of the SSRP, such as attachments, it is recommended that these documents be contained in the NCAAA portal and hyperlinked to the relevant section in the document.*

*Ensure that the attachments provided are relevant and related to the SSRP.*

- *Attachments must be current and not less than 2 years old*
- *Use a short descriptive file names to identify the contents of each attachment.*
- *Photos, excessive letters, emails, notes, memos , surveys etc and numbers of files are not encouraged. These types of documents can be shown when the review team arrives at the institution.*

*It is important that the following documents are submitted as a minimum with the SSRP.*

- I. **Completed *Self-Evaluation Scales* template for programs. The completed scales should include star ratings, independent comments, and indications of priorities for improvement as requested in the document, and should be accompanied by a description of the processes used in investigating and making evaluations.**
- II. ***Program Specifications***
- III. ***Annual Program Report* – provide two reports for the last two years**
- IV. **A brief summary of the outcomes of previous accreditation processes or Mach Review (if any) including program accreditations and any special issues or recommendations emerging from them.**
- V. **A copy of the program description from the bulletin or handbook, including descriptions of courses, program requirements and regulations.**
- VI. **Three samples of *Course Specifications* for each level; three for each year or twelve altogether.**
- VII. **A completed *Periodic Program Profile*.**

#### DURING THE REVIEW

The following documents should be available for the review panel during the visit. Members of the panel may ask for some of it to be sent to them in advance.

- VIII. **All Course Specifications, Field Experience Specifications, Annual Course Reports and Annual Program Reports.**
- IX. **Faculty handbook or similar document with information about faculty and staffing policies, professional development policies and procedures and related information.**
- X. **CVs for faculty and staff teaching in the program and a listing of courses for which they are responsible.**
- XI. **Copies of survey responses from students and other sources of information about quality such as employers, other faculty, etc.**
- XII. **Statistical data summarizing responses to these surveys for several years to indicate trends in evaluations.**
- XIII. **Statistical data on employment of graduates from the program.**
- XIV. **Representative samples of student work and assessments of that work.**

If the program is one that is offered by a private institution and that has provisional accreditation a supplementary report should be attached listing requirements of the Ministry or other organization to which it is responsible for special accreditation, and providing details of the extent to which those requirements have been met.

#### Authorized Signatures

| Dean / Program Chair                                       | Name | Title | Signature | Date |
|--|------|-------|-----------|------|
| Program Dean or Chair of the Board of Trustees Main Campus |      |       |           |      |
| Vice Rector  |      |       |           |      |