Self Study Report (SSR)

For ASIIN Accreditaion of
CSI Computer Science & Information Dept.
College of Science in Zulfi
Majmaah University

جامعة المجمعة
Majmaah University

Submitted by :

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Kingdom of Saudi Arabia
Ministry of Higher Education
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College Of Sciences
Computer Science &Information Dept.

المملكة العربية السعودية
وزارة التعليم العالي
جامعة المجمعة
كلية العلوم بالزلفي
قسم علوم الحاسب و المعلومات

Self-Assessment Report for International Accreditation Bachelor's degree program

in

Computer Science and Information

Editors

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Contents

List of Table and Figure

Introductory Comments

A self-study report 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 standards for quality assurance and accreditation defined by the ASIIN.

A Self Study Report for computer science & information Program (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 tin the conclusions reached.

Conclusions should be supported by evidence, with verification of the analysis and advice from independent reviewers must be sought and incorporated in to the report.

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 campus must complete the entire SSRCSIP in collaboration 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 and standards 3, 4, and 8 after analysis and inclusion of required information. The main branch campus will submit the complete SSRCSIP with the abridged versions to ASIIN.

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*.

1. Formal Specification

Name of the program (original language)	**بكالوريوس العلوم في (علوم الحاسب والمعلومات)**
Name of the program (English translation)	B.Sc. in Computer Science and Information
Final degree	Bachelor of Science
Standard period of study	5 years , 10 semesters
Credit points (according to ECTS)	161 credit hours
Type (several can be indicated)	Full time
Website of the Higher Education Institution	www.mu.edu.sa
(first time) program start date within the academic year	17/5/2005
Intake rhythm	Full semester
Expected intake number of students	150 students
Amount and type of fees/charges	Free of charge
For the AC-Seal (Germany): classification as consecutive/further education (for Master's degree programs)	Consecutive/further education / n.a.
For the AC-Seal (Germany): (optionally only for Master's degree programs)	Application/research orientation/ n.a.
Faculty/Department	Az-Zulfi, Faculty of Science-Computer Science & Information Department
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Mail	KSA - Zulfi 11932. College of Science in Zulfi , Po.Box:1712
Re-accreditation	No
Last accreditation issued by	No
Duration of the last accreditation	-

The site of execution of the Degree Program in Computer Science and Information is the Department of Computer Science and Information , College of Science Majmaah University. The Department of Computer Science and Information belongs to , College of Science at Zulfi that operates under the administration of Majmaah University.

College of Science brings together the education and research in Computer Science and Information at Majmaah University. College of Science coordinates three degree programs Computer Science and Information , Physics, and Mathematics. Majmaah University is one of the largest education and research organization in KSA.

1.1 Type

Studies are full time and take place on weekdays from 800 to 1600 hours. Most courses are offered every semester. All the courses details are given in the courses descriptions available in the

Courses handbook (Appendix CSI06). The attendance of 75% of the lectures is mandatory for the student to pass the examinations. Courses use study and teaching portals , smart board and whiteboards which facilitate self-study and make distance learning a possibility.

1.2 Final Degree

The degree to be awarded is Bachelor of Science (CSI) in Computer Science and Information. College of Science-Zulfi was established (16/37/1426) on **30/4/1426 (7/6/2005)** (Appendix MU02) as per the Government Decree on University Degrees (9683 /MB) issued on **/8/1426 (9/9/2005)** (Appendix MU02). The grant of the right to award this degree to Majmaah University Act (4/1430) on **14/7/1430 (7/7/2009)** (Appendix MU01) and the Government Decree on University issued Degrees (7205/MB) on 3/9/1430 (24/8/2009).

1.3 Standard period of study and credit points gained

The minimum credit hours of studies required for Bachelor degrees is 161 credit hours as per the KSA system (204 ECTS credits). The award of the degree requires a minimum of 18 credit hours of course per semester plus a project in a research degree program, or 36 credit hours for course work plus a significant project. The university must arrange the courses and prepare a plan of study so that the students are able to complete the degree in time by full- time study (Appendix MU01).

1.4 Expected intake for the program

Faculty council proposes a number to the rector on the student intake for faculty degree programs. The student intake is decided jointly between the rector and the degree program on an annual basis. The student intake has been a constant that is 150 each year for the last four years (see table 1).

There are different ways variants of acquiring admissions in to the B.Sc. degree program. The Bachelor's degree program includes applicants who have been successful in a competitive exam in the fields of Computer Science and Information and Natural Sciences.

Table 1. 1 Expected intake of students

	Expected intake	Actual intake
2011	150	19
2012	150	17
2013	150	21
2014	150	34

1.5 Program start date within the academic year and first time the program is offered

The academic year of the university starts in mid-August and ends in mid-June. The academic year is divided into three semesters. The first semester is autumn, the second semester is spring ,each comprising of fifteen weeks, and the third summer semester (with conditions) is an intensive semester comprising of seven weeks. Computer Science and Information Degree Program commences once a year in the beginning of the academic year. The courses being offered are coordinated to ensure this.

The degree program in Computer Science and Information has been offered since the inception of the college in 2006. During the first years, the education was part of the studies in the Department of Computer Science and Information .

1.6 Amount and type of charges

Education leading to a university degree and the entrance examinations relating to student admission shall be free of charge for the student (Appendix MU01). The students of Majmaah University must register in each semester of the academic year.

Appendices:

MU01. The Statute of the council oh Higher Education and Universities (Univ. Act).

MU02. Government Decree on Majmaah University.

CSI 06. Courses Handbook

2 Degree Program: Content, Concept and Implementation

2.1 Aims of the program of studies

The establishment of Majmaah University, which is deemed as a newly established one, came as a result of the decree of the Custodian of the Two Holy Mosques King Abdullah Bin Abdul Aziz Al-Saud and the Prime Minister and Chairman of Higher Education on Ramadan 3rd, 1430 - 24th of August, 2009 to establish Majmaah University along with three other universities in Dammam city, Kharj province and Shaqr'a province.

Mjamaah University is established to serve a wide area including Majmmah, Az- Zulfi, Remah, Ghat and Hawtat Sudair. It will also help in achieving the Ministry of Higher Education's objective of expand in needs of the g the reach of university education across the country. Therefore, Majmaah University will meet the growing number of high school graduates in the region which will reduce the pressure on universities in big cities. Another significant reason for the establishment of Majmaah University is the value it will add to the population of the region in various aspects including social, cultural and educational. Inevitably, the University shall help in upgrading the level of performance of government sectors by providing advanced courses and consultations. With regard to scientific research, the University will develop programs of high quality that will be compatible to the strategic objectives of the University.

The royal decree no: 194/A issued on Zul Hejjah 30th, 1430 – 17th of October, 2009 to appoint Dr. Khalid Sa'ad Al-Mugren as the Rector of Majmaah University at a higher rank accelerated the development process of the University. Dr. Al-Mugren focused on developing the existing colleges as well as building new ones in order to increase the number of majors that meet the market demands. The main concern of Dr. Al-Mugren is to make Majmaah University a beacon of knowledge and enlightenment that is capable of offering high quality education.

Majmaah University Mission:

To ensure that Majmaah University provides a conducive academic environment of high quality which is capable of providing graduates with a promising future to contribute in achieving the sustainable development objectives.

Majmaah University Mission :

Majmaah University provides educational and research services via an academic system that is capable of meeting the market demands and the society partnership.

College of Science Mission:

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

CSI Program Mission :

Providing outstanding higher education in a scientific environment to equip graduates sufficient skills and knowledge to communicate and work effectively in a team and to compete in labor market .

The educational objectives of the Degree Program in Computer Science and Information reflect the mission of Majmaah University and Zulfi College of Science (Appendix MUP01)

2.1.1 Aims of the Bachelor's Degree Program in Computer Science and Information

The degree program in Computer Science and Information offers the student's possibilities to acquire the skills and knowledge required in positions where Computer Science expertise is expected, within different fields and sectors of the society. The objective of program is that the students will be able to demonstrate adequate knowledge of various Computer Science and Information branches.

The B.Sc. degree program in Computer Science and Information provides the students with the skills to be able to find possible application of Computer Science and Information in different branches and various application areas.

The most important professional goals include the following:

1. Prepare graduates, who are entering immediately into professions upon graduation, to be capable of performing duties on an entry-level computing-related position.
   Objectives: Students will:
   a. acquire the computer science knowledge required for graduate studies;
   b. understand the architecture, organization and programming of modern computing systems; and
   c. understand the mathematical foundations of computer science, algorithm efficiency and computational complexity.

2. Enable graduates to pursue graduate studies to successfully complete an advanced degree.

Objectives: Students will:

a. acquire the computer science knowledge required for graduate studies;
b. understand the architecture, organization and programming of modern computing systems; and
c. understand the mathematical foundations of computer science, algorithm efficiency and computational complexity.

3. Enhance graduates to work as individuals with minimum guidance and as leaders or members of a team.

Objectives: Students will:

a. Communicate effectively with a range of audiences; and
b. Function effectively in multidisciplinary teams to accomplish a common goal.

4. Encourage graduates to follow appropriate practices within a professional, legal, and ethical framework.

Objectives: Students will:

a. be able to evaluate potential ethical dilemmas and apply decision-making techniques to resolve them; and
b. Understand the professional, ethical, legal, security and social issues and responsibilities

5. Prepare graduates to recognize the need for and be capable of pursuing life-long learning.

Objectives: Students will:

a. be aware of the rapid rate of change in technology and methodologies in computer science;
b. be familiar with ways to gain knowledge and understanding of new developments in computer science and technology; and
c. be aware of alternatives for continuing education in computer science.

2.2 Learning outcomes of the program

Learning outcomes for B.Sc. program in Computer Science and Information are defined and published in the study guide and are available on the MU web site (Appendix MUP05).

Professors of the B.Sc. Program in Computer Science and Information and course teachers have worked jointly on the definition of the learning outcomes. The requirements of the labor market are transmitted in the definition of the learning outcomes of the degree program. Also the requirements of post-graduate studies have been taken into account in the definition of the learning outcomes.

The correspondence of the ASIIN subject specific criteria and the learning outcomes of the B.Sc. Program in Computer Science and Information have been examined in (Appendix CSI 05) .

An overview of the B.Sc. Program in Computer Science and Information is compiled for curricular analysis (Appendix CSI 01).

The Students learning outcomes of the B.Sc. Program in Computer Science and Information are defined as follows. After the completion of the Bachelor's Degree Program in Computer Science and Information the graduates must be able to demonstrate the knowledge of the learning outcomes shown in Table 2.1.

Table 2.1 Program learning outcomes

Program Learning Outcomes	
Knowledge	a1: Acquire knowledge of computing and mathematics appropriate to the
	a2: Recognize the need for and an ability to engage in continuing
	a3: Understand of best practices and standards and their application.
Cognitive Skills	b1: Analyze a problem to identify and define the computing requirements
	b2: Design, implement, develop and evaluate complicated computer-based system, process component, or program to meet desired needs.
	b3: Use and apply current technical concepts and practices in the core information technologies of human computer interaction,
	b4: Identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.
	b5: Integrate IT-based solutions into the user environment effectively.
Interpersonal Skills & Responsibility	c1: Adhere professional, ethical, legal, security, and social issues and their
	c2: Analyze the local and global impact of computing on individuals,
	c3: Use current techniques, skills, and tools necessary for computing
Communication, Information Technology, Numerical	d1: Function effectively on teams to accomplish a common goal.
	d2: Communicate effectively with a range of audiences.
	d3: Apply advanced numerical methods.
Psychomotor	na

Almost students in the Bachelor's Degree Program in Computer Science and Information have the same major subjects except 13 % department elective courses comprising 12 credit hours in different 3 tracks (Multimedia , Networks and Individual tracks) in Appendix CSI04.

2.3 Learning outcomes of the Courses

The learning outcomes of the program are taught in the individual courses of the program. The learning outcomes for individual courses are defined in the Program Handbook (Appendix CSI 02) which is available on the university web pages. The descriptions of learning outcomes of the courses are written by the teachers of the courses. The teacher Quality Manual (Appendix ZCS02) was used as a guide to help describe knowledge, skills and competencies acquired in the courses.

The contribution of the individual course in learning outcomes of the program is are shown in the Objective Matrix (Appendix CSI03). The courses' contribution in the learning outcomes of the program were classified as per the Levels **Introduction (I), Proficient (P), and Advanced (A).** Teachers of the courses participate in the description and classification work (Appendix CSI 5).

The B.Sc. degree in KSA is considered as a step to M.Sc. degree studies, introducing students to the scientific way of thinking and methodology. The B.Sc. degree starts with general studies, e.g. Computer Skills, Mathematics, Chemistry and Physics which is significant study material in the first year of study. According to ASIIN's criteria, the B.Sc. degree in Computer Science and Information consists of six module's percentages as shown in Table 2.2 and Table 2.3(Appendix CSI 02) .

Table 2.2 Percentages 's Courses

No	Module	Percentage
1.	Computer skills	5 %
2.	General sciences	15 %
3.	English Language,	10 %
4.	Computer Science & Information	70 %
5.	Bachelor's Project, and	3 %
6.	Practical Training	2 %

The portion of elective studies is 13 %. The student may include any courses taught at MU in the elective studies.

Table 2.3 Courses Requirement

Requirement	Type	C. H. KSA.	ECST	Percentage
University	Compulsory	12	21	7.45 %
College	Compulsory	29	50	18.01 %
Department	Compulsory	76	133	47.20 %
	Optional	12	21	7.45 %
Mathematics and Sciences		23	40	14.29 %
Free courses		3	5	1.86 %
Bachelor's Project		5	9	3.11 %
Field training		1	2	0.62 %
Total		**161**	**281**	**100 %**

2.4 Job market perspectives and practical relevance

The fields of education of the KSA universities are defined by the Ministry of Education. The Board of Majmaah University decides the total number of new entrants. The contents of the degree program are decided by College Council (Appendix MU09).

The content of the Bachelor's Degree Program in Computer Science and Information is determined on the basis of the general requirements concerning the teaching of Computer Science and Information , and the needs and expectations of the industry. The industrial

cooperation carried out in the research project provides a forum of information exchange about the needs and expectations of the industry regarding the education of Computer Science and Information (Appendix ZCS09).

The amount of employees within the computer field are likely to increase in the next decade. The proportion of university graduates will also increase, because of an increasing demand for computer knowledge and skills in the companies within the application field.

The courses in the Bachelor's Degree Program in Computer Science and Information involve laboratory and project work as well as practical training in order to provide an adequate link to the professional practice and to prepare the students to commence work in existing or foreseeable professional fields. The courses in the degree structure are also closely linked to the research conducted in the department and provide a path to post graduate studies.

Practical training is included in the Bachelor's program. The total value of obligatory practical training is 2 ECTS credits in the Bachelor's . See Project Guide Appendix ZCS05 and Study Guide (Appendix CSI06).

In the Bachelor's degree, most assignments included are applications from the real life. The assignments have general purpose. After completing the courses, the student is able to define and explain, what it is like to be working as an employee, and what are the basic rules of professional life from the point of view of an employee.

2.5 Admissions and entry requirements

2.5.1 Entry requirements for Bachelor's degrees

Saudi Universities Act no. (M/8)/1414 , (2685/23) at 1994 in Appendix (MU01) is pertaining the rules and the entry requirements for the Bachelor's degree. According to the KSA Universities Act, the board of the university decides the number of new students to be selected each year.

Rector takes decisions annually pertaining the selection process and on the basis of the selection criteria for the prospective students after hearing the opinion of the faculties. In practice student selection into the Bachelor's program from (KSA) secondary school examination graduates is mainly organized by a joint universities application system.

Prospective students applying in the Bachelor's degree programs in universities are expected to have the following qualities:

1. He should have obtained a general high school certificate or its equivalent from within or outside the Kingdom of Saudi Arabia.
2. His/her high school certificate or its equivalent should not be older than five years. The University Council may make some exceptions if convincing reasons are provided.
3. He should be of a good conduct.
4. He should successfully pass any test or interview assigned by the University Council.
5. He should be medically fit.
6. He should provide a permission for study from the employer, if he works in government or

private sector

7. He should satisfy any other conditions the University Council determines necessary as , announced during beginning of the application process.
8. He should not have been dismissed from any other university for disciplinary or academic reasons. If it becomes clear after his admission that he has been previously dismissed from another university, his acceptance shall be deemed cancelled from the day of his admission.
9. A student dismissed from the University for Academic Reasons may be enrolled in some programs that do not award a Bachelor Degree, as decided by the University Council, or whoever it delegates. This shall not be allowed for the transitional program.
10. Those who already have had obtained a Bachelor Degree or its equivalent shall not be admitted to obtain another Bachelor degree. The University Rector has the right to grant exceptions.
11. A student registered for another university degree, shall not be admitted in another program, in the same university or another.

☒ KSA University applicants have three different criterion whereby they can be selected in to program:

1. Success in secondary school examinations;
2. Success in secondary school examinations and in the entrance examinations; and,
3. Success in entrance examinations.

The entrance examinations are organized by the joint application procedure. The entrance examination is based on the KSA secondary school curriculum in Computer Science and Information , Physics and Chemistry. There are three separate examinations. Prospective students must pass the entrance examination to be selected even if there are fewer applicants than places available. This guarantees minimum knowledge level in science of all the selected students. There are no extra aptitude tests required for admission in the Bachelor's degree.

Students applying in the Bachelor's Program are not supposed to have any former work experience or industrial placements; neither will they get any help in the application process for the Bachelor's Program.

Computer Science and Information Bachelor's Program courses are fully taught in English language and thus very good English skills are required.

2.6 Curriculum/content

The target of the curriculum development process is the production of a good curriculum in terms of both content and communication. The curriculum lays the foundation for teaching and planning (individual study plans) and the implementation of the study plan (Appendix CSI04 Study plan). The vice-rector for education and the Heads of the degree programs are responsible for the curriculum work.

The curriculum work ensures the delivery of high-quality qualifications: the expertise and

knowledge obtained from the studies would be based on current and key research-based knowledge in the field of science in question and on the development of competencies and skills as a part of the degree. The curriculum work takes into account the expertise required in the increasingly diverse and globalized world of work and in the perspective of lifelong learning. Degree programs collaborate in curriculum work in order to secure synergy benefits as extensively as possible.

The objectives of degree programs and courses are defined as learning outcomes. The learning outcomes courses are based on the mission of a given degree program. Descriptions regarding instruction (e.g. learning outcomes and number of ECTS credits) must follow the regulations and are required to be realistic (Appendix CSI01 program specification).

The process results in a degree program and course descriptions, which are published annually in the study guide on the university web site. Publication is coordinated by the Student Affairs Office. The quality of the process is evaluated by examining the curriculum and the degree program development. The quality indicators for the curriculum process are: continuous development and professional relevance of curricula and degree structures, true-to-life course descriptions that follow guidelines and the publication of the study guide on schedule. Changes to study guide are handled by the faculty councils.

The executive group and the advisory group managed by the Head of the program create the curriculum work processes in the program. The professors, study coordinator and students belong to the groups (Appendix ZCS10).

Appendices:

MU01. The Statute of the council oh Higher Education and Universities (Univ. Act).

ZCS02. Teacher's Quality Manual

ZCS05. Project Handbook

ZCS09. Graduates Unit Handbook

ZCS10.Academic Advising

CSI 01. Program Specification

CSI 02. Program Handbook

CSI 03. Objectives Matrix Models

CSI 04. Study Plan

CSI 05. Learning outcomes of the degree program/ASIIN's SSC criteria

CSI 06. Courses Handbook

MPU01. Consistency between University & College Missions

MPU05. Consistency between Program Outcomes and NCAAA Outcomes

3. Degree Program: Structures, Methods and Implementation

3.1 Structure and modularity

The standard duration of Computer Science and Information has a degree Program of five years. The Bachelor's degree begins with the general courses which including basic courses such as Computer skills, Mathematics, Physics, English language and Learning & communication skills. Almost all the students in the Bachelor's Degree Program study the same major courses except 12 credit hours of the elective courses which amounts to 13% of the total course work. The graduation Project and a seminar (3 CH= 5 ECTS) are included as a major subjects. The details are available in the Project Handbook (Appendix ZCS05).

3.1.1 Elective studies and practical training in Computer Science and Information Program

The student must take a suitable number of elective courses to reach the total of (161 KSA CH=281 ECTS) credits required for the Bachelor's degree Program. The courses studied in other domestic or foreign higher education institutions can also be included in the degree program subject to approval by the Head of Degree Program in diploma supplement (Appendix CSI13).

The practical training is also included in the Computer Science and Information degree Program. The total number of obligatory practical training is 2 ECTS credits. The students are required to complete an internship in a company or in the university during summer holidays. The training will be approved by the reviewer of the training applications. More detailed description on practical training can be seen in the Practical Training Guide (Appendix CSI17).

3.2 Workload and credit points

The basic unit of the studies is a credit point. A course is completed by successfully completing all the assessment required to pass it. In order to complete the studies of one academic year(2 semesters), an average of 675 contact hours are required, which corresponds to 36 credit hours in the KSA system (60 ECTS credits points) (Appendix CSI02).

One credit point corresponds to approximately (8460 ÷ 281 ≈ 30) hours of workload. which includes hours spent in face-to-face teaching, individual studying, and appearing in the examinations. Obligatory summary training of 2 ECTS credits is required for the Bachelor's degree. one ECTS credit equals to three week's training as an employee. The employment contract must be at least for 18 days in 6 weeks (three days each week).

By following the courses handbook (Appendix CSI06), the B.Sc. degree can be completed within the standard period of study. On average a student can study 60 credits per year up to a maximum of 75 credits in a year (in case 1 academic year= 3 semesters) (Appendix CSI02).
If a student attends in another university or educational institute in KSA or abroad, he can request the head of the degree program to credit the studies in his degree program.

A student can also credit and replace study courses by knowledge gained otherwise. However, at least 80% credits of the Bachelor's degree (including the Bachelor's project) must be completed at MU (Appendix MU09).

3.2.1 Workload and credit points in Bachelor's Degree

The workload for the Bachelor's degree is presented in Table 3.1 and Table 3.2. The detailed workload analysis can be found in Appendix CSI08.

Table 3.1 Workload per Week (1st and 2nd) of contact and self-study

Study Year	Contact-Study per Week			Self-Study per Week		
	KSA C.H.	1st Sem.	2nd Sem.	KSA Self	1st Sem.	2nd Sem.
Preparatory Year	29	14	15	72	35	37
First Year	32	16	16	80	40	40
Second Year	36	18	18	90	45	45
Third Year	34	17	17	86	43	43
Forth Year	30	16	14	75	40	35
Total	**161**	**81**	**80**	**403**	**203**	**200**
Obligatory	**76**					
Elective studies	12					

The academic year consists two semesters. The elective studies are not included to the workload analysis in Table 2, because the student can choose any courses taught at MU to the elective studies according to his interest. The Bachelor's Project and seminar (5 ECTS cp.) is scheduled to the periods 3 and 4 in B.Sc. 3. Language studies are scheduled in the first year B.Sc.3 (24 ECTS cp.), 1 ECTS cp. Because the practical training (2 ECTS cp.) is usually completed in the summer time, the workload is included to the summary credits of the B.Sc.3.

Table 3.2 Workload per year(15 weeks) (1st and 2nd semester)of contact and self-study

Computer Science and Information Program								
Study Year	Per Year				Contact- Study		Self-Study	
	KSA C.H.	KSA Self	Total	ECTS	1st	2nd Sem.	1st Sem.	2nd Sem.
Prep. Year	435	1080	1515	50	210	225	525	555
First Year	480	1200	1680	56	240	240	600	600
Second Year	540	1350	1890	63	270	270	675	675
Third Year	510	1290	1800	60	255	255	645	645
Forth Year	450	1125	1575	52	240	210	600	525
Total	**2415**	**6045**	**8460**	**281**	**1215**	**1200**	**3045**	**3000**
Obligatory	**76**							
Elective studies	12							

Studies in other domestic or foreign higher education institutions can be included in the degree by application approved by the Head of Degree Program. More detailed description of the credit

point system and inclusion of studies in other institutions have been presented in the University Regulations on Education and the Completion of Studies (Appendix MU03).

3.3 Educational methods

The teaching methods applied in the B.Sc. degree Program in Computer Science and Information include lectures, classroom and laboratory exercises, assignments, project work, and seminars Appendix(CSI07). The courses also involve group work which trains the social competences of the students. Computer-based Active-board and learning environments are widely used in the courses. The teaching methods are chosen so that the student has time for self-study Appendix(CSI08). As an average the student has 2 hours of independent study per one contact teaching hour . If the final Project, which is mostly self- study, is not included, the coefficient is 2.5 Appendix(ZCSI05). The calculation of the self-study and contact hours for each course is presented in Appendix CSI08 . In the Degree Program, practice-oriented, problem-based learning are applied in some courses.

To support the educational activities, the College of Science publishes the Teacher's Quality Manual (Appendices ZCS08 and ZCS02) that provides the teaching staff with guidance, for instance, on the following issues:

- *Teaching planning*
- *Defining learning outcomes of a study course*
- *Determining the content of a study course*
- *Deciding the appropriate methods to evaluate the achievement of the learning outcomes*
- *Selecting suitable methods of teaching*

The Teacher's Quality Manual is designed to improve the quality of higher education and is available to all teaching staff at the College.

The student has a possibility to impact the content of his studies by choosing the subjects of an elective courses and the graduate project according to his interests. The topic of the Bachelor's project the student can acquire himself from companies or write from the topic given by the supervisor choice.

3.4 Support and advice

The College offers academic guidance actions that together cover the entire span of studies and efficiently support studies and learning. With this guidance, students are able to complete their studies by following an appropriate study plan that they have prepared themselves and to graduate within the desired time (Appendix ZCS10). The final project instructions are presented in Appendix ZCS05 The roles and duties of study guidance personnel and units are listed in Table 3.3 below.

Table 3.3 Academic Guidance Methods

Peer tutor	Introduces new students to the university, studies and the student community, and helps them with practical arrangements at the start of studies. A peer tutor introduces new students to the university facilities, study guidance staff and other students. A peer tutor makes sure that students know the most important practices related to studies: registration of courses, attending lectures, taking examinations, preparing
Tutoring coordinator	Coordinates and develops the university's peer tutoring together with faculties, Student Services and the student union.
Student adviser	Student advisers are LUT students who work part-time while they study. They provide information and guidance in studies, monitor tutors arrange their training together with the study coordinator and take part in arranging briefings for students.
Study counseling psychologist	Counsels students in problems related to studies and learning. To provide expertise in issues involving learning and guidance, and supporting other study guidance personnel.
Study coordinator	Coordinates study guidance for students. The duties include study and degree guidance for students, and to guide students for higher studies. The study coordinator helps students in preparing their individual study plan (including the recognition of prior learning and studies outside LUT, e.g. through the flexible right to study) and provides guidance in administrative issues related to graduation.
Head of degree Program (HOD)	In charge of evaluating and developing study guidance. HOD can Grant acceptance of
Head of study affairs	Responsible for organising study guidance in the faculty. Responsible for administration of studies and partly for study guidance related to administrative affairs.
Teacher/tutor	Helps students prepare their individual study plan and follow its progress. Teacher/tutors provide guidance in the selection of major and minor subjects from the viewpoint of career guidance. They are study guidance personnel appointed for a department or degree program. Students may turn to them with any issues involving studies.
Teachers	Responsible for study guidance related to the completion of the courses/modules they are responsible for.
Introductory course/module	Introductory courses are arranged in all degree programs to help students get started with their academic studies. Introductory courses usually also help in preparing an individual study plan.
Professors	Provide guidance in the selection of a research topic, and in preparation of the final theses
International Services	Offers general study guidance to international students at the university and coordinates the activity of international tutors. International Services also assists Finnish students in matters related to studies abroad.
Career Services	Guides students in career planning and searching for employment.
Language Centre	Offers study guidance related to language, communication and culture studies.
Library	Provides guidance in information retrieval and instruction in information literacy.
Origen helpdesk	Supports services for the use of information and communication technology in studies.

At the beginning of their studies, students prepare an individual study plan on the Introductory Course. The study plan is made for the entire duration of the study. An independent study plan is a tool that helps the students to plan their studies. Its purpose is to help students to see their

studies as a whole from the very beginning, and to support students in choosing courses that best suit them. The aim is also to avoid delaying graduation unnecessarily. It also awakens students to realize their own responsibility for their studies, and motivates and incites them to make a commitment to their studies. Examples of study plan for B.Sc. is enclosed in Diploma supplement (Appendix CSI13). Based on the individual study plan drawn by the student, the student and the teacher adviser will have a discussion on the plan.

Teacher advisers are experts of the various fields in computer science and information who provide the students with content related tutoring regarding the individual study plan.

Teachers are responsible for the courses including the matters related to the contents of their own subjects. Persons in charge of the courses are required to have a doctorate degree. Teachers are available at the university mainly during office hours, but students may obtain guidance and individual supervision after these hours by fixing the time with the teacher.

Appendices:

MU03. Implementation Rules of Undergraduate Study and Examinations

MU09. Study and Enrollment

ZCS02. Teacher's Quality Manual

ZCS05. Project Handbook

ZCS08. Staff Handbook

ZCS10.Academic Advising

CSI09. Course evaluation methods

CSI10. Course Feedback (example)

CSI12. Annual Report of Computer Science & Information Program

4. Examinations: System, Concept and Organization

4.1. What is assessment?

Assessment is a systematic process of documenting and analyzing the effectiveness of the teaching and learning process, administrative and support services, and research and community engagement activities, Assessments that the expectations and standards are met in fulfilling the mission of department of CSI (Appendix ZCS12).

4.2. Process and Steps in Assessment:

The assessment process (Appendix CSI10) has the following steps:

1. Formulating a statement of outcomes and objectives as derived from College 's mission
2. Establishing the tools and methods for measurement of the extent of achievement
3. Determining the criteria for successful achievement as KPI's
4. Observe, document and analyze the results against the predefined KPI's
5. If the criteria are met/objectives achieved, the results are documented
6. If the criteria are not met/objectives not achieved, results are referred to the appropriate entity (committee, department or administrator) for action plan development and implementation
7. The action plan for improvement and action taken is provided to the assessment committee for future assessment
8. All action taken and results are documented for stakeholders through an annual report (Appendix CSI12)
9. All the data regarding a particular area (program, administration, research, community engagement etc.) are gathered and reported to the appropriate committee (Curriculum Development Committee, Committee or Strategic Planning) Appendix ZCS01.
10. In the case of successful achievement of objectives and goals in a particular area, forward planning with revised specified objectives/goals/ to achieve a revised mission in the next strategic plan is undertaken.
11. The specific goals and objectives are revised based on the information learned during the assessment cycle.

4.3. Assessment Plan of College of Science

Excellence in Computer Science and Information education and research along with community engagement and the goals College of Science which is in line with the goals laid down by Majmaah University. To fulfill this mission, College of Science offers a quality B.Sc. in CSI program.

The Assessment Committee of College of Science in collaboration with the Study Plan Committee has developed its assessment plan for self-assessment and accountability for all the actions and procedures leading toward achievement of the College of Science mission the committee assesses the achievement of the B.Sc in CSI Program outcomes accordance with the College of Science strategic plan goals and objectives, to determine the extent of achievement and to provide input to the concerned sections for progress to comply with the Quality Standards of National (NCAAA) .

4.4. Components of College of Science Assessment Plan

4.4.1. Program Assessment Plan*:*

i. Assessment of extent of achievement of terminal program objectives

Current forms of assessment are based upon the analysis of data of students' achievements/performance in various computer/information courses and experiential component of

the program, the objectives of all of which have been mapped with those of the program. Assessment of achievement of outcomes for various domains of learning, as summarized by NCAAA have also been planned and incorporated.

ii. Assessment of Program Effectiveness

In addition to the assessment of achievement of the terminal program outcomes, following strategies are included to strengthen the data to determine the effectiveness of the program:

a. Job placement data
b. Data regarding the number of College of Science graduates securing scholarship for graduate studies
c. Quantitative and qualitative data program and its outcome (graduates) from :
    1. External preceptors,
    2. Graduating students,
    3. Alumni (Appendix ZCS06)
    4. Stakeholders and
    5. Employers
d. Benchmarking the students/graduates' achievements with those of the peer national programs .

4.4.2. Plan for Assessment of achievement of College of Science

This component of the plan aims to assess the achievement of all the College of Science strategic plan objectives in the mission related areas, as well as in relation to quality standards of national and international accrediting agencies:

i. Student support, and development
ii. College of Science Administration
iii. Resources and facilities for successful program administration
iv. Staff recruitment, development and retention
v. Community engagement
vi. Research

4. 4.3. Types of Assessment

i. Direct Assessment:

Assessments that involve examination of student work or performance, there are various types of evaluation methods (see table 1) are widely used. Courses are not often evaluated only by the final examination. Assignment, laboratory work, homework, seminar etc. may contribute to the final grade of a course (Appendix CSI09). The final examination also can be substituted for written intermediary tests in some courses. Examinations are typically written which may including essays, problem-solving or case-based questions and calculation problems. The evaluation method used in the course is described in the study guide.

Table 4.1: Schedule of Assessment tasks

5. Schedule of Assessment Tasks for Students During the Semester				
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)		Week Due	Proportion of Total Assessment
1	First exam		5-6	
2	Second Exam		10-11	
3	Final Exam		16	
4	Laboratory	Lab. Reports	weekly	
5		In-lab. Evaluation	weekly	
6		Final practical exam	15	
7	Quizzes		--	
8	Homework		--	
9	Exercises		--	
10	Seminar		--	
	Total			100 %

Examinations are arranged according to the curriculum. Examinations outside the schedule can also be arranged. Courses are usually evaluated on the scale as in the following table:

Table 4.2: Schedule of courses evaluation(GPA)

Grade Points	Grade Meaning	Latter Grade	Percentage Grade	Grade Points	Grade Meaning	Latter Grade	Percentage Grade
95-100	Excellent+	A +	5.00	2.00	Pass	D	60-64
90-94	Excellent	A	4.75	1.00	Failure	E	< 60
85-89	Very good+	B +	4.50	1.00	Debarred	H	0.00
80-84	Very good	B	4.00	0.00	Withdrawal	W	0.00
75-79	Good+	C +	3.50	0.00	Incomplete	I	0.00
70-74	Good	C	3.00	0.00	Transferred	TR	0.00
65-69	Pass+	D +	2.50				

The maximum score for each course is 100 points, thereby 60 points are required to pass the course. Grades obtained in courses are listed in the University portal database system, and transferred to the student portal , which is used to enroll to the courses and examinations. Students can view their grades and the weighted average of their course grades at any time. Grades included in the degree, and their GPA (weighted average), are listed in the report that complements the degree.

A final project is required to complete the Bachelor's degree program. The project is independent work of student, and its topic and contents are discussed with supervisor before starting the work. A peer committee is required to assess the project . The examiners and supervisor of B.Sc. project must have the degree of M.Sc. at least (Appendix MU01). The project is graded on a scale of 0-100. The Bachelor Seminar of CSI includes a written project , a seminar presentation at a colloquium consisting of other Bachelor-level students and teaching. Supervisor and examiners are responsible for the evaluation . The scores of project are divided equally between the supervisor and the peer committee. The directive assessment matrix is in Appendix ZCS05. The assessment matrix is presented for the students in the first lecture.

ii. Indirect Assessment: Assessments:

Those supplement and enrich what faculty learns from indirect assessment studies, such as alumni surveys, employer surveys, satisfaction surveys and interviews (courses feedback Appendices CSI10, CSI15.b).

4.5. Program Assessment

4.5.1 Concept:

Program assessment is an on-going process designed to monitor and improve student learning.
Faculty members, led by the Curriculum Development and Assessment Committee: performs following steps:

- Develop explicit statements of what students should learn.
- Verify that the program is designed to foster this learning.
- Collect data that indicate student attainment.
- Use this data to improve student learning

4.5.2. Objectives of Program Assessment

a. Improvement :

i. Study plan, courses, and course objectives.
ii. Instructional strategies, methodology and practice.
iii. Student services.

b. Accountability (also measuring effectiveness of program)

i. Benchmark with peer program outcomes/student achievements
ii. Feedback from stakeholders regarding academic product and its utility
iii. Graduates pursuing further studies, compete for national and international scholarships
iv. Justification for resources being used by College of Science.

c. To secure Accreditation

Program Accreditation by NCAAA: which will certify that the resources and facilities provided, processes of teaching and support services, and the quality and extent of students learning in terms of knowledge, skills and abilities needed for CSI practice meet required standards for the qualifications that is offered.

4.5.3 Program Assessment Plan describes

a. How will each objective be assessed?
b. Who will collect and analyze the data?
c. Where will it be done?
d. How will data be collected?
e. When and how often will it be done?
f. Who will reflect on the results? When?
g. How will results and implications be documented

4.6. Program Development process at College of Science:

1- Development , and revisiting of the program mission and the curriculum, according to Vision and Mission of the University and the College of Science (Appendices MPU 01 , MPU 03).

2- Mapping the course objectives with the terminal program outcomes.
Accomplished by course instructors, in consultation with departmental coordinators and the curriculum committee.
   a) Mapping of course objectives with:
      1) Teaching and Assessment Methodologies
      2) Terminal Objectives. Blueprinting of courses

   b) Mapping of Course ILO's with teaching and assessment methodologies at the start of each semester

3- Benchmarking of study plan with similar national and international programs:
National (College of Science, King Saud University) .

Appendices:

MU01. (University Act) The Statute of the council of Higher Education and Universities

ZCS01. Zulfi, College of Sciences Strategy Plan 2013

ZCS05. Project Handbook

ZCS06. Excellence Awards for employee

ZCS12. Measurement & Assessment Guide

CSI09. Course evaluation methods

CSI10. Course Feedback (example)

CSI12. Annual report of Computer Science & Information Program

MPU01. Consistency between University & college Missions

MPU03. Consistency between CSI program Missions and Objectives

5. Resources

5.1 Staff involved

Within College of Science in Zulfi, there are about 50 College members working full time. The Department of computer science and information employs 15 persons. The composition of teaching and research personnel in CSI department based on a five-step system: Demonstrator, Lecturer, Assistant Professor , Associate Professor and Professor as shown in Table 5.1 The employment contracts of the college is for one year. The number of total academic staff accounts 27 including the researches with no teaching responsibility. The CV of each staff member participating in CSI program is enclosed in the Staff CVs (Appendix CSI16).

Table 5.1 Staff Contributing in College of Zulfi Science (2014)

Position Type	CSI Dept.	Math. Dept.	Physics Dept.
Professors	0	3	2
Associate Professor	2	2	3
Assistant Professor	8	5	11
Lecturer	5	9	5
Demonstrator	12	0	9
Total academics staff	**27**	**19**	**21**
Full time Scholarship	**9**	**3**	**9**

5.2 Staff development

College of Science aims to create a good working environment for its staff members, and to support their professional development and well-being at work.

The Majmaah University has a Deanship of Quality and Skills Development through which the university personnel have representation in decision-making concerning the development of the working environment and conditions. The Deanship, with its units and branches spread in the university's colleges and deanships aim to assess the university performance and development the educational, research, administrative and community service process. The Deanship also annually revises the measures for professional development and maintaining professional expertise that determine the focus areas of personnel training at the university. The chair of the Deanship is the Vice Rector in charge of education. The names of other members and the Committee memoranda are available on the University cite http://www.mu.edu.sa/en.

The University organizes training in workshops which aims to strengthen the practical teaching competences of the teaching personnel. The extent of the course package is a total 25 credits hours as can be seen on the university site http://www.mu.edu.sa/en/deanships/deanship-quality-and-skills-development. In addition, the University organizes staff training in utilization of computer programs, Quality assurance programs and e-learning programs. The College is also obliged to participate in management training organized by the University or College.

University staff members conduct annual performance and development discussions with their program Chairman . They examine results obtained, set goals for the near future concerning the professional development and personnel training needed. Instructions for performance and development discussions are available on the University site.

5.3 Institutional environment, financial and physical resources

5.3.1 Institutional environment Description of the institution

The establishment of Majmaah Univesrity, which is deemed as a newly established one, came as a result of the decree of the Custodian of the Two Holy Mosques King Abdullah Bin Abdul Aziz Al-Saud and the Prime Minister and Chairman of Higher Education on Ramadan 3rd, 1430 - 24th of August, 2009. Mjamaah University is established to serve a wide area including Majmmah, Zulfi, Remah, Ghat and Hawtat Sudair. It will also help in achieving the Ministry of Higher Education's objective in expanding the university education across the country.

The establishment of College of Science in Zulfi, came as a result of the decree of the council of Higher Education on Shaaban 5th, 1426 - 24th of August, 2005.

The College of Science applies the Regulations on Education and the Completion of Studies (Appendix MU03) approved by the Rector. The Regulations define the basic ways of action concerning the teaching and studying at the college and the degree programs provided by the University. The Regulations are published on the University's web pages.

The University council decides the strategic long-term goals of the programs teaching and education, and their degrees. The University council also decides the number of new entrants accepted to the University's degree programs.

The University has a Vice Rector responsible for education affairs. Each College has a Dean and each degree program has an appointed head. The Dean organizes a meeting between the heads of the degree programs once in every month to discuss the leading, evaluating and developing principles of the degree programs. The meetings decisions are published on the University web site which are available for all Committee members. The Vice Rector also leads the University's supervisory and development Committee for teaching appointed by the Rector. The objective of the Committee is to promote the internal cooperation within the University in developing the teaching customs.

The student representation in the University's administrative bodies is determined by the Universities Act and the Administrative regulations of the University. In accordance with the statutory representation in the administrative bodies, the students also have a representation in the University's supervisory and development group for teaching.

5.3.2 Committees responsible for teaching in the degree program

The Department of Computer Science and Information is a part of the College of Science in Zulfi Governorate in Majmaah University. The head of the college is the Dean, and the highest decision-making body in the college is the college council. The dean acts as the chair of the faculty council. The dean manages the college and is responsible for the results of its instruction, research and societal influence. The college council makes decisions regarding the curricula. A study guide presents the aims and organization of the education, and the course descriptions Appendix CSI06 Courses Handbook and learning outcomes of courses in the degree, Appendix CSI05.

The College of Science has a quality assurance unit for teaching appointed by the Dean of the College. The unit is responsible for developing the quality of teaching and the contents of the degree programs within the College. The unit has representation from each degree program

provided by the College. The unit also has three student representatives that are appointed on the basis of the recommendations of the Students' Guidance Unit Appendix ZCS10.

The College Council is responsible for supervising the quality of teaching. The Council also decides the study plans and the degree requirements. In addition, the Council makes the proposal to the Rector concerning the entry requirements and the number of new entrants accepted to the degree programs.

The College is responsible for the equipment and resources needed in teaching and research. The heads of the degree programs accept the topics of the Bachelor of Science students. Each degree program of the College also has an advisory body to support the work of the head of the program.

Teachers in charge of the study courses are responsible for executing, evaluating and developing their own teaching. The University has published Teacher's Quality Manual Appendix ZCS02 to support the teaching activity.

5.3.3 Physical Resources

The College of Science has 25 classrooms prepared with smart platform , 200 computers in 9 Labs and work premises for group work. The library provides services for students and staff, and for outside customers. In the College premises, there is a restaurant and a cafe available for students, staff and other people. Four rooms have been reserved for students' activates. There is also a student health centre.

5.3.4 Computer facilities

University offers personal laptops, printers and scanners for all staff members. The computers are equipped with special programs used in research and teaching purposes.

Students can use the computers that are in common use in the library area , or in the computer laboratories. The University's Information Services and Technology (IT) Unit is responsible for the computers ,software and databases systems.

Centralized services, such as the learning environments can be also accessed outside the campus. The university offers WLAN services to enable the use of students' own computers at the campus. Students enroll on the courses and see their credit points through http://edugate.mu.edu.sa/mu/init Web data system. They get the course information, learning material and assignments of the courses through Portal Websites staff members .
The university also offers E-learning training through E-Learning Management System (D2L) services to enable staff to improve the process of teaching using internet services.

5.3.5 Library

Majamaah University gate of the libraries affairs deanship offer its services to staff members, students and individuals. It's no doubt that information in this area has become the pillar in progress of any country. Accordingly, deanship of libraries affairs in Al Majamaah university started

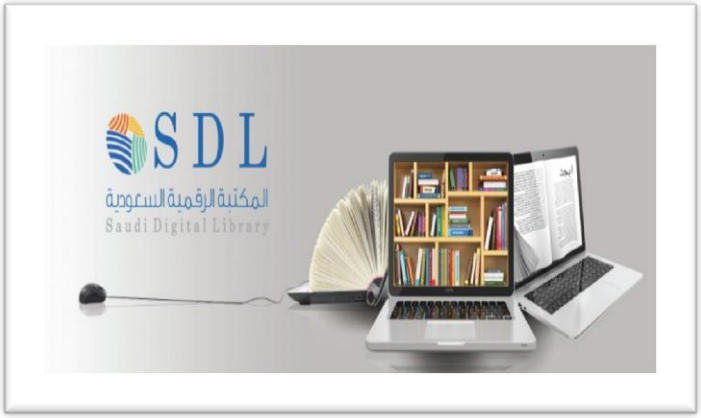
to develop its libraries. The University libraries provide information sources and storages in all its types and shapes. It also provide the academic curricula and services for beneficiaries within a proper learning atmosphere. In addition to that, the libraries affairs deanship sought after providing a number of electronic and database sources for its libraries visitors so as support the academic process. Also, which will be soon applied inshaAllah, has to train students and researchers on using such electronic sources.

Central Library includes material and software appropriate to serve the attendees the library, There is the library furniture modern book shelves , desks for reading . Internet and indexes through the Koha library management and provides gateways protection for books from unauthorized use.

Sections of the Central Library:

1. Library Management
2. Services beneficiaries
3. The electronic catalog
4. Hall of free viewing and reading
5. Periodicals
6. References and foreign books

Saudi Digital Library (SDL) is the largest academic gathering of information sources in the Arab world, with more than (310،000) scientific reference, covering all academic disciplines, and the continuous updating of the content in this. Library has contracted with more than 300 global publishers. The library won the award for the Arab Federation for Libraries and Information 'know' for outstanding projects in the Arab world in 2010.



It also provides a digital environment for various Saudi universities, and research organizations in common with it in. This environment has the following advantages:

- One central management- manages this huge content, and it is constantly updated.
- Common share by one University would benefit other universities in any scientific field.
- Enhance the status of universities when evaluating, for Academic Accreditation, and through sources rich, modern, and publish the best Global Publishers.
- Bridging the gap between Saudi universities, where emerging universities can get the same service as available in major Saudi universities.

College Science Library

Library lies in the College of Science in Az Zulfi in the ground floor on a space approximate 70 square meters.
Library Departments:

- Library Administration
- Beneficiary Services
- Electronic Index

Library's Possessions:

Library possess a range of various information sources estimated with a number of 280 titles and 845 copies and volumes in all physical sciences. It contains 3333 books in native language(Arabic) and 2567 books in foreign language (English). The total entrance (student visiting) is about 174 daily. The number borrowing of books each semester is about 174 . The number of students entering daily for using Internet is about 200 students.

Library Systems:

Management of the library and its indexes is done through its coding system which is considered to be among the modern systems used in the library management.

Library Services:

- Internal reading service

- Automatic Search in the library indexes.
- Reference Services
- Photography
- Continuous Updating
- Internet Service

The database includes information about both printed and electronic books as well as the storage information of printed journals. Electronic books can be accessed via a link to the Library catalogue. The Library provides its customers with library and information services both on-site and online. Information literacy education for the entire University is also arranged and given by the Library personnel. The Library is open to faculty staff, students, and general public during terms on workdays: Sun-Thu 8:00–18:00. In summer and during the holiday season the Library closes at 15:30 on each workday. There are 10 computer workstations available for the customers.

***Appendices*:**

MU03. Implementation Rules of Undergraduate Study and Examinations.

ZCS02. Teacher's Quality Manual

ZCS10. Academic Advising

CSI05. Learning outcomes of the degree program/ASIIN's SSC criteria

CSI06. Courses Handbook

CSI16. Staff C. Vs.

6. Quality Management and Further Development of CSI Program

The key aim in the quality management and development is to incorporate quality management (Appendix ZCS11) into the normal activity of the university, with the underlying idea of continuous improvement. The quality targets have been derived from the university strategy. The university's quality management system covers the entire range of education provided by the university (undergraduate education), research, societal and regional interaction, and support services.

Quality Management Unit (QMU) (Appendix ZCS11) established and developed by the Department of Computer Science & Information in continuously University's mission of improving of its programs.

To manage and develop quality assurance , the unit 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 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 and broader contributions to the community.

- A wide range of other activities that provide supporting infrastructure must also be evaluated and progressively improved. 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 five 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 QMU Tasks:

i. The core tasks of the Unit 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 institute to finish the requirements.
10. Preparation of the reports.
11. Follow-up the implementation of the recommendations of unfinished requirements and collect the evidence.

ii. Contact officials and information sources

1. The Rector managements of the University.
2. The Deans of faculties.
3. Heads of departments.
4. Deans of deanships and specialized centers.
5. Managers and staff.
6. College members.
7. Quality faculties units.
8. 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:

- Students overall evaluation on the quality of their learning experiences.
- Proportion of courses in which student evaluations were conducted during the year.

6.1 Quality assurance and further development

The university quality management system is described in the quality handbook and the regulations of organizational units (e.g. support services). These quality regulations include also process descriptions and procedures for key processes. The quality management documents and other related material are available on the web site (Appendix ZCS11).

The main quality manual depicts the quality policies and goals, key resources, the university's management practices, the university's key processes and their quality management, and practices related to the assessment, measurement and development of activities. The main quality handbook lays a foundation for describing the entire quality management system of the university and gives both internal and external stakeholders a comprehensive picture of the quality management of the university's different activities.

The College of Science has also set quality targets, which have been derived from the College strategy (Appendix ZCS01).

The following quality targets apply to the academic education.

- By the end of the course of study , student shall be to achieve high level academic knowledge and to practice the same.
- The students and employers are well versed with the norms and regulations as placed by the university .
- The possibilities for lifelong learning are diverse and flexible, and education is provided according to the needs of the target groups.

The university has also published MU Teacher's Quality handbook in order to guide teachers to good teaching, as well as Quality Guide for Studying and Learning in MU to strengthen the students' role in the quality of education (Appendices ZCS02 , ZCS03).

The Dean is in charge of education at the College. He manages the educational affairs and development of education of the university in cooperation with the heads of degree programs and steering and development committee for teaching.

The Dean and the heads of programs have regular meetings to evaluate and discuss about different procedures concerned to education and needs towards further development. The steering and development committee for teaching, in an advisory capacity, aids the Dean in decision making. The committee, headed by the Dean, coordinates and promotes the development of College education, and prepares the application procedure for the quality bonus for teaching and prepares the allocation decision for rector.

6.1.1 Quality Assurance at CSI Program

In CSI program, there is an advisory steering committee for the program. It supports the head of the program in producing, assessing and developing the program. The advisory steering committee of the degree program in Computer Science & Information meets regularly and handles issues related to the degree program's teaching, research, and economy, as well as the development of program.

6.1.2 Further Development of the Program

The key areas in terms of developing the quality of education at college of science are the following:

- CSI's quality for education ,
- development projects for teaching, and
- support services for teaching,

College of science is actively involved in several education tools for teaching. The dean decides on development projects which college of science engages in and starts to promote. The training and community service unit is a one of the basic building blocks upon where the College Since its establishment has been to consolidate the meaning of the development and continuing education through that unit. As and gave the college attaches great importance to providing services to the community through this unit in line with the University's vision and mission to be an academic environment of high quality to create a future competitor for its graduates to achieve the goals of sustainable development through the provision of educational services and cutting-edge research across the Academy system competitive in the context of professional responsibility community Partnership of effective (Appendix ZCS13) .

The university grants quality bonuses for the development of education for a year at a time. The quality bonus is a reward for development measures taken and an incentive for the further development of education and teaching. The steering and Excellence unit for education makes the preparations for the application procedure and the decision to grant a quality bonus, and the dean appoints the recipients of the bonus (Appendix ZCS06).

The university annually offers its teaching staff a study module worth 28 credit hours. At the moment one staff member has participated in e-learning training. The teaching staff is also offered other training that supports their teaching and its development, such as training in the use of information and communication technology in instruction. The training is coordinated by Personnel Services.

The employment of the teaching staff is based on scientific qualifications and their development, the development of teaching skills and the variety of teaching duties, and responsibility for one's field of science and its development.

The support services for education allow teachers to focus on actual teaching and study guidance. The support services provide administrative services related to instruction, as well as technological support e.g. in setting up web-based instruction. The responsibility for these support services is shared by Student Services and Information Services and Technology, which operate within the context of University Services, and by college support services. **D**esire**2L**earn (D2L), a web-based

learning environment, is in use by nearly all courses of Computer Science & Information deptartment. Information Services and Technology will be responsible for the implementation of the new learning environment and training of the personnel (http://lms.mu.edu.sa).

The recognition of teaching qualifications and the adoption of teaching portfolios in the appointment of teaching personnel support the development of teaching. For teaching positions, the university recruits professionals with not only strong scientific expertise in the field in question, but with teaching skills, as well. To this end, applicants for teaching positions must also submit a teaching portfolio or another report on their teaching qualifications. Instructions for compiling a teaching portfolio are available on the Web site. In addition, the appointment of professors requires a trial lecture from the applicant. The faculty in question supplies the applicant with instructions regarding the trial lecture. Instructions are also available from the university registrar's office (Staff CVs-Appendix CSI16).

6.2 Instruments , Methods and Data

During their studies, students fill in several questionnaires through which they can give feedback and give their opinions concerning the studies and conditions in the university. At the beginning of the studies, freshmen are asked to fill in a questionnaire concerning the progress of studies and tutoring of freshmen. A feedback questionnaire to students and peer tutors helps to evaluate whether the start of studies and initial study guidance has been successful. The feedback survey is carried out annually by the Quality Unit(Appendix CSI10). The feedback is discussed with the peer tutors and personnel in charge of study guidance. The feedback combined with practical experiences will be used to develop study guidance for new students and tutor training.

The CSI department students compiles feedback from each course twice a year. The feedback is published on the edugate's web pages. The feedback is discussed with professors and course teachers and improvement suggestions are reviewed.

The quality committee also compiles student feedback regularly every other year. This questionnaire mainly concentrates on the well-being of the students, and it often points out some needs for development in teaching. The results of the questionnaire are further communicated to the university personnel.

6.2.1 Monitoring of credits

A study plan is an important tool to evaluate the progress of studies of an individual student. All CSI department students prepare a study plan at the beginning of their studies. All individual study plans are evaluated by the study coordinator. Plans which are non-standard are confirmed by the head of the degree program. The degree programs are designed and composed so that the completion of degrees is guaranteed within the standard periods of study 5 years. Examples of student study plans for B.Sc. (Diploma supplement as in Appendix CSI13).

6.2.2 Grade Point Average (GPA)

The courses are assessed within the framework of the University's regulations: (students must attain 60% in mid-term exams and other activities and 40% in the final exam) (Appendix ZCS04). Indirect assessment, through surveys and interviews, for example, asks students to reflect on their own learning in the classroom.

The assessment outcomes noted above are discussed in detail using the following specifications:
• Course syllabi (Appendix CSI06).
• Course report samples for each of the courses taught at CSI Department .

Students are required to achieve a minimum Grade Point Average (GPA) of 2.0 at each level in each course (out of a possible 5.0); if they fail to achieve this level, they do not pass and 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 collects 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 Average and cumulative GPA are calculated every semester for all students automatically by the system. To know how to calculate the averages, one should follow the following steps: Calculating the Semester Average: The GPA is calculated considering the following points:

1. Knowing the number of hours of the courses.
2. knowing the mark obtained in each course.
3. Knowing the corresponding grade of each mark.
4. Knowing the value of each grade.
5. Knowing the points = number of hours of the course × value of the grade.
6. Determining the total points obtained in all courses of the semester.
7. Determining the total number of hours registered in the semester.
8. The average is calculated every semester according to the following equation :

The percentage of marks, grade and value obtained by the student in each course, which is used to calculate the points:

Table 6.1 : Grade value points of the courses

Mark	Grade	Letter	Value
95 – 100	Excellent +	A+	5
90 to < 95	Excellent	A	4.75
85 to < 90	Very good+	B+	4.5
80 to < 85	Very good	B	4
75 to < 80	Good +	C+	3.5
70 to < 75	Good	C	3
65 to < 70	Pass+	D+	2.5
60 to < 65	Pass	D	2
< 60	Failure	E	1
Absent	debarred	H	1

Calculating the Average Cumulative:

The GPA semester average is calculated as follows:
Table (6.1) shows the grand total of points (for all semesters that have been studied) .The grand total of credit hours (for all semesters that have been studied) .The cumulative average is calculated according to the following equation:

$$\text{GPA} = \frac{\text{Grand Total of Points}}{\text{Grand Total of Credit hours}}$$

Here is an example of how to calculate the grades above:

Table 6.2 : Calculating the grade of the first semester

Course	Credits	Mark	Grade	Grade value	Point
CIS 125	3	67	D+	2.5	4x2.5=10
CIS 344	3	73	C	3	4x3=12
Eng 121	3	77	C+	3.5	3x3.5=10.5
Arab 101	2	81	B	4	2x4=8
Total	**13**				40.5

$$GPA = \frac{Grand\ Total\ of\ Points}{Grand\ Total\ of\ Credit\ hours} = \frac{40.5}{13} = 3.12$$

Table 6.3: Calculating the grade of the second semester

Course	Credits	Mark	Grade	Value Grade	Points
Math 101	3	61	D	2	3 × 2 = 6
CIS 125	3	73	C	3	3 × 3 = 9
CIS 344	3	80	B	4	3 × 4 = 12
Eng 121	3	88	B+	4.5	3 × 4.5 = 13.5
Arab 101	2	92	A	4.75	2 × 4.75 = 9.5
Eng 122	3	97	A+	5	3 × 5 = 15
Total	**17**				65

$$GPA = \frac{Grand\ Total\ of\ Points}{Grand\ Total\ of\ Credit\ hours} = \frac{65}{17} = 3.82$$

To calculate the average cumulative:

$$GPA = \frac{Total\ of\ Points}{Total\ hours\ of\ semesters} = \frac{105.5}{30} = 3.52$$

6.2.3 Courses Development

Student feedback for courses is collected for the courses in accordance with a College-wise procedure. Teachers together with the Quality Unit are responsible for collecting student feedback. The electronic feedback questionnaire applies the same assessment criteria to the courses. The survey of assessment include the expediency of the course and a general impression

of the course Appendices (CSI10 , CSI15.b).

The following questions deal with the fulfilment of these criteria:

1. The applied working methods were appropriate for the purposes of the course and they supported effective learning during the course. Answers on a scale of 1-5 (5 = Strongly Agree , 1 = strongly disagree completely).
2. Overall evaluation of the course (scale of 1-5).
3. Open feedback on the course.

The results of the students' feedback (the average of the course Visual Programming for the year) is presented in Table 6.4.

Table 6.4: Course feedback in Computer Science& Information program

	1st semester	2nd semester
Questions about the start of the course	4.42	4
Questions about what happened during the course	3.77	4.5
Evaluation of the Course	4.1	4.27

The feedback system also allows teachers to add questions to the questionnaire, thus collecting feedback for their own purposes. This, combined with the open feedback field in all of the questionnaires, supports the teachers' own professional development. Students are motivated to give feedback by preparing course-specific questions in addition to the general ones.

The feedback for each course is recapitulated by the quality unit every semester with a general reporting form. The reports are forwarded to the heads of degree program and to the quality manager, who then submits the reports to the Dean before the performance and development discussions between the university management and Colleges. The units' performance target negotiations deal with student feedback, and if the average assessment for a course is very low (e.g. 2.5 or lower), the Dean shall intervene and discuss about the topic with the faculty concerned. In addition, the pass/fail record of each course is followed and discussed in the meeting between the heads of the degree programs organized by the Dean.

The students of program make a summary of the open feedback for each course. A conversation of the feedback between the student and the teachers of the courses and the head of the program is organized twice a year (Student Statement Appendix CSI11).

Also the university teaching studies and the Teacher's Quality Manual provide the teachers with methods to develop their courses .

6.3 Evaluation of the success of the degree program

The university management, College management, heads of departments and heads of programs shall ensure that the education provided by the university is efficient and of a high standard. Success of the degree program is evaluated in many ways, which are described in the following.

6.3.1 Competence of graduates

Skills and knowledge accumulated by students during the entire education process are demonstrated in a final project, which is as prepared by all Bachelor's level students. The distribution of the grades of the B.Sc. in CSI is demonstrated in Table 6.5. In 2008-2010, the most common project grade has been **4** as in project handbook(appendix ZCS05).

Table 6.5 : The grades of the B.Sc. project in 2013/2014

Grade of the B.Sc. Thesis		2	3	4	5
2014	1st semester	0	1	3	5
	2nd semester	0	4	8	13
2013	1st semester	0	2	11	11
	2nd semester				

The distribution of the final grade (weighted mean) of the graduates in 2014 is presented in Table 6.6.

Table 6.6. Final grades of the graduates in 2014

Degree program Bachelor		1-1,99	2 – 2,99	3 – 3,99	4 – 5
2014	1st semester	0	3	5	1
	2nd semester				
2013	1st semester	0	6	7	1
	2nd semester	0	10	1	0
2012	1st semester	0	4	4	2
	2nd semester	0	2	1	4
2011	1st semester				
	2nd semester	0	3	4	2

6.3.2 Quantitative results of a degree program

Information on the number of graduates and the time in which their degree was completed (Table 6.7) is compiled into statistics. The employment of graduates a year after graduation to B.Sc. is generated by Statistics KSA .

The first B.Sc. graduated in 2010. The students who had started to study in a university before autumn 2005 had a right to continue studies in the B.Sc. degree, but they had to graduate not later than in June 2010. This can be seen also as a higher median time of study in 2010 in Table 12.

The mean time of study for B.Sc. = weighted mean of (# graduate per #years) (median times of study for B.Sc.).

Table 6.7: Graduates 's program during 2010-2013

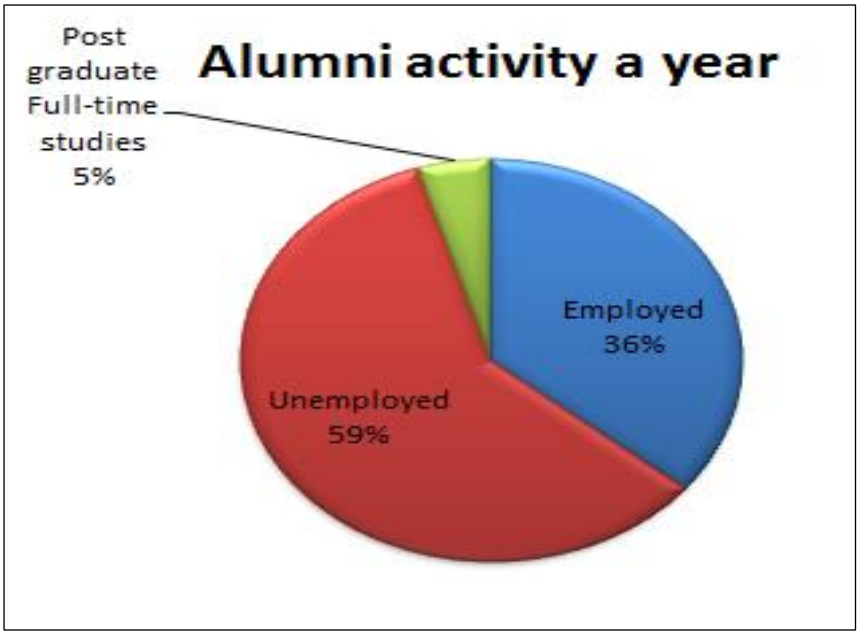
Year	2013	2012	2011
Degree Prog. B.Sc	(10*5.5+11*6+4*6.5)/25= 5.88		

A year after the graduation, some of the students were employed very well in 2012-2013. The graduate employ ratio was survived in the interval from 2012 – 2013. It is as tabulated in the table 6.8 and diagram 6.1.

Table 6.8 : Alumni activity a year after graduation with the B.Sc. degree

	2012- 2013	Percentage
Employed	23	35.94%
Unemployed	38	59.38%
Post graduate Full-time studies	3	4.69%

Figure 6.1: Employed and unemployed ratio



6.3.3 Staff-Student ratio

The table 6.9 below presents the teaching staff ratios for the B.Sc. organized by the College of Science which hosts the Department of Computer Science & Information. The teaching staff comprises of professors, associate professors, assistant professors, lecturers, and demonstrators.

Table 6.9 : Students per teacher per year in CSI program

	2013-2014	2012-2013
Student-staff ratio	1:11	1:12

6.3.4 Satisfaction in the education

As part of this self-assessment report, student feedback of the degree programs is in (Appendix CSI 11). Satisfaction in ZCS education is surveyed among ZCS graduates at the time of graduation, after five years in their field of work, and among their employers.
Graduate feedback is collected from all ZCS students at the time of their graduation (Table 6.10)

– KSA students. The feedback is gathered together annually and the results are reported on the university level on the web site. Quality manager is responsible for this process together with Student Services.

Table 6.10: Feedback from graduated B.Sc. of Science in 2010 -2013 (Scale 1-5)

Satisfaction of the graduate on…	2014	2013	2012	2011
Course content	3.5	3.2	3.0	2.7
Professional abilities	3.5	3.4	3.5	2.9
Transferable skills	3.8	3.3	3.1	3.0
Knowledge on my own field	3.9	3.5	3.1	3.0
The ability to apply theoretical knowledge into Practice	3.8	3.4	3.0	3.2
Study guidance and atmosphere in the Department	4	3.6	3.4	3.0

***Appendices*:**

ZCS01. Zulfi, College of Sciences Strategy Plan 2013

ZCS02. Teacher's Quality Manual

ZCS03. Quality Guide for Studying and Learning

ZCS04. The calculation of the Final Grade (GPA)

ZCS05. Project Handbook

ZCS06. Excellence Awards for employee

ZCS11. Professional Teaching standards for Majmaah Staff

ZCS13. Training and Community Service Unit

CSI06. Courses Handbook

CSI10. Course Feedback (example)

CSI11. Statement of Students

CSI13. Diploma supplement (example)

CSI15. b. Indirect PLO Assessment

CSI16. Staff C.Vs.

7. Documentation and Transparency

7.1 Relevant regulations

To receive the Degree of Bachelor of computer Science and Information from College of Science, at least 80% of credit hours including the Bachelor's project, has to be passed in this university (total degree 161 credits). The head of the degree program makes the decision of the courses included in the degree of an individual student.

The detailed regulations of the degree are given in the University Regulations on Education and the Completion of Studies (Appendix MU03).

7.2 Diploma Supplement

A diploma supplement is formulated by following the directions of the College Council and always attached to the B.Sc. degree certificate Appendix CSI13. Diploma supplement is attached to the degree certificate along with the transcript of records. It includes the information about the College, courses included in the degree, as well as the grades of the courses and the structure of the B.Sc. degree (Appendix MU03). Compulsory, elective, and free courses are given an overall grade. The overall grade is the average of all the courses completed by the student in the subjects according to credit hours of each course (Appendix ZCS04).

***Appendices*:**

MU03. Implementation Rules of Undergraduate Study and Examinations

ZCS04. The calculation of the Final Grade (GPA)

CSI13. Diploma supplement (example)

8. Equal opportunities and diversity

The Careers and Employment Service at Majmaah University promotes and celebrates this diversity as a service provider in its interaction with students and graduates to ensure that all students are able to access employment opportunities whilst also recognizing that some students and graduates may experience barriers when looking for employment. Majmaah University is committed to supporting mass participation in higher education as part of its contribution to equality and social justice. The University provides quality higher education through a curriculum which embodies the central values of equality. Majmaah University aims to increase learning opportunities for all students but particularly for those who have traditionally been denied access to higher education. The Careers and Employment Services' commit to equal opportunities at Majmaah University Careers and Employment Service (CES) endeavors to support this mission statement by Promoting equality of opportunity as a provider of services to all Majmaah University students and graduates-in interaction with employers and outside agencies

8.1 Services to students and graduates

CES is committed to offer a high quality service to its clients and support their transition into the world of work. CES aims to help all students and graduates compete on equal terms in the marketplace by the following (Appendices ZCS09, ZCS10):

1. guide students and graduates through their career choices and the application process for jobs and further study.
2. offer guidance regarding strengthening and enhancing these applications
3. give advice and support to counter any discrimination faced.

8.2 Access to guidance services

The CES is committed to develop a service which can be accessed easily by all Majmaah University students and graduates.

In this regard, CES aims to make the services friendly and to offer services at times to meet the needs of all our students.

CES therefore runs an open access Careers Resource Area at the Zulfi Campus; an evening service by appointment and an e-mail guidance service.

8.3 Countering discrimination

Graduate employment and training has become an increasingly competitive area and students from a non-traditional background can often feel disadvantaged when making career choices and entering the job market.
If anyone feels that CES has not addressed issues of their age, gender, color, race, nationality, ethnic or national origin, religion, disability in any of the services we provide to students and graduates, then please let us know.

8.4 The College's Commitment

No prospective or actual student or member of staff will be treated less favourably than any other, whether before, during or after their study or employment at Zulfi College of Science on one or more of the following grounds, except when such treatment is within the law and determined by lawful requirements: age; colour; disability; ethnic origin; marital status; nationality; national origin.
With regard to students, this policy applies to (but is not limited to) admissions, to teaching, learning and research provision, to scholarships, grants and other awards under the College's control, to student support, to accommodation and other facilities, to health and safety, to personal conduct and to student complaints and disciplinary procedures.
The College will also avoid, in the fields of employment, education and provision of goods, facilities, services and premises the use of ostensibly neutral criteria which have disproportionate adverse impact on those of a particular age; colour; disability; ethnic origin; marital status; nationality; national origin; parental status; race; religion or belief; gender; or length or type of contract (e.g. part-time or fixed-term).

In order to realise its commitment, the College will:

1. Promote the aims of this policy;
2. Be proactive in eliminating discrimination, including harassment and bullying, through training and the production and dissemination of codes of practice and guidance;
3. Have regard to its obligations under relevant legislation, including the requirement to carry out impact assessments in certain areas, and for its policies, codes of practice and
4. Guidance to mirror the same and be changed to meet the demands of new legislation; whilst acknowledging that they are not legally binding, have regard to any Codes of Practice issued or adopted by the Commission for Equality and Human Rights; make this policy, as well as all codes of practice and guidance available to all staff and students;
5. Regularly review the terms of this policy and all associated codes of practice and Guidance.

8.5 Responsibilities

8.5.1 College Council

The College council is the main body which is dedicated to deliver the College's diversity and equal opportunities objectives. The Council 's Terms of Reference read as follows:
The Equality Committee is a committee of Zulfi College. It is responsible for the development, implementation, monitoring, prioritization and review of policies, procedures and practice to support the College's Equal Opportunities Policy in relation with its employees (Fellows and staff) students, visitors and others closely associated with the College.

8.5.2 Heads of Departments

Heads of the College's operating departments are responsible for the day to day Implementation and delivery of the College's objectives for diversity and equal opportunities in their department.

8.5.3 The Domestic Bursar

The Domestic Bursar has primary responsibility for facilitating the accessibility of the College's buildings for disabled users.

8.5.4 All staff and students

This policy applies to all members of the College, both students and staff, whether permanent, temporary, casual, part-time or on fixed-term contracts, to job applicants, to student applicants, current and former students, to associate members and to visitors to the College.

These members of the College have a duty to act in accordance with this policy, and therefore to treat colleagues with dignity at all times and not to discriminate against or harass other students or members of staff, whether junior or senior to them.

The College expects all its staff and students to take personal responsibility for familiarizing themselves with this policy and to conduct themselves in an appropriate manner at all times to respect equality of opportunity for all staff, students, applicants and visitors. The College regards any breach of this policy by any employee(s) or student(s) as a serious matter to be dealt with through its agreed procedures and which may result in disciplinary action and possibly dismissal (Appendix MU04).

8.5.5 Complaints

Zulfi College of Science takes seriously any breach of this policy. Disregard of this policy may result in disciplinary action including dismissal. The College encourages any prospective or current student or member of staff who has a complaint concerning a breach of this policy to bring such a complaint to the College. Any member of the College may use the grievance procedures given in the Student Handbook, the Staff Handbook (Appendix ZCS08)and the Notes for New Fellows to complain about discriminatory conduct. The College is concerned to ensure that staff feel able to raise such grievances and no individual will be penalized for raising such a grievance unless it is untrue and made in bad faith (Appendix MU04).

8.6 Corrective Procedures

8.6.1 Discipline

Any employee or student who harasses any other employee or student on any of the grounds covered in this Policy will be subject to the relevant College disciplinary procedure. In serious cases, such behaviour will be deemed to constitute gross misconduct and, as such, will result in summary dismissal in the absence of mitigating circumstances.

8.6.2 Monitoring

Monitoring of the Equal Opportunities Policy is the responsibility of the Equality in College.

8.6.3 Positive Action

Should inequalities become apparent, as a result of the College's monitoring procedures, positive action will be taken to redress the imbalance, including measures such as:

1. advertising jobs in ethnic or female interest publications, as appropriate
2. introducing assertiveness training
3. introducing English language training
4. encouraging under-represented groups to apply for suitable training posts
5. Making contact with disabled people via the local Job Centre.

***Appendices*:**

MU04. Discipline Regulations

ZCS08. Staff Handbook

ZCS09. Graduates Unit Handbook

ZCS10. Academic Advising

9. Appendices Groups

Appendices MU01-MU09 , ZCS01-ZCS10 and CSI02 are not included in this publication.

- ***Group(1) Majmaah University:***

MU01. (University Act) The Statute of the council of Higher Education and Universities

MU02. Government Decree on Majmaah University & college of Sciences

MU03. Implementation Rules of Undergraduate Study and Examinations

MU04. Discipline Regulations

MU05. Regulations Governing the Promotion of Faculty Member

MU06. Regulations for Universities Financial Affairs

MU07. Regulations for Non Saudi

MU08. Anti-Smoking Regulations

MU09. Study and enrollment

- ***Group(2) Az-Zulfi, College of Science:***

ZCS01. Zulfi, College of Sciences Strategy Plan 2013

ZCS02. Teacher's Quality Manual

ZCS03. Quality Guide for Studying and Learning

ZCS04. The calculation of the Final Grade (GPA)

ZCS05. Project Handbook

ZCS06. Excellence Awards for employee

ZCS07. Internal Report from Quality Deanship

ZCS08. Staff Handbook

ZCS09. Graduates Unit Handbook

ZCS10. Academic Advising

ZCS11. Professional Teaching Standards for Majmaah Staff

ZCS12. Measurement & Assessment Guide

ZCS13. Training and Community Service Unit

- ***Group(3) Computer Science and Information Program:***

CSI01. Program Specification

CSI02. Program Handbook

CSI03. Objectives Matrix Models

a. Course Classification

b. Student Course Evaluation

c. Instructor Course Evaluation

CSI04. Study Plan

CSI05. a. Learning outcomes of the degree program/ASIIN's SSC criteria

b. Learning outcomes Matrix

CSI06. Courses Handbook

CSI07. Teaching methods and Independent Study

CSI08. Workload calculations

CSI09. Course evaluation methods

CSI10. Course Feedback (example)

CSI11. Statement of Students

CSI12. Annual of Computer Science & Information Program report

CSI13. Diploma supplement (example)

CSI14. Facilities and Equipment

CSI15. a. Direct PLO Assessment & b. Indirect PLO Assessment

CSI16. Staff C.Vs.

CSI 17. Practical Training Guide

- ***Group(4) Comparisons among University, College and Program:***

MPU01. Consistency between University & college Missions

MPU02. Consistency between college & CSI Programme Missions

MPU03. Consistency between CSI program Missions and Objectives

MPU04. Consistency between Student learning Outcomes and program Objectives

MPU05. Consistency between Program Outcomes and NCAAA Outcomes