

Bachelor of Management Information Systems  
(MIS)  
Quality Assurance Manual



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## **Declaration**

The Management Information Systems Program at Tabuk University, we reaffirm our dedication to maintaining the highest standards of quality assurance. Our objective is to offer a program that meets stakeholder expectations while continually evolving to meet emerging demands. To achieve this, we implement rigorous quality assurance processes, including regular evaluations and audits, to ensure program effectiveness and efficiency.

## **Introduction**

### **Purpose**

This manual serves as a comprehensive guide to maintaining the highest quality standards across all facets of our program. It defines activities, procedures, responsibilities, and reporting mechanisms to ensure excellence, efficiency, and continuous improvement. By adhering to these guidelines, we promote accountability, transparency, and structured program execution.

The manual outlines essential quality assurance processes, including planning, implementation, monitoring, and evaluation. It sets clear protocols for execution and assigns specific roles and responsibilities to stakeholders, fostering a collaborative and results-driven approach. Additionally, it establishes robust reporting mechanisms to track progress and identify areas for improvement.

### **Scope**

This manual applies to all personnel involved in the Management Information Systems Program, including program managers, staff members, and relevant stakeholders. It encompasses all stages of the program, from planning to evaluation and improvement.

## **Quality System**

The Management Information Systems Program upholds a structured and comprehensive quality system to ensure excellence in curriculum delivery, student assessment, and program evaluation. This includes well-defined Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), and Graduate Attributes, forming the foundation for curriculum design. We employ diverse assessment methods to evaluate student progress and provide constructive feedback for continuous enhancement. Our rigorous program evaluation process ensures that we align with industry expectations and make data-driven decisions to improve program effectiveness.

## **Management Information Systems Program Overview**

The Department of Management Information Systems was established in the academic year 1432/1433 AH (2011/2012 AD) with the approval of the Custodian of the Two Holy Mosques, King Abdullah bin Abdulaziz Al Saud. This decision led to the establishment of the Faculty of Business Administration (FBA) at the University of Tabuk, which houses five academic departments, including Management Information Systems.

The FBA is committed to delivering high-quality academic programs and conducting advanced research in the field of Management Information Systems. The primary goal is to develop qualified human resources to meet local and regional labor market demands.

### **Program/Qualification Name (According to the graduation document)**

Bachelor of Business Administration in Management Information Systems from the faculty of Business Administration

### **Qualification Specialization**

Bachelor of Business Administration in Management Information Systems, which is a university degree awarded after studying the specialization of management information systems for a period of not less than four years or after studying (128) hours according to the study plan and completing the graduation requirements

## **Justification for Establishing the Program**

With the increasing digitalization of businesses, Management Information Systems (MIS) skills are essential for optimizing decision-making, streamlining operations, and driving digital transformation. The program was established to address the following needs:

- Meet the growing demand in Saudi Arabia for highly qualified MIS professionals.
- Support scientific research and innovation in MIS applications.
- Provide expert consultants to the public and private sectors in MIS-related fields.

## **The Management Information Systems Program mission**

The Statement of Mission of the department of Management Information Systems is as follows:



**To provide a student-centred education in Management Information Systems, equipping graduates with the knowledge, skills, values, and professional competencies needed to cope with evolving labor market requirements, while promoting research-driven innovations in MIS and social engagement**

The Management Information Systems (MIS) program is guided by its mission, which emphasizes education, research, and community service.

This mission reflects the program's commitment to delivering high-quality academic programs that equip students with both scientific and professional expertise. It also highlights the program's dedication to fostering advanced research and specialized studies in MIS. Aligned with the mission and vision of the Faculty and the University of Tabuk, the MIS program's mission conveys a message that resonates with students, faculty, and stakeholders. It serves as a constant reminder of the program's unique role in knowledge development and its contribution to national and community progress.

### **The program goals**

**G1. Students' Development: Provide a student-centered education that equips MIS graduates with the required knowledge, skills, values, and professional competencies.**

#### **Objectives**

- 1.1 Equip students with foundational and specialized knowledge in MIS to address real-world business and technological challenges.
- 1.2 Provide personalized academic guidance to help students align their learning with professional and career aspirations in MIS.
- 1.3 Foster ethical awareness and professional values in students to ensure responsible and competent contributions to the MIS field.
- 1.4 Develop students' proficiency in leveraging digital tools and technologies to analyze data, solve problems, and create innovative MIS solutions.

**G2. Graduate Competence: Graduate MIS cadres equipped to tackle industry challenges and meet labor market demands through modern teaching methods and practical learning.**

#### **Objectives**

- 2.1 Incorporate industry-aligned teaching methods to equip students with the skills to address MIS challenges effectively.
- 2.2 Provide practical learning experiences through internships and real-world projects to enhance job readiness.
- 2.3 Continuously update program curricula to meet evolving labor market demands and emerging technology trends.

**G3. Research and Innovation: Promote research-driven innovation by motivating to conduct cutting-edge MIS research.**

**Objectives**

- 3.1 Encourage faculty to conduct applied MIS research that addresses program-relevant challenges and supports innovation in the curriculum.
- 3.2 Provide faculty with resources and incentives to produce high-quality, cutting-edge research in key MIS focus areas.
- 3.3 Promote collaboration between faculty and industry partners to align research with emerging technological trends and market needs.
- 3.4 Facilitate the dissemination of MIS research findings through program-led seminars and workshops.

**G4. Social Engagement: Encourage social engagement through community initiatives and partnerships that prepare students to contribute meaningfully to society and the business world.**

**Objectives**

- 4.1 Facilitate student participation in community initiatives and industry partnerships to develop skills for meaningful societal contributions.

**The development and quality management goals**

The quality assurance management system has the following main goals:

1. To ensure good practices for quality assurance processes.
2. To ensure continuous improvement of the Management Information Systems Program.
3. To ensure high quality of outcomes.

## The program learning outcomes

Learning outcomes of Management Information Systems Program are specified clearly in the program specification using the National Qualification Framework (NQF) provides three learning domains.

**Table 1: Program Learning Outcomes**

Code	Program Learning Outcomes (PLOs)
<b>1</b>	<b>Knowledge and understanding</b>
<b>K1</b>	Explain the fundamental principles of Management Information Systems and their role in business decision-making.
<b>K2</b>	Discuss in depth the role of information systems, technology, and programming in shaping organizational processes and business decision-making.
<b>K3</b>	Describe the application of Management Information Systems theories to real-world business cases, with an understanding of their support in operations and strategy
<b>2</b>	<b>Skills</b>
<b>S1</b>	Apply theories and principles of Management Information Systems to enhance creative decision-making
<b>S2</b>	Analyze complex activities in Management Information Systems using advanced techniques and tools to address organizational problems
<b>S3</b>	Develop creative solutions using critical thinking and research to address issues and challenges related to Management Information Systems.
<b>S4</b>	Communicate effectively, in writing, orally and electronically, to transfer specialized knowledge and skills in management information systems
<b>3</b>	<b>Values, Autonomy, and Responsibility</b>
<b>V1</b>	Demonstrate professionalism and autonomy in MIS projects, emphasizing teamwork, ethics, and problem-solving.
<b>V2</b>	Collaborate effectively in teams by demonstrating responsibility for personal and professional development in the field of Management Information Systems

## The Management Information Systems program graduate attributes

The table below illustrates the attributes of the MIS program and their alignment with the characteristics of Tabuk University graduates.

**Table 2 MIS Program Graduates' Characteristics**

Characteristics of Tabuk University Graduates	MIS Program Graduates' Characteristics
<p><b>Competent Graduate:</b> Acquiring knowledge, skills, and competencies in his/her field of specialization, qualifying him/her to pursue a successful professional life and compete in the local and global job market.</p>	<p><b>Competent MIS Professional:</b> Possesses strong knowledge in information systems, capable of designing, implementing, and managing business solutions to excel in the global market.</p>
<p><b>Technically Proficient:</b> The ability to ethically, safely, and effectively utilize modern technologies for scientific, practical, research, and everyday purposes.</p>	<p><b>Technically Proficient:</b> Proficient in using modern MIS tools and technologies (data systems, analytics) ethically, securely, and effectively in business contexts.</p>
<p><b>Culturally Aware:</b> The ability to logically evaluate contemporary problems and issues from different perspectives, proposing innovative solutions that contribute to the advancement of society and human civilization.</p>	<p><b>Culturally Aware Problem Solver:</b> Critically assesses the impact of information systems on society and proposes innovative, culturally sensitive solutions.</p>
<p><b>Effective Communicator:</b> The ability to receive and convey ideas and information effectively and in various ways, adhering to language rules and proper structure across different communication channels.</p>	<p><b>Effective Communicator:</b> Able to translate technical information into business language, communicating effectively with both technical and non-technical stakeholders.</p>
<p><b>Responsible Citizen:</b> Possessing the ethics and behaviors that enable him/her to keep pace with changing cultural and social challenges, dealing with</p>	<p><b>Responsible Digital Citizen:</b> Maintains high ethical standards and professionalism, ensuring integrity in the management of digital systems and data privacy.</p>

integrity, honesty, and professionalism with oneself, others, and society as a whole.	
<p><b>Skilled Professional:</b></p> <p>Demonstrates discipline in the workplace and executes professional responsibilities with excellence. This encompasses teamwork, effective time management, personal growth, flexibility, and the ability to adapt to the work environment.</p>	<p><b>Skilled MIS Professional:</b> Demonstrates excellence in teamwork, time management, and adaptability, ready to handle responsibilities in dynamic MIS environments.</p>

The HOD of the Management Information Systems Department is advised by five Department Committees on all matters affecting the department.

### **Organizational structure of the Management Information Systems Program**

The Management Information Systems Program has a well-designed organizational structure of tracking and reporting, on its operational objectives and it establishes mechanisms for academic governance and decision-making within the program, and clearly define the roles and responsibilities of faculty members, administrators, and staff within the program, Figure 1. The organizational structure of the Management Information Systems program has been developed through collaboration with relevant stakeholders, including faculty members, students, alumni, and industry representatives.

The program organizational structure aligns with the overall mission, vision, and strategic goals of the University of Tabuk, and support and contribute to accomplish its objectives.

The standards followed by the Management Information Systems program in building its organizational structure are:

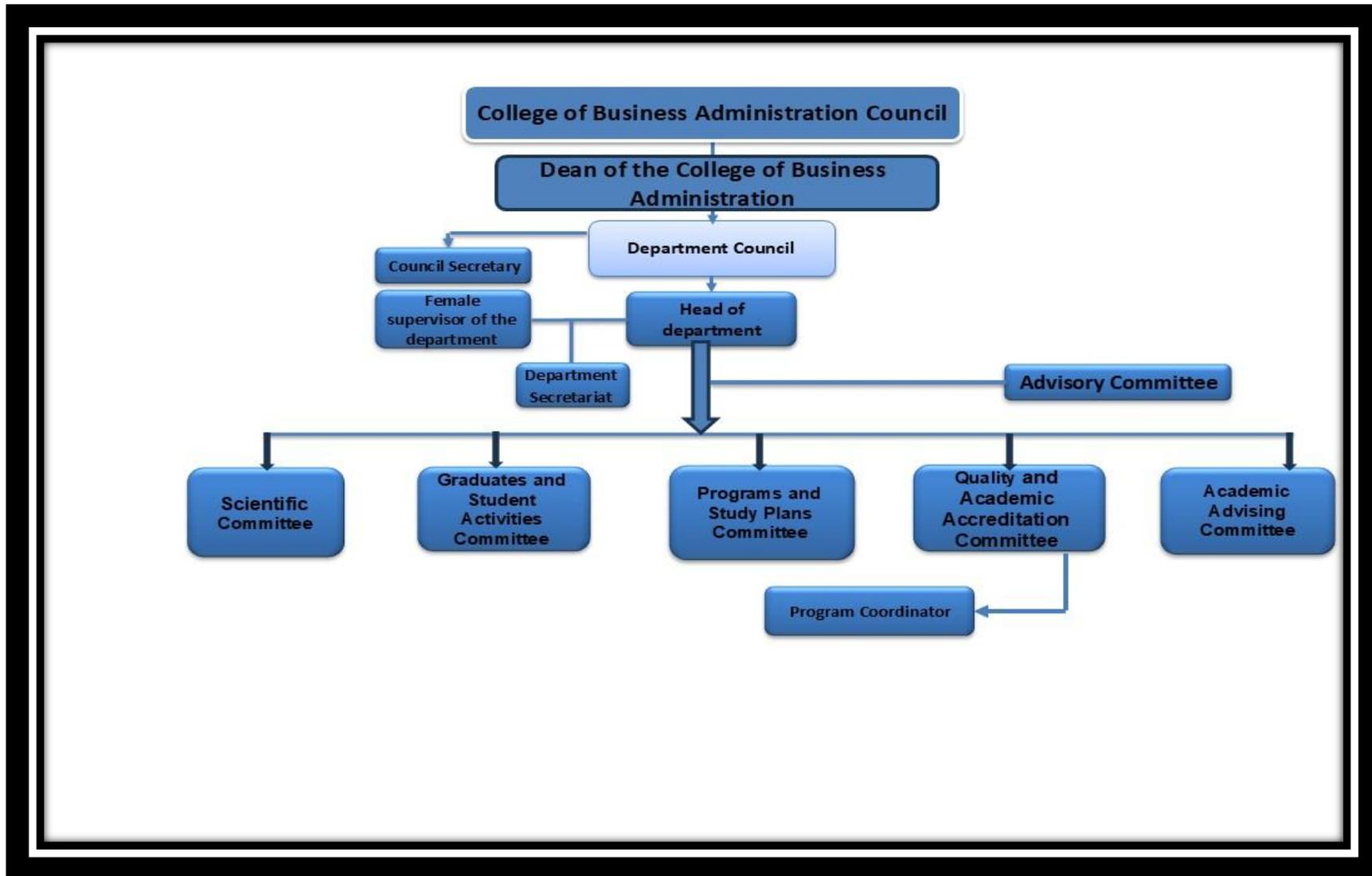
1. Alignment with Institutional Mission and Strategic Goals.
2. Adherence to institutional policies.
3. Alignment with Accreditation standards and Quality Assurance.
4. Support the Management Information Systems program's mission,
5. Enhance the intended outcomes.
6. Responsive to the stakeholders needs.
7. Clarity of Roles and Responsibilities.
8. Flexibility and Adaptability to the changing needs.

The establishment of the organizational structure of the Management Information Systems Program went through multiple steps that includes Identifying Program Components and outcomes. Identify the number and qualifications and the expertise of faculty members. Consult all relevant internal and external stakeholders. Identify the support services required for the program, such as academic advising, career services, research and training support, student support services and community services. Determine the committees and councils required for program governance and decision-making. Define the purpose, composition, and responsibilities of each committee. Determine the reporting relationships within the program, through identifying the hierarchical structure, including positions such as department chairs, program coordinators, and faculty members. And finally determine who reports to whom and establish clear lines of authority and communication.

The organizational structure of the Management Information Systems program goes through regular assessment and review in order to adapt it to the changing needs.

The HOD is responsible for initiating and maintaining policies within the program which promote and support learning, teaching, research and community outreach. Also, the HOD is responsible of ensuring that the Department functions take place according to policies and regulations established by the institution, Faculty of Science. The HOD is accountable to the faculty council for the performance of their duties.

**Figure 1:** The Management Information Systems Program organizational chart



## Management Information Systems Department Council

<b>Organizational relationship</b>	Head of Department.
<b>Goal</b>	Study and discuss matters of interest to work in the scientific department, such as recommending to the College Council the decisions and procedures required for the workflow.
<b>Chairman of the Council</b>	Head of Department.
<b>Council Members</b>	Head of Department. All faculty members in the department Secretary (Rapporteur) of the Council (faculty member in charge).
<b>Bookmark</b>	Task Guide for leadership positions in colleges and supporting deanships at the University of Tabuk.
<b>Tasks</b>	<ol style="list-style-type: none"> <li>1. Proposing the study plan, curricula, books and references prescribed to the College Council.</li> <li>2. Recommending the appointment and promotion of faculty members, lecturers, and teaching assistants.</li> <li>3. Studying scientific research projects, encouraging faculty to carry out research, and assisting in the publication of completed research.</li> <li>4. Distributing lectures, exercises and training work to faculty members and the like.</li> <li>5. Proposing the necessary plans for graduate programs, and the controls for accepting students in them.</li> <li>6. The department teaches the courses that fall within its specialization after its approval by the University Council.</li> <li>7. Forming permanent and temporary committees of faculty members in the department as the case requires.</li> <li>8. Consider any subject referred by the Dean, College Council or College Vice Deans.</li> </ol>
<b>Department Council Inputs</b>	<ol style="list-style-type: none"> <li>1. Minutes of the department's committees and what is referred to them by the head of the department for presentation to the Council.</li> <li>2. Minutes or correspondence that are referred by the dean, the college council or the college vice-deans.</li> </ol>
<b>Department Council Outputs</b>	Minutes of meetings to be submitted to the Dean of the College or the College Council.

## Tasks and Responsibilities of the employees of the Department of Management Information Systems:

### 1. Management Information Systems Department

Job Title	Head of Department	Female supervisor of the department	Secretary of the Department Council	Department Secretariat
<b>Organizational relationship</b>	Dean of the College	Head of Department Vice Dean	Head of Department	Director of Administration Head of Department
<b>Description</b>	The head of the department shall be among the distinguished faculty members with scientific and administrative competencies, and shall be assigned by a decision of the Rector based on the nomination of the Dean of the College, and the assignment shall be for a renewable period of one year.	The head of the department shall be among the distinguished faculty members with scientific and administrative competencies, and shall be assigned by a decision of the Rector based on the nomination of the Dean of the College, the Vice Dean of the College and the Head of the Department, and the assignment shall be for a renewable period of one year.	The Secretary of the Council shall be among the distinguished faculty members with scientific and administrative competencies, and shall be assigned by a decision of the Dean of the College based on the nomination of the head of the department, and the assignment shall be for a renewable period of one year.	An employee in the college administration, assigned by the department head to carry out secretarial work for the head of the department.
<b>Overall Objective</b>	Supervising the scientific, financial and administrative matters in the department, and applying the system and regulations of the Higher Education Council and the decisions issued.	Supervising the scientific, financial and administrative matters in the department in the female section in coordination with the Vice Dean of the College and the Head of the Department, and applying the system and regulations	Organizing and documenting the work of the department council, and responsible for implementing the system of committees and councils.	Carrying out the work of the department's secretariat.

		of the Higher Education Council and the decisions issued.		
<b>Tasks</b>	<ol style="list-style-type: none"> <li>1. Achieving the mission and objectives of the department and its educational programs.</li> <li>2. Achieving the higher goals and policies of the college.</li> <li>3. Chairing the department council and supervising the organization of its affairs.</li> <li>4. Carrying out the work of the secretary and rapporteur of the councils and committees entrusted to him, especially carrying out the work of the department's rapporteur in the event that a rapporteur is not assigned to the department.</li> <li>5. Submit the minutes of the meetings of the Board to the Dean, and follow up the implementation of the decisions and recommendations of the Board.</li> <li>6. Supervising the implementation of the decisions of the College Council regarding the department.</li> <li>7. Supervise the formation of the</li> </ol>	<ol style="list-style-type: none"> <li>1. Achieving the mission and objectives of the department and its educational programs.</li> <li>2. Achieving the higher goals and policies of the college.</li> <li>3. Implementing the decisions of the Department Council and the College Council regarding the department.</li> <li>4. Supervising the construction of the operational plan of the department and its educational programs and following up on their implementation in the female section.</li> <li>(1) Supervising the management of the department's educational, research, administrative, financial and cultural affairs in the female section in coordination with the Vice Dean and</li> </ol>	<ol style="list-style-type: none"> <li>(1) Preparing the agenda of the Council.</li> <li>(2) Coordination with the concerned committees to collect the required documents and documents subject to discussion in the Council.</li> <li>(3) Preparing and sending the invitation to the members of the Council and taking the necessary measures to hold meetings.</li> <li>(4) Editing the minutes and submitting them to vote on the system of committees and councils accompanied by all documents and documents.</li> </ol>	<ol style="list-style-type: none"> <li>(1) Coordinate and follow up the preparation of the meetings of the committees and councils in the department, and ensure the readiness of facilities in the specified meeting places.</li> <li>(2) Print meeting schedules and write and document meeting minutes.</li> <li>(3) Archiving the minutes of committees and councils, both hard and electronically.</li> <li>(4) Securing the printing of all minutes, letters and correspondence related to the minutes of committees and councils, auditing them and following up on sending them to the competent authorities at the university and college.</li> <li>(5) Ensure that all materials and supplies for the work of the department are available to conduct the work as required.</li> </ol>

	<p>operational plan of the department and its educational programs and follow up their implementation.</p> <p>(1) Supervising the work of the competent committees in the department and following up the implementation of their work.</p> <p>(2) Work to provide all educational, research and administrative needs.</p> <p>(3) Supervising the preparation of the department's academic schedule and the implementation of academic movements in accordance with the powers vested in the electronic registration portal.</p> <p>(4) Supervising the progress of the educational process within the department and implementing the study plans for educational programs and working to develop them.</p> <p>(5) Work on developing the department academically and research.</p> <p>(6) Supervising the achievement of quality requirements and academic accreditation regarding the department and its educational programs.</p>	<p>the Head of the Department.</p> <p>(2) Submit a periodic report to the Vice Dean and Head of the Department on the progress of work in the department in the female section.</p> <p>(3) Monitor the performance of the department's exams in the female section.</p> <p>(4) Receiving students' grievances, directing and guiding them, and resolving issues related to them in accordance with the policies and regulations in force at the university.</p> <p>(5) Supervising the admission, registration, academic advising and equivalency of courses in the department in the female section.</p> <p>(6) Prepare a comprehensive annual report on the progress of the study and academic, administrative and</p>		
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	<ol style="list-style-type: none"> <li>7. Representing the department in related activities and meetings inside and outside the university according to the powers delegated.</li> <li>8. Coordinate the department's partnership relations with the relevant authorities inside and outside the university in accordance with the powers delegated.</li> <li>9. Submit reports to the Dean on the progress of work in the department and on all scientific or behavioral problems or violations or breach of job duties by any member of the department and follow up the implementation of the Dean's directives in this regard.</li> <li>10. Prepare a comprehensive annual report on the progress of the study and academic, research and administrative performance in the department and submit it to the Dean.</li> <li>11. Carry out any other tasks assigned to him by the Dean within his competences.</li> </ol>	<p>research performance in the department in the female section and submit it to the Vice Dean and Head of the Department.</p>		
<p><b>Powers</b></p>	<ol style="list-style-type: none"> <li>1. Distributing the academic load to faculty members.</li> </ol>	<ol style="list-style-type: none"> <li>1. Distributing courses to faculty members.</li> </ol>	<p>Open Voting On the minutes of the</p>	<p>--</p>

	<ol style="list-style-type: none"> <li>2. Assigning advisors and academics.</li> <li>3. Assigning a faculty member to act as a course coordinator for each course taught in the academic program.</li> <li>4. Recommend that the final exam questions be corrected by a faculty member other than the course faculty member or involve one or more specialists in the correction.</li> <li>5. Approving the grades.</li> <li>6. Preparing job performance reports for faculty members.</li> <li>7. Recommending the attendance of the department's employees of training courses inside and outside the university.</li> <li>8. Assign a faculty member other than a course faculty member to develop final exam questions for the course when needed.</li> </ol>	<ol style="list-style-type: none"> <li>2. Recommend that the final exam questions be corrected by a faculty member who is not a faculty member of the course or that you involve one or more correction specialists with her.</li> <li>3. Approving grades.</li> <li>4. Recommending the attendance of the department's employees of training courses inside and outside the university.</li> </ol>	department	
<b>Control and documentation</b>	Reports, Correspondence, Data	Periodic reports on the progress of the study and academic, administrative and research performance, correspondence	Minutes of meetings, correspondence	Needs Inventory Reports, Correspondence

## 2. Program Coordinator, Academic Advisor and Course Coordinator

Job Title	Program Coordinator	Academic Advisor	Course Coordinator
Organizational relationship	Head of Department	Head of Department	Head of Department
Overall Objective	Supporting and supporting the Quality and Academic Accreditation Committee in the department in ensuring the quality management of teaching courses, and is considered the link between the course coordinators and the department council	Supporting and assisting the Quality and Academic Accreditation Committee in the department in ensuring the quality management of teaching courses	Supporting and assisting the Quality and Academic Accreditation Committee in the department in ensuring the quality management of teaching courses
Tasks	<ol style="list-style-type: none"> <li>1. Compiling course reports from the two campuses (male and female).</li> <li>2. Study reports , action plans and priorities for improvement in coordination with the Development and Quality Committee in the department and present them to the department council.</li> <li>3. Follow up the delivery of course reports from the course coordinators and directly supervise them.</li> <li>4. Provide development proposals for the program</li> </ol>	<ol style="list-style-type: none"> <li>1. Supporting the student academically.</li> <li>2. Identify the student's interests and help them refine their skills by nominating him for the various training programs provided by the Academic Affairs and Student Advising Committee in the department and the Academic Advising Unit at the college.</li> <li>3. Identifying the problems of the struggling student and supporting him academically by nominating him for the various training programs provided by the Academic Affairs and Student Counseling Committee in the department and the academic advising unit in the college.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set up course specifications.</li> <li>2. Supporting new faculty members in the documentation processes, preparing the course report , and the requirements of quality work documentation files in the course.</li> <li>3. Follow up the progress of the educational process and the commitment of faculty members to teaching strategies and course evaluation .</li> <li>4. Review course reports across all groups, and then prepare the combined course report.</li> <li>5. Coordinate the meeting with course faculty members to discuss issues related to course quality assurance management.</li> <li>6. Prepare the course report (combined) for the different groups, and send it to the program coordinator.</li> </ol>

	<p>based on the data obtained from course reports.</p> <p>5. Follow up the periodic review of the program and courses.</p>		
<b>Control and documentation</b>	Course Reports	Minutes of meetings, Files of struggling and gifted students	Minutes of meetings, Cumulative course report, Course Quality File Attachments

### 3. Main Committees of the Management Information Systems

#### a. Procedures for forming the main committees in the Department of Management Information Systems

<b>Domain</b>	<b>All aspects of work that directly affect the implementation, management and follow-up of the main work and tasks of the department.</b>
<b>Goal</b>	Ensure the participation of the largest possible number of members in the department, each according to his/her specialization, in the management and implementation of work.
<b>Responsibility for implementation</b>	Head of Department, Head of Department.
<b>Bookmark</b>	<ol style="list-style-type: none"> <li>1. Requirements of the standards of the National Center for Academic Accreditation and Assessment.</li> <li>2. Guide to the organizational structure of colleges at the University of Tabuk.</li> </ol>
<b>Policies</b>	<ol style="list-style-type: none"> <li>1. The program is committed to implementing the general policies and regulations governing the work of Saudi universities and the subsequent organizational policies and internal regulations approved by the university and college.</li> <li>2. Main committees are formed to support the department and its educational programs.</li> <li>3. Committees are formed according to members' interests, inclinations and experience.</li> <li>4. Each faculty member belongs to a maximum of three main committees.</li> <li>5. College decision-makers are not affiliated with the department's committees.</li> <li>6. The organizational structure of the department committees is determined in consistency with its technically affiliated agency.</li> <li>7. A chairman and rapporteur of the main committee are appointed from among faculty members and coordinators of the college units.</li> <li>8. Responsibilities and tasks are distributed among the members of the Main Committee.</li> </ol>
<b>-Procedures</b>	<ol style="list-style-type: none"> <li>1. The head of the department shall form the main committees at the department level by an internal circular specifying the tasks and terms of reference of the work of the committee, its members and the duration of its work.</li> <li>2. The main committees of the department are formed with the approval of the department council at the beginning of the academic year, and the department council may add another main committee during the academic year according to the requirements of work, provided that its tasks are specified.</li> </ol>
<b>Output</b>	Administrative decisions for assignments are approved by the Department Council.

b. Procedures for controlling and following up the work of the main committees in the Department of Management Information Systems

<b>Domain</b>	<b>All aspects of work that directly affect the implementation, management and follow-up of the main work and tasks of the department.</b>
<b>Goal</b>	<ol style="list-style-type: none"> <li>1. Implementing the study and operational plans of the department and its educational programs that are the guarantor of achieving the goals and mission of the department and educational programs.</li> <li>2. Ensure the participation of the largest possible number of members in the department, each according to his/her specialization, in the management and implementation of work</li> <li>3. Implement corrective and preventive actions at the speed necessary to achieve quality work.</li> </ol>
<b>Responsibility for implementation</b>	Head of Department, Female supervisor of the department, Chairman of the Committee.
<b>Bookmark</b>	<ol style="list-style-type: none"> <li>1. Requirements of the standards of the National Center for Academic Accreditation and Assessment.</li> <li>2. Quality Management System Procedural Guide.</li> </ol>
<b>Policies</b>	<ol style="list-style-type: none"> <li>1. All employees of the department are committed to implementing the approved study and operational plans of the department, its educational programs, policies, systems and regulations without making any amendment to them.</li> <li>2. In the event of developments that require taking exceptional measures or amending the implementation of the approved plans for educational programs, the employees or heads of the executive committees of the department may submit to the program management the proposed amendment and its justifications, and they may not start implementing the amendment before obtaining the approval of the competent authority at the level of the department or college (according to the level of the proposed amendment and what is determined by the terms of reference in the approved organizational guide for the program / college).</li> <li>3. All employees of the department and the executive committees of the department are responsible for preparing and keeping files and records that include documenting their implementation of the tasks and activities assigned to them in paper and electronic form.</li> <li>4. All documents are kept within the department's electronic cloud.</li> </ol>
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. The work of the main committees of the department is related to the implementation of the various tasks referred to them by the head of the department, in addition to the initiatives of the department's operational plans, educational programs and the work entrusted to them.</li> <li>2. Each main committee of the department receives the initiatives of its own operational plans along with the work referred to it that corresponds to its assigned tasks.</li> </ol>

3. The main committees of the department prepare a procedural action plan for the initiatives of the operational plans and for all work referred to them.
4. Responsibilities and a schedule for each procedure are distributed in the operational plans, and all faculty members are involved in the implementation of those plans.
5. The work plans of the main committees are presented to the Department Council for discussion and recommendation for accreditation and referred to the College Council.
6. The work plans of the main committees are announced to all members of the department and to the supporting units of the college.
7. Each coordinator shall manage the initiatives of the operational plans assigned to him/her, and the Chairman of the Main Committee shall manage the rest of the tasks referred to him/her, each in accordance with the approved work plan.
8. The coordinator of the unit meets with the support unit at the college level to coordinate the completion of the initiatives of the operational plans in an appropriate manner, and the head of the main committee meets with the concerned college agencies to receive the technical support and support necessary to accomplish the tasks assigned according to the specified time plan.
9. The Chairman of the Main Committee and the Head of the Department supervise on a weekly basis through reports the proper functioning of processes and procedures.
10. An integrated report is presented on a monthly basis on the progress of achievement in the work plans, especially the work related to the operational plans, to the department council.
11. At the end of the school year, unit coordinators and chairmen of the main committees conduct a self-assessment process for the proper implementation of action plans based on comparing the indicator of achievement with the target.
12. After the initial self-assessment process, the Main Committee develops an improvement plan to address those areas that need improvement in response to completion requirements.
13. The Chairman of the Committee in the department prepares completion reports for operational plans based on self-assessment reports of operational plan initiatives, proposed improvement plans, and accompanying evidence.
14. The Department's Quality and Academic Accreditation Committee reviews the completion reports in their annual form to assess the extent to which the requirements of the completion reports are met and the quality of the accompanying documents.
15. The Quality and Academic Accreditation Committee of the department audits the evidence and evidence of the achievements collected from all the main committees of the department at the level of each initiative in the operational plans.

	<p>16. Completion reports are presented to the Department Council and the Chairman of each main committee clarifies the obstacles that prevented the implementation of an initiative (if any), and submits the proposed improvement plans prepared by his/her committee for discussion.</p> <p>17. The Department Council submits achievement reports and improvement plans to the College Council, recommending their approval and inclusion in the operational plans for the following year and referring them to the concerned supporting authorities.</p>
<b>Output</b>	Minutes of meetings, reports of completion of operational plans, improvement plans.

### 3- Roles and responsibilities of the members of the main committees of the Department of Management Information Systems: Chairman of the Main Committee

<b>Organizational relationship</b>	The head of the department is administratively affiliated with the supporting agency concerned with the college technically.
<b>Goal</b>	Study and discuss matters related to the tasks of the committee, and submit appropriate recommendations to the Department Council to take appropriate decisions such as the procedures required for the workflow.
<b>Chairman of the Committee</b>	He is assigned from among the distinguished faculty members with scientific and administrative competencies in the field of the committee by nomination by the head of the department, and the assignment is for a renewable period of one year.
<b>Bookmark</b>	Procedural manual for quality management system.
<b>Tasks</b>	<ol style="list-style-type: none"> <li>1. Nominating the coordinators of the college units of the committee.</li> <li>2. Receiving what is referred to the committee by the head of the department for presentation to the committee.</li> <li>3. Distribution of tasks and work to the members of the Committee.</li> <li>4. Propose the necessary plans to complete the appropriate work and take into account the involvement of all faculty members in the department in their preparation.</li> <li>5. Consider any subject referred by the head of the department, the department council, or the vice dean.</li> </ol>
<b>Input</b>	Unit coordinators' reports, minutes, correspondencethat are forwarded by the head of the department.
<b>Output</b>	Committee work plans, reports of the Committee' s activities, minutes of meetings.

**a. Rapporteur of the Main Committee:**

<b>Organizational relationship</b>	The head of the department is administratively subordinate and the head of the technically concerned committee.
<b>Goal</b>	Controlling and documenting the work of the Committee.
<b>Rapporteur of the Committee</b>	It shall be assigned by a decision of the head of the department, and the assignment shall be for a renewable period of one year.
<b>Bookmark</b>	Procedural manual for quality management system.
<b>Tasks</b>	1. Preparing the agenda of the Committee. 2. Prepare the minutes of the committee's meeting.
<b>Input</b>	Unit coordinators' reports, minutes, correspondence that are forwarded by the head of the department.
<b>Output</b>	Reports of the activities of the Committee, minutes of meetings.

**b. Coordinator of a unit in the college in the main committee**

<b>Organizational relationship</b>	The head of the department is administratively subordinate and the unit supervisor of the college to which he/she is technically affiliated.
<b>Goal</b>	Controlling and documenting the work of the Committee.
<b>Unit Coordinator</b>	He/She is assigned by a decision of the head of the department and upon the nomination of the chairman of the committee, and the assignment is for a renewable period of one year, taking into account that he/she is the coordinator of one unit only in the college.
<b>Bookmark</b>	Procedural guide for quality management system.
<b>Tasks</b>	(1)Preparing a proposal for an operational plan for the tasks entrusted to him/her, taking into account the involvement of all faculty members in the department. (2)Coordinate with the unit to which it is technically affiliated to implement the activities of operational plans related to the tasks entrusted to him/her. (3)Prepare reports on the progress of achievement in the activities of operational plans.
<b>Input</b>	Lecturers, the correspondence that is forwarded by the head of the department.
<b>Output</b>	Reports of the activities of the unit in the college.

#### 4- The main committees of the Department of Management Information Systems and their tasks

##### a. Advisory Committee

<b>Organizational relationship</b>	The head of the department is administratively affiliated with the college's vice deanship for graduate studies and development.
<b>Goal</b>	Contribute to the development of future plans to meet the current and future challenges in the department, provide advice, guidance and advice regarding the development of educational programs and study plans, and provide recommendations on their development in accordance with the latest professional standards, labor market aspirations and the results of evaluation processes.
<b>Composition of the Committee</b>	<p>It consists of four to twelve members of:</p> <ul style="list-style-type: none"> <li>• Vice Dean for Graduate Studies and Development (Chairman).</li> <li>• Head of Department.</li> <li>• Female supervisor of the department.</li> <li>• Rapporteur of the Committee.</li> <li>• Representatives from the government sector with competencies and the nature of his/her scientific and career degree that he/she occupies is commensurate with the scientific department and its educational programs.</li> <li>• A male and female graduate of the department and its educational programs.</li> <li>• A male and female student from the department and its educational programs.</li> <li>• Representatives of employers that aim to employ graduates of the department and its educational programs, provided that they have long professional experience.</li> </ul>
<b>Bookmark</b>	Procedural guide for the formation and work of advisory committees of colleges and their academic programs at the University of Tabuk.
<b>Tasks</b>	<ol style="list-style-type: none"> <li>(1) Making development proposals regarding the operational plans of the department and its educational programs in terms of education, scientific research and community service in order to achieve the Kingdom's National Vision 2030.</li> <li>(2) Discuss the annual report of the educational programs in the department and the surveys of beneficiaries, the results of measuring learning outcomes, teaching strategies, evaluation methods, basic performance indicators, and the most prominent opportunities for improvement, recommendations and implementation plans contained therein.</li> <li>(3) Discuss field experience reports and propose solutions for improvement opportunities for excellence in the practice of the profession.</li> </ol>

	<p>(4) Discuss the extent to which the skills mastered by graduates of educational programs in the department match the needs of the different employment sectors in light of developments in the field of specialization and societal needs.</p> <p>(5) Contribute to the establishment of agreements, memoranda of understanding and cooperation with academic and industrial institutions and research centers.</p> <p>(6) Contribute to establishing relationships with employers to enroll students in volunteer work programs that gain them work experience and part-time employment opportunities.</p> <p>(7) Contribute to introducing the various business institutions to the department, its educational programs and their capabilities in the field of education, scientific research and community service.</p> <p>(8) Academic and research issues and community service, and the Department Council approves the opinion of the Advisory Committee.</p>
<b>Committee input</b>	Any statements, recommendations or reports submitted to it by the Chairman of the Committee.
<b>Committee Outputs</b>	Minutes of meetings submitted to the Department Council or the College Council.

**b. Quality and Academic Accreditation Committee:**

The following table shows the various components of the organizational structure of the committee, and is characterized by its consistency with the organizational structure of the Vice Deanship for Graduate Studies and Development in a way that facilitates the consistency of the quality system in the department with the quality system of the college. All the outputs of the committee are subject to follow-up by the Vice Deanship for Graduate Studies and Development.

<b>Matrix of consistency of the organizational structure of the Quality and Academic Accreditation Committee in the Department of Management Information Systems with the organizational structure of the Vice Deanship for Graduate Studies and Development</b>			
<b>Quality and Academic Accreditation Committee</b>	<b>Vice Deanship for Graduate Studies and Development</b>		
	<b>Unit Supervisor Quality Assurance</b>	<b>Unit of strategic plan</b>	<b>Unit Supervisor Community Service</b>
<b>Chairman of the Quality and Academic Accreditation Committee</b>			
<b>Coordinator of the program</b>			
<b>Coordinator of the operational plan</b>			
<b>Community Service Coordinator</b>			

<b>Organizational relationship</b>	<b>The head of the department is administratively affiliated with the college's vice deanship for graduate studies and development.</b>
<b>Goal</b>	Managing the quality tasks, developing plans, formulating policies and developing methodologies in accordance with the policies of the Quality Assurance Department at the college.
<b>Formation of the Committee</b>	Chairman of the Committee.
	Rapporteur of the Committee.
	Committee members.
	Program Coordinator.
	Coordinator of the Statistics and Information Unit.
<b>Bookmark</b>	Coordinator of the Community Service and Partnerships Unit.
	<ol style="list-style-type: none"> <li>1. Task Guide for leadership positions in colleges and supporting deanships at the University of Tabuk.</li> <li>2. Letter of assignment from the department board.</li> <li>3. University and college quality guide.</li> </ol>
<b>Tasks</b>	<ol style="list-style-type: none"> <li>1. Work to spread the culture of quality in the department.</li> <li>2. Equipping and providing faculty members in the department with publications, documents and recent versions of the forms required to obtain local and international accreditation, as well as all relevant references.</li> <li>3. Review the mission and objectives of the department and its educational programs periodically with the participation of beneficiaries and develop them accordingly.</li> <li>4. Compiling the improvement plans proposed by the various committees of the department annually, and filling out the operational plan preparation form.</li> <li>5. Submit the operational plans (at the beginning of the academic year) to the Department Council and the College for approval after discussion by the Department Council and amend the observations received.</li> <li>6. Conduct a self-assessment of the achievement of operational plan initiatives based on a comparison of actual achievement with the target.</li> <li>7. Prepare achievement reports for operational plans annually (by the end of the academic year), including proposed improvement plans.</li> <li>8. Receiving and reviewing course files and reports from faculty members and submitting them to the Quality Assurance Unit in the college.</li> <li>9. Supervising and coordinating with the various committees in the department in preparing key performance indicators and benchmarking required for quality assurance and academic accreditation.</li> </ol>

	<p>10. Supervising training and qualification in the field of quality and academic accreditation in the department.</p> <p>11. Collecting and documenting the quality assurance and academic accreditation processes in the department and keeping them in indexed files.</p> <p>12. Follow up the implementation of continuous improvement recommendations referred to the department by the Quality Assurance Unit in the college.</p> <p>13. Collecting and unpacking various questionnaires related to quality assurance and academic accreditation and preparing the necessary reports.</p> <p>14. Preparing the annual report of the educational programs in the department.</p> <p>15. Any other tasks assigned to the Committee within the framework of its work.</p>
<b>Committee input</b>	Any minutes or correspondence referred to it by the head of the department or the department council.
<b>Committee Outputs</b>	<p>Questionnaire reports, annual reports of educational programs in the department, minutes of meetings submitted to the head of the department, the department council and the college council.</p> <p>Operational plans, achievement reports, minutes of meetings to be submitted to the Head of Department, Department Council and College Council.</p>

**c. Committee on Programs, Study Plans and Alignment**

<b>Organizational relationship</b>	The head of the department is administratively affiliated with the college's programs and study plans committee.
<b>Goal</b>	Reviewing and developing the structural structure of the educational programs in the department in accordance with the standards of the University's Programs and Study Plans Committee, in coordination with the Programs and Study Plans Committee at the college.
<b>formation of the Committee</b>	Chairman of the Committee. Rapporteur of the Committee. Committee members.
<b>Bookmark</b>	(1)Task Guide for leadership positions in colleges and supporting deanships at the University of Tabuk. (2)Letter of assignment from the department board. (3)Procedural guide for programs and study plans at the University of Tabuk.
<b>Tasks</b>	(1) Preparing and developing study plans for the educational programs in the department in both Arabic and English in accordance with the standards specified in the procedural guide for programs and study plans at the university and the standards and requirements of local and international academic accreditation bodies, taking into account the opinions of all faculty members in the department Students, graduates and the local community, in coordination with the College's Programs and Study Plans Committee. (2) Follow-up and development of educational programs in the department with the preparation of a report on the extent of compliance with the required local and international standards. (3) Follow up the implementation of the study program as recommended in the program specification and the course specifications in the program. (4) Continuous coordination with the Programs and Study Plans Committee at the college and the University Vice Presidency for Educational Affairs (Department of Programs and Study Plans) before starting any improvement process in the study plans and programs in the department. (5) Coordination between multiple programs within the college on the identification of joint courses. (6) Review the characteristics of graduates and learning outcomes for the department's educational programs . (7) Propose arbitrators, external reviewers and benchmarking of educational programs in the department, and benefit from their observations in the development of those programs. (8) Participate in the preparation and implementation of the operational plans of the department and its educational programs related to the tasks of the committee. (9) Periodic evaluation of study plans through feedback and recommendations extracted by faculty members, arbitrators, evaluators and graduates, and submitting proposals for appropriate actions in accordance with the university's regulations.

	<p>(10) Standardization of final and periodic exams among all academic groups for each course at the level of the two parts (male and female students), and unification does not require setting the same questions, but standardization on the difficulty of the test and what is achieved by students' acquisition of the learning outcomes of educational programs.</p> <p>(11) Considering the requests for equivalency of the courses of the educational programs in the department in accordance with the equivalency controls and regulations in force at the university, and submitting a report to the head of the department.</p> <p>(12) Submit to the head of the department a periodic report on the activities of the committee.</p> <p>(13) Any other tasks assigned to the Committee within the framework of its work.</p>
<b>Committee input</b>	Any minutes or correspondence referred to it by the head of the department or the department council.
<b>Committee Outputs</b>	Committee reports, minutes of meetings to be submitted to the Head of Department, Department Council and College Council.

**d. Scientific Committee:**

<b>Organizational relationship</b>	The head of the department is administratively affiliated with the college's vice deanship for graduate studies and development.
<b>Goal</b>	Strengthening the scientific research system to develop the educational process and solve the problems of society.
<b>Composition of the Committee</b>	Chairman of the Committee. Rapporteur of the Committee. Committee members.
<b>Bookmark</b>	(1) Task Guide for leadership positions in colleges and supporting deanships at the University of Tabuk. (2) Executive and procedural rules for scientific promotions set by the Scientific Council of the University. (3) Executive and procedural rules for attending seminars and scientific conferences set by the University Council. (4) Letter of assignment from the department board.
<b>Tasks</b>	(1) Examining applications for the promotion of faculty members in the department in accordance with the executive and procedural rules set by the Scientific Council at the university. (2) Studying the validity of printing and publishing books written by faculty members in the department. (3) Activating scientific research. (4) Participate in the preparation and implementation of operational plans for the department and its educational programs in the field of scientific research. (5) Studying the applications submitted by faculty members in the department to attend seminars and scientific conferences in accordance with the executive and procedural rules set by the University Council. (6) Coordination to obtain major supporters of scientific conferences and events. (7) Organizing and coordinating the management of conferences, workshops, seminars, scientific and cultural events and scientific competitions in the department. (8) Establishing a database for scientific research and updating it periodically. (9) Submit to the head of the department a periodic report on the activities of the committee. (10) Any other tasks assigned to the Committee within the framework of its work.
<b>Committee input</b>	Any minutes or correspondence referred to it by the head of the department or the department council.
<b>Committee Outputs</b>	Report of the activities of the committee, minutes of meetings to be submitted to the head of the department, the department council and the college council.

**e. Academic Affairs and Student Counseling Committee:**

<b>Organizational relationship</b>	The head of the department is administratively affiliated with the college vice-deanship.
<b>Goal</b>	Academic support for male and female students of the department.
<b>Formation of the Committee</b>	Chairman of the Committee.
	Rapporteur of the Committee.
	Committee members.
	Coordinator of the Academic Advising Unit.
	Coordinator of the Cooperative Training Unit.
<b>Bookmark</b>	(1) Academic Student Guide at the University of Tabuk.
	(2) Admission and registration guide at the University of Tabuk and for the educational programs in the department.
	(3) Regulations of study and tests at the University of Tabuk.
	(4) Rights and duties of the university student.
	(5) Executive rules for student grievance at the University of Tabuk.
	(6) Academic Advising Kit at the College.
<b>Tasks</b>	(6) The college's cooperative training portfolio, and the cooperative training manual for the Department of Management Information Systems.
	(1) Supervising the study schedules for all courses at different levels in coordination with the Academic Affairs Unit at the college.
	(2) Communicate with the Deanship of Admission and Registration at the university to enter the study schedules in the registration system.
	(3) Supervise the development of student schedules and additions in coordination with the coordinator of the Academic Advising Unit.
	(4) Preparing exam schedules and semester observations for each semester.
	(5) Follow-up and equivalence of courses of students transferred from one college to another from inside and outside the university.
	(6) Providing and analyzing statistics related to the preparation of annual reports for educational programs in the department.
	(7) Participate in the preparation and implementation of the operational plans of the department and its educational programs related to the tasks of the committee.
	(8) Prepare and supervise an academic advising plan at the beginning of each academic year.
	(9) Introducing students to the goals and mission of the department, its educational programs, the areas of work of its graduates, and the aspects of care and services that are provided to students.
(10) Distributing new students to academic supervisors and publishing lists at the beginning of each year.	

	<p>(11) Raising awareness of the importance of academic advising and the importance of communicating with the academic advisor.</p> <p>(12) Consider students' academic problems raised by academic advisors and seek to solve them with the department management.</p> <p>(13) Consider students' complaints and grievances, and contribute to resolving them.</p> <p>(14) Contribute to solving students' psychological, financial, social and functional problems, and submit when necessary to the Deanship of Student Affairs at the university to take the necessary action in it.</p> <p>(15) Coordination and follow-up with the Cooperative Training Unit at the college to enable students of the bachelor's program in management information systems to obtain training bodies that suit the achievement of the program's learning outcomes.</p> <p>(16) Building a base of gifted and struggling students in the department and preparing special programs for them.</p> <p>(17) The Committee meets periodically every (4) weeks or according to new reports, in order to discuss periodic reports or exceptional reports submitted by academic advisors.</p> <p>(18) Periodically submit a report that includes the work of the committee, as well as a report on the levels of students to the head of the department.</p> <p>(19) Any other tasks assigned to the Committee within the framework of its work.</p>
<b>Committee input</b>	Any minutes or correspondence referred to it by the head of the department or the department council.
<b>Committee Outputs</b>	Committee reports, minutes of meetings to be submitted to the Head of Department, Department Council and College Council.

**f. Alumni and Student Activities Committee:**

<b>Organizational relationship</b>	The head of the department is administratively affiliated with the college vice-deanship.
<b>Goal</b>	Contribute to raising the efficiency of graduates and students and refining their skills through a range of training programs and workshops.
<b>Formation of the Committee</b>	Chairman of the Committee.
	Rapporteur of the Committee.
	Committee members.
	Coordinator of the Alumni Unit.
	Coordinator of the Student Activities Unit.
	A graduate of outstanding students who have been employed, taking into account the renewal of their names on an annual basis.
<b>Bookmark</b>	<ol style="list-style-type: none"> <li>(1) Academic Student Guide at the University of Tabuk.</li> <li>(2) Directory of graduates of educational programs in the department.</li> <li>(3) Student guide to the educational programs in the department.</li> <li>(4) The student's guide to the labor market in the educational programs in the department.</li> </ol>
<b>Tasks</b>	<ol style="list-style-type: none"> <li>(1) Coordination with both the Alumni Unit in the college and the Alumni Unit at the Deanship of Student Affairs at the university in all matters related to graduates in the department.</li> <li>(2) Building an electronic database for graduate students that contains graduate information and means of communication with them.</li> <li>(3) Building an electronic base for the target parties in employing graduates.</li> <li>(4) Design an indicator for the satisfaction of graduate students.</li> <li>(5) Participate in the preparation and implementation of the operational plans of the department and its educational programs related to graduates and student activities.</li> <li>(6) Contribute to preparing graduates for the labor market, by raising their efficiency and refining their skills through a range of training programs and workshops.</li> <li>(7) Identifying the problems facing the graduates of the department in coordination with the alumni unit in the college.</li> <li>(8) Contribute to the creation of job opportunities for graduates of the bachelor's program in management information systems in the department by listing companies and institutions in the public and private sectors related to specialization in coordination with the graduates' unit in the college.</li> </ol>

	<p>(9) Inviting graduates on various events of the department and motivating them to participate in its various activities.</p> <p>(10) Preparing the graduates' plan and student activities in line with the initiatives of the department's operational plans and educational programs, and following up on their implementation in coordination with the alumni and student activities units in the college.</p> <p>(11) Integrating students with special needs in activities and providing care for them in coordination with the competent units of the college.</p> <p>(12) Motivating students to participate in various university events.</p> <p>(13) Submit to the head of the department a periodic report on the activities of the committee.</p> <p>(14) Any other tasks assigned to the Committee within the framework of its work.</p>
<b>Committee input</b>	Any minutes or correspondence referred to it by the head of the department or the department council.
<b>Committee Outputs</b>	Committee reports, minutes of meetings to be submitted to the Head of Department, Department Council and College Council.

## The National Academic Accreditation Framework

The NCAAA (National Commission for Academic Accreditation and Assessment) in Saudi Arabia is a governmental organization responsible for ensuring the quality of higher education institutions and programs within the country. It was established in 2004 as an independent agency under the supervision of the Ministry of Education. The NCAAA plays a crucial role in promoting and maintaining the quality of higher education in Saudi Arabia. Through its accreditation and quality assurance processes, it aims to improve educational standards. The NCAAA evaluates and assesses the quality and standards of education provided by universities, faculties, and academic programs across various disciplines.

The NCAAA (National Commission for Academic Accreditation and Assessment) in Saudi Arabia has developed a set of standards for higher education institutions and programs. These standards serve as benchmarks to ensure the quality and effectiveness of education provided by universities, faculties, and academic programs. The NCAAA standards for programs quality assurance categorize all activities that take place within the programs in the following general five areas:

**Table 3:** Academic Accreditation Committees responsibilities.

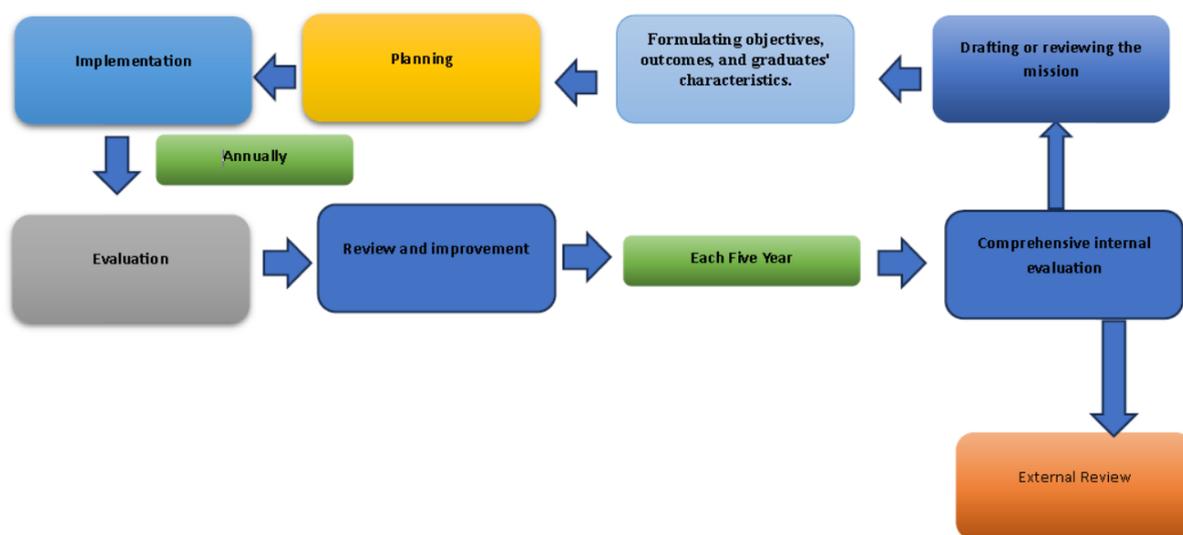
	NCAAA Standard	Responsible Committee
Standard 1	Management of Program Quality Assurance	The Program Context Committee
Standard 2	Teaching and Learning	Programs and Study Plans Committee
Standard 3	Students	Academic Supervision Committee
Standard 4	Teaching Staff	
Standard 5	Learning Resources	Learning resources and facilities Committee
All standards	All standards	SSRP Revision and Drafting Committee

## Close Quality Loop cycle

Closing the quality loop involves a series of steps aimed at addressing feedback and improving the quality of a program.

The figure below recapitulates the steps for closing the quality loop cycle.

**Figure 2: Quality Loop Cycle**



### Step 1: Planning

1. **Gather Feedback:** The first step is to gather feedback from stakeholders such as students, faculty members, employers, and other relevant parties. This can be done through surveys, focus groups, interviews, or any other means of collecting input.
2. **Analyze Feedback:** Once the feedback is collected, it needs to be thoroughly analyzed. This involves categorizing and identifying common themes, strengths, weaknesses, and areas for improvement. The goal is to gain a comprehensive understanding of the feedback received.
3. **Identify Improvement Points:** Based on the analysis, specific improvement points should be identified. These are the areas that require attention and enhancement within the program. It could be related to curriculum, teaching methods, resources, support services, or any other aspect of the program.
4. **Develop Action Plan:** After identifying the improvement points, an action plan should be developed. This plan outlines the steps, strategies, and resources needed to address the identified areas of improvement. It should be specific, measurable, achievable, relevant, and time-bound (SMART) to ensure effective implementation.

## Step 2: Implementing

1. **Implement Changes:** The next step is to implement the changes outlined in the action plan. This may involve revising the curriculum, providing additional training or support to faculty members, improving resources or facilities, or enhancing student services. The changes should be implemented systematically and monitored closely.

## Step 3: Evaluating

1. **Monitor Progress:** It is essential to monitor the progress and effectiveness of the implemented changes. Regular evaluation and assessment of the improvements help determine if they are achieving the desired outcomes. This can be done through ongoing data collection, student feedback, performance indicators, or other evaluation methods.

## Step 4: Review and Refine

1. **Adjust and Refine:** *Based on the monitoring and evaluation, adjustments and refinements should be made as necessary. This step involves making modifications to the implemented changes or strategies to ensure continuous improvement. It requires flexibility and a willingness to adapt based on the evolving needs of the program and its stakeholders.*

By following these steps, the quality loop can be effectively closed, ensuring that feedback is acknowledged, improvements are made, and the overall quality of the program is enhanced. This iterative process promotes continuous improvement and allows the program to adapt and meet the changing needs of its stakeholders.

A very important point that must be activated during continuous development processes:

**Communication and Engagement:** Effective communication and engagement with stakeholders throughout the process are essential. Regularly updating students, faculty members, and all relevant parties on the progress made, changes implemented, and outcomes achieved is necessary. This keeps stakeholders informed and involving them in this information enhances their sense of belonging and collaboration.

The Management Information Systems Program employ a variety of assessment methods to comprehensively evaluate student progress and provide timely feedback for improvement. Additionally, the Management Information Systems Program quality system includes a rigorous program evaluation process that allows it to continuously assess its effectiveness, make data-informed decisions, and implement enhancements to meet the evolving needs of the students as well as the industry demands. The approval of adjustments or modifications of any component in the program has to adhere to the authority matrix presented in Table 4.

**Table 4:** The approval levels of modifications that take place within the University of Tabuk.

Intended curriculum changes	Final Level of Approval
<b>Program Level</b>	
Changes including a program's mission, objectives, title, program length (total number of years/levels/ hours), program learning outcomes, program specification, study plan, and adding co-requisites or prerequisites	UT Standing committee of programs and study plans
Changes in ordering of PLOs, program KPIs, course code	UT Management of Programs and study plans
Change in the facilities, operational plan, dropping program co-requisites or pre-requisites	Faculty Council
<b>Course Level</b>	
Changes in the title, credit hours, length of period for teaching, timing in the program plan, update of course specification affecting >25% of CLOs, language of teaching	Standing committee of programs and study plans at UT
Course code	Management of Programs and study plans at UT.
Changes in course policies and regulations	Faculty Council
Course teaching strategies, < 25% change in CLOs, textbooks, reference materials, updates in medical knowledge in related topics, distribution of topics/weeks, methods for assessment; measurement and evaluation grading systems.	Department Council

## The Management Information Systems Program development and review cycles Curriculum Level review and development

The curriculum generally details the teaching, learning and examination materials for all the courses in the program. The curriculum of the Management Information Systems Program is planned and developed according to the University of Tabuk policies and procedures, program mission goals and outcomes, the needs of the students, the needs of the local community, and the academic and professional body's requirements.

The Management Information Systems Program curriculum development process goes through the following four major phases:

### Phase 1: Planning

During this curriculum development phase, the program and study plans committee has done research collected and analyzed data regarding:

1. Issues and trends of Management Information Systems education at the local area and nationwide. Identifying key issues and trends allows the program and study plans committee to design an appropriate Curriculum that is responsive to the needs of the students, the local community and the professional bodies and assess.
2. Resources that can be provided to implement the curriculum.
3. Policies and guidelines from the Faculty, University and national education and accreditation bodies.

The data sources include exam papers, assignments, lecture notes, textbooks, surveys of students, faculty members, professional bodies and local community, surveys of students, faculty members, local community and local. The work done on this phase will inform the curriculum development.

### Phase 2: Developing

During this curriculum development phase, the program and study plans committee has reviewed decided on the following:

1. **Learning Outcomes:** Identify what appropriate learning outcomes students must acquire by the end of the program.
2. **Contents:** Refer to instructional materials and resources needed to facilitate an effective learning experience.

3. **Learning experience:** Refer to all the activities devised for learners to reinforce learning.
4. **Sequence of learning experience:** How the learning experiences should be organized to ensure effectiveness of instructions.

Courses made by the program and study plans committee about curriculum goals and outcomes are motivated by the following factors.

1. The Subject matter.
2. The National Standard Policies on education.
3. The needs of the learners.
4. Local Community.

The outcomes of all these efforts are documented in the Management Information Systems Program and course Specification. The templates of these specifications are designed and provided by the NCAAA.

**The curriculum of Management Information systems:** The Management Information Systems department offers a wide range of courses in pure and applied Management Information Systems for its majors and for students in other disciplines.

At the University of Tabuk. Monitoring the implementation of a curriculum is crucial to ensure that the intended goals and objectives are being achieved and that the curriculum is effectively meeting the needs of the students and stakeholders. By monitoring the implementation of a curriculum, the Management Information Systems Program can identify areas for improvement, and make necessary adjustments to ensure the Curriculum's effectiveness and alignment with the desired learning outcomes.

The curriculum design considers fulfilling the program goals and learning outcomes, and the educational, scientific, technical and professional developments in the field of specialization; and is periodically reviewed. Table 3 presents the set of courses offered by the management Information systems program.

**Table 5 : Courses offered by MIS program**

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	ELS1101	English (1)	Required		3	Institution
	ARAB1101	Arabic language Skills	Required		2	Institution
	EDUF1102	Critical Thinking Skills and its Contemporary Applications	Required		3	Institution
	MATH1101	Introduction to Mathematics	Required		3	Institution
	MGT1101	Principles of Management	Required		2	Program
	LAW1203	Commercial Law	Elective		3	Institution
Level 2	ELS1102	English (2)	Required	ELS1101	3	Institution
	CID1101	Communication Skills	Required		2	Institution
	ISLS1101	Islamic Culture Between Tradition and Modernity	Required		2	Institution
	STAT1101	Introduction to Statistics	Required		3	Institution
	CSC1101	Introduction to Computing	Required		3	Institution
	ACCT1101	Principles of Accounting (1)	Required		3	College
	MIS1101	Management Information Systems	Required	MGT1101	3	Program
Level 3	ISLS1201	Ethics and Civilizational values in Islam	Required	ISLS1101	2	Institution
	ACCT1201	Principles of Accounting (2)	Required	ACCT1101	3	College
	FIN1201	Principles of Financial Management	Required	ACCT1101	3	College
	FIN1202	Principles of Microeconomics	Required		3	College
	MKT1201	Principles of Marketing	Required		3	College
	CSC1252	Principles of Programming (1)	Required		3	Program

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 4	FIN1205	Principles of Macroeconomics	Required	FIN1202	3	College
	MIS 1201	Database Systems	Required		3	Program
	MIS 1202	E-commerce	Required	MIS 1101	3	Program
	CSC1253	Principles of Programming (2)	Required	CSC1252	3	Program
	CSC1251	Introduction to Applications of Intelligence Artificial (Elective General Preparation -Technical)	Elective		3	Institution
	ARAB1251	Academic writing (Elective General Preparation -Languages)	Elective		3	Institution
Level 5	MGT1304	Production and Operations Management	Required	MGT1101	3	Program
	MIS1301	System Analysis and Design (1)	Required	MIS1201	3	Program
	MIS1302	Programming for Business	Required	CSC1253	3	Program
	GEEC1251	Digital Citizenship (Elective General Preparation-Culture and Humanities)	Elective		2	Institution
	CIT1351	Principles of Computer Networks	Required		3	Program
	CE xxx	College elective Course	Elective		3	College
Level 6	MGT1307	Strategic Management	Required	MGT1101	3	Program
	MIS 1303	Business Intelligent Systems	Required	MIS 1201	3	Program
	MIS 1304	System Analysis and Design (2)	Required	MIS 1301	3	Program
	EDUF1251	Introduction to Scientific Research (Elective General Preparation-Professional and Personal)	Elective		2	Institution

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	CIT1251	Web Design	Required		3	Program
	MIS****	Elective- Program				Program
Level 7	MIS1401	IT Project Management	Required	MIS 1303	3	Program
	MIS1402	Enterprise Resource Planning systems	Required	MIS 1101	3	Program
	MIS 1403	Decision Support Systems	Required	MIS 1303	3	Program
	MIS 1404	Business Modeling and Simulation	Required	MIS 1301	3	Program
	MIS 1498	Project	Required	Complete 104 hours	3	Program
Level 8	MIS1495	Internship	Required	Complete 116 hours	3	Program
	CIT1471	Information Security	Required		3	Program
	MIS****	Elective- Program			3	Program
Program Elective Courses	MIS 1307	Human Resource Information Systems	Elective	MIS1201	3	Program
	MIS 1305	Strategic Information Systems	Elective	MIS1201	3	Program
	MIS 1306	Knowledge Management	Elective	MIS1201	3	Program
	MIS 1405	Special Topics in MIS	Elective	MIS1201	3	Program
	MIS1406	Social and Ethical Issues in Information Systems	Elective	MIS1201	3	Program
College Elective Courses	ACCT1302	Cost accounting	Elective	ACCT1201	3	College
	MGT1303	Human Resources Management	Elective	MGT1101	3	College
	MGT1201	Organizational Behavior	Elective	MGT1101	3	College
	FIN1203	Principles of investment	Elective	FIN1201	3	College
	MKT1305	Marketing Management	Elective	MKT1201	3	College
	MGT 1403	Entrepreneurship	Elective	MGT1101 FIN1101	3	College
Institution Elective Courses	LAW1203	Commercial Law (Elective General Preparation - Natural & Social Science)	Elective		3	Institution

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	ARAB1251	Academic writing (Elective General Preparation -Languages)	Elective		3	Institution
	CSC1251	Introduction to Applications of Intelligence Artificial (Elective General Preparation -Technical)	Elective		3	Institution
	THM1251	Digital Citizenship (Elective General Preparation-Culture and Humanities)	Elective		2	Institution
	EDUF1251	Introduction to Scientific Research (Elective General Preparation- Professional and Personal)	Elective		2	Institution

The Management Information Systems has a course coordinator for every course in the curriculum. The course coordinator oversees the planning, development, and overall management of a specific course, and serves as a central point of contact for faculty, students, and administrators involved in the course and work to create an optimal learning environment that supports student success and achievement of program outcomes.

### Phase 3: Implementation and Monitoring

This stage starts after the final approval by the higher authority.

The primary role of the course coordinators is to ensure the smooth functioning and effective delivery of the course they are responsible for. The responsibilities of a course coordinators include:

1. Collaborating with faculty and subject matter experts to develop and update the course curriculum.
2. Coordinating the scheduling and sequencing of courses, determining the course offerings for each term or semester, and ensuring the availability of necessary resources,

such as classrooms, equipment, and instructional materials.

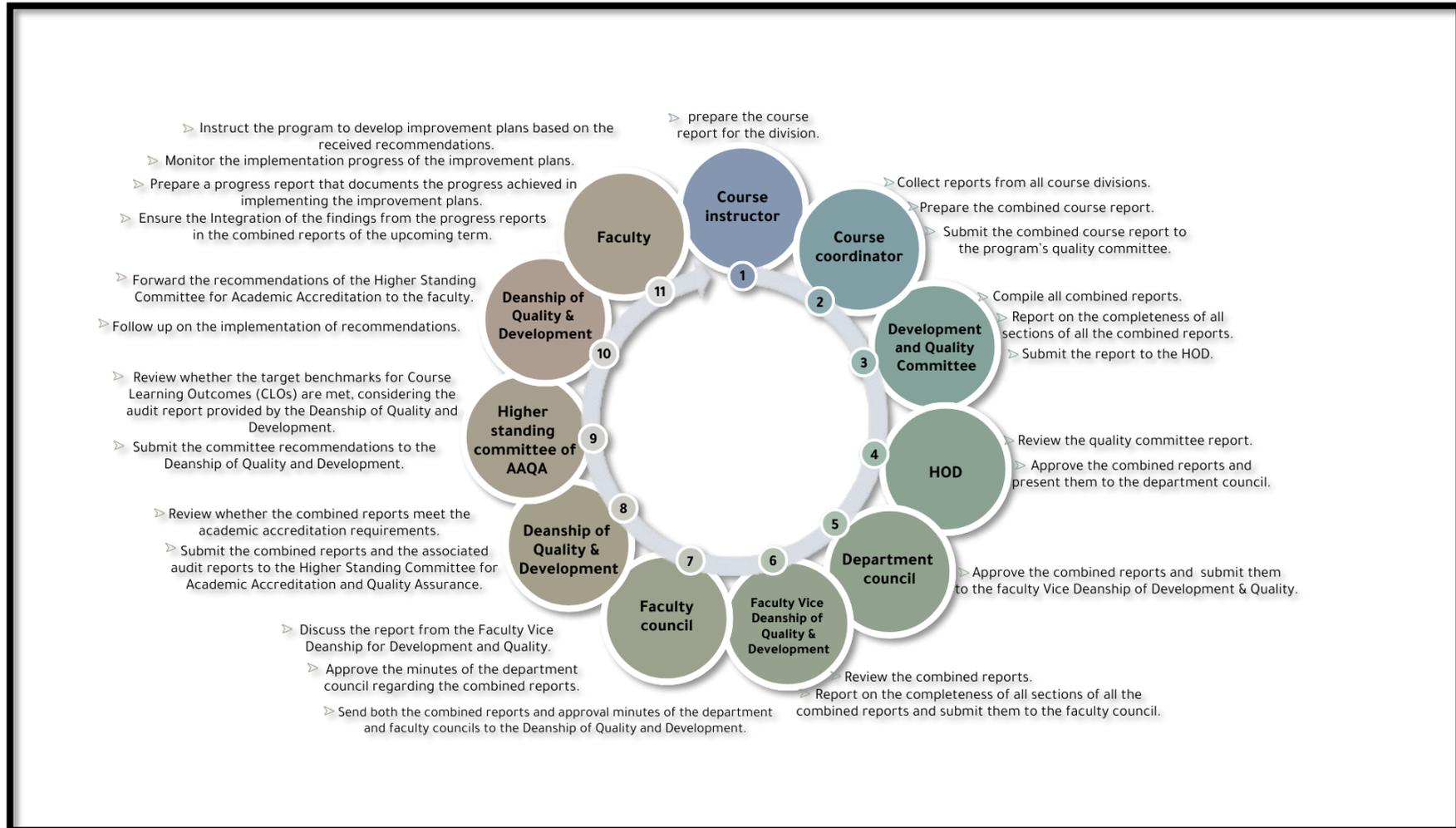
3. Working with instructors to develop instructional materials, resources, and assessments that support the course objectives and enhance student learning experiences.
4. Supporting and coordinating the efforts of instructors teaching the course(s), providing guidance on instructional strategies, assessment methods, and classroom management. Facilitating communication and collaboration among instructors, ensuring consistency in course delivery.
5. Monitoring and evaluating the quality and effectiveness of the course(s) through various means, such as collecting and analyzing student feedback, conducting course evaluations, and assessing student performance and outcomes.
6. Prepare a comprehensive combined course report that addresses the key aspects of the course and communicates the progress, achievements, and challenges related to the course, as well as action plans for continual improvements to all stakeholders.

#### **Phase 4: Evaluation and Reporting**

The course coordinators, report to the programs and study plans committee, as well as the quality assurance committee.

At the end of each term a departmental meeting is held to discuss issues related to the courses delivery, which includes, teaching strategies, students result, Learning outcomes, action plans for improvement, as well as feedback from students and stakeholders. Figure 3 shows the time plan for preparing course reports, and approval of improvements plans, while Figures 3 shows the course report preparation cycle.

**Figure 3: The course report cycle for continual improvements.**



Based on the findings presented in course reports and feedback from students and stakeholders, action plans are developed to make necessary adjustments to the curriculum implementation, which may include, modify teaching strategies, revise learning materials, or adapt assessment methods as needed. The approval and implementation of any modifications is conducted using the university templates, forms, policies, procedures as well as the authority matrix for approval of modifications as shown in Table 3.

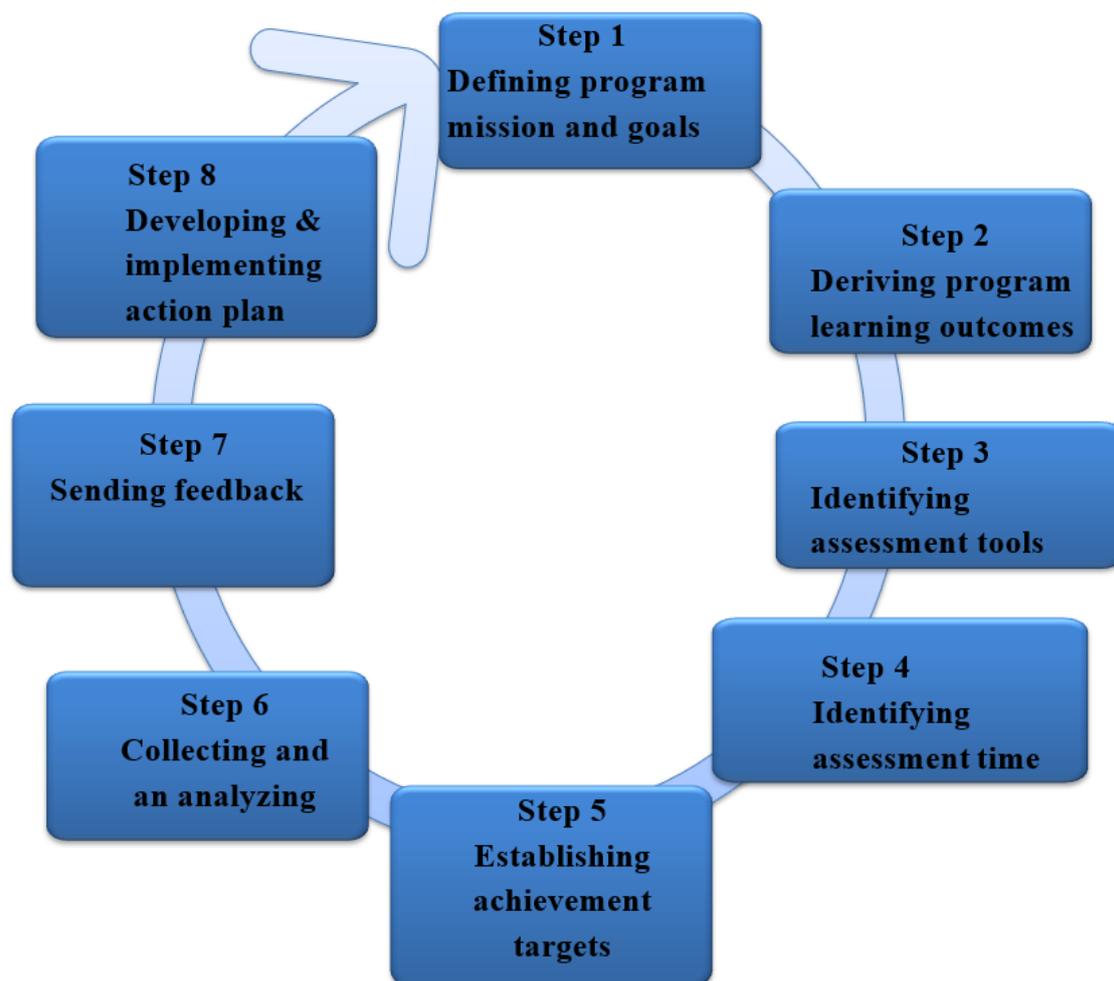
**Table 6:** The approval levels of modifications that take place within the University of Tabuk.

<b>Intended curriculum changes</b>	<b>Final Level of Approval</b>
<b>Program Level</b>	
<b>Changes including a program's mission, objectives, title, program length (total number of years/levels/ hours), program learning outcomes, program specification, study plan, and adding co-requisites or prerequisites</b>	<b>UT Standing committee of programs and study plans</b>
<b>Changes in ordering of PLOs, program KPIs, course code</b>	<b>UT Management of Programs and study plans</b>
<b>Change in the facilities, operational plan, dropping program co-requisites or pre-requisites</b>	<b>Faculty Council</b>
<b>Course Level</b>	
<b>Changes in the title, credit hours, length of period for teaching, timing in the program plan, update of course specification affecting &gt;25% of CLOs, language of teaching</b>	<b>Standing committee of programs and study plans at UT</b>
<b>Course code</b>	<b>Management of Programs and study plans at UT.</b>
<b>Changes in course policies and regulations</b>	<b>Faculty council</b>
<b>Course teaching strategies, &lt;25% change in CLOs, textbooks, reference materials, updates in medical knowledge in related topics, distribution of topics/weeks, methods for assessment; measurement and evaluation grading systems.</b>	<b>Department Council</b>

## Program Level review

The annual program review is one of the mechanisms adopted by the Management Information Systems program to ensure that the program is on continual quality progress in order to meet the highest standards of academic excellence. the Management Information Systems program goes through two review cycles, an annual review cycle and a five years review cycle. Figure 4 shows the program assessment process cycle.

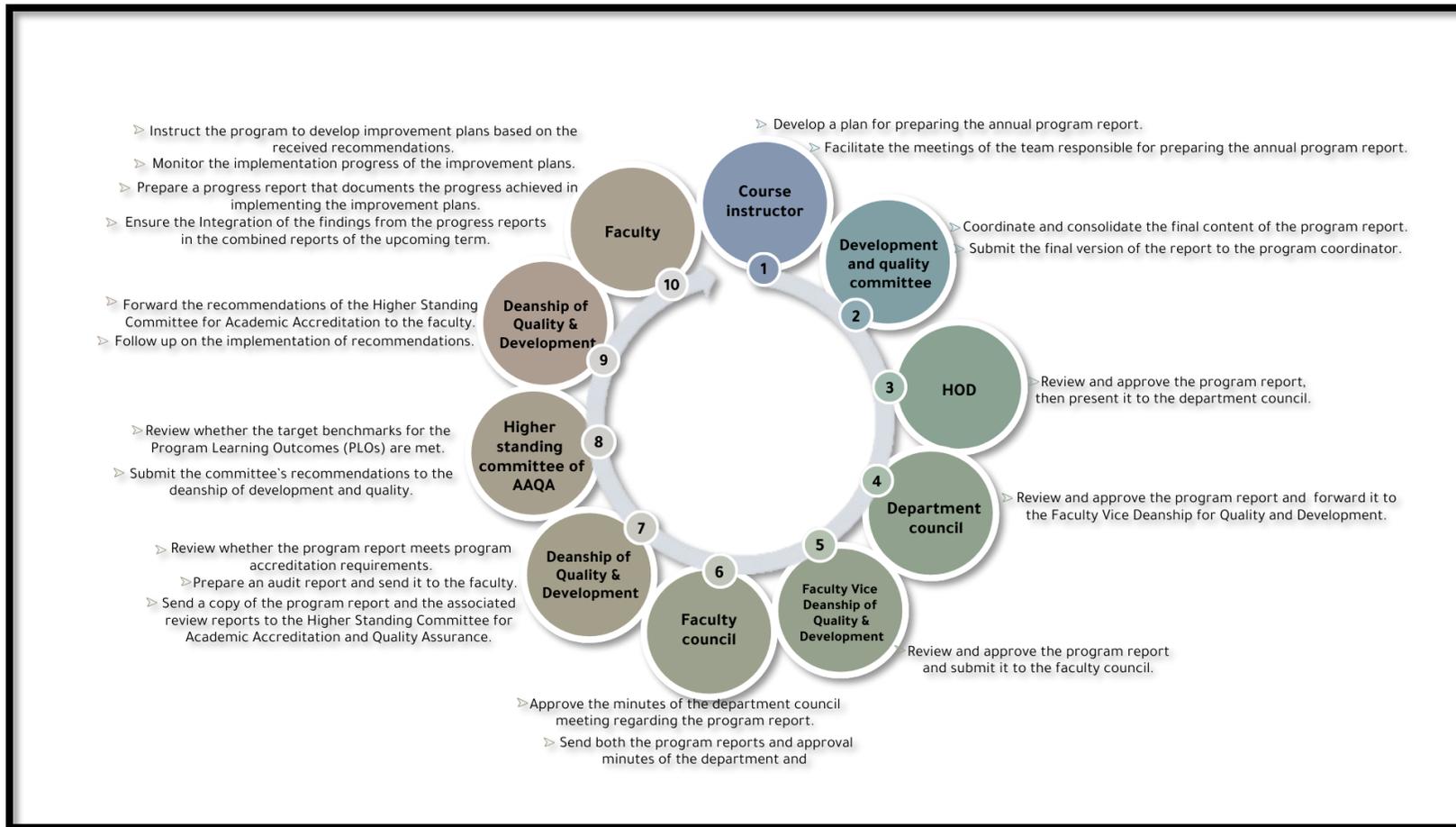
**Figure 4:** The program assessment process.



## **The Annual review Cycle**

Annual Program review starts by collecting data using the standard university templates and forms of course reports, students, graduates, faculty members and admin staff surveys as well as professional bodies surveys. Data analysis, action plans and performance indicators are documented in the annual program report. At the end of the academic year the HOD sends the program report to the vice dean of development and quality which is responsible for ensuring that the report is well written and meets all quality standards recommended by the University of Tabuk and the NCAAA. The Management Information Systems program is responsible of implementing the proposed improvement plans for quality improvements. The whole review process is presented in figure5. Tables 3 and 4 show the quality assurance activities and time frame at the program level.

**Figure 5: The annual program report preparation cycle.**



**Minor Program Modifications:** Minor modifications are essential for continual improvement. Minor modifications include, name changes, contact and address, exam procedures and timing. Minor modifications are managed by the HOD in conjunction with the program and study plans committee. Once a minor modification has been approved it will be publicized via the department website to all stakeholders.

**Major Program Modification:** Major change includes Significant changes to admission or program requirements, Significant changes to courses and curriculum, Changes to admission requirements, learning outcomes and/or delivery mode. Proposals for major program changes should clearly justify the rationale behind any proposed modification. All major modifications require a recommendation for approval by the University Curriculum Committee. To ensure alignment with the university and the NQF polices the department program and study plans committee uses the templates, documents, instructions, and guidelines regarding programs modifications which are available on the University Curricula Committee website

**Program Closure:** To make an informative decision about a program closure data about assessing program demand, financial impacts, trends of student’s enrollment, industry trends and student outcomes should be collected and analyzed. Reasons for closing a program includes:

<b>1. Low enrolment.</b>	<b>Make room for new opportunities</b>
<b>2. Lack of faculty resources.</b>	Shifting students’ interests
<b>3. Changing higher education landscape.</b>	Changing external contexts

Proposals for program closure should be clearly articulate the reasons for closing the program using the memo template provided by the University Curriculum Committee, also timeline plan for action must be in place to take care of all the expected consequences and guarantee a well synchronization with the university system. The Ministry of higher education is the final approval agency for any program closure. Table 7 present the program evaluation matrix and Table 5 shows the roles of faculty members, students in planning, quality assurance and decision making.

**Table 7:** The quality assurance procedures at the course and program levels.

Activity	End of term	Annually	Responsibility
Course evaluation survey	✓		Course coordinators
Post-Term meeting	✓		Course coordinators
Course report (CR)	✓		e instructors + Course coordinators
Course file submission	✓		Course coordinators
Students experience survey		✓	MEWG
Program evaluation survey		✓	MEWG
Faculty members satisfaction survey		✓	MEWG
Employers' evaluation survey		✓	HOD+MEWG
Academic advising survey		✓	Academic advising committee
Operational plan report		✓	OPWG
Program KPI report		✓	KPIWG
Annual program report (APR)		✓	APRWG
Annual program report revision		✓	Deanship of Development and quality
Approval of the APR and CR		✓	FBA council
Action plan preparation & distribution		✓	DQC
Action plan execution & assessment		✓	DQC

**Table 8:** Time frame of program evolution.

Activity	Monthly	Beginning of the term	End of the term	Annually	Every 5 years
Committees' meetings	✓				
Departmental council meeting	✓				
Faculty council meeting	✓				
Pre-Term coordinators meeting		✓			
Course file		✓	✓		
Course evaluation survey			✓		
Course report		✓	✓		
Post-Term coordinators meeting			✓		
Facilities and resources assessment				✓	
Faculty training programs				✓	
Surveys				✓	
Program KPI report				✓	
Operational plan report				✓	
Stakeholders' surveys report				✓	
PLOs assessment report				✓	
Annual program report				✓	
CR and APR revision by internal reviewers				✓	

Improvement plans distribution Action plan execution Action plan report				✓	
Advisory committee meetings				✓	
Independent program review (SSRP)					✓
Review of program and course specifications, learning outcomes and study plan				✓ (Internal review for minor change)	✓ (External review for major changes)
Review of mission, graduates' attributes and operational plan					✓
SWOT analysis report					✓
Self-evaluation scales report				✓	✓
Self-study report (SSRP)					✓

**Table 9:** Program evaluation matrix.

Activity	Responsability	Evidence	Timeline
<b>Effectiveness of teaching and assessment methods</b>	HOD, faculty, students, alumni, employers	Exam results, CR and CES Post-term meeting HOD-students meeting. Interviewers Peer review	End of each term
		PLOs assessment APR HOD-students meeting. PES AES SSS-AC EES Meeting and interviews	Annually
		SES	Mid of the program
<b>Learning outcomes</b>	HOD, faculty, students, alumni, employers	CR CES	End of each term
		Post-term meeting course coordinators-students meeting	
		APR PES AES EES SSS-AC	Annually
		SES	SES
<b>Effectiveness of leadership</b>	HOD, Faculty members, Admin staff	Staff performance evaluation forms. HOD, Faculty members, evaluation surveys.	Annually
		SSS-AC SSS-AD	
<b>Overall quality of the program</b>	Students, graduates, Faculty members, HOD, Admin staff, Employers, Advisory committee, independent reviewers	CRAPR Operational plan report KPIs report PLOs report Stakeholders' surveys report Focused group Discussion Advisory committee meetings	Annually

<b>Partnerships</b>	HOD, Faculty members, Students, Advisory committee	CR APR Operational plan Stakeholders' surveys Advisory committee meetings	Annually
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**Table 10:** Role of faculty members, students in planning, quality assurance and decision making.

Activity	Teaching staff	Employee	Responsibility
<b>Planning</b>	<p>Involvement in formulation of program mission, Goals, graduate attributes, preparing program specification, preparation of course specifications.</p> <p>Head and members in the department council, and committees.</p> <p>Participate in measuring CLOs and PLOs.</p>	<p>Members in the advisory committee.</p> <p>Participate in SWOT analysis (Strategic and operational planning)</p> <p>Provide feedback and proposals for improvements.</p>	<p><b>Members in the following committees:</b></p> <p><b>Program and study plan committee.</b></p> <p><b>Academic Affairs committee.</b></p> <p><b>Academic advisory committee.</b></p> <p><b>quality committee</b></p> <p><b>Scientific committee</b></p> <p><b>Facilities and equipment committee.</b></p>

<p><b>Quality assurance</b></p>	<p>Feedback through, meetings, academic staff satisfaction survey.</p> <p>Members in quality committee.</p>	<p>Admin staff and technicians' satisfaction survey.</p> <p>Members in the accreditation committees.</p>	<p><b>Participate in the evaluation of the quality of courses and the program.</b></p> <p><b>Participate in developing the improvement plans through various surveys (CES, PES, AES)</b></p> <p><b>Academic advising survey.</b></p> <p><b>Program Mission and goals survey.</b></p> <p><b>Preparation of the SES</b></p>
<p>Decision making</p>	<p>HOD, Department council members, Committees, course coordinators,</p> <p>Participate in developing the improvement plans (CR, APR, operational plan, KPIs report)</p> <p>Participate in reviewing and improving the study plan.</p>	<p>Members in the program committees.</p> <p>Participate in the SWOT analysis.</p> <p>Provide proposals for improvements.</p>	<p>Participate in decision making through:</p> <p>Advisory committee.</p> <p>Academic advisory committee.</p> <p>Developing the annual community services and students' activities plans.</p>

			Make suggestion regarding priorities of improvements.
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Every five years the Management Information Systems Program conducts a comprehensive program review and deliberation, which might lead to major or minor program modifications.

## **The Five-Year periodic Evaluation**

The Management Information Systems program follows procedures to manage quality assurance according to a set schedule. It starts from planning to implementation, through measuring performance and evaluating the results achieved that lead to periodic and regular review and improvement.

The program of Management Information Systems follows practical steps to conduct the annual course to ensure its quality according to a specific time frame and procedures. As well as developing plans that achieve the mission and objectives of the program, implementation of operations according to the matrix of powers, and evaluate performance through the use of data and various activities that lead to the review and development of annual improvement plans to achieve the mission and objectives of the program.

The program conducts a comprehensive periodic assessment every five years after the completion of the program cycle and reports on the overall level of quality, identifying strengths and weaknesses. Plans for improvement; and follow up on their implementation. This assessment includes all aspects of the Management Information Systems program, including the study plan, program learning outcomes, academic policies and procedures based on changes and stakeholder proposals.

The program conducts continuous quality audit and control based on the results of stakeholder surveys, operational plan reports and Advisory Committee recommendations and in accordance with the updated forms of the National Qualifications Framework (NCAAA) while adhering to the authority matrix approved by the University. In parallel with the updating of the university strategic plan every 5 years, the program revises its mission and goals to ensure consistency with the faculty and university mission and goals and updates its operational plan. In order to maintain the quality of the Bachelor of Management Information Systems program a self-evaluation of the program must be conducted every five years to ensure that it remains in compliance with the requirements for recertification. The self-evaluation process involves stepping back from the ongoing process and reviewing all areas of the program based on current developments over a specified period. The Agency for Quality and Development organizes 4 committees (Figure 6 and Table 10) headed and managed.

## Higher Committee for Academic Accreditation

**Figure 6:** Academic Accreditation Committees



The four committees are responsible for evaluating the accreditation of best practices and quality assurance in the six program accreditation standards developed by the National Commission on Academic Accreditation and Evaluation (NCAAA) to prepare the SSRP.

**Table 11:** Academic Accreditation Committees responsibilities.

	NCAAA Standard	Responsible Committee
Standard 1	Management of Program Quality Assurance	The Program Context Committee
Standard 2	Teaching and Learning	Programs and Study Plans Committee
Standard 3	Students	Academic Supervision Committee
Standard 4	Teaching Staff	
Standard 5	Learning Resources	Learning resources and facilities Committee
All standards	All standards	SSRP Revision and Drafting Committee

#### **A- The Program Context Committee**

1. Ensuring that the mission and goals of the program are consistent with the mission and goals of the faculty and university.
2. Reviewing the awareness of the beneficiaries with the program's mission and goals and the mechanisms, regulations, and administrative flowchart structures within the program.
3. Monitoring the progress towards achieving program goals.
4. Reviewing the different quality processes in the program.
5. Measurement of KPIs related to the standards and formulation of the improvement plan and follow up the implementation of the improvement plan.
6. Preparation of the necessary evidence and documents to prove the good practice.
7. Preparing the self-evaluation report for standard 1 &2.
8. Participating in preparing the program self-study report.

#### **B-Teaching and Learning Committee**

1. Preparation of the necessary evidence and documents to prove the good practice as stipulated.
2. Measurement of KPIs relate and formulation of the improvement plan and follow up the implementation of the improvement plan.
3. Following up the teaching and assessment processes, students' achievement and graduate employability.
4. Following up on the preparation, submission and revision of the Academic Advising committee Report
5. Following up on the implementation of new faculty members preparation program
6. Following up on the preparation of the faculty member training plan and training report.
7. Checking the update of teaching staff database and follow-up on the updating of the teaching staff CVs.
8. Following up on the preparation and approval of the annual community services plan and the submission of the annual report in coordination with community working group.
9. Measurement of KPIs related to the standard and formulation of the improvement plan, and follow-up on the implementation of the improvement plan.
10. Preparation of the necessary evidences and documents to prove the good practice as .
11. Preparing the self-evaluation report.
12. Participating in preparing the program self-study report.

### **C- Infrastructure Committee**

1. Following up on provision of the appropriate learning resources according to the national/international standards and submitting reports to faculty administration.
2. Following up on provision of appropriate facilities and equipment resources according to the national/international standards and submit reports to faculty administration.
3. Following up on compliance with safety and security precautions in the faculty facilities.
4. Measurement of KPIs related to the standard and formulation of the improvement plan and follow up the implementation of the improvement plan.
5. Preparation of the necessary evidence and documents to prove the good practice as stipulated in the standard guide.
6. Preparing the self-evaluation report.
7. Participating in preparing the program self-study report.

### **D- SSRP Revision and Drafting Committee**

1. Collection of all five standards and their evidence from the other committees.
2. Revision of SSRP and successive iteration of all standards.

Drafting and finalizing the SSRP.

## **Key Performance Indicators and Benchmarking**

They are specific forms of evidence used by the faculty to provide evidence and measure the quality performance. The KPIs are one of the most important tools for assessing the quality of academic programs according to the criteria and rules of the NCAAA and are among the most prominent practices that contribute to decision-making and follow-up processes and continuous development and improvement.

The NCAAA has identified 17 KPIs at the program level all of which are in line with the evolving program accreditation standards. These indicators are the minimum to be periodically measured, and the academic program can use additional performance indicators if it believes they are necessary to ensure the quality of the program. One program KPI is added to the 17 KPIs of the NCAAA as it is believed to add valid information for assessing and evaluating the performance of Management Information Systems program.

### **1. Levels of Each KPI**

It is expected that the program measures the KPIs with benchmarking using the appropriate tools, such as (Surveys, Statistical data, etc.) according to the nature and objective of each indicator, as well as determining the following levels for each indicator:

#### **Actual performance**

Refers to the finding determined when the KPI is measured or calculated. It represents the actual reality of the present situation. A finding benchmark is also an internal benchmark.

#### **1.1 Targeted performance level**

Refers to the anticipated performance level or desired outcome for a KPI. A target benchmark is also an internal benchmark.

#### **1.2 Internal reference (Internal benchmark)**

Refer to benchmarks that are based on information from inside the program or institution. Internal benchmarks include target or finding benchmark data results from previous years.

#### **1.3 External reference (External benchmark)**

Refer to benchmarks from similar programs that are outside the institution, it refers to other institutions (national or international).

#### **1.4 New target performance level**

Refers to the establishment of a new or desired performance level or goal for the KPI that is based on the outcome of the KPIs analysis.

## 1.4 KPI Analysis

Refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.

## 2. Selection of KPIs

The selection of KPIs is based on:

- The 11 NCAAA Program KPIs
- Management Information Systems Program KPI.

A report is prepared annually describing and analyzing the results of each indicator with precise and objective identification of strengths and aspects that need improvement. For each KPI, an acceptable target level to be achieved is set based on the program strategic goals, the comparative data of the internal and external benchmarking. For each KPI the following values are measured:

**Target KPI:** which is determined according to the KPIs measurements of the internal and external benchmarking. Hence, it is the new target KPI of the former academic year.

**Actual KPI:** which is the actual level of the current year performance.

**New target KPI:** which is determined in consideration of the actual benchmark.

- For the achieved target KPI level, a holding of the new targeted level is kept for an additional year to establish and maintain the good practice before setting an increment of the new target KPI.
- A 5% growth rate is considered acceptable improvement of the practice when setting a new target KPI level.
- If the target is not achieved so the previous target will be held as a new target for the year after, with investigating the reasons and delineating a plan for improvement to reach the targeted performance.
- The target of the KPI is determined based on the future plan for faculty strategic plan, internal and external benchmarking.

## 3. Sources of data

- The Management Information Systems program operational plan reports.
- Reports on stakeholder surveys
- Program evaluation survey (PES).

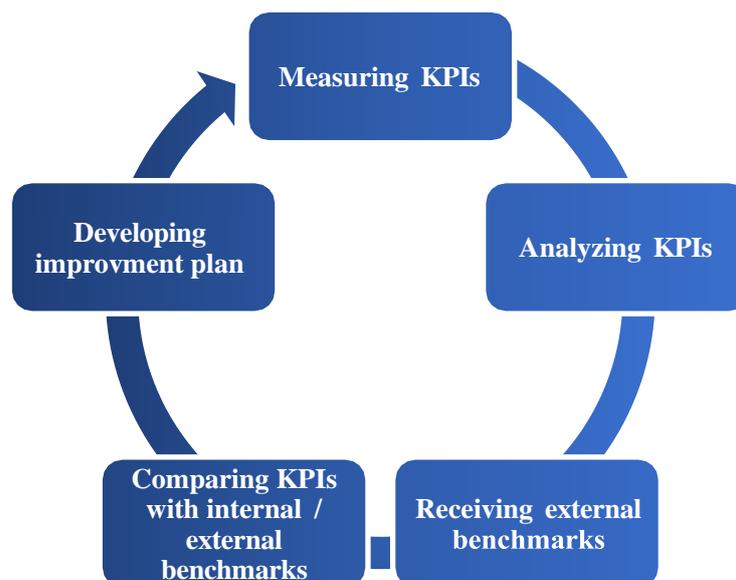
- Courses' evaluation surveys (CES).
  - Student experience survey (SES).
  - Academic staff Satisfaction survey (SSS-AC)
  - Administrative staff satisfaction survey (SSS-AD).
  - Employer Evaluation survey (EES).
  - Stakeholder satisfaction with learning resources report.
- Official students' records obtained for the university secured internal system (e-register).
- Management Information Systems program records from the vice deanship for postgraduate and research.
  - Scopus and ISI databases.

#### 4. Data analysis methodology

All data analysis is performed using an automated Excel sheet developed by the Management Information Systems Program.

The outcome of all KPIs values is presented as a percentage to calculate the final performance of the Management Information Systems program indicators for the academic year of interest. Rates of growth (increment) or decline (decrement) are calculated in the comparative and trending analysis of the current performance with the internal and external benchmarking. Figure 7 shows the KPIs assessment cycle.

**Figure 7:** KPIs annual assessment cycle.



**Table 12:** NCAAA & Program KPIs, Objectives, Polarity, and Method of Measuring Indicators and the Target.

<b>Code</b>	<b>Indicator</b>	<b>Goal</b>	<b>Time for measurement</b>	<b>Data Measurement Provider</b>	<b>Measurement Responsibility</b>	<b>Measurement Tools</b>
<b>KPI-P-01</b>	Students' Evaluation of quality of learning experience in the program	Measuring the educational quality of the program	Annually at the end of academic year	Head of MEWG	Head of MEWG	<b>Program Evaluation Survey</b>
<b>KPI- P-02</b>	Students' evaluation of the quality of the courses	Measuring the educational quality of the program	Annually at the end of academic year	Course coordinator	Head of MEWG	<b>Course Evaluation Survey</b>
<b>KPI-P-03</b>	Completion rate	Measuring the educational quality of the program	Annually at the end of academic year	Head of the Academic Affairs committee	Head of MEWG	<b>Statistical data and analysis</b>
<b>KPI- P-04</b>	First-year students retention rate	Measuring the educational quality of the program	Annually at the end of academic year	Head of the Academic Affairs committee	Head of MEWG	<b>Statistical data and analysis</b>
<b>KPI- P05</b>	Students' performance in the professional and/or national examination	Measuring the educational quality of the program	Annually at the end of academic year	Program coordinator	Head of DQC Head of MEWG	<b>Statistical data and analysis of SMLE and progress test results</b>
<b>KPI- P-06</b>	Graduates' employability and enrolment in postgraduate programs	Measuring the quality of graduate's characteristics, and the extent of employer's satisfaction, and the labor market's need for them	Annually at the end of academic year	Alumni coordinator	Head of MEWG	<b>Statistical data and analysis</b>

<b>KPI- P-07</b>	Employers' evaluation of the program graduate proficiency	Measuring the quality of graduate's characteristics and employers' satisfaction with them	Annually each academic year	Alumni coordinator	MEWG	<b>Employer Evaluation Survey</b>
<b>KPI-P-08</b>	Ratio of students to teaching staff	Measuring the quality of education elements	Annually at the end of academic year	Head of Academic Affairs committee	MEWG	<b>Statistical data and analysis</b>
<b>KPI- P-09</b>	Percentage of publications of faculty members	Measuring the quality of the axis of scientific research	Annually at the end of academic year	Head of Scientific committee	Head of Scientific committee	<b>Statistical data and analysis</b>
<b>KPI-P-10</b>	Rate of published research per faculty member	Measuring the quality of the axis of scientific research	Annually at the end of academic year	Head of Scientific committee	Head of Scientific committee	<b>Statistical data and analysis</b>
<b>KPI- P-11</b>	<b>Citations rate in refereed journals per faculty member</b>	<b>Measuring the quality of the axis of scientific research</b>	<b>Annually at the end of academic year</b>	<b>Head of Scientific committee</b>	<b>Head of Scientific committee</b>	<b>Statistical data and analysis</b>

## **Benchmarking and Improvement Cycle**

Benchmarking the Management Information Systems Program offers numerous benefits and holds great importance in ensuring its continuous improvement and quality enhancement. Firstly, benchmarking allows for a systematic comparison of the program's performance, practices, and outcomes against established standards, best practices, or similar programs in other institutions. This process provides valuable insights into areas of strength and areas that require improvement, paving the way for informed decision-making and targeted interventions. Benchmarking also fosters collaboration and knowledge sharing among institutions. Through benchmarking initiatives, Management Information Systems Programs can engage in meaningful dialogue, exchange ideas, and learn from one another's successes and challenges. This collaborative approach encourages the sharing of best practices, resources, and expertise, ultimately benefiting both faculty and students.

Another significant benefit of benchmarking is its role in enhancing program outcomes and student learning experiences. By identifying areas where the Management Information Systems Program may be falling short, benchmarking enables targeted interventions to improve teaching methodologies, assessment practices, and student support systems. It facilitates evidence-based decision-making, leading to program enhancements that directly impact student success, retention rates, and overall satisfaction.

Furthermore, benchmarking the Management Information Systems program contributes to institutional accountability and quality assurance. It provides a clear framework for setting performance targets, monitoring progress, and demonstrating the program's effectiveness to internal and external stakeholders. This transparency and accountability foster confidence in the program and assure students, faculty, parents, and employers that the Management Information Systems program meets and exceeds industry and academic standards.

## Stakeholders Surveys

Stakeholder surveys play a crucial role in assessing and improving the Management Information Systems program by gathering valuable feedback and insights from various stakeholders involved. Stakeholder surveys offer numerous benefits and hold significant importance for the Management Information Systems program. These include:

1. **Comprehensive Feedback:** Surveys allow stakeholders, such as students, faculty, staff, and other relevant parties, to provide their perspectives, experiences, and opinions on the Management Information Systems program. This comprehensive feedback helps institutions understand the strengths and weaknesses of the program from multiple viewpoints.
2. **Program Evaluation:** Stakeholder surveys serve as a tool for program evaluation by collecting quantitative and qualitative data. Institutions can use this data to assess the effectiveness of the Management Information Systems program, measure progress towards goals, and identify areas for improvement.
3. **Continuous Improvement:** The feedback gathered from stakeholders through surveys helps identify areas that require improvement. Institutions can use this information to make data-informed decisions and implement changes to enhance the Management Information Systems program continuously.
4. **Stakeholder Engagement:** Conducting surveys demonstrates an institution's commitment to stakeholder engagement. It shows that the institution values the opinions and experiences of stakeholders and actively seeks their input and involvement in shaping the Management Information Systems program.
5. **Enhanced Satisfaction:** Surveys enable institutions to gauge stakeholder satisfaction levels with the Management Information Systems program. By addressing concerns and making improvements based on feedback, institutions can enhance stakeholder satisfaction and create a positive educational environment.
6. **Strategic Decision-making:** The data obtained from stakeholder surveys can inform strategic decision-making processes. Institutions can use this data to allocate resources effectively, prioritize areas of improvement, and make informed decisions that align with stakeholder needs and expectations.
7. **Accreditation and Recognition:** Stakeholder surveys provide evidence of stakeholder engagement, program assessment, and continuous improvement efforts. This can be valuable for accreditation purposes and external recognition, showcasing the

institution's commitment to delivering a high-quality Management Information Systems program.

### **The basics of surveys design**

There are a number of general principles that should be followed if stakeholder surveys are to be as useful as possible:

1. It must be made clear to respondents that all survey responses are anonymous.
2. Formulate questions to revolve around objectives.
3. Some open-ended questions should be included to permit respondents to comment on additional matters of concern.
4. Distribute in similar ways and at similar times and comparisons made between comparable institutions.
5. The validity of responses depends on having a reasonable response rate. Normally at least 50% is essential.
6. To encourage stakeholders' participation, action taken in response to stakeholder's feedback are made available on the department website.

## **The surveys used by the Management Information Systems Program:**

### **1. Course Evaluation Survey:**

- A course evaluation survey is distributed at the end of each course. It is recommended that this survey be distributed in each course once each year.
- The survey does not directly assess the quality of teaching by individual instructors. However, the evaluation of the course is seen as a reasonable measure of the quality of teaching in a way that minimizes personal issues that could inhibit responses from students.
- The survey asks questions about a number of aspects of each course. The final question is intended to provide a summary question that might be used as a general quality indicator.

### **2. Student Experience Survey:**

- This survey is intended as a general survey that is distributed to all students mid-way through their program of the program.
- The survey deals with the student's life at the institution including both major elements of the program in which they are enrolled and a number of general items relating to services and facilities.

### **3. Program Evaluation Survey:**

- This survey is conducted annually. It is intended for use at the time students have finished their program and are about to graduate. It is recommended to be distributed shortly before final year classes are finished so their opinion of the total program at that stage can be assessed.
- The questions include a number of items about the program itself together with some items that deal with their life as a student at the institution. As for the other surveys the final question is a summary item that might be used as a general quality indicator.

### **4. Alumni Evaluation Survey:**

- A survey of alumni is conducted annually. The target alumni are those graduates from for the last year earlier and 1 years earlier.
- This instrument captures quantitative rankings about their experience in the program and PLO's, enrolment in post-graduate program and employability.

## **5. Staff Satisfaction Surveys:**

The Management Information Systems program uses two surveys Academic Staff Satisfaction Survey and Administrative Staff Satisfaction survey to collect feedback from faculty and staff.

- These two surveys are conducted on annual basis aiming to assess the staff satisfaction about the program and services offered to them.
- In the context of improving efficiency, an important precondition is continuous measuring employee satisfaction.
- The results of these surveys are directed primarily at designing processes and activities, as well as defining short-term and long-term measures to improve satisfaction and motivation.

## **6. Employers Evaluation Survey:**

This survey is conducted on annual basis aiming to assess the level of satisfaction among employers about the outcomes of the program and also used to assess the PLOs.

## **7. Academic Advising Satisfaction Survey:**

The main objective of Academic Advising is to support students in identifying and attaining their educational, personal, and career objectives. The aim is to foster their growth as independent learners, facilitate exploration of available resources, and maximize their university experience at the University of Tabuk. Academic Advising is an ongoing and consistent process that relies on establishing a strong working relationship between the Advisor (Faculty) and Advisee (Student). This necessitates regular and meaningful interactions between the advisor and advisee. Both the advisor and the student have a shared responsibility to actively engage in the academic advisement process.

### **Response Scale:**

It is recommended that each item in the surveys be responded to using a five-point scale. The recommended scale is:

1. Strongly agree (5).
2. Agree (4).
3. Neutral (or undecided) (3).
4. Disagree (2).
5. Strongly disagree (1).

**Table 13:** Stakeholders' Survey Plan.

Survey	Area of Evaluation	Target group	Distribution Responsibility	Distribution Timing	The Uses of the Survey
<b>1. Course Evaluation Survey</b>	Course quality	Students	Course instructors	End of the course	<b>KPI-P-02</b> Average student overall rating of course quality on five-point scales-Course report
<b>2. Student Experience Survey</b>	The student's academic life in the educational institution, including the basic components of the program in which the student is registered	Students who have passed half of the program's duration	MEWG	Annually	<b>KPI-P-01</b> Students' Evaluation of Quality of learning experience in the Program
<b>3. Program Evaluation Survey</b>	Final year students' satisfaction with program, services, facilities, and program management	Final year students of the program	MEWG	Annually	<b>KPI-P-01</b> Students' evaluation of the quality of learning experiences in the program
<b>4. Alumni Evaluation Survey</b>	satisfaction with the program	Alumni	MEWG	At least 6 months after their graduation	<b>KPI-P-01</b> Students' evaluation of the quality of learning experiences in the program

<b>5. Faculty Satisfaction Survey</b>	Academic staff members' satisfaction with Program, management, Organization environment, Quality management, educational process, Program mission, PLOs, Facilities and services, Scientific research Community service	Academic staff members'	MEWG	Annually	<b>Measure faculty members Satisfaction</b>
<b>6. Employers Evaluation</b>	Employers' satisfaction with program outcomes	Employers	MEWG	It is submitted to the employers one year after the student's graduation	<b>KPI-P-07 Employers' assessment of the competency of program graduates</b>
<b>7. Academic Advising Satisfaction Survey</b>	Students' satisfaction with the academic advising service and academic advisor	All Students	Academic advising coordinator	Annually	Students' satisfaction with the academic advising

## **Quality Procedures**

Developing a component within a program requires a systematic approach to ensure its effectiveness and alignment with program goals. This chapter presents the general frameworks followed by the Management Information Systems Program to develop its core components.

## **Mission and Goals Development**

The mission and goals of the Management Information Systems Program were developed to motivate the efforts of the students, faculty members and all stakeholders and provide them with a clear direction to the future state of the program.

The mission statements and goals clearly provide a view of why the Management Information Systems Program exists, where it wants to be and they create a target for the operational planning of the program. In developing its mission and goals the Management Information Systems Program followed a systematic procedure that ensures consideration of key factors and stakeholders' inputs. The Management Information Systems Program mission and goals are widely circulated among internal and external stakeholder to provide them with a clear direction to the future state of the program. The mission and goals are periodically reviewed allowing them to evolve in response to changing needs and advancements in the field of Management Information Systems s. In the following the details of the details of the development procedure is presented.

<p><b>Determinants</b>  <b>The factors shape the articulation of the program mission and goals.</b></p>	<p>Alignment with the UT’s mission:</p> <ul style="list-style-type: none"> <li>● Align the program mission and goals with the overall vision, mission, and values of the UT.</li> <li>● Consider the strategic priorities, objectives, and core principles of the UT.</li> <li>● Ensure that the program mission and goals contribute to the UT’s broader goals and strategic plans.</li> </ul> <p>Compliance with the Accreditation Standards:</p> <ul style="list-style-type: none"> <li>● Compliance with the requirements and standards set by the NQF ensures program quality, standards, and recognition.</li> </ul> <p>Needs Assessment and Analysis:</p> <ul style="list-style-type: none"> <li>● Identify and analyze the specific needs, problems, or challenges that the program seeks to address.</li> </ul> <p>Target Population:</p> <ul style="list-style-type: none"> <li>● Define the target population or beneficiaries of the program.</li> <li>● Consider their characteristics, demographics, socio-economic status, and specific needs or concerns.</li> <li>● Tailor the program mission and goals to effectively address the identified needs of the target population.</li> </ul> <p>Stakeholder Input and Engagement:</p> <ul style="list-style-type: none"> <li>● Engage relevant stakeholders throughout the program planning process.</li> <li>● Seek input, feedback, and perspectives from stakeholders, including program staff, beneficiaries, community members, partners, and experts.</li> </ul> <p>External Factors and Context:</p> <ul style="list-style-type: none"> <li>● Assess the external factors and contextual influences that may impact the program.</li> <li>● Consider political, economic, social, technological, and environmental factors that shape the program's operating environment.</li> <li>● Adapt the program mission and goals to respond to the opportunities and challenges presented by the external context.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● Consider the availability and allocation of resources to support the program's implementation.</li> <li>● Assess the financial, human, material, and technical resources required to achieve the program goals.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Align the program mission and goals with the resource capacity.</li> </ul> <p>Legal and Ethical Considerations:</p> <ul style="list-style-type: none"> <li>● Comply with applicable laws, regulations, ethical and Islamic standards in shaping the program mission and goals.</li> </ul> <p>Research and Evidence:</p> <ul style="list-style-type: none"> <li>● Review existing research, studies, and evidence related to the program's focus area.</li> <li>● Incorporate relevant findings and lessons learned from research and evidence into the program mission and goals.</li> </ul> <p>Collaboration and Partnerships:</p> <ul style="list-style-type: none"> <li>● Identify potential partners and collaborators who can contribute to the program's mission and goals.</li> <li>● Consider partnerships with community organizations, government agencies, non-profit organizations, academic institutions, and private sector entities.</li> </ul> <p>Evaluation and Learning:</p> <ul style="list-style-type: none"> <li>● Plan for ongoing monitoring, evaluation, and learning throughout the program's lifecycle.</li> <li>● Incorporate evaluation findings, lessons learned, and feedback from stakeholders to refine and adjust the program mission and goals.</li> <li>● Continuously assess the program's effectiveness, impact, and relevance to ensure continuous improvement.</li> </ul>
<p><b>Specifications</b></p> <p><b>Guidelines for developing clear and well-articulated mission and goals statements.</b></p>	<p><b>Clarity and Conciseness:</b></p> <ul style="list-style-type: none"> <li>● Ensure that the mission and goals are clearly articulated in a concise and easily understandable manner.</li> <li>● Use simple and straightforward language to avoid ambiguity or confusion.</li> </ul> <p><b>Specificity and Measurability:</b></p> <ul style="list-style-type: none"> <li>● Make the mission and goals specific and measurable to provide clear direction and enable effective tracking of progress.</li> <li>● Clearly define the expected outcomes, targets, or metrics associated with each goal.</li> </ul> <p><b>Alignment with UT's Values and Vision:</b></p>

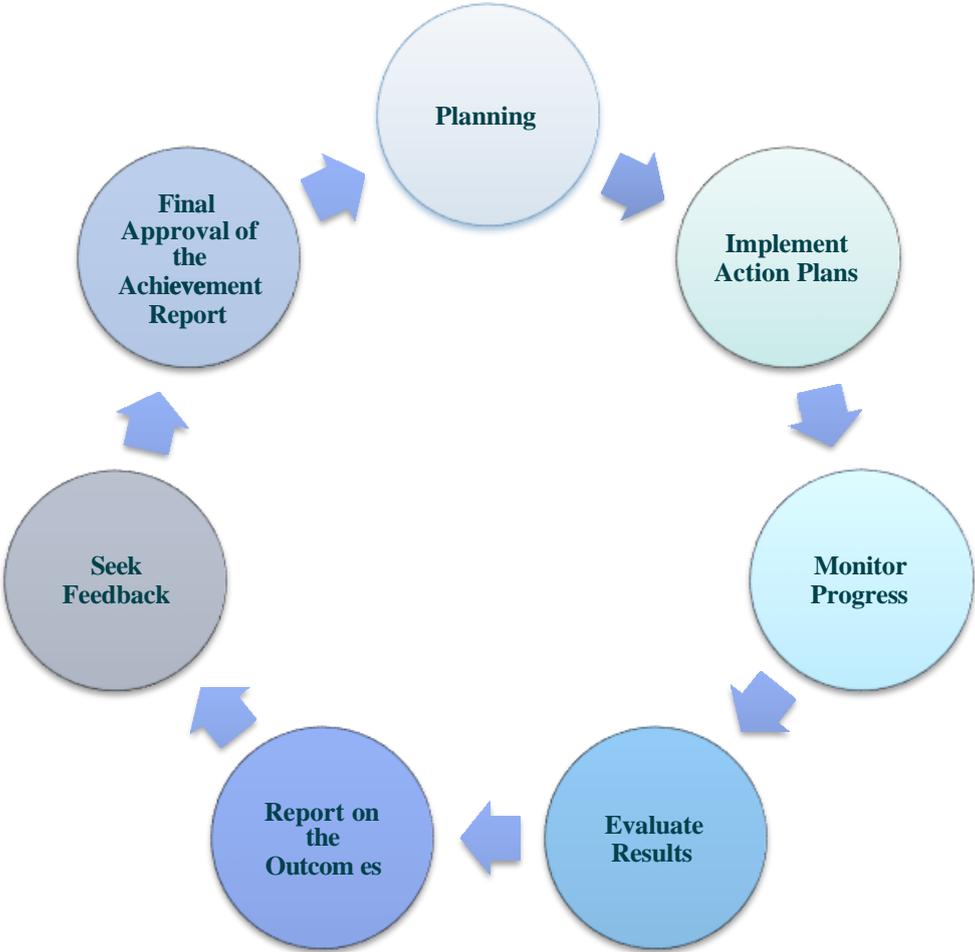
	<ul style="list-style-type: none"> <li>● Ensure that the program mission and goals align with the overall values, vision, and strategic direction of the UT.</li> </ul> <p><b>Relevance and Significance:</b></p> <ul style="list-style-type: none"> <li>● Ensure that the mission and goals are relevant to the program's purpose, target population, and the identified needs or problems.</li> </ul> <p><b>Achievability and Realism:</b></p> <ul style="list-style-type: none"> <li>● Set mission and goals that are achievable within the program's scope, available resources, and timeframe.</li> </ul> <p><b>Time-bound:</b></p> <ul style="list-style-type: none"> <li>● Define a specific timeframe or deadline for achieving the goals to provide a sense of urgency and focus.</li> <li>● Break down long-term goals into shorter-term objectives or milestones to track progress effectively.</li> </ul> <p><b>Stakeholder Involvement:</b></p> <ul style="list-style-type: none"> <li>● Involve relevant stakeholders, such as program staff, beneficiaries, partners, and funders, in the process of articulating the mission and goals.</li> <li>● Seek input and feedback from stakeholders to ensure that their perspectives and needs are considered.</li> </ul> <p><b>Inspiring and Motivating:</b></p> <ul style="list-style-type: none"> <li>● Craft a mission statement and goals that inspire and motivate program stakeholders by conveying a sense of purpose, impact, and value.</li> <li>● Use language that evokes enthusiasm, commitment, and a shared sense of responsibility.</li> </ul> <p><b>Flexibility and Adaptability:</b></p> <ul style="list-style-type: none"> <li>● Allow for flexibility and adaptability in the mission and goals to accommodate changes in the program's context, emerging opportunities, or evolving needs.</li> <li>● Ensure that the goals can be revised or adjusted if required, while maintaining alignment with the program's overall purpose.</li> </ul>
<b>Responsibilities</b>	Head of the Programs and Study Plans Committee.
<b>Development and Approval team</b>	<ol style="list-style-type: none"> <li>1. Establish Mission and Goals Development working group: <ol style="list-style-type: none"> <li>a. The Programs and study plans committee forms a working group comprising faculty members, program coordinators, administrators, and other stakeholders</li> </ol> </li> </ol>

	<p>responsible for developing and approving the mission and goals.</p> <p>b. The working group will oversee the entire process and ensure collaboration and representation from different perspectives.</p> <p><b>2. Conduct internal and external Analysis:</b></p> <p>a. Conduct SWOT Analysis: Conduct a thorough analysis of the internal strengths, weaknesses, opportunities, and threats (SWOT) of the academic program.</p> <p>b. Conduct Market Analysis: Analyze the market relevant to the program. Identify trends, emerging needs, and potential opportunities. Assess the competitive landscape and benchmark against similar programs to identify unique selling propositions and differentiation factors.</p> <p>c. Conduct Stakeholder Analysis: The mission and goals working group conducts a workshop with stakeholders (Students, Alumni, Employers, Faculty members, administrative staff) to understand their needs, expectations, and aspirations related to the program, and to gather their inputs and insights.</p> <p><b>3. Draft Mission Statement:</b> Based on the information gathered and analysis conducted, the mission and goals working group drafts a preliminary mission statement and program goals. The mission and goals working group ensures alignment with the UT's mission and strategic priorities. Also, the mission statement should capture the program's unique contributions and aspirations.</p> <p><b>4. Seek Feedback and Revision:</b> The mission and goals working group share the draft mission statement and goals with stakeholders, seeking their feedback, suggestions, and revisions.</p> <p><b>5. Refine and Finalize:</b> Based on the feedback the mission and goals working group revise and refine the mission statement to ensure it accurately represents the program's identity, purpose, and values. Ensure that the mission complies with specifications outlined previously.</p> <p><b>6. Develop program Goals:</b></p> <p>a. After finalizing the mission statement, the mission and goals working group identify the specific goals that the Statistics program intends to achieve in alignment with its mission.</p> <p>a. Ensure that the goals are measurable, achievable, relevant, and time-bound (SMART).</p> <p>b. Consider the Statistics program's unique strengths, student needs, and evolving industry expectations.</p>
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	<p><b>7. Seek Feedback and Revision:</b> The mission and goals working group share the draft program goals with faculty, staff, and other relevant stakeholders for feedback and suggestions to refine the program goals.</p> <p><b>8. Refine and Finalize Program Goals:</b> Based on the feedback received, the mission and goals working group revise and refine the program goals to ensure they align with the program's mission, address student needs, and reflect current trends in the relevant field. Ensure that the goals are SMART. The mission and goals working group submits the finalized mission and goals to the HOD.</p> <p><b>9. Approval from Relevant Authorities:</b> The HOD presents the finalized mission statement and goals to the departmental council for approval. After the approved by the departmental council, the mission statement and goals go through the approval process shown in table 2. At any stage of approval suggestions for further refinement of the mission and goals are carried by the mission and goals working group.</p> <p><b>10. Communicate Approved Mission and Goals:</b> The mission and goals working group share the approved mission statement and program goals with all relevant stakeholders, including faculty, students, staff, and external accrediting bodies. Ensure that everyone involved in the program is aware of the approved mission and goals and their significance for program direction and decision-making.</p>
<b>Notes</b>	The Program Mission and Goals are revised every 5 years.
<b>Outputs</b>	<ol style="list-style-type: none"> <li>1. Meeting minutes with Stakeholders (Advisory committee meeting, Faculty members meeting, administrative staff meeting).</li> <li>2. Feedback reports.</li> <li>3. SWOT analysis (Internal and external Analysis report).</li> <li>4. Approval of mission and goals from the relevant authorities.</li> </ol>
<b>Appendices</b>	<ol style="list-style-type: none"> <li>1. The UT strategic plan governance guide.</li> <li>2. UT strategic plan.</li> <li>3. FOS strategic plan.</li> <li>4. Matrix of Authority of study plans and academic programs.</li> </ol>

**The Program Annual Improvement Cycle**

**Figure 8:** The Program Annual Improvement Cycle.



**Operational Plan Development**

The Management Information Systems Program operational plan defines the targets that needs to be achieved in order to for the program execute its mission and goals. They plan uses performance indicators to gauge the success of the Management Information Systems program in achieving its goals.

<p><b>Determinants</b>  <b>The factors shape the development of the program operational plan.</b></p>	<p><b>Program Goals and Objectives:</b></p> <ul style="list-style-type: none"> <li>● Clearly defined goals: Establish clear and specific program goals that articulate the desired outcomes and impact.</li> <li>● Measurable objectives: Develop measurable objectives that outline the specific targets to be achieved within the program's timeframe.</li> </ul> <p>Stakeholder Engagement and Collaboration:</p> <ul style="list-style-type: none"> <li>● Stakeholder identification: Identify and engage relevant stakeholders, including program staff, students and employers.</li> <li>● Collaboration and input: Foster collaboration among stakeholders to ensure diverse perspectives and expertise are considered in the development of the operational plan.</li> <li>● Stakeholder roles and responsibilities: Define the roles and responsibilities of each stakeholder in implementing and supporting the program.</li> </ul> <p>Resource Assessment and Allocation:</p> <ul style="list-style-type: none"> <li>● Resource identification: Identify the necessary resources, including funding, personnel, facilities, equipment, and technology, required to implement the program.</li> <li>● Resource availability: Assess the availability and accessibility of resources, considering potential limitations or constraints.</li> <li>● Resource allocation: Allocate resources effectively, considering the priorities, needs, and feasibility of different program components and activities.</li> </ul> <p>Program Activities and Timeline:</p> <ul style="list-style-type: none"> <li>● Activity planning: Determine the specific activities and tasks required to achieve the program goals and objectives.</li> <li>● Activity sequencing: Establish a logical sequence and order of activities, ensuring dependencies and prerequisites are considered.</li> <li>● Timeline development: Develop a realistic timeline that outlines the start and end dates, milestones, and key deliverables for each activity.</li> </ul>
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	<p>Monitoring and Evaluation Framework:</p> <ul style="list-style-type: none"> <li>● Performance indicators: Define relevant and measurable indicators to track progress, monitor program implementation, and assess outcomes.</li> <li>● Data collection and analysis: Determine the methods, tools, and frequency of data collection to monitor program activities and evaluate their effectiveness.</li> <li>● Evaluation criteria: Establish evaluation criteria and standards to assess the success and impact of the program.</li> </ul> <p>Communication and Reporting:</p> <ul style="list-style-type: none"> <li>● Communication plan: Develop a communication plan that outlines how information will be shared among stakeholders, both internally and externally.</li> <li>● Reporting mechanisms: Establish reporting formats and channels to provide regular updates on program progress, achievements, challenges, and lessons learned.</li> <li>● Stakeholder engagement in communication: Engage stakeholders in the communication and reporting process, ensuring transparency and accountability.</li> </ul> <p>Continuous Improvement and Adaptation:</p> <ul style="list-style-type: none"> <li>● Learning and feedback loops: Incorporate mechanisms for capturing feedback, lessons learned, and insights from program implementation to inform ongoing improvements.</li> <li>● Flexibility and adaptability: Build flexibility into the operational plan to accommodate changing circumstances, emerging needs, and evolving program priorities.</li> <li>● Iterative planning: Continuously review and update the operational plan based on feedback, evaluation results, and the dynamic nature of the program.</li> </ul>
<p><b>Specifications</b>  <b>These specifications help ensure the operational plan is comprehensive, actionable, and aligned with the program's goals and objectives.</b></p>	<p>1. Program Analysis and Planning:</p> <ul style="list-style-type: none"> <li>● Conduct a needs assessment: Identify the target population and assess their needs and requirements that the program aims to address.</li> <li>● Review existing data and research: Gather and analyse relevant data, and reports.</li> <li>● Define program goals and objectives: Clearly articulate the desired outcomes and impact the program aims to achieve.</li> <li>● Conduct a SWOT analysis: Assess the program's strengths, weaknesses, opportunities, and threats to inform the planning process.</li> </ul>

	<ul style="list-style-type: none"> <li>● Establish program priorities: Determine the key areas of focus and the order of importance for program activities.</li> </ul> <ol style="list-style-type: none"> <li>2. Stakeholder Engagement and Collaboration.</li> <li>3. Resource Assessment and Allocation.</li> <li>4. Activity Planning and Sequencing.</li> <li>5. Performance Monitoring and Evaluation:</li> <li>6. Communication and Reporting.</li> <li>7. Continuous Improvement and Adaptation.</li> </ol>
<b>Responsibilities</b>	The Programs and Study Plans Committee.
<b>Development and Approval team</b>	<p><b>Head of the Programs and Study Plans Committee. Procedure</b></p> <p>Establish operational working group (OPWG): The HOD together with the Programs and Study Plans Committee identifies the operational plan working group (OPWG). The OPWG is responsible of overseeing the entire process for developing and approving the operational plan and ensure collaboration and representation from different perspectives as well as monitor the progress of the program in achieving its target goals.</p> <p>Review Program Data and Assessment Results: The OPWG conducts a comprehensive review of the program data, including:</p> <ul style="list-style-type: none"> <li>● Program Mission and Goals.</li> <li>● Faculty Strategic Plan.</li> <li>● Improvement Priorities identified in previous Operational Plan Progress Reports.</li> <li>● Improvement Plans associated with improvement priorities from various committees within the department.</li> <li>● Improvement Plans and Improvement Priorities mentioned in the Annual Report and Course Reports.</li> <li>● Improvement Priorities derived from Performance Indicators Reports and Benchmarking.</li> <li>● Opinion Surveys Reports.</li> <li>● Alumni Characteristics and Learning Outcomes Reports.</li> <li>● Improvement Priorities mentioned in Self-Evaluation Standards and Self-Study Report.</li> </ul> <p><b>Identify Areas for Improvement:</b> Based on the review of program data and assessment results, the OPWG analyze the data to identify areas that require improvement and potential areas for growth. This could include curriculum enhancements, faculty development, student support services, assessment</p>

practices, or any other relevant aspect.

Set Improvement Objectives and Strategies:

a. What do we want to achieve? The OPWG establish clear and measurable improvement objectives for each identified area and ensure that the objectives are aligned with the program's goals.

b. How will we achieve our objectives? The OPWG determine the strategies and approaches to address each improvement objective.

Share the Improvement Objectives and Strategies: The OPWG communicate the improvement objectives and strategies to the relevant committees.

Define Action Steps and Timelines: Each committee is responsible of:

a. breaking down each improvement strategy into actionable steps or tasks.

b. Define specific timelines for implementing each action step to ensure progress and accountability.

c. Assign responsibilities to individuals or teams for each action step or task to ensure accountability and effective implementation.

d. Ensure that the allocated resources align with the identified objectives and strategies.

e. Identify performance indicators and targets.

Draft the operational plan: The OPWG combine improvement plans from all committees in the operational plan format.

Seek Feedback and Revision: To ensure that the Operational plan is comprehensive, actionable, and aligned with the program's objectives, the HOD present the Operational at the department council seeking their input and feedback to ensure their support.

Refine and Finalize: Based on the feedback from faculty members the OPWG revise and refine the operational plan. The HOD submits the revised operational plan to the vice dean for development and quality for final review. Any suggestion from the vice dean for development and quality will be discussed and carried out by the OPWG.

Obtain Approval from Relevant Authorities: The final draft of the operational plan will be submitted to the faculty council for approval.

Communicate Approved Operational Plan: The communication of the approved operational plan helps ensure that stakeholders are well-informed, aligned, and actively involved in the program's implementation of the operational plan

	<p><b>Implement Action Plans:</b> The committees Initiate the implementation of the action plans according to the defined timelines and responsibilities.</p> <p><b>Monitor Progress:</b> The OPWG Continuously monitor the progress of the operational plan against the established timelines and KPIs to track the implementation of the action plans, and hence provide a systematic way to measure the program goals.</p> <p><b>Evaluate Results:</b> The OPWG assess the results and outcomes of the implemented action plans, compare the actual results against the established targets or benchmarks. This analysis helps assess whether the program is on track to achieve its goals and identifies areas that require improvement or further attention.</p> <p><b>Report on the Outcomes:</b> The OPWG regularly report on the progress made toward achieving the target objectives to the coordinator of the strategic plan at the faculty level, and from there to the relevant higher authority at UT. At the end of the academic year the OPWG prepare a comprehensive report on the achievements of the Operational plan.</p> <p><b>Seek Feedback:</b> The operational plan report will then be presented at the department council for discussion. Based on the feedback, strategies, action plans, and resource allocation may be modified to address any identified issue or make necessary improvements for the succeeding year improvement cycle.</p> <p><b>Final Approval of the Achievement Report:</b> The final operational plan report will then be submitted to the vice dean of development and quality, and then to the department and faculty councils for final approval.</p>
<b>Reports</b>	<p>Action plans of committees.</p> <p>Operational plan.</p> <p>Reports on the progress of in executing the action plans.</p> <p>Meeting mites on (OPC, Advisory committee, Departmental council, Faculty council, Committees)</p>
<b>Appendices</b>	<p>5. The UT strategic plan governance guide.</p> <p>6. UT strategic plan.</p> <p>7. FBA strategic plan.</p> <p>8. Tasks and duties of councils, committees.</p>

## Measuring the Program's Goals

Measuring program goals allows for the evaluation of program effectiveness and provides valuable feedback for continuous improvement. Data and evidence gathered during the measurement process are crucial to support decision making, where data-driven decision making ensures that program improvements are based on objective information rather than assumptions. Also measuring program goals helps identify areas where students may need additional support or where curriculum adjustments may be necessary.

The Management Information Systems Program Regularly monitor and evaluate progress towards the goals. Use KPIs to assess whether the desired outcomes are being achieved. Take the necessary actions to enhance the performance based on the assessment results and benchmarks.

<p><b>Determinants</b> <b>The factors shape the influence the measurement of the program goals.</b></p>	<p><b>1. Goal Clarity and Specificity:</b></p> <ul style="list-style-type: none"><li>● <b>Clearly defined metrics:</b> Establish clear and specific metrics or indicators that align with each program goal, allowing for objective measurement.</li><li>● <b>Operational definitions:</b> Provide operational definitions for each metric, ensuring consistent interpretation and application during the measurement process.</li><li>● <b>Timeframe:</b> Determine the appropriate timeframe for measuring goal attainment, considering short-term and long-term targets.</li></ul> <p><b>Compliance with the Accreditation Standards:</b></p> <ul style="list-style-type: none"><li>● <b>National standards:</b> Compliance with the NQF standards often involves the use specific indicators, assessment methods, and reporting frameworks, to ensure a high-quality measurement process and outcomes.</li></ul> <p><b>2. Data Collection Methods and Tools:</b></p> <ul style="list-style-type: none"><li>● <b>Quantitative measures:</b> Identify quantitative data collection methods, such as surveys, assessments, or institutional records, to capture numerical data related to the program goals.</li><li>● <b>Qualitative measures:</b> Incorporate qualitative data collection methods, such as interviews, focus groups, or reflective essays, to gather in-depth insights and perspectives on goal attainment.</li><li>● <b>Valid and reliable tools:</b> Select valid and reliable measurement tools or instruments that align with the specific metrics and goals being assessed.</li></ul> <p><b>3. Data Analysis and Interpretation:</b></p>
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	<ul style="list-style-type: none"> <li>● Data processing: Develop a systematic process for collecting, organizing, and analyzing the data collected for each program goal.</li> <li>● Data interpretation: Apply appropriate statistical or qualitative analysis techniques to interpret the collected data and derive meaningful insights regarding goal attainment.</li> <li>● Benchmarking: Compare program data against relevant benchmarks or established standards to provide context for interpreting the results.</li> </ul> <p>4. Stakeholder Engagement:</p> <ul style="list-style-type: none"> <li>● Stakeholder involvement: Engage relevant stakeholders, such as students, faculty, alumni, employers, in the measurement process to gather diverse perspectives and ensure the validity and relevance of the data.</li> <li>● Communication and feedback: Establish mechanisms for communicating measurement results to stakeholders and seeking their feedback and input on the findings.</li> </ul> <ul style="list-style-type: none"> <li>● Collaborative data analysis: Foster collaboration among stakeholders in analyzing and interpreting the measurement data, facilitating a shared understanding of program goals and their measurement.</li> </ul> <p>5. Continuous Improvement and Action Planning:</p> <ul style="list-style-type: none"> <li>● Assessment of progress: Regularly assess and track progress towards program goals to identify areas of success and areas for improvement.</li> <li>● Actionable insights: Use the measurement results to generate actionable insights and recommendations for program improvement or refinement.</li> <li>● Action planning: Develop action plans based on the measurement findings, outlining specific steps to be taken to address identified gaps or enhance performance in relation to the program goals.</li> </ul> <p>6. Ethical Considerations:</p> <ul style="list-style-type: none"> <li>● Data privacy and confidentiality: Adhere to ethical standards and regulations regarding data privacy and confidentiality, ensuring that data collected for measurement purposes is handled securely and responsibly.</li> <li>● Informed consent: Obtain informed consent from participants involved in data collection, ensuring their understanding of the purpose, procedures, and potential uses of the data.</li> <li>● Transparent reporting: Maintain transparency in reporting measurement results, providing clear</li> </ul>
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	<p>explanations of the methods, findings, and limitations of the measurement process.</p>
<p><b>Quantitative Metrics</b>  <b>Quantitative metrics provide objective data that can be measured numerically.</b></p>	<p>Completion rate:  The proportion of undergraduate students who completed the program in minimum time in each cohort.</p> <p>First-year students retention rate:  Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year.</p> <p>Graduates employability and enrolment in postgraduate programs:  Percentage of graduates from the program who within a year of graduation were:</p> <ul style="list-style-type: none"> <li>● Employed within 12 months,</li> <li>● Enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year.</li> </ul> <p>Ratio of students to teaching staff:  Ratio of the total number of students to the total number of full-time and full-time equivalent teaching staff in the program</p> <p>Percentage of publications of faculty members:  Percentage of full-time faculty members who published at least one research paper during the year to total faculty members in the program.</p> <p>Rate of published research per faculty member:  The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year).</p> <p>Citations rate in refereed journals per faculty member:  The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published).</p>
<p><b>Qualitative assessment</b>  <b>Qualitative assessments provide subjective insights and feedback from various stakeholders.</b></p>	<p>Students' Evaluation of Quality of learning experience in the Program:  Average of the overall rating of final year students of the quality of learning experience in the program, satisfaction with the various services offered by the program (restaurants, transport, sports facilities, academic, vocational, psychological guidance...), student satisfaction with the adequacy and diversity of learning sources (references, periodicals, information</p>

	<p>databases... etc.) on a five-point scale in an annual survey.</p> <p>Students' evaluation of the quality of the courses: Average of students' overall rating for the quality of courses on a five-point scale in an annual survey.</p> <p>Employers' evaluation of the program graduate's proficiency: Average of the overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey.</p>
<b>Responsibilities</b>	HOD, OPWG
<b>Development &amp; Approval</b>	<p>HOD, UT strategic planning unit. Vice dean of development and quality. Faculty council. Advisory committee. Administrative staff Students, Alumni and Employers. All committees.</p>
<b>Procedure</b>	<p><b>Plan Development:</b> The OPWG will oversee the entire process for measuring program goals, and the development of the program goals measurement plan. The OPWG measures the Management Information Systems Program goals annually through the achievements of the program's operational plan. Where the Management Information Systems Program's operational plan includes specific KPIs and target benchmarks that are connected to the program goals.</p> <p><b>Monitor Progress:</b> The OPWG Continuously monitor the progress of the operational plan against the established timelines and KPIs to track the implementation of the action plans, and hence provide a systematic way to measure the program goals.</p> <p><b>Evaluate Results:</b> The OPWG assess the results and outcomes of the implemented action plans, compare the actual results against the established targets or benchmarks. This analysis helps assess whether the program is on track to achieve its goals and identifies areas that require improvement or further attention.</p> <p><b>Report on the Outcomes:</b> The OPWG report on the progress made toward achieving the program goals and submits the report to the HOD.</p> <p><b>Seek Feedback:</b> The report will then be presented at the department council for discussion. Based on the feedback, strategies, action plans, and resource allocation may be modified to address any identified issue or make necessary improvements for the succeeding year improvement cycle.</p> <p><b>Final Approval of the Achievement Report:</b> The final</p>

	report will then be submitted to the vice dean of development and quality, and then to the department and faculty councils for final approval.
<b>Note</b>	The previous year actual values is taken as an internal benchmark.
<b>Reports</b>	Report on measurement of program goals and improvement plans. Meeting mites on (OPWG, Departmental council, Faculty council)
<b>Appendices</b>	<ol style="list-style-type: none"> <li>1. UT 2<sup>nd</sup> strategic plan.</li> <li>2. FBA 2<sup>nd</sup> strategic plan.</li> <li>3. Department of Management Information Systems Operational Plan.</li> <li>4. UT benchmarking procedural guide.</li> </ol>

## **Learning Outcomes Measurement**

### **1. Learning Outcomes Measurement Plan for the Bachelor of Management Information Systems Program**

Stages of measuring program learning outcomes

In order for the plan to measure the learning outcomes of the bachelor's program in management information systems, this plan must begin with measuring learning outcomes at the level of the program's courses, followed by measurement at the program level, where the process of measuring the program's learning outcomes goes through several sequential stages, which are:

#### **A- Planning and design processes:**

Through a clear definition of the program's learning outcomes, teaching strategies, evaluation methods and criteria for achieving those outcomes.

#### **B- Implementation Phase:**

By identifying data collection sources and the mechanism for measuring learning outcomes.

#### **C- Stage of Audits**

By compiling and analyzing the results of measuring learning outcomes, identifying gaps between actual performance, target performance and internal reference performance.

#### **D- Stage of improvement and development processes**

By making program-level improvements by adjusting and improving learning outcomes measurement plans according to measurement results. Improvement and development can be done on an annual basis by changing academic references, changing teaching strategies and assessment methods, or after the end of the course by making changes to the study plan.

### **2. Learning outcomes measurement plan at the level of courses**

The program relies in the process of measuring course learning outcomes on a direct assessment method. This method is represented in the results of written tests taken by the student and the adoption of verbal assessment scales (Rubric) to evaluate students' activities. To facilitate the process of measuring learning outcomes, the Quality and Academic Accreditation Committee in the department has prepared customized models that facilitate the process of linking learning outcomes with test questions, in addition to setting the appropriate targets for each learning outcome, which is developed based on the actual measurement results of previous chapters.

## **A- Application of Course Evaluation Procedures**

In preparation for measuring learning outcomes, the course evaluation procedures that have been determined since the first week of the semester should be applied, by preparing an Excel file to measure learning outcomes for each group taught in the course, as this file includes the application of the following evaluation procedures:

1. Determine the target level performance indicator, the target level achievement performance indicator (for the courses of the culmination levels, which is linked to the college's target performance indicator), teaching strategies and evaluation methods for each learning outcome.
2. Preparing a matrix linking learning outcomes with performance indicators of target levels, performance indicators that achieve target levels, teaching strategies and evaluation methods.
3. Preparation of the test paper specification matrix.
4. Distribute grades to domains and educational content elements and determine the relative weight of each unit of assessment.
5. Distribution of grades on learning outcomes according to the assessment method used.
6. Preparation of a learning outcomes measurement matrix.
7. Preparation of a learning outcomes measurement results matrix.

In addition to the above, a verbal grading scale model is prepared to evaluate students' activities, where the program relies on the total verbal assessment scale (Holistic), in which students' activities are evaluated in a total manner with one degree in which the focus is on quality in general while reducing attention to errors in performance details.

## **B- Fill out the Excel file to measure course learning outcomes**

The Excel file is filled in to measure course learning outcomes, as follows:

1. Ensure that the target level set for the learning outcome matches what is in the learning outcomes measurement matrix in the check box, by reviewing the mathematical equation shown in the following example:

If the target level of the learning outcome is 75%, the equation for verification is written as follows:  $\text{IF}(I7 \geq 0.80, 1, 0)$ , where the sum of the evaluations is identical to cell (I7) and (1) means that the learning outcome has been achieved while (0) means that the learning outcome has not been achieved. This means that if the student has a percentage equal to or higher than 80% of the total assessments achieved the learning outcome, while if the student received less than 80% of the total assessments, he did not achieve the learning outcome.

Fill out a learning outcomes measurement matrix for each student after completing all assessments.

### **C- Analyzing the results of the course evaluation procedures and extracting the results**

1. Analyze application results of course evaluation procedures to each tool and present them in an easy and understandable way.
2. Compare actual student outcomes on each learning outcome with target performance levels.
3. Determine whether the learning outcome has been achieved or not, and if not, develop the necessary improvement plan to address the defect.
4. Addressing the results of the evaluation and benefiting from them by providing recommendations, suggestions and explanations based on those results to improve the performance of the program and increase its effectiveness, with the inclusion of these recommendations in the development plan of the course in the course report.

### **D- The role of the Quality and Academic Accreditation Committee in the department in closing the quality loop:**

1. The Quality and Academic Accreditation Committee of the department shall ensure the realism of these recommendations and suggestions and their applicability and relevance to the results of the evaluation.
2. The Quality and Academic Accreditation Committee in the department follows up the implementation of these recommendations and proposals practically within the program, and submits them to the concerned authorities.

### **3- Program learning outcomes measurement plan**

The evaluation process for all learning outcomes (by focusing on the (core) courses included in the final levels of the program plan, i.e. starting from the seventh level and specified at the advanced level) is carried out during the first and second week of the academic year following the academic year in which the measurement is made, meaning that the measurement of the program's learning outcomes for the year 1445 AH is carried out at the beginning of the academic year 1446 AH, after collecting all data from its various sources, for the purposes of inclusion in the program report Annual year 1445 AH. The following table shows the use of the direct and indirect methods to measure learning outcomes:

**Direct and indirect method of measuring program learning outcomes**

Program learning outcomes		Evaluation method	Means of evaluation	Evaluation Administrator	Evaluation date During the year	Target performance level
<b>K1</b>	Explain the fundamental principles of Management Information Systems and their role in business decision-making.	Direct	Capstone Tests	Faculty Members	During the semester	80% of students Achieve learning outcomes
			Standardized tests	Education and Training Evaluation Commission Program Standardization Examination Committee		80% of students get 80% of the grade
		Indirect	Survey of students expected to graduate	Quality and Academic Accreditation Committee	Week Ten From the semester	Satisfaction rate not less than (4) of (5) (80%)
			Alumni Survey		Employer Survey	
<b>K2</b>	Discuss in depth the role of information systems, technology, and programming in shaping organizational processes and business decision-making.	Direct	Capstone Tests	Faculty Members	During the semester	80% of students Achieve learning outcomes
			Standardized tests	Education and Training Evaluation Commission Program Standardization Examination Committee		80% of students get 80% of the grade
		Indirect	Survey of students expected to graduate	Quality and Academic Accreditation Committee	Week Ten From the semester	Satisfaction rate not less than (4) of (5) (80%)
			Alumni Survey		Employer Survey	
<b>K3</b>	Describe the application of Management Information Systems theories to real-world business cases, with an	Direct		Faculty Members	During the semester	Satisfaction rate not less than (4) of (5) (80%)
		Indirect		Quality and		

	understanding of their support in operations and strategy.			Academic Accreditation Committee	From the semester	
					End of the second semester	
S1	Apply theories and principles of Management Information Systems to enhance creative decision-making .	Direct	Capstone Tests	Faculty Members	During the semester	80% of students Achieve learning outcomes
			Standardized tests	Education and Training Evaluation Commission Program Standardization Examination Committee		80% of students get 80% of the grade
		Indirect	Survey of students expected to graduate	Quality and Academic Accreditation Committee	Week Ten From the semester	Satisfaction rate not less than (4) of (5) (80%)
			Alumni Survey			
			Employer Survey			
S2	Analyze complex activities in Management Information Systems using advanced techniques and tools to address organizational problems	Direct	Capstone Tests	Faculty Members	During the semester	80% of students Achieve learning outcomes
			Standardized tests	Education and Training Evaluation Commission Program Standardization Examination Committee		80% of students get 80% of the grade
		Indirect	Survey of students expected to graduate	Quality and Academic Accreditation Committee	Week Ten From the semester	Satisfaction rate not less than (4) of (5) (80%)
			Alumni Survey			
			Employer Survey			
S3	Develop creative solutions to MIS challenges using critical thinking, research, and software tools..	Direct	Capstone Tests	Faculty Members	During the semester	80% of students Achieve learning outcomes
			Standardized tests	Education and Training Evaluation Commission Program Standardization Examination Committee		80% of students get 80% of the grade

		Indirect	Survey of students expected to graduate	Quality and Academic Accreditation Committee	Week Ten From the semester	Satisfaction rate not less than (4) of (5) (80%)
			Alumni Survey		End of the second semester	
			Employer Survey			
<b>S4</b>	Communicate effectively, in writing, orally and electronically, to transfer specialized knowledge and skills in management information systems	Direct	Capstone Tests	Faculty Members	During the semester	80% of students Achieve learning outcomes
			Standardized tests	Education and Training Evaluation Commission Program Standardization Examination Committee		80% of students get 80% of the grade
		Indirect	Survey of students expected to graduate	Quality and Academic Accreditation Committee	Week Ten From the semester	Satisfaction rate not less than (4) of (5) (80%)
			Alumni Survey		End of the second semester	
			Employer Survey			
		<b>V1</b>	Demonstrate professionalism and autonomy in MIS projects, emphasizing teamwork, ethics, and problem-solving	Direct	Evaluation of assignments and project by RUBRIC	Faculty Members
Indirect	Survey of students expected to graduate			Quality and Academic Accreditation Committee	Week Ten From the semester	Satisfaction rate not less than (4) of (5) (80%)
	Alumni Survey				End of the second semester	
	Poll Employers					
<b>V2</b>	Collaborate effectively in teams by demonstrating responsibility for personal and professional development in the field of Management Information Systems .	Direct	Evaluation of assignments and project by RUBRIC	Faculty Members	During the semester	80% of students Achieve learning outcomes
		Indirect	Survey of students expected to graduate	Quality and Academic Accreditation Committee	Week Ten From the semester	Satisfaction rate not less than (4) of (5) (80%)
			Alumni Survey			
			Poll Employers			

A questionnaire is distributed to students expected to graduate specially prepared to find out

their satisfaction with the program's learning outcomes, and a questionnaire is distributed to graduates to find out their satisfaction with their educational experience in the program, as well as a questionnaire is distributed to employers to know their satisfaction with the program's learning outcomes. By analyzing the answers to these questionnaires and comparing them with the target level of performance, it is possible to know the level of students expected to graduate. And the extent to which they are able to master the learning outcomes of the program, and to know the level of graduates and the extent to which they are able to learn the outcomes of the program from the point of view of both graduates after entering the labor market and from the point of view of employers. The previous questionnaires are distributed through the Quality and Academic Accreditation Committee in the department according to the timing specified for them, as shown in the following table:

<b>Questionnaire</b>	<b>Evaluation Administrator</b>	<b>Evaluation date during the year</b>	<b>Target performance level</b>
Questionnaire on students expected to graduate	Quality and Academic Accreditation Committee	End of the third semester	Satisfaction rate not less than (4) of (5) (80%)
Graduates Survey			
Employers Survey			

## Program Study Plan

The Management Information Systems Program has a detailed study plan showing the courses, their classification, their sequence, the number of accredited hours, their pre/corequisites, the classification of courses; required, elective and university/ faculty/department requirement. The study plan ensures the balance between the general and specialty requirements, and between theoretical and skill aspects; and it takes into account the sequencing and integration of the courses. The program study plan considers the adequate requirements in accordance with international practices and similar programs.

<p><b>Determinants</b> <b>These factors are essential to develop study plans that align with academic requirements, meet industry standards, cater to student needs, and provide a comprehensive and relevant educational experience.</b></p>	<p>1. Academic Requirements:</p> <ul style="list-style-type: none"><li>● Accreditation and regulatory standards: Ensuring compliance with accreditation requirements and NQF regulations.</li><li>● Curriculum guidelines: Adhering to established guidelines or frameworks set by UT.</li><li>● Credit hours and course sequencing: Adhering to the total credit hours required for the program set by the NQF.</li><li>● Curriculum structure: Choose a course sequencing that ensures logical and progressive learning experience.</li></ul> <p>2. Program Goals and Objectives:</p> <ul style="list-style-type: none"><li>● Defining the overarching goals and objectives of the program.</li><li>● Aligning the study plan with the program's mission and intended learning outcomes.</li><li>● Balancing the breadth and depth of knowledge in the chosen field of study.</li></ul> <p>3. Industry or Professional Standards:</p> <ul style="list-style-type: none"><li>● Considering the expectations and requirements of relevant professions.</li><li>● Incorporating competencies and skills necessary for successful employment in the field.</li><li>● Staying updated with emerging trends and technological advancements in the field of Management Information Systems.</li></ul> <p>4. Prerequisites and Core Courses:</p> <ul style="list-style-type: none"><li>● Identifying prerequisite courses or knowledge required for advanced courses.</li><li>● Designating core courses that provide foundational knowledge and skills within the discipline.</li><li>● Ensuring a logical sequencing of courses to build upon previously acquired knowledge.</li></ul>
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	<p>5. Electives and Specializations:</p> <ul style="list-style-type: none"> <li>● Offering a range of elective courses that allow students to customize their study plan.</li> <li>● Providing specialized tracks or concentrations within the program to cater to specific interests or career paths.</li> <li>● Balancing breadth and depth by offering a variety of elective options.</li> </ul> <p>6. Faculty Expertise and Resources:</p> <ul style="list-style-type: none"> <li>● Leveraging the expertise and research interests of faculty members to design and offer relevant courses.</li> <li>● Considering the availability of faculty resources and ensuring adequate coverage of essential subject areas.</li> <li>● Facilitating faculty development and keeping them updated with advancements in the field.</li> </ul> <p>7. Student Needs and Feedback:</p> <ul style="list-style-type: none"> <li>● Considering the interests and aspirations of prospective students.</li> <li>● Gathering feedback from current students regarding their preferences and areas of interest.</li> <li>● Incorporating mechanisms for student input and ongoing evaluation of the study plan.</li> </ul> <p>8. Institutional Resources and Constraints:</p> <ul style="list-style-type: none"> <li>● Considering the availability of facilities, equipment, and infrastructure necessary for delivering the program.</li> <li>● Addressing any resource constraints, such as faculty availability, budget limitations, or scheduling challenges.</li> <li>● Balancing the program requirements with the overall institutional capacity.</li> </ul> <p>9. External Stakeholder Input:</p> <ul style="list-style-type: none"> <li>● Incorporating feedback and input from external stakeholders, such as industry professionals, alumni, or advisory boards.</li> <li>● Engaging employers or professional associations to identify skill gaps and ensure program relevance.</li> <li>● Building partnerships and collaborations to provide opportunities for internships, practicums, or industry projects.</li> </ul> <p>10. Ongoing Evaluation and Continuous Improvement:</p> <ul style="list-style-type: none"> <li>● Implementing mechanisms for regular evaluation and assessment of the study plan's effectiveness.</li> <li>● Analyzing student performance data and feedback to identify areas for improvement.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Staying abreast of changes in the field and updating the study plan accordingly.</li> </ul>
<b>Responsibilities</b>	HOD. Programs and study plans committee
<b>Development and Approval team</b>	<ul style="list-style-type: none"> <li>● Program coordinator.</li> <li>● Programs and study plans committee</li> <li>● Advisory committee</li> <li>● Academic staff members</li> </ul>
<b>Inputs</b>	<ul style="list-style-type: none"> <li>● Program mission and goals.</li> <li>● Program and course learning outcomes.</li> <li>● Benchmark program.</li> <li>● The national framework for studying qualification.</li> </ul>
<b>Procedure</b>	<p>Establish Study plan working group (SPWG): The HOD together with the Programs and Study Plans Committee identifies the study plan working group (SPWG). The SPWG is responsible of overseeing the entire process for developing, modifying and approving the study plan, and ensure collaboration and representation from different perspectives.</p> <p>1. Needs Assessment and Goal Setting:</p> <p>The Programs and study plans committee conduct a thorough needs assessment in order to:</p> <ul style="list-style-type: none"> <li>• Identify the purpose of the study plan and the target audience.</li> <li>• Conduct a needs assessment by analysing factors such as program requirements, industry trends, student interests, and feedback.</li> <li>• Set clear goals and objectives for the study plan, aligning them with the program's mission and intended learning outcomes.</li> </ul> <p>2. Curriculum Design and Course Selection:</p> <p>In designing the curriculum and identifying courses the Programs and study plans committee perform the following:</p> <ul style="list-style-type: none"> <li>• Review and analyse of the program's curriculum guidelines, accreditation requirements, and regulatory standards.</li> <li>• Determine the core courses, prerequisites, and elective options based on the program's objectives and the needs of the students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Consider the logical sequencing of courses, ensuring a progressive development of knowledge and skills.</li> <li>• Explore opportunities for specialization or concentration areas within the study plan.</li> </ul> <p>Draft the operational plan: Based on the conducted review and needs assessment, the Programs and study plans committee articulate the first draft of the Study plan.</p> <p>Share with the department council: To ensure that the study plan is comprehensive, actionable, and aligned with the program's objectives, the HOD present the study at the department council seeking their input and feedback to ensure their support. Based on the feedback from faculty members the SPWG revise and refine the study plan.</p> <p>3. Seek Stakeholder Feedback and Revision:</p> <p>The SPWG share the revised draft of the study plan with the Advisory committee and stakeholders, seeking their feedback and suggestions. Based on the feedback from the Advisory committee members the SPWG revise and refine the study plan for the second time.</p> <p>4. Seek FBA Feedback and Revision:</p> <p>The HOD submits the revised draft of the study plan to the FBA's Programs and study plans committee, seeking their feedback and suggestions. Based on the feedback from the FBA's Programs and study plans committee the SPWG revise and refine the study plan. The final revised draft will then be submitted to the FBA council, seeking their feedback and suggestions. Based on the feedback from faculty council the SPWG revise and refine the study plan.</p> <p>Seek UT Feedback and Revision: The final draft of the study plan will then be submitted through UT's Bena electronic gate to the UT's deanship of academic affairs. The study plan will then go through internal review by the deanship of academic affairs as well as an external reviewer. Based on the feedback from the deanship of academic affairs and the external reviewer the SPWG revise and refine the study plan.</p> <p>Obtain Approval: The final draft of the study plan will then be submitted to the deanship of academic affairs for approval.</p> <p>Communicate Approved Study Plan: The approved study plan is publicized to all stakeholders and included in the program specification as well as the departmental handbooks and website.</p>
<b>Reports</b>	

	<ul style="list-style-type: none"> <li>● Program study plan.</li> <li>● Team’s meeting minutes.</li> <li>● Department council meeting minutes.</li> <li>● Faculty council meeting minutes.</li> </ul>
<b>Appendices</b>	<ul style="list-style-type: none"> <li>● National qualification framework.</li> <li>● University program and plan guide.</li> <li>● The UT Matrix of authority for study plans development.</li> </ul>

## Graduate Attributes

Graduate attribute statements typically describe the specific skills, knowledge, and qualities that students are expected to possess upon completion of their studies. The Management Information Systems Program graduate attributes are approved, publicly disclosed, and the program has a mechanisms in place to gather feedback from stakeholders. Their perspectives can provide valuable insights into the effectiveness of the program and the attributes it fosters.

<p><b>Determinants</b> Are the factors that shape the development of the desired graduate attributes.</p>	<ol style="list-style-type: none"> <li>1. Program and Institutional Mission and Goals: <ul style="list-style-type: none"> <li>● Mission: Aligning the graduate attributes with the broader mission and vision of the program or institution.</li> <li>● Program goals: Reflecting the specific goals and objectives set by the program to develop well-rounded graduates with the desired attributes.</li> </ul> </li> <li>2. Stakeholder Expectations and Input: <ul style="list-style-type: none"> <li>● Employer expectations: Considering the needs and expectations of employers and industry stakeholders to ensure that the graduate attributes align with the demands of the job market.</li> <li>● Alumni feedback: Gathering feedback from program graduates to understand the strengths and areas for improvement in the development of graduate attributes.</li> <li>● Professional organizations: Aligning the graduate attributes with the expectations and requirements set by relevant professional bodies.</li> </ul> </li> <li>3. Educational Standards and Guidelines: <ul style="list-style-type: none"> <li>● National standards: Adhering to educational standards or guidelines established by NQF.</li> <li>● Professional standards: Aligning the graduate attributes with professional standards or competency frameworks relevant to the field of study or profession.</li> </ul> </li> <li>4. Societal Perspectives: <ul style="list-style-type: none"> <li>● Social responsibility: Including attributes that foster ethical behavior, social awareness, and a commitment to making a positive impact on society.</li> </ul> </li> </ol>
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	<p>5. Discipline-specific Factors:</p> <ul style="list-style-type: none"> <li>● Field-specific knowledge and skills: Identifying the specific attributes that are essential within the discipline or field of study.</li> <li>● Critical thinking and problem-solving: Including attributes that promote analytical thinking, problem-solving abilities, and the ability to apply knowledge in practical situations.</li> <li>● Research and innovation: Incorporating attributes that encourage research skills, creativity, and the ability to contribute to new knowledge or innovation in the field.</li> </ul> <p>6. Personal and Professional Development:</p> <ul style="list-style-type: none"> <li>● Lifelong learning: Including attributes that promote a commitment to continuous learning, adaptability, and the ability to acquire new knowledge and skills throughout one's career.</li> <li>● Communication and collaboration: Incorporating attributes that foster effective communication, teamwork, and the ability to work collaboratively with others.</li> <li>● Leadership and management: Including attributes that develop leadership skills, strategic thinking, and the ability to manage projects or teams.</li> </ul> <p>7. Assessment and Evaluation:</p> <ul style="list-style-type: none"> <li>● Assessment methods: Considering the appropriate assessment methods and strategies to measure the development of graduate attributes effectively.</li> <li>● Alignment with assessment criteria: Ensuring that the graduate attributes align with the assessment criteria and rubrics used to evaluate student performance.</li> <li>● Feedback and improvement: Incorporating opportunities for feedback and continuous improvement of the graduate attributes based on assessment results and stakeholder feedback.</li> </ul>
<p>Specifications guidelines for articulating graduate attributes that are clear and effective.</p>	<p>1. Clarity and Specificity:</p>

	<ul style="list-style-type: none"> <li>● Clear language: Use clear and concise language to articulate graduate attributes, avoiding ambiguity.</li> <li>● Specificity: Clearly define each attribute and provide a clear description of what it entails, including the knowledge, skills, or qualities that encompass the attribute.</li> <li>● Action-oriented: Use action verbs to describe observable behaviors or actions that demonstrate the attribute.</li> </ul> <p>2. Comprehensive Coverage:</p> <ul style="list-style-type: none"> <li>● Holistic approach: Ensure that the graduate attributes cover a broad range of areas, including academic knowledge, technical skills, personal qualities, and professional competencies.</li> <li>● Core attributes: Identify the essential attributes that all graduates should possess, regardless of their specialization or field of study.</li> <li>● Disciplinary-specific attributes: Include attributes that are specific to the discipline or field of study, reflecting the unique requirements and expectations of that area.</li> </ul> <p>3. Measurability and Assessment:</p> <ul style="list-style-type: none"> <li>● Measurable outcomes: Ensure that the attributes are observable, measurable, and assessable, allowing for the evaluation of student attainment.</li> <li>● Assessment methods: Consider appropriate assessment methods and strategies that align with each attribute, providing opportunities for students to demonstrate their development.</li> </ul>
Responsibilities	HOD, Programs and study plans committee
Development & Approval	HOD, Programs and study plans committee. Faculty members. Program council. Faculty council Advisory committee. Administrative staff. Stakeholders. Vice deanship of development and quality DQC.

<p>Procedure</p>	<p>Establish Graduates Attributes working group (GAWG): The HOD together with the Programs and Study Plans Committee identifies the study plan working group (GAWG). The GAWG is responsible of overseeing the entire process for developing, modifying and approving the graduate attributes, and ensure collaboration and representation from different perspectives.</p> <p>Collect Data: The GAWG review the following:</p> <ul style="list-style-type: none"> <li>● The program mission, goals and PLOs</li> <li>● The UT graduate attributes.</li> <li>● The previous graduate attributes.</li> <li>● The NQF requirements for the relevant level.</li> <li>● The UT manual for programs and study plans.</li> </ul> <ul style="list-style-type: none"> <li>● Benchmark national and international programs.</li> <li>● The new development in Management Information Systems and its applications.</li> </ul> <p>Draft the Graduates Attributes: Based on the data collected in the previous step, the DQC formulates the Management Information Systems Program first draft of the graduate attributes.</p> <p>Share with the department council: To ensure that the graduate attributes align with their expectations and requirements for graduates, the HOD present the graduates attributes at the department council seeking their input and feedback to ensure their support. Based on the feedback from faculty members the GAWG revise and refine the graduates' attributes.</p> <p>Seek Stakeholder Feedback and Revision: The HOD share the revised draft of the graduates' attributes with the Advisory committee and stakeholders, seeking their feedback and suggestions. Based on the feedback from the Advisory committee members and stakeholders the GAWG revise and refine the study plan.</p> <p>Obtain Approval: The final draft of the study plan will then be submitted to the department council and the FBA council for approval.</p>
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	Communicate Approved Study Plan: The approved graduate attributes publicized to all stakeholders and included in the program specification as well as the departmental handbooks and website
Reports	Approved Management Information Systems Program graduate attributes. Feedback reports from stakeholders. Meeting minutes and reports of the GAWG. Meeting mites on (Advisory committee, Departmental council, Faculty council)
Appendices	<ol style="list-style-type: none"> <li>1. The NQF requirements.</li> <li>2. The UT guide for programs and study plans.</li> <li>3. The UT authority matrix for programs and study plans approval.</li> </ol>

## Program Learning Outcomes

Program learning outcomes statements are broad statements that describe the knowledge, skills, and abilities that students are expected to acquire upon completion of a program of study. These statements provide an overview of the overarching goals and outcomes of the program.

### **Determinants**

**The factors that influence the development and formulation of the Program learning outcomes.**

#### 1. Program Mission and Goals:

- Mission statement: Aligning the program learning outcomes with the overall mission and purpose of the program.
- Program goals: Reflecting the specific goals and objectives set by the program, which may include knowledge acquisition, skill development, or professional competencies.

#### 2. Professional Standards and Accreditation:

- Accreditation requirements: Ensuring that the program learning outcomes meet the standards and requirements set by accrediting bodies or regulatory agencies.
- Professional standards: Aligning the learning outcomes with the standards and competencies established by relevant professional organizations or industry stakeholders.

#### 3. Stakeholder Input and Expectations:

- Employer expectations: Considering the needs and expectations of employers and industry stakeholders to ensure that the program learning outcomes align with the demands of the job market.
- Alumni feedback: Gathering feedback from program graduates to understand the strengths and areas for improvement in the program's learning outcomes.
- Student input: Incorporating student perspectives and input to address their needs, interests, and career aspirations.

#### 4. Discipline-specific Factors:

- Body of knowledge: Reflecting the essential knowledge base and core concepts of the discipline or field of study.
- Skills and competencies: Identifying the specific skills and competencies that students

should develop throughout the program, such as critical thinking, problem-solving abilities, or research skills.

- Ethical considerations: Incorporating ethical principles and considerations relevant to the discipline or field.

#### 5. Educational Trends and Best Practices:

- Educational research and evidence: Considering current research and evidence-based practices in teaching and learning to shape the program learning outcomes.
- Pedagogical approaches: Incorporating effective pedagogical approaches and instructional strategies that align with the program's goals and learning outcomes.

#### 6. Program Context and Resources:

- Program structure and sequencing: Ensuring that the learning outcomes are sequenced and structured in a logical progression throughout the program, building upon foundational knowledge and skills.
- Faculty expertise: Considering the expertise and qualifications of faculty members to ensure that the learning outcomes are achievable and aligned with their areas of expertise.
- Available resources: Taking into account the resources, facilities, and technologies available to support the achievement of the program learning outcomes.

#### 7. Continuous Improvement and Evaluation:

- Assessment and evaluation considerations: Establishing an ongoing assessment and evaluation process to monitor and measure student achievement of the learning outcomes.
- Feedback and program review: Incorporating feedback from faculty, students, and external stakeholders to continuously review and improve the program learning outcomes.
- Alignment with program assessment: Ensuring that the learning outcomes align with the assessment methods, criteria, and rubrics used to evaluate student performance.

<p><b>Specifications:</b>  <b>The guidelines for crafting clear, concise, and measurable Program learning outcomes.</b></p>	<p>1. Clarity and Specificity:</p> <ul style="list-style-type: none"> <li>● Clear language: Use clear and concise language to articulate program learning outcomes, avoiding ambiguous or vague terms.</li> <li>● Specificity: Ensure that each learning outcome is specific and measurable, describing the intended knowledge, skills, or competencies that students should acquire by the end of the program.</li> <li>● Action verbs: Use action verbs to describe observable and measurable behaviour or actions that students should be able to demonstrate.</li> </ul> <p>2. Cognitive Levels:</p> <ul style="list-style-type: none"> <li>● Cognitive levels: Consider the cognitive levels set by the NQF, to ensure a balanced and progressive set of learning outcomes that encompass a range of cognitive skills.</li> <li>● Higher-order thinking: Include learning outcomes that require higher-order thinking skills, such as critical thinking, analysis, synthesis, and evaluation.</li> </ul> <p>3. Measurability:</p> <ul style="list-style-type: none"> <li>● Measurable outcomes: Ensure that the learning outcomes are observable and measurable, allowing for assessment and evaluation of student achievement.</li> </ul>
<p><b>Responsibilities</b></p>	<p>HOD, the program learning outcomes working group (PLOWG).</p>
<p><b>Development &amp; Approval</b></p>	<p>HOD, the program learning outcomes working group (PLOWG).  Advisory committee.</p>
<p><b>Inputs</b></p>	<p>Management Information Systems Program Mission, goals and graduate attributes.  UT graduate attributes.  National qualification framework standards.</p>
<p><b>Procedure</b></p>	<p>Establish Program Learning Outcomes Working group (PLOWG): The HOD together with the Programs and Study Plans Committee identifies the program learning outcomes working group (PLOWG). The PLOWG is responsible of overseeing the entire process for developing, modifying and</p>

approving the PLOs, and ensure collaboration and representation from different perspectives.

Collect Data: The PLOWG review the following:

- The program mission, goals.
- The previous PLOs.
- The NQF requirements for the relevant level.
- Benchmark national and international programs.
- The UT manual for programs and study plans.
- The new development in Management Information Systems and its applications.

Conduct Needs Assessment: The Programs and study plans committee conduct a thorough needs assessment to:

- Identify the knowledge, skills, and competencies required for success in the program's field or discipline
- Review industry trends, professional standards, labour market demands and peer programs.

Draft the PLOs: Based on the conducted review and needs assessment, the Programs and study plans committee articulate the first draft of the PLOs that are aligned with the learning activities, teaching strategies, and assessment methods.

Share with the department council: To ensure that the PLOs aligns with program mission, goals, the NNQF requirements as well as stakeholders expectations, the HOD present the graduates attributes at the department council seeking their input and feedback to ensure their support. Based on the feedback from faculty members the PLOWG revise and refine the PLOs.

Seek Stakeholder Feedback and Revision: The HOD share the revised draft of the PLOs with the advisory committee and stakeholders, seeking their feedback and suggestions. Based on the feedback from the advisory committee members and stakeholders the PLOWG revise and refine the PLOs.

Seek FOS Feedback and Revision: The HOD submits the revised draft of the PLOs to the FOS's Programs and study plans

	<p>committee, seeking their feedback and suggestions. Based on the feedback from the FOS's Programs and study plans committee the SPWG revise and refine the PLOs. The revised draft will then be submitted to the FOS council, seeking their feedback and suggestions. Based on the feedback from faculty council the PLOWG revise and refine the PLOs.</p> <p>Seek UT Feedback and Revision: The revised draft of the study plan will then be submitted through UT's Bena electronic gate to the UT's deanship of academic affairs. The study plan will then go through internal review by the deanship of academic affairs as well as an external review. Based on the feedback from the deanship of academic affairs and the external reviewer the PLOWG revise and refine the PLOs.</p> <p>Obtain Approval: The final draft of the PLOs will then be submitted to the deanship of academic affairs for approval.</p> <p>Communicate Approved PLOs: The approved PLOs is publicized to all stakeholders and included in the program specification as well as the departmental handbooks and website.</p>
<b>Reports</b>	<p>Approved Management Information Systems Program PLOs.</p> <p>Meeting minutes and reports of the Programs and study plans committee.</p> <p>Feedback reports from stakeholders.</p> <p>Meeting mites on (Advisory committee, Departmental council, Faculty council)</p>
<b>Appendices</b>	<ol style="list-style-type: none"> <li>4. The Management Information Systems Program mission, goals and study plan.</li> <li>5. The NQF requirements.</li> <li>6. The UT authority matrix for programs and study plans approval.</li> </ol>

## Course learning outcomes

Course learning outcome statements provide a clear indication of the knowledge, skills, and abilities that students are expected to acquire or demonstrate by the end of the course. They serve as a guide for instructors and students, setting the expectations and providing a framework for learning and assessment.

<p><b>Determinants:</b> <b>The factors that influence the development and formulation of the CLOs.</b></p>	<ol style="list-style-type: none"><li>1. Alignment with the PLOs and the course objectives:<ul style="list-style-type: none"><li>● Accreditation requirements: Ensure that the CLOs are directedly connected and serve the PLOs.</li><li>● Mission and vision: Ensure that the CLOs directly contribute to the attainment of the overall course objectives.</li></ul></li><li>2. Subject or Discipline-specific Factors:<ul style="list-style-type: none"><li>● Body of knowledge: Reflecting the essential knowledge base and core concepts of the subject or discipline.</li><li>● Skills and competencies: Identifying the specific skills and competencies that students should develop in the course, such as analytical skills, problem-solving abilities, or practical application of knowledge.</li><li>● Ethical considerations: Incorporating ethical principles and considerations relevant to the subject or discipline.</li></ul></li><li>3. Stakeholder Expectations and Input:<ul style="list-style-type: none"><li>● Industry or professional expectations: Considering the expectations and requirements of employers, professional organizations, or industry stakeholders to ensure that the learning outcomes align with the needs of the field.</li><li>● Alumni feedback: Gathering feedback from former students or alumni to understand how the course can better prepare students for their future careers or further education.</li><li>● Student input: Incorporating student perspectives and input to ensure that the learning outcomes address their needs, interests, and aspirations.</li></ul></li><li>4. Educational Standards and Guidelines:<ul style="list-style-type: none"><li>● National or regional standards: Adhering to educational standards or guidelines established by government bodies or educational authorities.</li></ul></li></ol>
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	<ul style="list-style-type: none"> <li>● Professional standards: Aligning the learning outcomes with professional standards or competency frameworks relevant to the subject or discipline.</li> <li>● Best practices: Considering established best practices and research-based evidence in teaching and learning when developing the learning outcomes.</li> </ul> <p>5. Program or Course Context:</p> <ul style="list-style-type: none"> <li>● Prerequisite knowledge and skills: Considering the prior knowledge and skills that students are expected to have before enrolling in the course.</li> <li>● Course progression: Aligning the learning outcomes with the overall progression and structure of the course, building on previous courses or preparing students for subsequent courses.</li> <li>● Course modality: Considering the mode of delivery (e.g., face-to-face, online, hybrid) and any specific considerations related to the course format.</li> </ul> <p>6. Assessment and Evaluation:</p> <ul style="list-style-type: none"> <li>● Assessment methods: Considering the appropriate assessment methods and strategies to measure student achievement of the learning outcomes effectively.</li> <li>● Alignment with assessment criteria: Ensuring that the learning outcomes align with the assessment criteria and rubrics used to evaluate student performance.</li> <li>● Feedback and improvement: Incorporating opportunities for feedback and continuous improvement of the learning outcomes based on assessment results and student feedback.</li> </ul>
<p><b>Specifications:</b>  <b>The guidelines for crafting clear, concise, and measurable CLOs.</b></p>	<p>1. Cognitive Levels:</p> <ul style="list-style-type: none"> <li>● Cognitive levels: Consider the cognitive levels set by the NQF to ensure a balanced and progressive set of learning outcomes that encompass a range of cognitive skills.</li> <li>● Higher-order thinking: Include learning outcomes that require higher-order thinking skills, such as critical thinking, analysis, synthesis, and evaluation.</li> </ul> <p>2. Clarity and Specificity:</p> <ul style="list-style-type: none"> <li>● Clear language: Use clear and concise language to articulate course learning</li> </ul>

	<p>outcomes, avoiding ambiguous or vague terms.</p> <ul style="list-style-type: none"> <li>● Specificity: Ensure that each learning outcome is specific and measurable, describing the intended knowledge, skills, or competencies that students should acquire by the end of the course.</li> <li>● Action verbs: Use action verbs to describe observable and measurable behaviours or actions that students should be able to demonstrate.</li> </ul> <p>3. Measurability and Assessment:</p> <ul style="list-style-type: none"> <li>● Measurable outcomes: Ensure that the learning outcomes are observable and measurable, allowing for assessment and evaluation of student achievement.</li> <li>● Assessment methods: Consider the appropriate assessment methods and strategies that align with each learning outcome, providing opportunities for students to demonstrate their attainment of the outcomes.</li> </ul>
<b>Responsibilities</b>	HOD, Programs and study plans committee. Course coordinators.
<b>Development &amp; Approval</b>	HOD, Programs and study plans committee. Advisory committee. Faculty members.
<b>Inputs</b>	<ul style="list-style-type: none"> <li>● Management Information Systems Program mission, goals, graduate attributes and PLOs.</li> <li>● Management Information Systems Program study plan.</li> <li>● National qualification framework standards.</li> </ul>
<b>Procedure</b>	<p>Establish CLOs working group: The HOD decide on course coordinators and assign roles and responsibilities regarding the CLOs development. The Programs and study plans committee hold workshop to train faculty members in writing CLOs.</p> <p>Collect Data and Review: The course coordinators review the following:</p> <ul style="list-style-type: none"> <li>● The program mission, goals, PLOs and graduate attributes,</li> </ul>

	<ul style="list-style-type: none"> <li>● The NQF requirement for the relevant level.</li> <li>● The curriculum framework.</li> <li>● The program's target audience, such as students' backgrounds, prior knowledge, and intended career paths.</li> <li>● Benchmark national and international programs.</li> <li>● The UT manual for programs and study plans.</li> <li>● The new development in Management Information Systems and its applications.</li> </ul> <p>Conduct Needs Assessment: The course coordinators conduct a thorough needs assessment to identify the knowledge, skills, and competencies required for success in the program's field or discipline, and review industry trends, professional standards, labor market demands and peer programs.</p> <p>Draft the CLOs: Based on the conducted review and needs assessment, the course coordinators articulate the first draft of the CLOs that are aligned with the learning activities, teaching strategies, and assessment methods, and submit them to the Programs and study plans committee.</p> <p>Share with the department council: To ensure that the CLOs aligns with program mission, goals, the NQF requirements as well as stakeholders' expectations, the HOD present the CLOs at the department council seeking their input and feedback to ensure their support. Based on the feedback from faculty members the course coordinators revise and refine the CLOs.</p> <p>Seek Stakeholder Feedback and Revision: The HOD share the revised draft of the PLOs with the advisory committee and stakeholders, seeking their feedback and suggestions. Based on the feedback from the advisory committee members and stakeholders the course coordinators revise and refine the CLOs.</p> <p>Obtain Approval: The final draft of the CLOs will then be submitted to the department council for approval.</p> <p>Communicate Approved PLOs: The approved CLOs is publicized to all stakeholders and included in the course's specifications.</p>
Reports	

	<ul style="list-style-type: none"> <li>● Approved Management Information Systems Program PLOs.</li> <li>● Meeting minutes and reports of the Programs and study plans committee.</li> <li>● Feedback reports from stakeholders.</li> <li>● Meeting mites on (Advisory committee, Departmental council, Faculty council).</li> </ul>
<p>Appendices</p>	<p>The Management Information Systems Program mission, goals and study plan.</p> <ul style="list-style-type: none"> <li>● The NQF requirements.</li> <li>● The UT authority matrix for programs and study plans approval.</li> </ul>

## Students Assessments

<p><b>Determinants:</b> The factors that influence the quality and effectiveness of student assessments.</p>	<ol style="list-style-type: none"> <li>1. Alignment with Learning Objectives and Standards: <ul style="list-style-type: none"> <li>● Curriculum alignment: Ensuring that assessments measure the intended learning outcomes outlined in the curriculum.</li> <li>● Standard alignment: Aligning assessments with external standards or benchmarks relevant to the subject or discipline.</li> <li>● Depth and breadth of coverage: Assessing a wide range of knowledge, skills, and competencies outlined in the curriculum.</li> </ul> </li>   <li>2. Validity and Reliability: <ul style="list-style-type: none"> <li>● Content validity: Ensuring that the assessment measures what it intends to measure.</li> <li>● Construct validity: Assessing the underlying construct or concept being evaluated.</li> <li>● Criterion-related validity: Establishing a relationship between the assessment and an external criterion.</li> <li>● Inter-rater reliability: Consistency of assessment results when scored by different evaluators.</li> <li>● Test-retest reliability: Consistency of assessment results when administered to the same students at different times.</li> </ul> </li>   <li>3. Clarity and Transparency: <ul style="list-style-type: none"> <li>● Clear assessment instructions: Providing explicit directions to students on how to complete the assessment.</li> <li>● Transparent assessment criteria: Clearly articulating the standards and expectations for student performance.</li> <li>● Rubrics and scoring guides: Providing detailed guidelines for evaluating and scoring student work.</li> <li>● Consistent grading practices: Ensuring consistent application of assessment criteria across different evaluators.</li> </ul> </li>   <li>4. Fairness and Equity:</li> </ol>
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	<ul style="list-style-type: none"> <li>● Bias reduction: Minimizing potential bias in assessment content, language, and administration.</li> <li>● Accommodations: Providing appropriate accommodations for students with disabilities or special needs.</li> <li>● Cultural sensitivity: Ensuring assessments are sensitive to diverse cultural backgrounds and experiences.</li> <li>● Accessibility: Ensuring that assessments are accessible to all students, including those with physical or sensory disabilities.</li> </ul> <p>5. Authenticity and Relevance:</p> <ul style="list-style-type: none"> <li>● Authentic tasks: Designing assessments that reflect real-world applications and contexts.</li> <li>● Relevance to student experiences: Ensuring assessments are meaningful and relatable to students' lives and interests.</li> <li>● Transferability of skills: Assessing students' ability to apply their knowledge and skills in different contexts.</li> </ul> <p>6. Ethical Considerations:</p> <ul style="list-style-type: none"> <li>● Privacy and confidentiality: Protecting students' personal information and ensuring the confidentiality of assessment results.</li> <li>● Ethical administration: Conducting assessments in a fair and unbiased manner, adhering to ethical guidelines.</li> </ul> <p>7. Feedback and Revision:</p> <ul style="list-style-type: none"> <li>● Timely feedback: Providing prompt feedback to students to support their learning and improvement.</li> <li>● Constructive feedback: Offering specific, actionable, and supportive feedback that highlights strengths and areas for improvement.</li> <li>● Opportunities for revision: Allowing students to review their work based on feedback and make necessary revisions.</li> <li>● Self-assessment and reflection: Encouraging students to reflect on their performance and assess their own learning.</li> </ul>
Specifications:	1. Assessment Task Description:

<p>These guidelines provide a framework for creating comprehensive and effective student assessments.</p>	<ul style="list-style-type: none"> <li>● Clear instructions: Provide detailed and explicit instructions on what students are expected to do for the assessment task.</li> <li>● Task format: Specify the format of the assessment task, such as essay, multiple-choice questions, project, presentation, or performance-based task.</li> <li>● Resource requirements: Identify any specific resources, materials, or references students may need to complete the task.</li> <li>● Time constraints: Specify the time limit or deadline for completing the assessment task.</li> </ul> <p>2. Assessment Criteria and Rubrics:</p> <ul style="list-style-type: none"> <li>● Criteria for evaluation: Clearly define the criteria for assessing student performance, such as content knowledge, critical thinking, creativity, or presentation skills.</li> <li>● Rubrics: Provide a detailed rubric that breaks down the assessment criteria into specific levels or descriptors, indicating the expectations for each level of performance.</li> </ul> <p>3. Scoring and Grading Guidelines:</p> <ul style="list-style-type: none"> <li>● Scoring system: Specify the scoring system or scale to be used for evaluating student responses (e.g., 0-100, letter grades, or performance levels).</li> <li>● Grading standards: Define the standards for each grade or performance level, including the specific criteria or benchmarks for achieving each level.</li> <li>● Consistency: Provide guidelines to ensure consistent scoring and grading across different evaluators or multiple sections of the same assessment.</li> </ul> <p>4. Accommodations and Special Considerations:</p> <ul style="list-style-type: none"> <li>● Accommodations for diverse learners: Specify any accommodations or modifications that should be provided to students with disabilities or special needs to ensure a fair and equitable assessment.</li> <li>● Language considerations: Clarify any language accommodations for students who are English language learners or have language proficiency challenges.</li> <li>● Special circumstances: Outline any special circumstances or considerations that may</li> </ul>
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	<p>affect the administration or scoring of the assessment (e.g., extended time, alternative format).</p> <p>5. Ethical Considerations:</p> <ul style="list-style-type: none"> <li>● Academic integrity: Include guidelines regarding academic honesty, plagiarism, and proper citation practices in the assessment task.</li> <li>● Confidentiality: Ensure guidelines for maintaining the confidentiality of student assessments and results.</li> <li>● Fairness: Address any potential biases or sources of unfairness in the assessment task or scoring process and provide guidelines to mitigate them.</li> </ul>
Responsibilities	<p>Course coordinators. The examinations committee. MEWG.</p>
Procedure	<p>The examinations committee is responsible for:</p> <ul style="list-style-type: none"> <li>● Develop and review exam policies, procedures, and guidelines to ensure fairness, security, and integrity.</li> <li>● Establish exam rules and regulations, such as guidelines on academic integrity, exam conduct, and use of resources.</li> <li>● Communicate the exam policies and procedures to faculty, students.</li> <li>● Collaborate with faculty and administrators to develop exam schedules and timelines.</li> <li>● Ensure that exam dates, times, and venues are communicated to students and faculty members.</li> <li>● Coordinate with relevant departments or individuals to arrange necessary resources and facilities for the exams.</li> <li>● Establish procedures and guidelines for accommodating students with special needs or disabilities during exams.</li> <li>● Establish procedures and guidelines for accommodating students with special needs or disabilities during exams.</li> <li>● Monitor the exam venues to maintain a secure and controlled environment, minimizing the risk of cheating or misconduct.</li> </ul>

	<ul style="list-style-type: none"><li>● Address any issues or irregularities that may arise during the exam, such as student concerns or technical difficulties.</li></ul> <ol style="list-style-type: none"><li>1. Before the exam, the timetables and exams committee sends the exam blueprint to the course coordinators.</li><li>2. Course coordinators hold a meeting with the course instructors to determine the format of the exam, duration, number of questions, weightage, and any specific rules or policies to be followed during the exam and select appropriate exam questions that align with the exam blueprint, course content, and learning objectives as well as level of difficulty, cognitive skills to be assessed. The course coordinators submit the exam questions with the model answers to the MEWG.</li><li>3. The MEWG hold meeting with course coordinators, and review exams to ensure clarity, accuracy, and alignment with the course content and objectives, adherence to the policy of questions distribution over learning domains, and the adherence to the blueprint of the exam. Course coordinators share the MEWG feedback with the course instructors.</li><li>4. After the primary grader completes grading the exams, a sample of graded exams will be cross checked by the course coordinator or a faculty member who taught the same course before. The cross-checker verifies the accuracy and consistency of the primary grader's assessments. The primary grader and cross-checker engage in discussion and collaboration to address any discrepancies or disagreements. If necessary, they seek input from the course coordinator or subject matter experts. After discussion and consensus, the primary grader and cross-checker finalize the grades.</li><li>5. The finalized students' grades are entered in the e-register system. The HOD revise the entered data for approval.</li></ol>
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	<p>6. The final results are approved by the vice dean and the grades are released to the students on their UT student's accounts.</p> <p>7. student is allowed to submits a formal request for a grading revision to the head of academic affairs committee. The head of academic affairs committee assign a designated independent reviewer, to assess the complaint objectively. If necessary, the designated person consults with the original grader or instructor to discuss the grading decision.</p> <p>8. The student request and the reviewer report are communicated to the HOD. If the complaint is valid and HOD contact the primary grader to adjusting the grade on the e-register accordingly. If the original grading decision was appropriate, a detailed explanation is provided to the student, addressing their concerns.</p> <p>9. After the exams the examinations committee identify areas for improvement in the exam design, content, or administration, and make necessary adjustments for future exams or courses.</p> <p>10. Course coordinators and instructors are responsible of preparing course reports and submit it together with samples of students work to the MEWG.</p> <p>11. The CLOs are measured by the course coordinator using an excel sheet designed by the measurement and evaluation coordinator where each CLOs is aligned with its relevant PLOs and hence the aligned PLOs can be measured accordingly.</p> <p>12. The MEWG follows up the preparation of course reports and all related evidences of students work with instructors and course coordinators.</p> <p>13. Based on the course reports, the MEWG prepare a list of recommendations and action plans for further improvements.</p>
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	<p>14. The final draft of course reports together with the list of recommendations and action plans for improvements are submitted to the HOD.</p> <p>15. The HOD presents the final draft of course reports, the recommendations and action plans to the departmental council for discussion and approval. From there the course report follow the cycle presented in figure 4.</p>
Reports	<p>Samples of students work.  Course reports.  Exams model answers.  Exam Schedule.  Students' attendance of exams sheet.  Course coordinators and instructors' meetings minutes.  MEWG meeting minutes and reports.  Sample of students complains (if any)  Sample of cross-checkers reports.  Department council meeting for course reports and action plans approvals.</p>

## Program learning outcomes assessment

<p><b>Determinants</b> These factors enhance the measurement of program learning outcomes, leading to more accurate and meaningful assessment results.</p>	<ol style="list-style-type: none"><li>1. Curriculum and Instruction:<ul style="list-style-type: none"><li>● Curriculum design and learning objectives.</li><li>● Alignment of learning outcomes with instructional materials</li><li>● Teaching methods and strategies used to promote learning.</li></ul></li><li>2. Assessment and Evaluation:<ul style="list-style-type: none"><li>● Selection of appropriate assessment methods</li><li>● Development of clear rubrics and scoring criteria</li><li>● Use of valid and reliable assessment tools</li><li>● Consistency in assessment practices</li></ul></li><li>3. Faculty and Staff:<ul style="list-style-type: none"><li>● Faculty expertise and training in assessment practices</li><li>● Collaboration among faculty members for assessment alignment</li><li>● Support and resources provided for professional development.</li></ul></li><li>4. Learning Environment:<ul style="list-style-type: none"><li>● Classroom dynamics and student engagement</li><li>● Availability of resources and support services</li><li>● Inclusion of authentic and meaningful learning experiences</li></ul></li><li>5. Student Factors:<ul style="list-style-type: none"><li>● Student motivation and engagement</li><li>● Prior knowledge and skills</li><li>● Individual learning styles and abilities</li></ul></li><li>6. Institutional Support:<ul style="list-style-type: none"><li>● Institutional commitment to assessment practices</li><li>● Allocation of resources for assessment efforts</li><li>● Policies and guidelines supporting assessment activities</li><li>● Data collection and analysis systems</li></ul></li><li>7. Data Collection and Analysis:</li></ol>
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	<ul style="list-style-type: none"> <li>● Efficient data collection processes</li> <li>● Use of appropriate data management systems</li> <li>● Sound data analysis techniques</li> <li>● Regular feedback loops for improvement</li> </ul> <p>8. Stakeholder Engagement:</p> <ul style="list-style-type: none"> <li>● Involvement of various stakeholders (e.g., faculty, students, employers, accrediting bodies) in the measurement process</li> <li>● Incorporation of feedback from stakeholders in assessment practices</li> </ul> <p>9. Continuous Improvement:</p> <ul style="list-style-type: none"> <li>● Culture of assessment and continuous improvement</li> <li>● Use of assessment results for program enhancement</li> <li>● Regular review and revision of learning outcomes and assessment method</li> </ul>
Responsibilities	Course coordinators & instructors. PLOWG.
Procedure	<p>The PLOWG is responsible for the whole process of measuring and reporting on the PLOs.</p> <p>Management Information Systems Program PLOs are measured annually directly through measuring the achievement of the related CLOs in the courses in which mastery level (M) is achieved, as identified in the PLOs-courses mapping matrix.</p> <p>Management Information Systems Program PLOs are measured annually indirectly using stakeholder surveys (Program evaluation survey, Graduates evaluation survey and Employers evaluation survey).</p> <p>The CLOs are measured by the course coordinator using an excel sheet designed by the measurement and evaluation coordinator where each CLOs is aligned with its relevant PLOs and hence the aligned PLOs can be measured accordingly.</p> <p>The actual value of PLO measurement is defined as a sum of 40% of the indirect result and 60% of the direct result. PLOs achievement is presented as percentage in the PLOs annual report.</p> <p>The PLO achievement is benchmarked internally with the previous year achievement, and the satisfactory performance and improvement is</p>

	compared to the stated target benchmark for the year before.
Reports	CLOs excel sheet of measurements. PLOs annual report. Stakeholders' surveys and report.

## Professional development

The Management Information Systems Program in collaboration with the deanship for development and quality provide the necessary training to the teaching staff on learning and teaching strategies and assessment methods identified in the program and course specifications, along with the effective use of modern and advanced technology; and their use is monitored.

The teaching staff and employee of the program have the appropriate orientation and technical training and support for the effective use of resources and means of learning.

Teaching staff participate in professional and academic development programs in accordance with a plan that meets their needs and contributes to the development of their performance.

The program management is committed to developing and improving professional skills and capabilities of the supportive technical and administrative staff to keep up with modern developments.\*

<p><b>Determinants:</b> These factors are essential for improving faculty member's professional growth.</p>	<ol style="list-style-type: none"><li>1. Pedagogical Skills and Teaching Strategies:<ul style="list-style-type: none"><li>● Mastery of effective teaching methods and instructional strategies.</li><li>● Familiarity with diverse pedagogical approaches and learning theories.</li><li>● Ability to engage students, promote active learning, and foster critical thinking.</li><li>● Competence in creating and delivering engaging and well-structured lessons.</li></ul></li><li>2. Subject Matter Expertise:<ul style="list-style-type: none"><li>● Depth of knowledge and expertise in their respective disciplines.</li><li>● Awareness of current research and developments in their fields.</li><li>● Ability to convey complex concepts and theories in a clear and understandable manner.</li><li>● Proficiency in staying updated with advancements and emerging trends in their subject areas.</li></ul></li><li>3. Technology Integration:<ul style="list-style-type: none"><li>● Proficiency in using educational technology tools and platforms.</li><li>● Familiarity with digital resources and online learning environments.</li><li>● Ability to integrate technology effectively into teaching and learning activities.</li></ul></li></ol>
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	<ul style="list-style-type: none"> <li>● Competence in leveraging technology for assessment, communication, and collaboration.</li> </ul> <p>4. Assessment and Evaluation:</p> <ul style="list-style-type: none"> <li>● Understanding of various assessment methods and strategies.</li> <li>● Knowledge of designing valid and reliable assessments.</li> <li>● Ability to analyse and interpret assessment data to inform instruction.</li> <li>● Competence in providing constructive feedback to students and using assessment for continuous improvement.</li> </ul> <p>5. Inclusive Teaching and Diversity:</p> <ul style="list-style-type: none"> <li>● Recognition of diversity and inclusivity in the classroom.</li> <li>● Knowledge of strategies to create an inclusive learning environment.</li> <li>● Ability to address the diverse needs of students, including those with disabilities or from different cultural backgrounds.</li> <li>● Competence in fostering a supportive and respectful classroom climate.</li> </ul> <p>6. Professional Development and Scholarship:</p> <ul style="list-style-type: none"> <li>● Commitment to ongoing professional development and growth.</li> </ul> <ul style="list-style-type: none"> <li>● Engagement in scholarly activities, such as research, publications, and conference presentations.</li> <li>● Aptitude for integrating research and evidence-based practices into teaching.</li> <li>● Proficiency in staying informed about the latest developments and best practices in higher education.</li> </ul> <p>7. Communication and Interpersonal Skills:</p> <ul style="list-style-type: none"> <li>● Effective communication skills, both verbal and written.</li> <li>● Ability to engage and connect with students, colleagues, and other stakeholders.</li> <li>● Competence in facilitating discussions, promoting active participation, and managing classroom dynamics.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Proficiency in providing feedback and constructive criticism to students.</li> </ul> <p>8. Collaboration and Teamwork:</p> <ul style="list-style-type: none"> <li>● Ability to collaborate effectively with colleagues and engage in team-based projects.</li> <li>● Aptitude for interdisciplinary collaboration and integration of multiple perspectives.</li> <li>● Competence in working collaboratively with other faculty members and staff to enhance teaching and learning experiences.</li> <li>● Proficiency in fostering a positive and supportive learning community.</li> </ul> <p>9. Institutional Policies and Requirements:</p> <ul style="list-style-type: none"> <li>● Understanding of institutional policies, procedures, and guidelines related to teaching and professional development.</li> <li>● Awareness of accreditation requirements and standards.</li> <li>● Compliance with institutional expectations and standards for teaching quality.</li> <li>● Proficiency in aligning teaching practices with institutional goals and objectives.</li> </ul>
Responsibilities	Course coordinators & instructors. Scientific.
Procedure	<ol style="list-style-type: none"> <li>1. The head of the department reviews all the training needs of the committee members according to the tasks assigned to them contained in the improvement plans and limits them to the training needs report.</li> <li>2. A survey is distributed to faculty member for needs assessment.</li> <li>3. The department raises its training needs to the vice dean who in turn submits them to deanship of development and quality which is authorized to provide training programs to develop skills after the training programs are officially announced by the dean of development and quality at the university the program coordinator directs and urges all its members to attend when the training programs are opened to all specially members who need performance improvement.</li> </ol>

	4. If the places are specified, the program will nominate members according to their tasks or needs to improve performance.
Reports	A letter to the deanship for development and quality with various training needs of the faculty staff members.
Appendices	Controls and standards of training at Tabuk university.

## Course Report

The Management Information Systems Program ensures the quality of teaching through:

- Verifying the effectiveness of the teaching strategies used to achieve the CLOs and take the necessary measures according to the established procedures.
- Identifying the administrative difficulties that the academic staff members faced during the course.
- Standing on the results and estimates of students and studying the variation in the distribution of grades between the different divisions and the factors that affected them and identifying priorities for improvement.
- Verifying the extent to which the quality loop is closed at the level of the course by following up on the percentage of completion of the proposed improvement plan for the previous year.
- Develop an improvement plan appropriate to the recommendations reached, by the end of preparing the course report.

The academic staff member should:

- Adhere to what is stated in the course specification.
- Follow the course improvement plan.
- Be committed to measuring the extent to which the CLOs are achieved, according to the blueprint and matrix prepared by the department.

<p><b>Determinants</b>          These factors ensure that course reports become valuable tools for evaluating, improving, and ensuring the effectiveness of educational courses.</p>	<p><b>Ensuring Accuracy and Objectivity:</b>          By considering these factors, the course report can be prepared in a manner that is accurate, objective, and fair.</p> <p><b>Enhancing Quality Assurance:</b>          By evaluating various aspects such as course content, teaching methods, assessments, and student feedback, the report highlights areas of strength and identifies areas that need improvement. This feedback is crucial for course instructors and administrators to make informed decisions about instructional strategies, curriculum development, and resource allocation.</p> <p><b>Informing Curriculum Development:</b>          By provide feedback on the alignment of learning outcomes with instructional strategies, helping in the refinement and enhancement of the curriculum. This information is vital for ensuring that the course remains up to date, meets the needs of the learners, and aligns with industry standards or academic requirements.</p> <p><b>Guiding Instructional Design:</b>          The course reports inform instructional designers and educators about the effectiveness of their teaching approaches and helps in identifying areas where modifications or enhancements may be needed.</p> <p><b>Promoting Continuous Improvement:</b>          The identification of strengths and weaknesses enables instructors and administrators to implement targeted interventions, refine teaching practices, and allocate resources more effectively.</p> <p><b>Enhancing Student Engagement and Satisfaction:</b>          The course reports identify areas where students may need additional support, clarity, or engagement. This information can be used to enhance student engagement, satisfaction, and overall learning outcomes.</p> <p><b>Meeting Accreditation and Evaluation Requirements:</b>          The course reports can provide evidence of compliance with quality assurance measures, accreditation guidelines, and institutional policies. This is particularly important for educational institutions seeking accreditation or</p>
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	undergoing periodic evaluations.
Responsibilities	<ul style="list-style-type: none"> <li>● HOD.</li> <li>● DQC.</li> <li>● Course coordinators and instructors.</li> </ul>
Development and Approval team	<ul style="list-style-type: none"> <li>● DQC.</li> <li>● Course coordinators and instructors.</li> </ul>
Inputs	<ul style="list-style-type: none"> <li>● Course specification</li> <li>● course reports of the previous year</li> <li>● Students' list (e-register)</li> <li>● CLOs blueprint and measurement report.</li> <li>● Students' results.</li> <li>● Grade distribution.</li> <li>● Course meeting minutes.</li> <li>● Peer-Peer review reports</li> <li>● Sample of teaching methods</li> </ul>
Procedure	<ol style="list-style-type: none"> <li>1. The instructors measure CLOs their sections (using the provided excel sheet).</li> <li>2. The instructors complete all the NCAA course report sections which include, analysis of grade distribution, report on the previous year, improvement plan.</li> <li>3. The course coordinator holds a meeting with the instructors to team discusses the student's results and the extent to which the CLOs are achieved, the students' and staff feedback and the appropriate improvement plan for the proposed recommendations.</li> <li>4. The course coordinator collects the course report for all the sections and prepare a single combined report. The combined reports are submitted to the DQC.</li> <li>5. The DQC review the reports and communicate their insight and feed back to the course coordinators.</li> <li>6. Based on the DQC feedback the course coordinators carry out the proposed adjustments and submit the finalized combined report to the DQC. The DQC submits the combined reports to the HOD.</li> <li>7. The HOD presents the combined reports to the departmental council for approval. And the approved reports are submitted to the faculty council for approval.</li> </ol>

	<p>8. The faculty council discusses and approve the collective report in addition to the post course meeting minutes of the department.</p> <p>9. The approved collective report and the courses reports are submitted to the deanship of development and quality, and from there the course report follows the approval cycle shown in figure 4.</p>
Reports	<ul style="list-style-type: none"> <li>● Program study plan.</li> <li>● Course coordinators minutes.</li> <li>● DQC meeting minutes.</li> <li>● Department council meeting minutes.</li> <li>● Faculty council meeting minutes.</li> </ul>
Appendices	<ul style="list-style-type: none"> <li>● National qualification framework.</li> <li>● University program and plan guide.</li> <li>● The UT Matrix of authority for study plans development</li> </ul>

## Program Specification

<p><b>Determinants</b> These factors ensure a systematic and well-structured development process for the Program Specification.</p>	<ol style="list-style-type: none"><li>1. <b>Planning and Analysis:</b><ul style="list-style-type: none"><li>● Identify the need for a new program or the revision of an existing program.</li><li>● Conduct a thorough analysis of the target audience, industry demands, and stakeholder expectations.</li><li>● Define the scope, goals, and objectives of the program specification development process.</li><li>● Establish a project team or committee responsible for overseeing the development process.</li></ul></li><li>2. <b>Research and Benchmarking:</b><ul style="list-style-type: none"><li>● Gather information on similar programs offered by other institutions or organizations.</li><li>● Conduct industry research to identify emerging trends, best practices, and skill requirements.</li><li>● Review relevant accreditation standards, regulatory guidelines, and educational frameworks.</li></ul></li><li>3. <b>Stakeholder Engagement:</b><ul style="list-style-type: none"><li>● Engage with key stakeholders, including faculty members, industry professionals, students, and employers.</li><li>● Seek input and feedback on program goals, learning outcomes, curriculum design, and assessment methods.</li><li>● Incorporate stakeholder perspectives to ensure relevance, alignment, and buy-in.</li></ul></li><li>4. <b>Program Design and Development:</b><ul style="list-style-type: none"><li>● Define the program structure, including the components, courses, and credit distribution.</li><li>● Develop a curriculum framework that outlines the sequencing and progression of courses.</li><li>● Clearly articulate the program's learning outcomes and competencies.</li><li>● Design course specifications, including learning activities, instructional methods, and assessment strategies.</li></ul></li><li>5. <b>Iterative Review and Feedback:</b></li></ol>
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	<ul style="list-style-type: none"> <li>● Share the draft program specification with the project team, stakeholders, and subject matter experts for review.</li> <li>● Gather feedback and suggestions for improvement.</li> <li>● Revise and refine the program specification based on the feedback received.</li> <li>● Conduct multiple iterations of review and revision to enhance the quality of the program specification.</li> </ul> <p>6. Alignment and Compliance:</p> <ul style="list-style-type: none"> <li>● Ensure the program specification aligns with the institutional mission, and strategic goals.</li> <li>● Verify compliance with NQF standards, and peer programs benchmarks.</li> </ul> <p>7. Approval and Documentation:</p> <ul style="list-style-type: none"> <li>● Submit the finalized program specification for internal revision and approval processes.</li> <li>● Follow the institution's guidelines and procedures for program approval and documentation.</li> <li>● Prepare the necessary documentation, using the institution's provided forms.</li> </ul> <p>8. Implementation and Communication:</p> <ul style="list-style-type: none"> <li>● Communicate the approved program specification to relevant stakeholders, including faculty, staff, and students.</li> <li>● Provide training or orientation sessions to faculty members and staff involved in delivering the program.</li> <li>● Ensure that the program specification is effectively integrated into the institution's systems, processes, and communication channels.</li> </ul> <p>9. Evaluation and Continuous Improvement:</p> <ul style="list-style-type: none"> <li>● Establish a plan for ongoing program evaluation and continuous improvement.</li> <li>● Monitor the program's effectiveness in achieving its goals and objectives.</li> <li>● Collect and analyse data on student performance, feedback, and program outcomes.</li> <li>● Use evaluation results to inform future revisions and enhancements to the program specification.</li> </ul>
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Responsibilities	HOD Programs and study plans committee
Inputs	<ul style="list-style-type: none"> <li>● Mission and objectives of the program</li> <li>● The program study plan showing the courses, their classification, their sequence, credit hours, pre/corequisites, the classification (required, elective), (university, faculty, department)</li> <li>● Course specifications and a detailed plan for each course that includes the general description of the course, the language of instruction, objectives, teaching strategies, assessment methods and learning resources.</li> <li>● Internal and external changes.</li> <li>● Reports of Stakeholders surveys, APRs, and course reports.</li> <li>● Reference comparison.</li> <li>● Matrix linking course learning outcomes with PLOs.</li> <li>● Procedural guide for studying programs and plans.</li> </ul>
Procedure	<ol style="list-style-type: none"> <li>1. The programs and study plan committee prepare the specific documents as inputs for these procedures.</li> <li>2. The head of the programs and study plans committee determines the members of the work team (the committee members, and the team is approved by the HOD.</li> <li>3. The assigned team completes the program specification form using the NCAAA format, with consideration of all procedure inputs.</li> <li>4. The programs and study plan committee present and discusses Program Specification in the faculty council.</li> <li>5. The suggestions proposed by the council are adjusted by the assigned team.</li> <li>6. The HOD presents the revised Program specification to Advisory committee.</li> <li>7. The suggestions proposed by the Advisory committee are adjusted by the assigned team.</li> <li>8. The program specification is submitted to and approved by the faculty council and raised to the UT standing committee of programs and study plans, for final review and approval.</li> </ol>

	<p>9. In case there are suggestions for further refinement the UT standing committee of programs and study plans, communicate them to the HOD, who in turn forward them to the assigned team.</p> <p>10. The assigned team makes the required adjustments, and the Program specification is submitted to the faculty council for approval. The faculty council re-submits the Program specification to the UT standing committee of programs and study plans for final approval and installing it in the admission and registration system.</p> <p>11. After the final approval by the UT standing committee of programs and study plans, the Program specification is widely publicized and shared with all relevant stake holders.</p>
Reports	<ul style="list-style-type: none"> <li>● Approved program specification</li> <li>● Meeting minutes of programs and study plans committee</li> <li>● Meeting minutes of advisory committee</li> <li>● Meeting minutes of faculty council</li> </ul>
Appendices	<ul style="list-style-type: none"> <li>● National qualification framework.</li> <li>● NCAAA Form for program specification</li> <li>● University program and plan guide.</li> <li>● The UT Matrix of authority for study plans development.</li> </ul>

## Monitoring Quality of Teaching

As the university acquires an appropriate space on Google Drive for each faculty member, in addition to providing all information security conditions, the program provide the coordinators with link specified for his/her course file to upload all required evidences that ensures the quality of teaching and assessments.

The electronic storage is a quality work in the program since it is an easy and practical way to save and archive the quality work in the program on a regular basis. It facilitates access to all documents related to quality files by all members of the program. It also helps to monitor the extent of academic staff members' commitment to the quality requirements of the course and:

- Ensure consistent results.
- Prevent errors and reduce costs.
- Ensure processes are identified and controlled.

Table 9 shows the plan followed by the Management Information Systems Program in preparing and documenting the course file.

### Procedures:

1. All the requirements of the course file are uploaded by the coordinator in the derive of the department.
2. The electronic storage is available to all teaching staff members in the department to view and benefit from it.
3. Each academic staff member shall raise the requirements according to the distribution of tasks by the coordinator.
4. The development and quality committee prepares a report on the extent to which the requirements are met and submits it to the course coordinator to complete the necessary.

**Table 14:** The course file preparation and documentation plan.

<b>NO</b>	<b>Requirements</b>	<b>The Content</b>	<b>Notes</b>	<b>Timing of submitting content for Documentation</b>	<b>Responsibility</b>
<b>1</b>	Curriculum Vitae (CV )	Updated CV	Is updated periodically and uploaded to the teaching staff member's website and handed over to the course coordinator to put it in the teaching staff file on the google drive.	The first week of the semester	Instructors
<b>2</b>	Course specification	Approved course specification according to the NCAAA form	The specification is reviewed periodically according to the improvement plans of the preceding term's course report and after approval by the department council	The first week of the semester	Course Coordinator
<b>3</b>	Timetable	Filled out according to the university form	The timetable is sent to the staff and students and uploaded on the system.	The first week of the semester	Academic affairs committee

<b>Documenting the Students Results</b>					
1	Reveal the results of the course signed by the program coordinator	The transcript is an official document that is downloaded from the academic system portal after monitoring, reviewing, and approving grades	It must contain the signature of the program coordinator	At the end of the semester	HOD
2	Statistical Analysis of Results	The form contains statistical equations and graphs that help analyze test results		At the end of the semester	Course Coordinator
<b>Documenting Student Assessment Activities and Methods</b>					
1	Samples of students' tests for each section were selected according to performance (highest, average and lowest score)	Corrected samples of students' exam for each section distributed according to performance (highest, average and lowest score)	Selected according to performance, highest, medium, and lowest score	After release of exam results to the students	Instructors
<b>Documenting the Evaluation of the Quality of the Course</b>					
1	Course evaluation survey.	Students feedback about the course delivery and their	Include the opinion of the students, instructors, program leaders in the	At the end of the course.	Instructors

		suggestions for improvements.	course report.		
<b>Course reports</b>					
1	Course Report	Course overview, course syllabus, learning resources, teaching strategies and assessments, students' performance and feedback, recommendations for improvements.		With the start of the course and finalized by the end of the course	Instructors + Course coordinators
<b>Close the loop of quality report</b>					
1	Course improvement recommendation	recommendations for improvements.		End of the course	Instructors + Course coordinators
2	Achievement of course improvement plans report	Assembling of course improvement plans included		End of the semester	MEWG

## Annual program Report

The Annual Program Report is a comprehensive document that provides a detailed overview of the academic program's performance and progress over the course of a year. It serves as a valuable tool for program evaluation, accountability, and planning. The report includes information on student enrollment, curriculum updates, faculty contributions, assessment results, student outcomes, program strengths and challenges. It highlights achievements, identifies areas for improvement, and outlines strategies for enhancing the program's quality and effectiveness. The Annual Program Report plays a crucial role in informing decision-making processes, facilitating accreditation reviews, and fostering continuous improvement in the academic program.

<p><b>Determinants</b> These factors ensure a comprehensive overview of the program performance.</p>	<p><b>Program Performance:</b></p> <ol style="list-style-type: none"> <li>1. <b>Student Achievement:</b> Assess the academic performance, learning outcomes, and success rates of students in the program.</li> <li>2. <b>Program Effectiveness:</b> Evaluate the effectiveness of the curriculum, instructional methods, and assessment strategies employed in the program.</li> </ol> <p><b>Stakeholder Engagement:</b></p> <ol style="list-style-type: none"> <li>1. <b>Student and Alumni Feedback:</b> Gather feedback from students and alumni regarding their satisfaction with the program, curriculum, faculty, and support services.</li> </ol> <p><b>Faculty and Staff and Employers Involvement:</b> Assess faculty, employers and staff engagement, professional development opportunities, and their feedback on program improvements.</p> <p><b>Facilities and Infrastructure:</b> Evaluate the adequacy and suitability of facilities, equipment, and technology to support the program's needs.</p> <p><b>Continuous Improvement: Assessment and Evaluation:</b> Examine the assessment methods used to measure student learning outcomes and program effectiveness, along with the evaluation processes employed.</p> <p><b>Program Review and Benchmarking:</b> Compare the program's performance against internal and external benchmarks, industry standards, and best practices.</p> <p><b>Action Plans and Implementation:</b> Outline</p>
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	the action plans derived from the program's assessment and evaluation, and track the progress made in implementing those plans.
Inputs	<ul style="list-style-type: none"> <li>● Program specifications.</li> <li>● Courses reports.</li> <li>● Measurement of PLOs.</li> <li>● Stakeholders' surveys.</li> <li>● KPIs performance indicators.</li> </ul>
Responsibility	HOD. APR working group (APRWG)
Inputs	<ul style="list-style-type: none"> <li>● Program specifications.</li> <li>● Courses reports.</li> <li>● Measurement of PLOs.</li> <li>● Stakeholders' surveys.</li> <li>● KPIs performance indicators.</li> <li>● Operational plan report.</li> </ul>
Procedures	<p>Establish APR working group: The HOD decide on APR working group and assign roles and responsibilities. APR working group is responsible for gathering relevant information writing and reviewing the draft report, checking for accuracy, coherence, and clarity of information and ensures that the report reflects an objective evaluation of the program's effectiveness.</p> <p>Data collection and Review: APR working group gather all relevant program data and reports from all the committees and review the program assessment reports.</p> <p>Draft the APR: Based on the gathered information and the conducted review the APR working group articulate the first draft of the APR.</p> <p>Share with the department council: To ensure that the APR reflects an objective evaluation of the program's effectiveness, the HOD present the APR at the department council seeking their input and feedback and approval.</p> <p>Review and Refine: Based on the feedback from faculty members the APR working group revise and refine the APR.</p> <p>Obtain FBA Approval: The HOD submits the revised APR to the faculty council seeking their approval.</p>

	<p>Obtain UT Approval: The HOD submits the revised APR to the faculty council seeking their approval. The approved APR will then be submitted to the deanship of development and quality. The deanship of development and quality revises the APR and ensures its fulfilment for the requirement of program accreditation and submits it to the higher standing committee of academic accreditation and quality assurance for final approval.</p> <p>Communicate Approved APR: The approved APR is publicized to relevant stakeholders.</p>
Appendices	<ul style="list-style-type: none"> <li>● NCAAA program report template.</li> <li>● The UT Matrix of authority for study plans development</li> </ul>

The Program Annual Improvement Cycle

Figure 9: The Program Annual Improvement Cycle.



## The Five-Year periodic Evaluation

The program conducts a periodic, comprehensive evaluation every five years and prepares reports about the overall level of quality, with the identification of points of strength and weakness, plans for improvement, and follows up its implementation.

Purpose	By analysing the outcomes assessment and stakeholder feedback and engagement, the Management Information Systems Program can gain a comprehensive understanding of the program's effectiveness, identify areas for enhancement, and make data-driven decisions to improve the program's quality and relevance over the next five-year period.
Responsibility	HOD. DQC and AAC.
Inputs	<ul style="list-style-type: none"> <li>● Program mission and goals.</li> <li>● National trends according to the requirements of sustainable development in the kingdom.</li> <li>● Statistical reports on students results.</li> <li>● Annual program report and courses reports.</li> <li>● The results of implementing the operational plan for program at the end of each academic year and measuring the extent of deviation from its objectives.</li> <li>● Stakeholders' surveys.</li> <li>● Academic expert's reviewer.</li> </ul>
Procedures	<ol style="list-style-type: none"> <li>1. The vice dean of development and quality forms four committees headed and directed by the "Higher Committee for Academic Accreditation" and develops a proposal for an action plan with the approval of the faculty council.</li> <li>2. The work plan contains all the procedures and requirements for preparing comprehensive evaluation reports (environmental analysis report, self-evaluation scale and self-study report) responsibilities timelines for implementation and required resources are also specified.</li> <li>3. Academic Accreditation Committees (AAC) are formed to implement the plan with participation of faculty members and according to their academic and administrative experiences and preferences.</li> </ol>

	<p>4. The proposal of the work plan is discussed, the procedures are approved, and the organizational structure of the committees is discussed within the vice deanship of development and quality.</p> <p>5. The formed committees meet periodically to determine the tasks assigned to them.</p> <p>6. Each committee submit a periodic achievement report to the “Higher committee for academic accreditation”, containing the progress in achievement, as well as difficulties and obstacles.</p> <p>7. The “Higher committee for academic accreditation” is responsible for following up the proper implementation of the work plan approved by the faculty council, coordinating meeting, providing the needs of the various committees and overcoming obstacles.</p> <p>8. The “Higher committee for academic accreditation” compiles and arranges the final report of the various comprehensive evaluation reports of the program which stand on the priorities for improvement.</p> <p>9. The report is presented for independent opinion in accordance with the policies and procedures of the university, which sets out strengths and aspects of improvement.</p> <p>10. The independent opinion is discussed within the academic accreditation committees and recommendations are discussed to respond or reject them with appropriate justifications.</p> <p>11. Recommendations and improvement plans are presented to faculty council for discussion to take their views.</p> <p>12. The plans are adjusted in light of the comments received.</p> <p>13. The plans are submitted to the faculty council for approval.</p> <p>14. The improvement plans are included in the operational plan for the program and linked to the objectives</p>
Records	<ul style="list-style-type: none"> <li>● Approved evaluation reports ,minutes of faculty council.</li> </ul>

	<ul style="list-style-type: none"><li>● Committees meeting minutes, approved improvement plans and updated operational plan.</li></ul>
Appendices	<ul style="list-style-type: none"><li>● NCAAA forms for SSRP.</li><li>● UT Procedural guide for programs and study plans development.</li></ul>

Safety, Emergency Evacuation and Maintenance

<p><b>Determinants</b>          These factors ensure a robust framework for safety, emergency evacuation and maintenance.</p>	<p><b>1. Building Design and Construction:</b></p> <ul style="list-style-type: none"> <li>● <b>Structural integrity:</b> Ensure that buildings are constructed with robust materials and techniques to withstand various hazards.</li> <li>● <b>Adequate exits and evacuation routes:</b> Design buildings with sufficient exits and clearly marked evacuation routes, ensuring that occupants can easily and safely evacuate in case of an emergency.</li> <li>● <b>Emergency lighting and signage:</b> Install emergency lighting systems and clear signage to guide occupants during evacuations, especially in low-light or smoky conditions.</li> </ul> <p><b>2. Safety Systems and Equipment:</b></p> <ul style="list-style-type: none"> <li>● <b>Fire detection and suppression systems:</b> Install and maintain fire alarms, smoke detectors, throughout the building to detect and suppress fires effectively.</li> <li>● <b>Emergency communication systems:</b> Implement emergency communication systems to broadcast alerts and instructions to occupants during emergencies.</li> <li>● <b>Emergency power and backup systems:</b> Ensure the availability of backup power systems, such as generators or uninterruptible power supplies, to support essential safety systems during power outages or emergencies.</li> <li>● <b>Security systems:</b> Install appropriate security systems, including surveillance cameras, access control systems, and alarms, to deter and detect security threats.</li> </ul> <p><b>3. Safety Policies and Procedures:</b></p> <ul style="list-style-type: none"> <li>● <b>Emergency response plan:</b> Develop a comprehensive emergency response plan that outlines procedures for different types of emergencies, including evacuation protocols, communication channels, and roles and responsibilities of personnel.</li> <li>● <b>Training and drills:</b> Conduct regular training sessions and evacuation drills to familiarize occupants with emergency</li> </ul>
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	<p>procedures, evacuation routes, and the proper use of safety equipment.</p> <ul style="list-style-type: none"> <li>● Safety education programs: Provide educational materials, resources, and training sessions to educate occupants about safety procedures, evacuation routes, and the importance of reporting safety concerns.</li> <li>● Maintenance and inspections: Establish regular maintenance schedules and inspections for safety systems and equipment to ensure their proper functioning and compliance with regulations.</li> <li>● Reporting mechanisms: Implement a clear and accessible reporting system for safety concerns and incidents, encouraging occupants to report potential hazards or issues promptly.</li> </ul>
Responsibility	<p>HOD. Facilities and equipment committee FQC.</p>
	<p>The FQC is responsible for:</p> <ol style="list-style-type: none"> <li>1. Engage with authorities at UT for periodic inspections and certifications to ensure that the program's facilities meet the required safety standards and comply with local building codes and regulations.</li> <li>2. Ensure that buildings and facilities are accessible to individuals with disabilities, including the presence of ramps, elevators, handrails, and accessible restrooms.</li> <li>3. Develop and maintain an emergency response plan that outlines procedures and protocols for various emergencies, such as fires, natural disasters, medical emergencies, or security threats.</li> <li>4. Clearly mark evacuation routes, exits, and emergency assembly points throughout the facility. Ensure that exits are unobstructed and easily accessible.</li> <li>5. Communicating emergency alerts and instructions to all occupants of the Management Information Systems building.</li> <li>6. Maintain an updated list of emergency contacts, including local emergency services,</li> </ol>

	<p>security personnel, and relevant program staff members.</p> <p>7. Establish regular maintenance schedules based on the specific needs of equipment or systems.</p> <p>8. Maintain detailed records of maintenance activities, including dates, tasks performed, parts replaced, and any issues or observations.</p> <p>9. Clearly communicate the available channels for reporting maintenance issues, such as a designated maintenance hotline, email address, or online reporting system.</p> <p>10. Establish a follow-up mechanism to provide feedback and updates to individuals who have reported maintenance issues, keeping them informed of the progress and resolution.</p> <p>11. Encourage feedback from individuals who have reported maintenance issues to evaluate the effectiveness of the maintenance process and identify areas for improvement.</p>
Procedures	<p>1. The FQC holds yearly training sessions and drills to educate faculty members on emergency procedures, evacuation routes, and the proper use of emergency equipment. Practice scenarios for different types of emergencies.</p> <p>2. The MEWG conduct an annual survey among students and faculty on effectiveness of safety regulations and procedures followed by the Management Information Systems Program, seeking feedback, suggestions for improvements. A feedback report is prepared by the MEWG and submitted to the FQC.</p> <p>3. The FQC review the feedback report and revise the safety regulations and procedures accordingly.</p>

	<p>4. The FQC presents its annual report and safety plan for the upcoming year to the Department council for discussion and approval.</p> <p>5. The FQC communicate any updates in the safety regulations, procedures or contact numbers to all stakeholders.</p>
Records	<ul style="list-style-type: none"> <li>● FQC annual safety reports.</li> <li>● Department council meeting minutes.</li> </ul>
Appendices	<ul style="list-style-type: none"> <li>● NCAAA forms for SSRP.</li> <li>● UT Procedural guide for programs and study plans development</li> </ul>

# Appendices

## Definitions:

**Quality:** It is a measure of how well an object, product, service, or process meets or exceeds established standards, requirements, or expectations.

**Academic quality:** Refers to the standard of excellence in educational institutions and programs. It encompasses various aspects related to the learning experience, curriculum, teaching methods, faculty, resources, and student outcomes.

**Quality assurance:** is a systematic and ongoing process that institutions and organizations implement to ensure and enhance the quality, effectiveness, and standards of education and related services provided to students.

**Academic standards:** refer to a set of criteria and benchmarks that define the expected level of knowledge, skills, and competencies that students should attain in a specific field or discipline within the context of higher education.

**Quality system:** Refers to a comprehensive framework and a set of documented policies, procedures, processes, and resources that a program implements to ensure and manage the quality of their academic programs, teaching, research, and related activities.

**Policies:** are formal statements or guidelines that define an organization's principles, rules, and procedures. They serve as a framework for decision-making, governing various aspects of an organization's operations, behaviour, and interactions.

**Procedures:** Are step-by-step instructions or guidelines that outline the specific actions and processes required to carry out a particular task or achieve a specific outcome within an organization.

**Tasks and Activates:** Tasks are typically a specific, well-defined, and focused actions that can be completed within a relatively shorter timeframe. Activity typically refers to a broader, more encompassing unit of work. It represents a larger, more complex set of actions or operations

that are performed to achieve a specific objective or goal.

**Forms:** Refer to structured documents or templates used to collect, record, and organize information in a standardized format.

**Records:** Refer to any documented information, data, or evidence that is created, received, maintained, and used by an individual, organization, or system as evidence of activities.

**Course:** is a structured educational program or unit of study offered by an educational institution.

**Determinants:** Determinants refer to the factors or influences that shape the development of some program component.

**Instructor:** Also known as a teacher or educator, is an individual responsible for facilitating the learning process and guiding students in their educational journey.

**Course coordinator:** Also known as course manager, is an individual who oversees the planning, development, and overall management of a specific course or a group of related courses within an educational institution.

**Program Committees:** Program committees are established to facilitate collaborative decision-making, address specific program-related issues, and ensure representation from relevant stakeholders.

**Faculty Members:** Faculty members are responsible for delivering courses, designing curricula, and providing academic guidance to students. They contribute their expertise and knowledge to ensure high-quality teaching and learning within the program.

## Abbreviations

To enhance readability and streamline the manual's content, we have included a list of commonly used abbreviations and their corresponding full forms in the following section.

**UT:** University of Tabuk.

**FBA:** Faculty of Business Administration.

**MIS:** Management Information Systems

**NCAAA:** National Commission for Academic Accreditation and Assessment

**NQF:** National Qualification framework.

**CES:** Course evaluation surveys

**PES:** Program evaluation survey **SES:** Student experience survey

**SSS-AC:** Academic staff Satisfaction survey

**SSS-AD:** Administrative staff satisfaction survey

**EES:** Employer Evaluation survey

**SES:** Self-evaluation scales.

**SWOT:** Strength weakness opportunities and threats analysis.

**SSRP:** Self-evaluation report for programs.

**KPI:** Key performance indicators.

**CR:** Course report.

**APR:** Annual program report.

**CLOs:** Course learning outcomes.

**PLOs:** Program leaning outcomes.

**HOD:** Head of Department.

**DQC:** Development and quality committee.

**FQC:** Facilities and equipment committee.

**MEWG:** measurement and evaluation working group.

**PLOWG:** PLOs working group.

**GAWG:** Graduate attributes working group.

**OPWG:** Operational plan working group.

**CLOWG:** CLOs working group. **KPIWG:** Key performance indicators.