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Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**ANNUAL PROGRAM REPORT
(APR)
2013-2014**

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

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

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

Annual Program Report

1. Institution King Saud University	Date of Report: 15-10-2014
2. College/ Department : College of Business Administration/ Management Information Systems Department	
3. Dean Prof. Moadi Mohammed Mod-Heb	
4. List all branches/locations offering this program	
1. _____ KSU Main Campus _____	



A. Program Identification and General Information

Program title and code Bachelor Of Science In Business Administration (BSBA) Major in Management Information Systems
Name and position of person completing the APR MIS Accreditation committee
Academic year to which this report applies. 2013-2014

B. Statistical Information

1. Number of students who started the program in the year concerned:	0
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2. (a) Number of students who completed the program in the year concerned:	145
Completed the final year of the program:	
Completed major tracks within the program (if applicable)	N/A
Title.....No	N/A
Title.....No	N/A
Title.....No	N/A
Title.....No	N/A
2. (b) Completed an intermediate award specified as an early exit point (if any)	N/A

3. Apparent completion rate.	86 %
(a) Percentage of students who completed the program,	



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

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

N/A

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

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

4. Enrollment Management and Cohort Analysis (Table 1)

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

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

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



Student Category	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Total student enrollment at the beginning of year	PYP	128	128	124	119	115	8
Progressed through the year	N/A	126	121	116	111	111	00
Withdrawn during the year and re-enrolled the following year	N/A	02	03	03	8*	04	00
Withdrawn for good	N/A	00	04	05	00	00	00
Graduated successfully	N/A	N/A	N/A	N/A	N/A	111	N

*4 students postponed for two years

Table-1: Enrolment Management and Cohort Analysis of 2009-2010

Out of the 128 students who joined MIS department in 2009-10, 111 have successfully graduated in 2013-14 with a success rate of 86.71%. There were 9 students who have left the program for good due to personal reasons. Moreover, there are 8 students who have not yet finished their degree and are enrolled in the following academic year i.e., 2014-15.

The progression rate of the cohort 2010-2011 is as follows:

The progression rate of the cohort 2009-2010 is as follows:

Year	2009- 10	2010-11	2011-12	2012-13	2013-14
Progression rate	98.44	94.53	93.55	93.28	96.52

Table-02: Progression Rate of the Cohort 2009-2010

The above tables shows that the progression rate for the cohort of 2009-2010 was above 93% in each academic year.

The following diagram shows the progression rate for the academic year graphically.

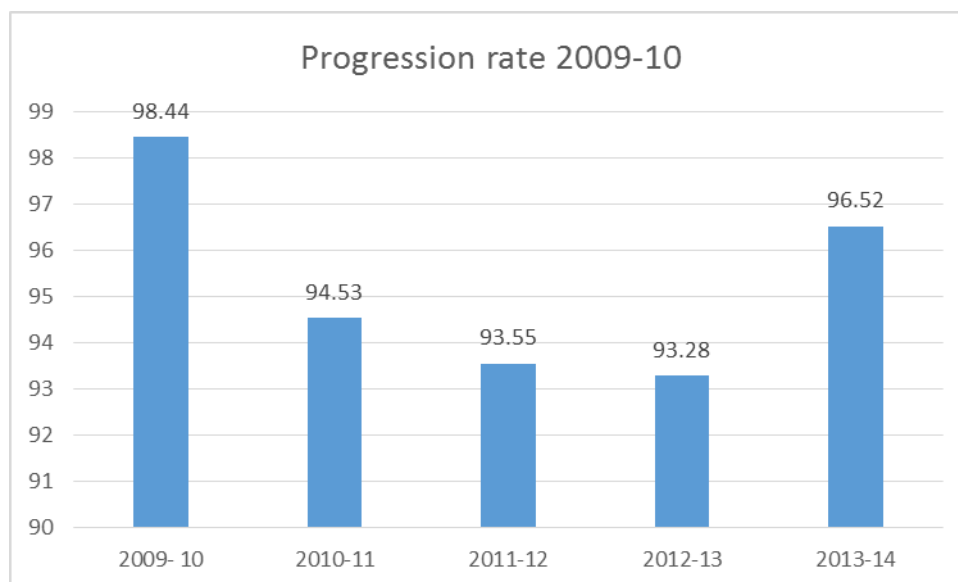


Figure-1: Progression Rate 2009-2010

Out of the 128 students who joined MIS department in 2009-10, 111 have successfully graduated in 2013-14 with a success rate of 86.7%.

Student Category	2009- 10	2010-11	2011-12	2012-13	2013-14	2014 – 15
Total student enrollment at the beginning of year	PYP	195	187	177	177	177
Progressed through the year	N/A	187	181	171	177	0
Withdrawn during the year and re-enrolled the following year	N/A	00	00	06	00	0
Withdrawn for good	N/A	08	10	0	0	0
Graduated successfully	N/A	N/A	N/A	N/A	N/A	N/A

Table-3: Enrolment Management and Cohort Analysis of 2010-2011

In 2010-11, 195 students joined undergraduate program of the MIS department. This session is not yet graduated. Out of 199 who joined MIS department in 2011-12, 177 are in their final year of graduation whereas 18 have withdrawn for good.

The progression rate of the cohort 2010-2011 is as follows:



Year	2010-11	2011-12	2012-13	2013-14
Progression rate	95.90	96.79	94.35	100

Table-4: Progression Rate of the Cohort 2010-2011

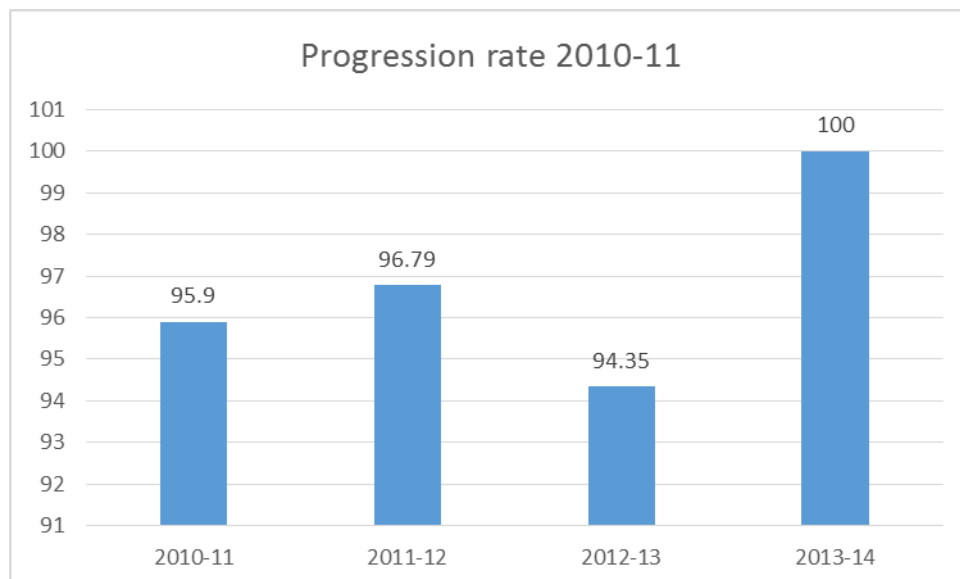


Figure-2: Progression Rate 2010-2011

Student Category	2009-10	2010-11	2011-12	2012-13	2013-14	2014 - 15
Total student enrollment at the beginning of year		PYP	199	193	184	179
Progressed through the year			190	183	178	N/A
Withdrawn during the year and re-enrolled the following year			03	01	01	N/A
Withdrawn for good			06	09	05	N/A
Graduated successfully			N/A	N/A	N/A	N/A

Table-5: Enrolment Management and Cohort Analysis of 2011-2012

In 2011-12, 199 students joined the MIS program. This session is not yet graduated. Out of 199 who joined MIS department in 2011-12, 179 are in their final year of graduation whereas 21 have withdrawn for good.

The progression rate of the cohort 2011-2012 is as follows:

Year	2011-12	2012-13	2013-14
Progression rate	95.48	94.82	96.73

Table-6: Progression Rate of the Cohort 2011-2012

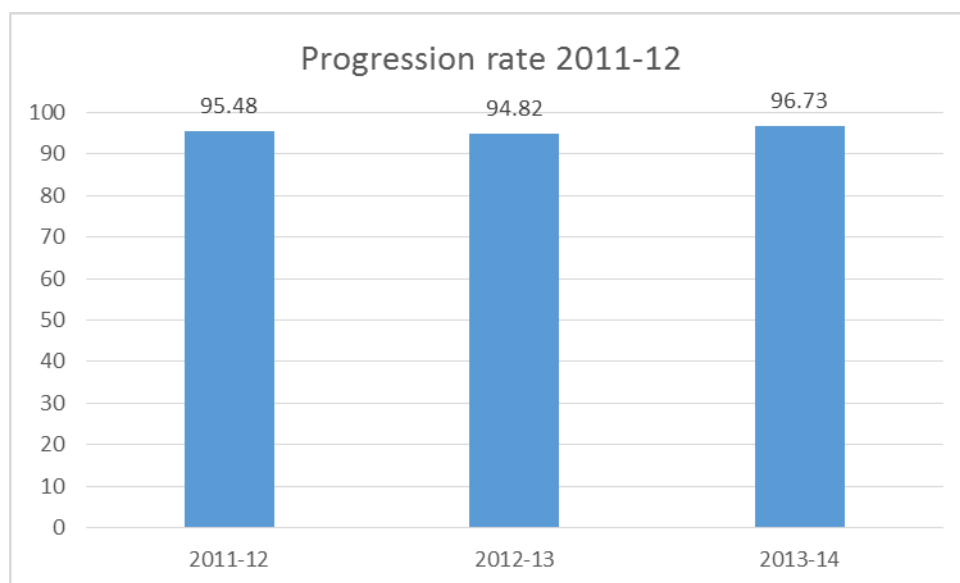


Figure-3: Progression Rate 2011-2012

Student Category	2009-10	2010-11	2011-12	2012-13	2013-14	2014 - 15
Total student enrollment at the beginning of year			PYP	180	169	165
Progressed through the year				167	161	N/A
Withdrawn during the year and re-enrolled the following year				02	04	N/A
Withdrawn for good				11	04	N/A
Graduated successfully				N/A	N/A	N/A

Table-7: Enrolment Management and Cohort Analysis of 2012-2013

In 2012-13, 180 students joined the MIS program. Out of 180 who joined MIS department in 2012-13, 165 are in their third year whereas 13 have withdrawn for good due to various reasons.

The progression rate of the cohort 2012-2013 is as follows:

The progression rate of the cohort 2012-2013 is as follows:

Year	2012-13	2013-14
Progression rate	92.77	95.27

Table-8: Progression Rate of the Cohort 2012-2013

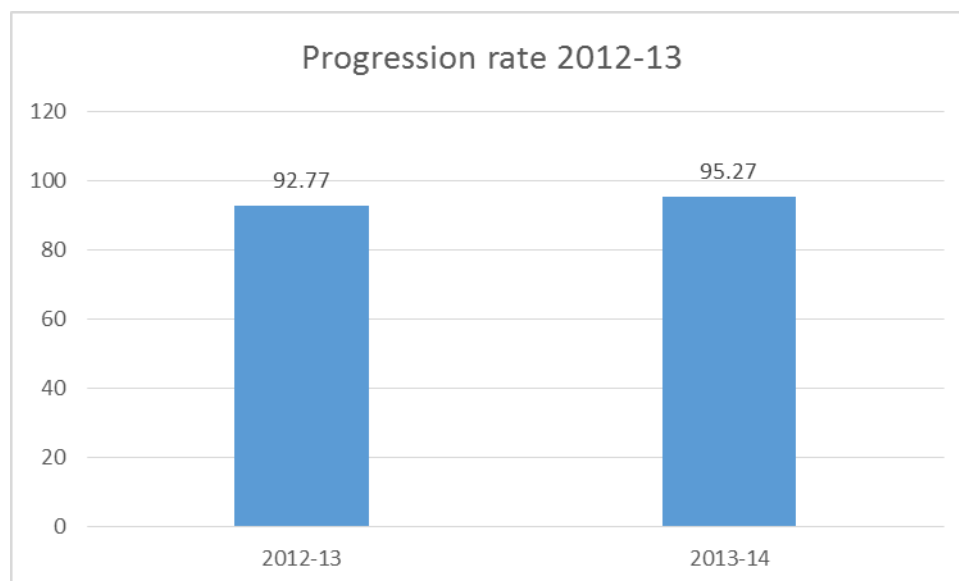


Figure-4: Progression Rate 2012-2013

Student Category	2010-11	2010-11	2011-12	2012-13	2013-14	2014 - 15
Total student enrollment at the beginning of year				PYP	0	N/A
Progressed through the year					N/A	N/A
Withdrawn during the year and re-enrolled the following year					N/A	N/A
Withdrawn for good					N/A	N/A
Graduated successfully					N/A	N/A

Table-9: Enrolment Management and Cohort Analysis of 2013-2014

Due to the lack of faculty the department was froze in 2013-14 and there was no intake in this year.



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

Date of Survey

Sep 2014

Number Surveyed

130

Number Responded

112

Response Rate %

86%

Destination	Not Available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number	27	0	78	7	0
Percent of Respondents	24%	0%	70%	6%	0%

Analysis: List the strengths and recommendations

Telephone survey was used to contact the MIS graduates. The results of the graduating students survey shows that 76% of the graduates have already got jobs. Out of these 76%, 70% have got employment in the area of management information systems. This shows the high demand for MIS graduates in the market. 24% of the graduate have opted for further studies.



C. Program Context

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

The College of Business Administration (CBA) has been recently moved to its new state-of-art building in 2011-2012 academic year. The new building has adequate space and contemporary network infrastructure which allow faculty to deliver effective teaching and conduct international research. The usage of the facilities and equipment has been assessed regularly in respect of quality and safety of students, faculty and staff. The Department's strategic plan committee and training & workshop committees are responsible to assess the conditions of laboratories, equipment and services. The Committee's assessment process of facilities and equipment is usually focuses on examining the policies and procedures of MIS Department, CBA, Deanship of E-Learning and IT department. They collected the feedback and suggestions on how to improve the facilities and equipment through relevant document reviews, surveys distributed to students and faculty and from other stakeholders.

To go in-line with the market changes the department of MIS has implemented some improvements and changes in its departments, programs, and curriculum. These included the process of restructuring current majors and introducing new ones. The study plans of all programs are revised in order to design new plans that absorb new advancements in different fields to cope with the requirements of the local and regional market.

Implications for the program

Keeping in view the national and international accreditation regulations the credit hours requirement to obtain the BSBA degree in MIS has been changed to 145 from 136 along with compulsory practical training. This will lead to upgrade the quality of the program. Although there are vast opportunities for the MIS graduates in the market though the department need to strengthen the liaison between the industry and academia. For this department may organize seminars in coordination with the industry.

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

Rapid changes in the field of information and communications technologies have been observed in the previous year.

Implications for the program

The exponential growth in the usage of information systems in the organizations has opened several employment opportunities for the MIS graduates.

D. Course Information Summary

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

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

All faculty are required to submit a course report and course specifications to chair at the end of every semester. These reports has provided an insight of teaching practices such as if any planned content has not been delivered and what actions has been taken by relevant faculty to address the shortfall. The appropriate adjustments could be plan by the chair due to the reports such as reducing the size of high enrolled students in specific course by offering multiple sections in next semester.

Each faculty member is required to include the survey analysis of each of the courses he/she teaches in the course report at the end of each semester. Since the first semester of 2014-2015 academic year, MIS department has developed a special tool to get more insight into student’s evaluation. In the analysis, the questions are classified into four *groups*: (1) preparedness and expertise, (2) course delivery, (3) providing feedback on student learning, and (4) overall acceptance. This classification has given the department more details about the areas required more attention.

The evaluations are subject to discussion with chair to assist faculty in improving teaching standards as expected by the program. The chair has kept a portfolio on each faculty that comprised of evaluation reports, teaching strategies, acknowledgement, course specifications, course reports, teaching schedule, teaching philosophy, resume, course grades and copies of assessment. This

complete portfolio assists the chair in recognizing relevant faculty's strength and required area for improvement.

Faculty course reports and course specifications are evaluated, reviewed and discussed to analyse the appropriateness as compare to program development. The reviewed outcome has been shared with faculty for improvement perspective of program development

(1.) Completion rate analysis:

The MIS department has conducted a thorough review on students' grading scale of undergraduate and graduate of fall semester of 2014. The cumulative statistics is based on grades of 767 male and 639 female students from both sections. The accreditation committee has collected all the responses and used Microsoft Excel to extract the results and illustrated in following figures.

(2.) Grade distribution analysis:

The results showed many variations in male and female students' grades of undergraduate. The female students has achieve 39% of A and A+ grades as compare to 8% of male students grades. The same type of variation is also evident in B and B+ grades. In this category, female students has achieved 36% as compare to 24% of male students' grade. Male students are more comparative in category of B & B+ grades as compare to category of A & A+. There is 2% of F grade in female students while male earned 10% of F grades. The overall statistics is strongly support the superior performance of female students as compare to their counterpart. The cumulative statistics of combine grades, off-set the variation and present the normal distribution.

The grade pattern of graduate students does not have obvious variation as compare to undergraduate. It is interested to note that A+ & A categories of both genders are same at 80%. Another interested observation could be notice from graduate grades that female hold 20% in B+ category while male have no grades in this category while male holds 20% in B category and female hold 0% in this category.



Male Section

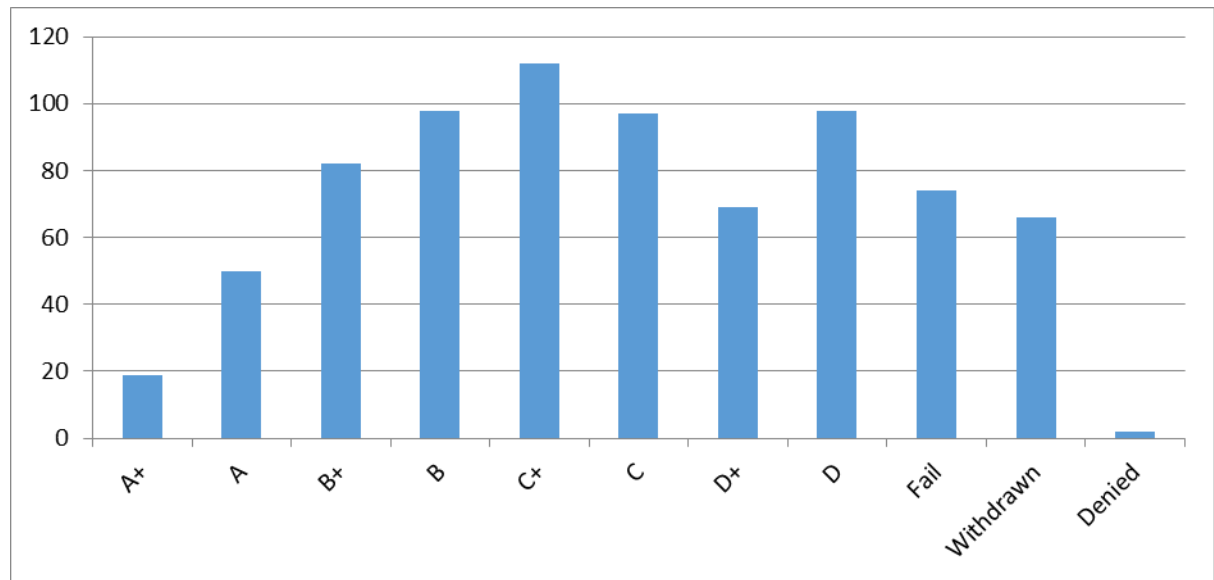


Figure-5: Grade distribution Male students

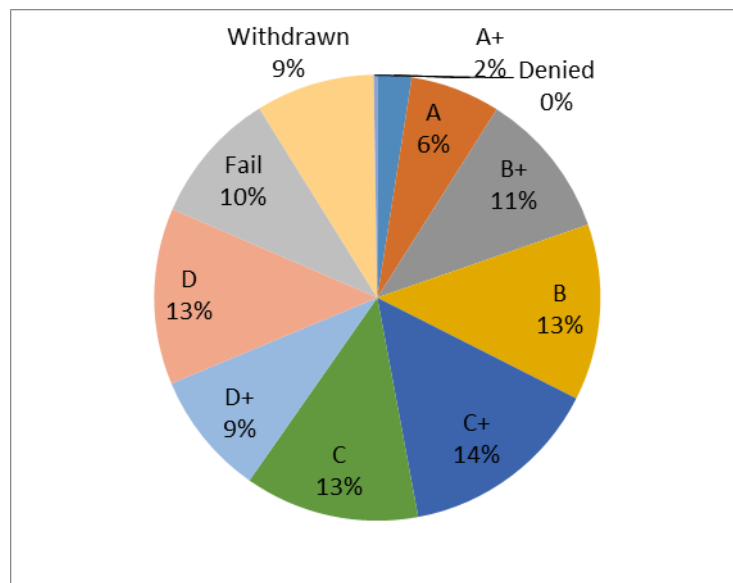


Figure-6: Percentage of grade distribution for Male students



Female Section

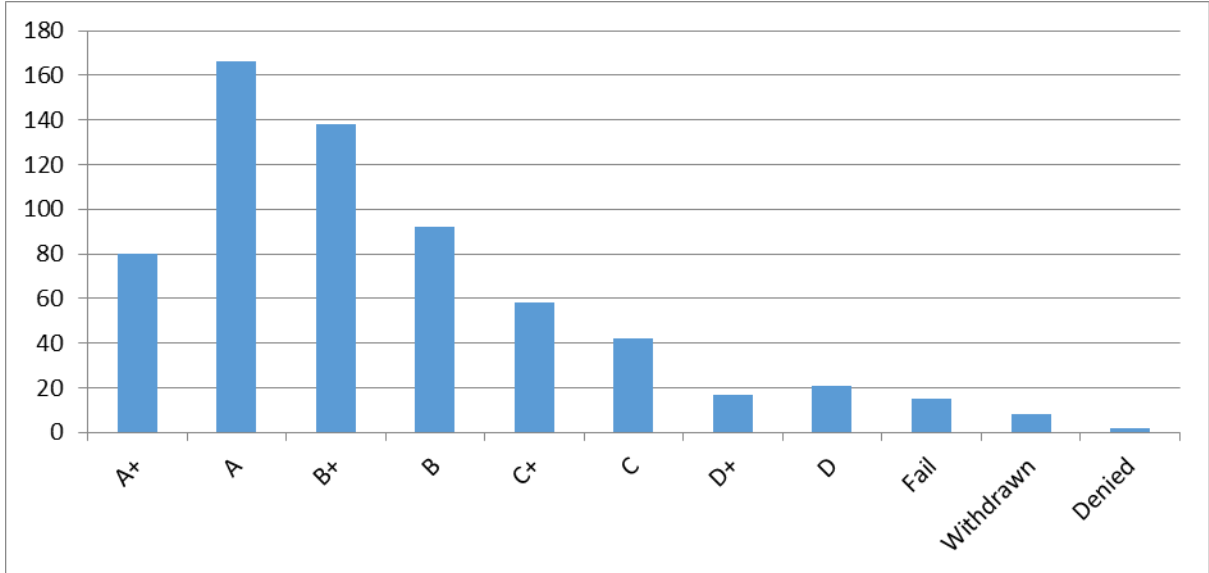


Figure-7: Grade distribution Female students

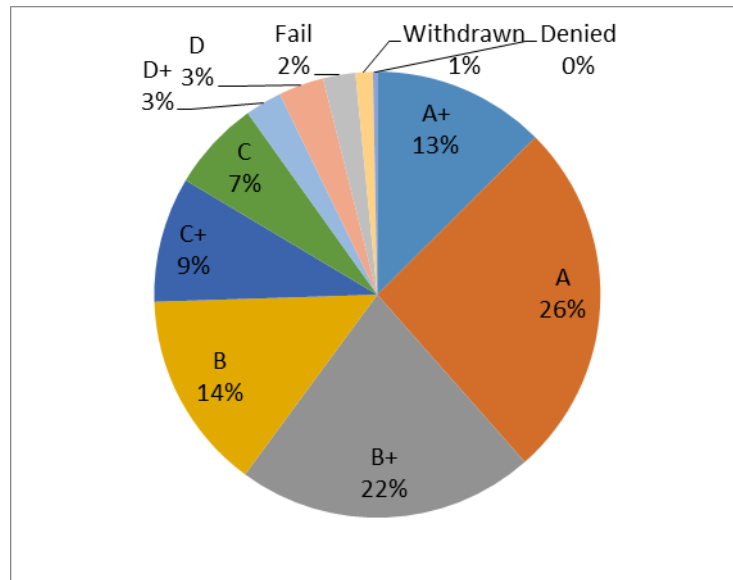


Figure-8: Percentage of grade distribution for Female students



Male and Female Together

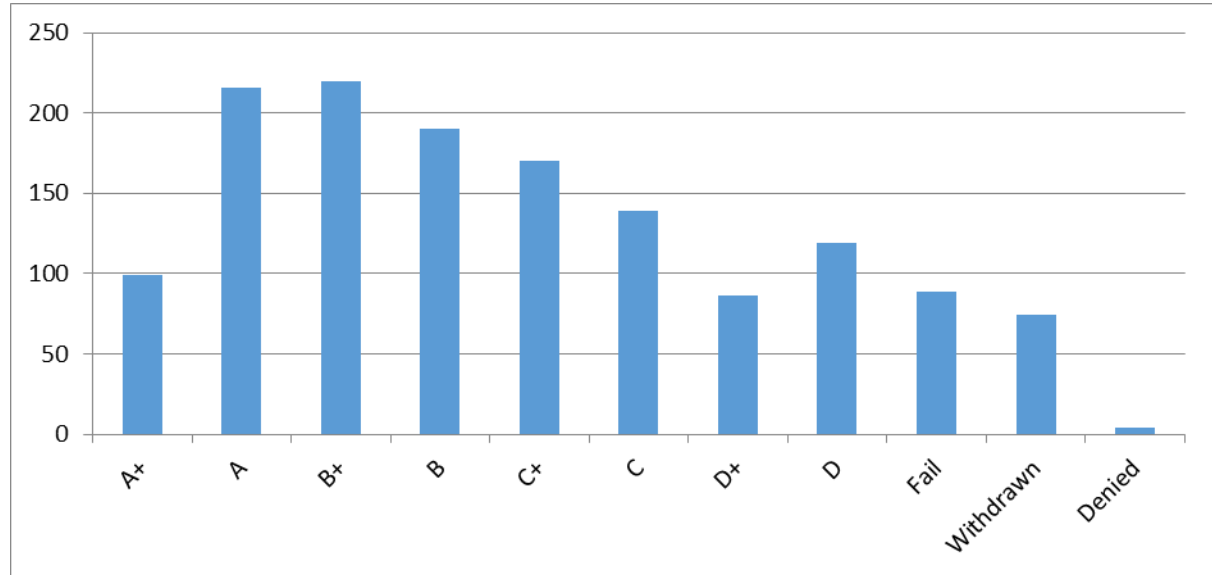


Figure-9: Grade distribution Male & Female students together

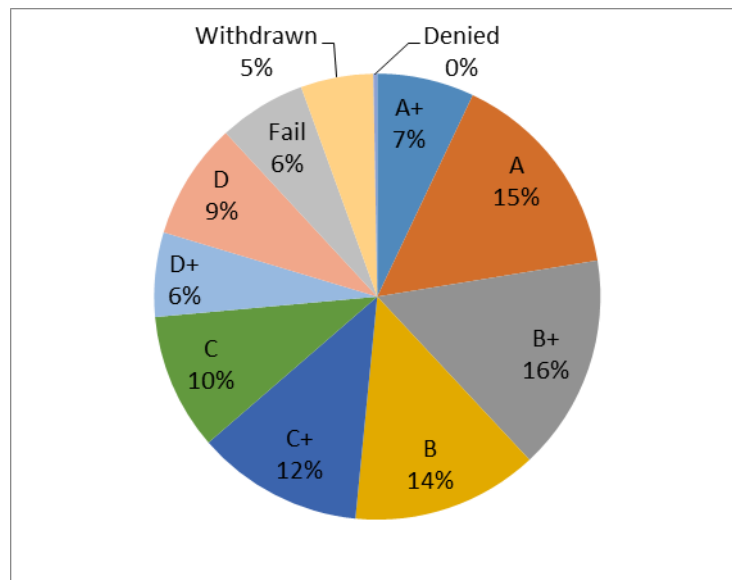


Figure-10: Percentage of grade distribution for both Male and Female students

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

Figure 9 shows that the overall grade distribution for both Male and Female combined are almost normal.



2. Analysis of Significant Results or Variations.	
List any courses where completion rates, grade distribution, or trends are significantly skewed, high or low results, or departed from policies on grades or assessments. For each course indicate what was done to investigate, the reason for the significant result, and what action has been taken.	
a. Course Not applicable	Significant result or variation Not applicable
Investigation undertaken Not applicable	
Reason for significant result or variation Not applicable	
Action taken (if required) Not applicable	
b. Course Not applicable	Significant result or variation Not applicable
Investigation undertaken Not applicable	
Reason for significant result or variation Not applicable	
Action taken (if required) Not applicable	

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

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

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



E. Program Management and Administration

List difficulties (if any) encountered in management of the program	Impact of difficulties on the achievement of the program objectives	Proposed action to avoid future difficulties in Response
In 2013-14 academic year the department has shortage of faculty.	Due the lack of faculty, some of the faculty had to take more workload than required.	Hiring of new faculty is in progress and one new faculty member has joined the department in Fall 2013-14.

F. Summary Program Evaluation

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

Date of Survey

Sept 2014

Attach survey report

A survey has been conducted to assess graduating students' satisfaction from the program. The survey was conducted in September 2014. 73 students (39 males and 34 females) participated in the survey. All the questions were measured on a 5 point Likert scale from strongly disagree to strongly agree. The results of the survey are shown in the following table:

In order to have students' feedback related the "knowledge" four questions were asked. Following tables shows the results:

1	Knowledge	Mean Score
1.1	Describe principles, concepts, theories, and applications of management information systems.	4.52
1.2	Define the process of information system development life cycle.	4.31
1.3	Illustrate the usage and manipulation of information systems for the organisations to address the required needs and goals.	4.46
1.4	Recognize the role of information systems in influencing decision making processes.	4.57
	Over mean score	4.47

The average score on each of the four questions was above 4 showing a high satisfaction of the students from the "knowledge" domain of the program. The overall mean of the knowledge domain is 4.47.



The cognitive skills have been measured using 4 items. The mean of each item is above 4; this shows students' high satisfaction from the cognitive skills learning.

2	Cognitive Skills	Mean Score
2.1	Analyse the requirements of information systems for business functions.	4.46
2.2	Design an information system that meets organizational needs.	4.37
2.3	Implement solutions based on organizational needs and requirements.	4.22
2.4	Evaluate how efficiently businesses use information systems.	4.17
	Over mean score	4.31

The overall mean of the cognitive skills domain is 4.31. This shows high satisfaction of the students from the “cognitive skills” domain of the program.

In order to have students' feedback related the “Interpersonal Skills & Responsibility” two items were used. Following tables shows the results:

3	Interpersonal Skills & Responsibility	Mean Score
3.1	Demonstrate ability to apply the conceptual and practical knowledge.	4.38
3.2	Show the ability to work individually or in teams.	4.18
	Over mean score	4.28

The overall mean of the “Interpersonal Skills & Responsibility” domain is 4.36. This shows high satisfaction of the students from the “Interpersonal Skills & Responsibility” domain of the program.

Finally, to assess students' feedback related the “Communication, Information Technology, Numerical” two items were used. Following tables shows the results:



4	Communication, Information Technology, Numerical	Mean Score
4.1	Demonstrate various practical skills in using information technology and applications.	4.15
4.2	Illustrate academic writing skills and oral communication skills in MIS field.	4.17
	Over mean score	4.16

The average score on each of the above questions is above 4 showing a high satisfaction of the students from the “Communication, Information Technology, Numerical” domain of the program. The overall mean of the “Communication, Information Technology, Numerical” domain is 4.16.

<p>a. List most important recommendations for improvement, strengths and suggestions</p> <ul style="list-style-type: none"> The graduating students’ evaluation indicates that the department need to invest more energy and resources to enhance communication skill. There should be more stress on the students’ participation in oral and written activities. 	<p>Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)</p> <p>The results of the survey indicate the satisfactory results as the mean score for each the four domains of NQF are above 4. The highest mean score if for the Knowledge and the lowest is for the Communication, Information Technology and Numerical.</p>
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b. Changes proposed in the program (if any) in response to this analysis and feedback.

As most the subjects related to business communication are covered at the prep year so that comments have been should be forwarded to the relevant personal. Moreover, the faculty should encourage students in enhancing their communication skills.



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

The department truly believes that independent evaluation by employers or other stakeholders of its program is critical for the quality assurance process as a whole. To reinforce this perception, various stakeholders are invited to give their feedback on the MIS programs. The Chair and faculty held regular meetings with industry partners in respect of curriculum update and seek their expertise on course contents. Currently, department of MIS is relying on the feedback from different stakeholders while department is in process to develop a formal mechanism for independent evaluation.

Describe evaluation process

Formal and informal feedback from various stakeholders have been gathered.

Attach review/survey report

N/A



<p>a. List most important recommendations for improvement, strengths and suggestions for improvement.</p> <ul style="list-style-type: none"> • Increase participation from stakeholders in reviewing the MIS program. • Build an effective partnership with local, national and global communities. • A systematic plan has to be developed to involve all faculty members and support staff in terms of skills development programs. • The department need to activate a committee to establish a strong link with the alumni. • The department may participate in various community services such as free tutoring/seminars at schools/colleges. • The department may also launch programs to support the youth. 	<p>(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?)</p> <p>Most of the recommendations are valid. The department consider all the recommendations very carefully and seriously. In order to address various suggestions by the stakeholders the MIS department has established a number of committees. The committee coordinate with the stakeholder and alumni and collects information and their recommendations for the improvement of the program. The committees have been charged with exploring and recommending innovative ways to engage in community activities.</p>
<p>b. Changes proposed in the program (if any) in response to this feedback.</p> <p>Currently there are not any changes under consideration in the program.</p>	
<p>2. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.</p>	
<p>(a) List sub-standards. Are the “Best Practices” followed; Yes or No? Provide a revised rating for each sub-standard. Indicate action proposed to improve performance (if any).</p>	



Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
4.1 Student Learning Outcomes	Yes	****	<ul style="list-style-type: none"> The domain of interpersonal skills is required further improvement according to the employers' survey. The faculty may address the recommendations provided by graduate students in their next courses. There should be more interaction with the employers to determine their latest requirements.
4.2 Program Development Processes	Yes	****	<ul style="list-style-type: none"> The program and course plan required constant monitoring to notice flaws and opportunities. The higher percentage of stakeholders should be involved in the development process. Awareness plan is required at the department to educate faculty and staff on the required process of program development.
4.3 Program Evaluation and Review Processes	Yes	****	<ul style="list-style-type: none"> The MIS program should be monitored continuously for improvement and quality perspective. The methodologies of collecting data and feedback needs to be diversified such as face-to-face meetings. Participants should be contacted in advance to give enough timeframe to prepare for brainstorming.
4.4 Student Assessment	Yes	****	<ul style="list-style-type: none"> Students' success has to be monitored against the mission and objective of the program. Faculty should attend further workshops and seminars to learn the latest techniques on students' assessment process.



4.5 Educational Assistance for Students	Yes	****	<ul style="list-style-type: none"> • KSU website needed further enhancement and support to display information truly in English format. • Handicapped access should be at international standards. • Overseas students required an automatic mechanism to follow up their admission application. • The administrative staff should be fluent in English proficiency.
4.6 Quality of Teaching	Yes	****	<ul style="list-style-type: none"> • The faculty may require further exposure to modern teaching techniques and methodologies. • Teaching improvement needs to be compared against the KPIs. • The department may engage diverse stakeholders such as parents for feedback on teaching and quality of taught courses. • The department may plan to periodically invite international scholars to visit and assess the quality of the program.
4.7 Support for Improvements in Quality of Teaching	Yes	****	<ul style="list-style-type: none"> • Department may enhance financial support for faculty to attend various local and international workshops. • KPIs outlined in NCAAA standard's required constant monitoring with target benchmarks.
4.8 Qualifications and Experience of Teaching Staff	Yes	****	<ul style="list-style-type: none"> • Students English skills needs improvement for interaction. • Need more female faculty to teach technical courses such as information security.
4.9 Field Experience Activities	Yes	****	<ul style="list-style-type: none"> • Required improved relationship with local employers to secure appropriate internship. • KSU faculty should visits students more often than twice a program.
4.10 Partnership Arrangements with Other Institutions	Yes	****	<ul style="list-style-type: none"> • Students exchange program should be scheduled between the institutions. • College of Business Administration should visit faculty of international institutes to observe their research projects and innovation centres.



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

The strengths and recommendations for improvement of each substandard are summarized in the above table.

G. Program Course Evaluation

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

Course Title/Course Code	Student Evaluations		Other Evaluation (specify)	Action Planned	
	Yes	No		Yes	No
MIS 201: Management Information Systems	Yes		MIS department council	Yes	
MIS 211: Business Computer Programming	Yes		MIS department council	Yes	
MIS 214: Principles of Business Databases	Yes		MIS department council	Yes	
MIS 215: Information Systems Analysis & Design (1)	Yes		MIS department council	Yes	
MIS 333: Principles of Information Systems Security	Yes		MIS department council	Yes	
MIS 350: Decision Support Systems and Expert Systems	Yes		MIS department council	Yes	
MIS 354: Enterprise Resource Planning (ERP)	Yes		MIS department council	Yes	
MIS 366: Web-based Applications	Yes		MIS department council	Yes	
MIS 430: Business Data Communication and Network Management	Yes		MIS department council	Yes	
MIS 437: Electronic Business	Yes		MIS department council	Yes	
MIS 460: Project Management in IT	Yes		MIS department council	Yes	



MIS 321: Advanced Business Databases	Yes		MIS department council	Yes	
MIS 323: Information Systems Analysis & Design (2)	Yes		MIS department council	Yes	
MIS 419: Knowledge Management & Data Mining	Yes		MIS department council	Yes	
MIS 433: Information System Security Policies	Yes		MIS department council	Yes	
MIS 431: Selected Topics in MIS	Yes		MIS department council	Yes	
MIS 450: E-Healthcare Information Systems	Yes		MIS department council	Yes	
MIS 477: Coop Training in MIS	Yes		MIS department council	Yes	

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

Campus Branch/Location	Approval By	Date
1: Main Campus: KSU main campus		
2:		
3:		
4:		

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

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
Prep Year					
1st Year Semester 1					
1st Year					



Semester 2					
2nd Year Semester 1					
2nd Year Semester 2					
	MIS201	Management Information Systems			
3rd Year Semester 1					
3rd Year Semester 2					
4th Year Semester 1					
4th Year Semester 2					
	MIS350	Decision Support System & Expert Systems			
	MIS419	Knowledge Management & Data Mining			
	MIS214	Principles of Business Databases			
	MIS460	Project Management in			



		Information Systems			
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Include additional years if needed



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

Provide an analysis of the Four (five/six) Year Program Learning Outcome Assessment Cycle (List strengths and recommendations).

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge:		
1.1	Describe principles, concepts, theories, and applications of management information systems.	Lectures and tutorials. Individual and group assignments.	Classroom exercises and assignments. Class participation and contribution. Exams.
1.2	Define the process of information system development life cycle.	Lectures and tutorials. Essay assignments and case studies require students to research and use extensive information related to the field. Group discussions to enhance learning experience.	Assignments. Class participation and contribution. Exams.
1.3	Illustrate the usage and manipulation of information systems for the organisations to address the required needs and goals.	Tutorials analysing concepts and theories presented in lectures to ensure understanding and to provide necessary explanations. Multimedia presentations to add value to learning experience. Guest lectures by business experts to provide a practical overview of the business context.	Classroom exercises and assignments. Class participation and contribution. Exams.
1.4	Recognize the role of information systems in influencing decision making processes.	Lectures. Essay assignments and case studies require students to research and use information.	Individual and group presentations.



2.0	Cognitive Skills		
2.1	Analyse the requirements of information systems for business functions.	A mixture of lectures and tutorials. Hands-on. Case studies. Group panel.	Assignments. Exams. Individual and group projects/presentation.
2.2	Design an information system that meets organizational needs.	A mixture of lectures and tutorials. Case studies. Group panel.	Assignments. Exams. Projects.
2.3	Implement solutions based on organisational needs and requirements.	A mixture of lectures and tutorials. Case studies. Group panel. Self-study and Projects.	Classroom exercises and assignments. Exams. Projects.
2.4	Evaluate how efficiently businesses use information systems.	Lecturers. Case studies. External speakers.	Presentations.
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate ability to apply the conceptual and practical knowledge.	Lecturers. Case studies. Hands-on.	Projects. Exams. Presentations.
3.2	Show the ability to work individually or in teams.	Self-study for project assignment. Project presentation.	Projects. Presentations.
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate various practical skills in using information technology and applications.	Lecturers. Hands-on.	Assignments. Projects. Presentations.
4.2	Illustrate academic writing skills and oral communication skills in	Reports, research topics and projects.	Assignments. Project. Presentations.



	MIS field.		Exams.
5.0	Psychomotor		
5.1	Not Applicable		

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

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

Program KPI and Assessment Table is provided in Annexure- I.

KPI Assessment Table (Institutionally approved for the program)

KPI assessment table provided in Annex

KPI # _____ Program KPI:	

Assessment Year _____ Program Learning Outcome:	

NQF Learning Domain	
Target Benchmark	
KPI Actual Benchmark	
Internal Benchmark	
External Benchmark	
New Target Benchmark	
Analysis: (List strengths and recommendations)	



3. Orientation programs for new teaching staff

Orientation programs provided? Yes No If offered how many participated?

a. Brief Description

At the start of each academic year faculty orientation sessions are conducted. These sessions are mandatory for the new faculty. These sessions comprise of various modules such as academic ethics, organizational culture/structure, rules and regulations of the college and the department regarding students' evaluation; class room management, research.

b. List recommendations for improvement by teaching staff.

Generally the orientation programs are effective as most the faculty appreciate these programs. These programs are helpful to the faculty as through these programs they get a chance to familiar themselves with the rules and regulations of the department and college/university. Further, these orientations help new faculty to understand the culture and environment of the department.

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

Not Applicable

4. Professional Development Activities for Faculty, Teaching and Other Staff	How many Participated	
	Teaching Staff	Other Staff
a. Activities Provided		
a) Case development seminar	06	
b) Workshop on teaching effectiveness	15	
c) Faculty development	12	
d) Departmental seminar	08	



b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.

The department has started organizing regular seminars on various topics of interest related to MIS. Speakers are invited from academia and industry to share their experience. These seminars are open to the faculty, staff, students and industry.



H. Independent Opinion on Quality of the Program after Considering Draft Report

(e.g. head of another similar department/ program offering comment on evidence received and conclusions reached) (Attach notes)

1. Matters Raised by Evaluator Giving Opinion	Comment by Program Coordinator
The department is the process of acquiring independent opinion on the quality of the program.	<i>Not applicable</i>
2. Implications for Planning for the Program	
<i>Not applicable</i>	

I. Action Plan Progress Report

1. Progress on Implementation of Previous Year's Action Plans				
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
a. Recruitment of Qualified faculty members	June 2014	Program Chairman	In progress	It is difficult to find MIS faculty with relevant qualifications.
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
b. Hiring of new research associates	On going	Program Chairman	In progress	Department is continuously hiring new research associates which are supposed to complete their PhD degree from abroad and join the department.



2. Proposals for Program Development

a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other)

The program has been under constant evaluation based on the feedback obtained from students, lecturers, the other departments, and employers. The final revision for the program started in 2012 as a consequence of changing the total CHs of all CBA programs from 145CHs to 136CHs.

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

Changes in the CHs of the Different Curriculum Requirements:

Requirements	CHs		
	Old	New	Change
KSU General Requirements	12	12	
Prep Year Program	31	31	
CBA College Requirements	18	27 ↑	+9
Compulsory Requirements From & Outside The department	52	42 ↓	-10
Electives From & Outside The department	21	15 ↓	-6
Coop-Training	6	6	
Free Electives	5	3 ↓	-2
Total Credit Hours	145	136 ↓	-9

Table-10: Changes in the Program CHs

2. Courses Added to the CBA College Requirements

ACC 202, MKT 201, MIS 201 (used to be compulsory for MIS students)

3. Courses Excluded from Compulsory Requirements From & Outside The department

MIS 201 (added to the CBA College Requirements), CSC 111 (replaced with MIS 211), MKT 201, MGT 210, MGT 214, FIN 250

4. Courses Added to Compulsory Requirements From & Outside The department

MIS 211 (replaces CSC 111), MIS 366 (used to be elective), MKT 403

5. Courses Excluded from Electives From & Outside The department

MIS 366 (Added to Compulsory), MIS 444 (Functional Business System), MIS 466 (Selected Topics 2), SCS 113, ACC 202, QUA 207, QUA 217, MGT 372, MKT 403

6. Courses Added to Electives From & Outside The department

MIS 450 (E-Healthcare Information Systems), MGT 302



c. Development Activities for Faculty and Teaching Staff

In order to enhance faculty development a partnership has been initiated with SAP in 2014. This will help students and faculty to have firsthand experience with the latest ERP modules.

3. New Action Plan for Academic Year 2014-15

Actions Required	Completion Date	Person Responsible
1) Hiring new faculty	In progress	The department chairman
2) Organize workshop/seminars	In progress	Seminar committee
3) Get accreditation from national and international bodies	In progress	Accreditation committee
4) Establish partnership with SAP ERP	In progress	The department chairman

Program Chair/ Coordinator Name: _____

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____



Annexure- I: Program KPI and Assessment Table

KPIs used to measure the Standards	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
1	Effectiveness of the Program	4.0/5.0	3.8/5.0 MIS Program Evaluation Survey	KSU-CBA BSBA in Management 4.2/5.0	Michigan Tech 3.9/5.0 Source: http://www.mtu.edu/business/undergraduate/mis/ Retrieved on 02/06/2014	Analysis has been made on standard 1 related to this KPI	4.0/5.0
2	Effectiveness of Program Governance	4.5/5.0	4.1/5.0 Program Admin Survey	KSU-CBA BSBA in Finance 4.2/5.0	University of Nebraska at Omaha 4.2/5.0 Source: http://www.unomaha.edu/college-of-information-science-and-technology/information-systems-and-quantitative-analysis/undergraduate/BS-in-MIS-Degree.php Source: Retrieved on 02/06/2014	Analysis has been made on standard 2 related to this KPI	4.5./5.0



3	Effectiveness of Course Delivery by faculty	4.0/5.0	3.7/5.0 Student feedback on faculty	KSU-CBA BSBA in Management 3.9/5.0	Indiana University of Pennsylvania 4.1/50 Source: http://www.iup.edu/mis-desci/undergrad/management-information-systems-bs/default.aspx Retrieved on 03/06/2014	Analysis has been made on standard 3 related to this KPI	4.0/5.0
4	Partnership arrangement with international institutions	Two MIS programs	One MIS program	Two management programs	The College of Business Administration University of Toledo – USA www.utoledo.edu Simon Fraser University – Canada www.sfu.ca	Analysis has been made on standard 4 related to this KPI	Two MIS programs
4	Ratio of students to teaching staff.	Targeted 30:1	Actual Benchmark 35:1	KSU-CBA BSBA in Management 26:1	University of Oregon 19.1 Source: www.hadmissions.uoregon.edu/profile.html Retrieved on 28/05/2014	Analysis has been made on standard 4 related to this KPI	30:1
4	Proportion of total number of students in the program vs teaching staff with verified doctoral	29:1	39:1	KSU-CBA BSBA in Management 29	University of California at Berkeley 17: 1 Source: www.berkeley.edu/about/fact.s	Analysis has been made on standard 4 related to this KPI	33:1



	qualifications.				html Retrieved on 28/05/2014		
4	Percentage of students entering programs who successfully complete first year.	86 %	82 %	KSU-CBA BSBA in Management 95.5 %	University of Missouri at St. Louis 91% Source : http://www.umsl.edu/divisions/business/mis/B.S.%20in%20I.S./ Retrieved on 21/09/2014	Analysis has been made on standard 4 related to this KPI	90 %
4	Proportion of students entering undergraduate programs who complete those programs in minimum time.	85 %	78 %	KSU-CBA BSBA in Management 91 %	University of Virginia 87 % Source: http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/highest-grad-rate/page+2 Retrieved on 28/05/2014	Analysis has been made on standard 4 related to this KPI	95 %
4	Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five point scale in an annual survey of final year students.	4.0/5.0	3.2/5.0	KSU 3.7/5.0	Ross School of Business at University of Michigan 4.1/5.0 Source: http://www.bus.umich.edu/StudentCareerServices/ Retrieved on 21/09/2014	Analysis has been made on standard 4 related to this KPI	4.0/5.0



4	Proportion of graduates from undergraduate programs who within six months of graduation are:	Target Employed 90%	Actual Employed 81%	KSU-CBA BSBA in Management 92%	US Business Schools – MIS program Average 93% Source: http://www.bestcollegereviews.org/best-college-majors-for-the-future/ Retrieved on 15/10/2014	Analysis has been made on standard 4 related to this KPI	Target Employed 90%
		Target enrolled in further study 5%	Actual enrolled in further study 3%	KSU-CBA BSBA in Management 7%	University of Arizona 10% Source: http://degreesearch.arizona.edu Retrieved on 15/10/2014		Analysis has been made on standard 4 related to this KPI
		not seeking employment or further study 5%	3%	KSU-CBA BSBA in Management 1%	University of Arizona 2% Source: http://degreesearch.arizona.edu Retrieved on 15/10/2014		Analysis has been made on standard 4 related to this KPI
5	Ratio of students to administrative staff	25:1	29:1	21:1 (KSU)	University of Dayton, OH 23:1 Source: http://college-table.wgbh.org/college_local Retrieved on 15/10/2014	Analysis has been made on standard 5 related to this KPI	25:1
6	Adequacy of Learning	4.5/5.0	4.2/5.0	KSU 4.4/5.0	Rochester Institute of	Analysis has been	4.5/5.0



	Resources		Student Satisfaction Survey		Technology 4.2/4.5 Source: https://www.rit.edu/fa/humanresources/benefits/tandlc.html Retrieved on 15/10/2014	made on standard 6 related to this KPI	
7	Adequacy of Facilities and Equipment	4.5/5.0	4.3/5.0	KSU 4.6/5.0	King Fahad University for Petroleum and Mineral (KFUPM) 4.4/5.0 Source: http://www.kfupm.edu.sa/deanships/dad/AnalyticsReports/Reports/ACCT.MIS.Self.Assessment.Report.2005.pdf Retrieved on 15/10/2014	Analysis has been made on standard 7 related to this KPI	4.5/5.0
8	Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services.	4.75/5.0	4.2/5.0	4.4/5.0	No External benchmark	Analysis has been made on standard 8 related to this KPI	4.75/5.0
9	Faculty Turnover (other than retirement	6.5%	6.1%	KSU 10.5%	No External benchmark	Standard 9	4.5%



	by age)						
10	Number of book titles held in the library as a proportion of the number of students.	20:1	10676 Books/628 Students in MIS program = 17 books 17:1	CBA 45:1	No External benchmark	Standard 10 Analysis: There are abundant virtual sources and databases available for faculty and students.	30:1
10	Number of web site subscriptions as a proportion of the number of programs offered.	At least 10 subscribed online resources	7 are subscribed	32	No External benchmark	Standard 10	At least 15 Virtual resources
10	Number of refereed publications in the previous year per full time equivalent member of teaching staff. (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)	1 Article Per Year Per faculty	1.8 Average per year in the Department	CBA – 249/253=0.98	No External benchmark	Standard 10	2 Articles per faculty per year
10	Number of papers or reports presented at	1 paper or Report per	75% of faculty met	CBA 85% of faculty	No External benchmark	Standard 10	1 paper or Report per



	academic conferences during the past year per full time equivalent members of teaching staff.	faculty per year	the requirement	members met the requirement			faculty per year
10	Proportion of total operating funds spent on research in MIS Department	1.2 Million SAR	.8 Million	College – 6.2 Million SAR Institution- 89.46 Million SAR	No External benchmark	Standard 10	1.2 Million SAR
11	Number of community education programs provided as a proportion of the number of departments.	4.5/5.0	4.0/5.0	CBA 4.15/5.0	No External benchmark	Standard 11	4.5/5.0
11	Number of workshops and information sessions offered to Community	At least 5 workshops/sessions per year	There were three workshops/sessions offered in 2013-2014	CBA conducted at an average of three events per department	No External benchmark	Standard 11	At least 5 workshops/sessions per year

Analysis of KPIs and Benchmarks: (list strengths and recommendations)

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

Number of workshops and information sessions offered to Community:



At the moment, MIS department offers three workshop/seminars per year which is quite low as compare to the target benchmark. The higher number of seminars would definitely create a healthy and robust research environment and competition among students, faculty and staff. It will provide excellent opportunities for local students, faculty and staff to rub shoulder with internationally known scholars.

Proportion of total operating funds spent on research in MIS Department:

Current financial allocation SAR 1.3 million for research activities at MIS department is not on par as compared to internal SAR 8 million and College SAR 6.2 million benchmarks. This financial allocation must be increase to meet the operating expenses on research activities. Arrangement of an international conference required to meet a diverse number of operating expenses in the form of rent of facilities, room and board of participants, advertisement, and catering, and so forth. MIS department should analyse operating expenses of similar MIS department in international institutes to recommend increment in next yearly financial budget.

Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff:

MIS faculty is meeting the requirement of publishing research papers or report by 75%. They have been advised and supported to meet the benchmark by 100%. In this respect, funds are available for the faculty to meet the benchmark. This practice will enhance the teaching quality and also expose faculty to international research community. This benchmark also support the College and University commitment towards creating and maintain research environment to support Kingdom infrastructure.

Number of book titles held in the library as a proportion of the number of students:

Since MIS is a relatively new department and new discipline, the number of books physically available is limited. However, there are abundant virtual sources that are supplied by publishers to faculty and students. Currently, there are 10,676 books available for approximately 628 students as the proportion of 17 books per students (20:1). Department is committed to increase this ration to 45:1 to meet the internal benchmark. The vast availability of text book is critical for the growth and success of students.



Ratio of students to administrative staff:

Currently, each 29 MIS students are served by a single non-academic administrative and professional employee. MIS department would like to bring this ratio to 25:1 to offer quality service to students. This criterion may also address the recruitment and availability issue of non-academic administrative and professional employees at the MIS department. The students will be well served by qualified staff and will not be bothered by non-academic issues and concerns.