Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

ANNUAL PROGRAM REPORT (APR) 2014-2015

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National Commission for
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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: 15-10-2015
2. College/ Department : College of Business Administration/ Management Information Systems Department
3. Dean Prof. Moaadi Mohammed Mod-Heb
4. List all branches/locations offering this program   1. _____KSU Main Campus_____

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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. 2014-2015

B. Statistical Information

1. Number of students who started the program in the year concerned:	197

2. (a) Number of students who completed the program in the year concerned: 186

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,

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(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) | N/A |

(e.g. Associate degree within a bachelor degree program)

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

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

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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.

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The following tables shows the cohort analysis from the session 2010-11.

Student Category	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total student enrollment at the beginning of year	PYP	195	187	177	177	177	8
Progressed through the year	N/A	187	181	171	172	167	N/A
Withdrawn during the year and re-enrolled the following year	N/A	00	00	06	05	8	N/A
Withdrawn for good	N/A	08	10	0	0	0	N/A
Graduated successfully	N/A	N/A	N/A	N/A	N/A	168	N/A

Table-1: Enrolment Management and Cohort Analysis of 2010-2011

Out of the 195 students who joined MIS department in 2010-11, 168 have successfully graduated in 2014-15 with a success rate of 86.15%. There were 8 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 different programs in the academic year 2015-16. The progression rate of the cohort 2010-2011 is as follows:

Year	2010-11	2011-12	2012-13	2013-14	2013-14
Progression rate	95.90	96.79	94.35	97.17	94.35

Table-2: Progression Rate of the Cohort 2010-2011

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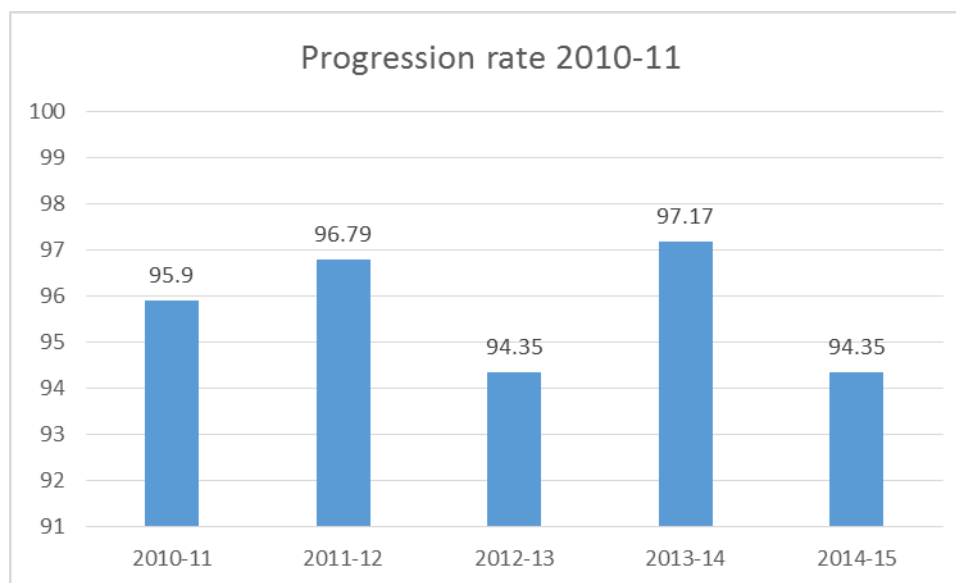
Figure-1: Progression Rate 2010-2011

Student Category	2010-11	2011-12	2012-13	2013-14	2014 15	-2015-16
Total student enrollment at the beginning of year	PYP	199	193	184	179	177
Progressed through the year	N/A	190	183	178	169	N/A
Withdrawn during the year and re-enrolled the following year	N/A	03	01	01	08	N/A
Withdrawn for good	N/A	06	09	05	02	N/A
Graduated successfully	N/A	N/A	N/A	N/A	N/A	N/A

Table-3: 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, 177 are in their final year of graduation whereas 22 have withdrawn for good.

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

Year	2011-12	2012-13	2013-14	2014-15
Progression rate	95.48	94.82	96.73	94.41

Table-4: Progression Rate of the Cohort 2011-2012
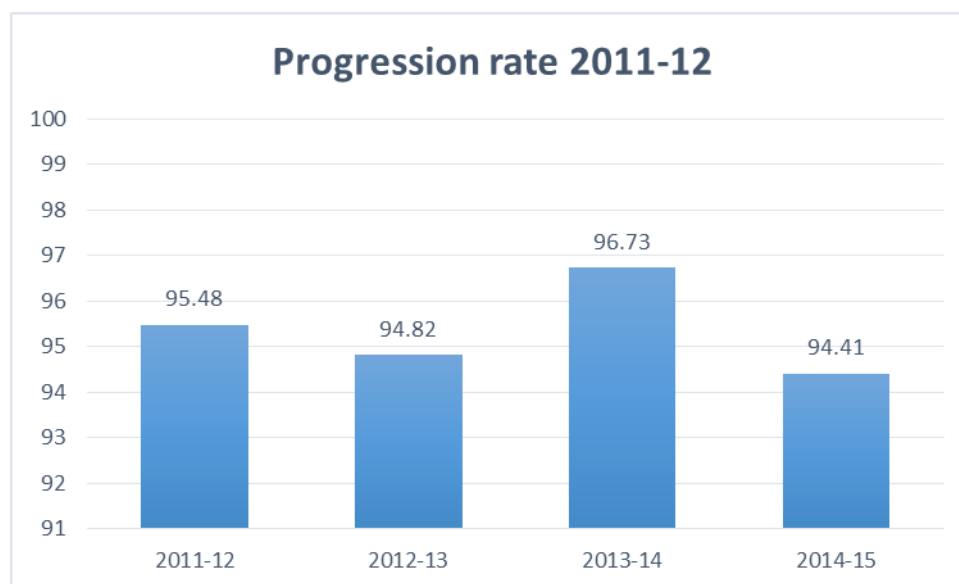
Figure-2: Progression Rate 2011-2012

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Student Category	2010-11	2011-12	2012-13	2013-14	2014 - 15	2015 - 16
Total student enrollment at the beginning of year		PYP	180	169	165	163
Progressed through the year			167	161	153	N/A
Withdrawn during the year and re-enrolled the following year			02	04	10	N/A
Withdrawn for good			11	04	02	N/A
Graduated successfully			N/A	N/A	N/A	N/A

Table-5: 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, 163 are in their fourth year whereas 17 have withdrawn for good due to various reasons. The progression rate of the cohort 2012-2013 is as follows:

Year	2012-13	2013-14	2014-15
Progression rate	92.77	95.27	92.72

Table-6: Progression Rate of the Cohort 2012-2013

Progression rate 2012-13

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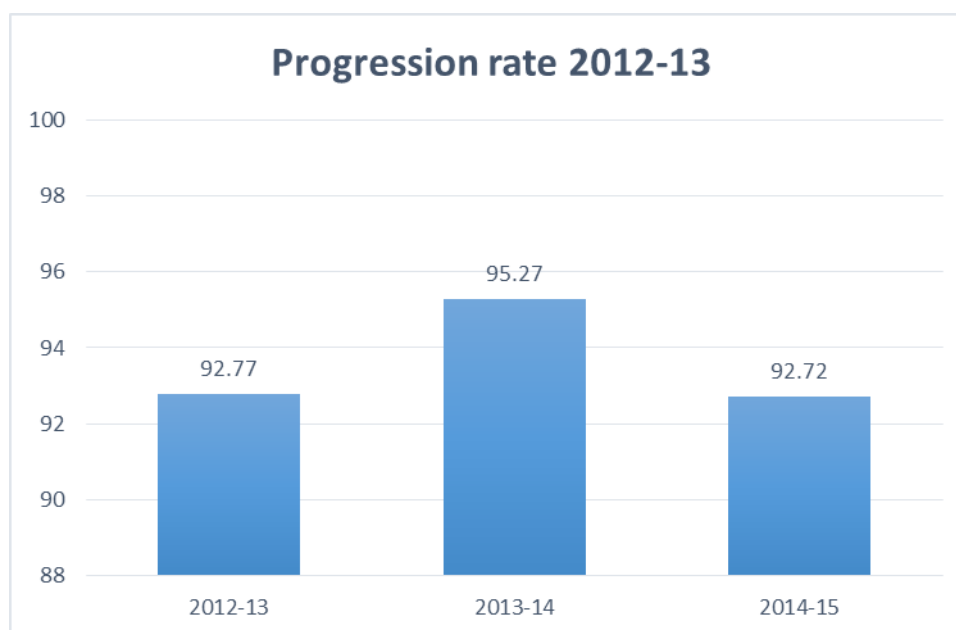
Figure-3: Progression Rate 2012-2013

Student Category	2010-11	2011-12	2012-13	2013-14	2014 - 15	2015 - 16
Total student enrollment at the beginning of year			PYP	0	N/A	N/A
Progressed through the year				N/A	N/A	N/A
Withdrawn during the year and re-enrolled the following year				N/A	N/A	N/A
Withdrawn for good				N/A	N/A	N/A
Graduated successfully				N/A	N/A	N/A

Table-7: Enrolment Management and Cohort Analysis of 2013-2014

In 2013-14 session there was no intake due to the lack of faculty members in the department however the following year the program was resumed when the more faculty joined the department.

Student Category	2010-11	2011-12	2012-13	2013-14	2014 - 15	2015 - 16
Total student enrollment at the beginning of year				PYP	197	193
Progressed through the year				N/A	186	N/A
Withdrawn during the year and re-enrolled the following year				N/A	07	N/A
Withdrawn for good				N/A	04	N/A
Graduated successfully				N/A	N/A	N/A

Table-8: Enrolment Management and Cohort Analysis of 2014-2015

In 2014-15, 197 students joined the MIS program in the undergraduate program. Out of these 197 w4 have with have withdrawn for good due to various reasons. The progression rate of the cohort 2014-2015 is as follows:

Year	2013-14
Progression rate	94.42

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Table-9: Progression Rate of the Cohort 2014-2015

In year 2014-2015, 197- students have been admitted in the MIS program. The completion rate of this cohort is 94.42%. There are 04 students of this cohort who had withdrawn themselves during the first two years for various reasons.

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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   September   2015

Number Surveyed   115   Number Responded   93   Response Rate %   80%

Destination	Not Available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number	23	0	62	8	0
Percent of Respondents	25%	0%	67%	8%	0%

Analysis: List the strengths and recommendations

MIS being an emerging field has a both the opportunities and challenges for the MIS graduates. The destination of the MIS graduating students shows that 75% of the graduates have already got jobs and 67% have got employment in the subject field. These statistics show a high acceptance of MIS graduate in the market.

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.

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C. Program Context

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

In order to address the rapidly changing market requirements several modifications have been introduced in the previous year. The modifications include curriculum restructure, necessary student practical training, hiring of new faculty, assessments and evaluation methods etc. These changes have positively influences the program outcome.

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.

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

The use of information and communication technologies are on rise since the last couple of years. These changes has also affected Saudi Market as well. Due to this change the importance of MIS programs have increased.

Implications for the program

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

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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 members are required to submit a course report and course specifications to chair at the end of every semester. These reports have 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.

(1.) Completion rate analysis:

The total enrolments in the year 2014-15 were 1370 in various subjects for both male and female students. Out of these 1370 enrollments there are 681 for male and 689 for female students. The distribution of the grades along with completion rate analysis have been discussed in the following section.

(2.) Grade distribution analysis:

If we look at the grade distribution of both male and female students then we may realize that there is a clear difference in the distribution of grades for both groups. The grade distribution of male students follows almost a normal curve where as for the female students it skewed towards higher grades (see figure 5 to 10). For example the female students have achieve 32% of A and

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A+ grades whereas male students have secure about 11% A and A+ grades. Similar variation is observed in B and B+ grades. The detailed grade distribution are presented in the Figures from 5 to 10.
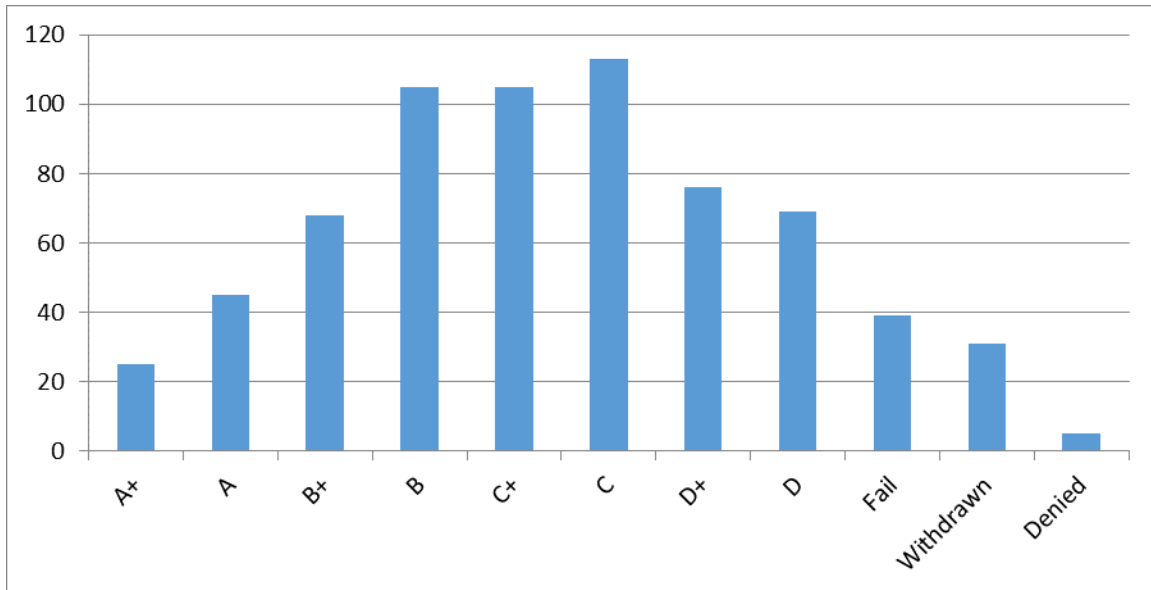
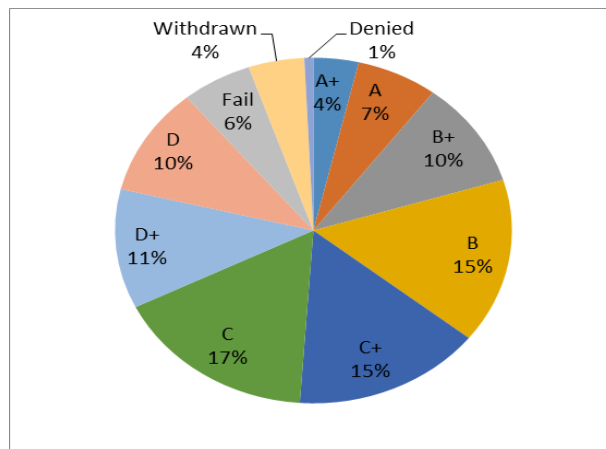## Male Section

Figure-4: Grade distribution Male students

Figure-5: Percentage of grade distribution for Male students

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Female Section

Figure-6: Grade distribution Female students
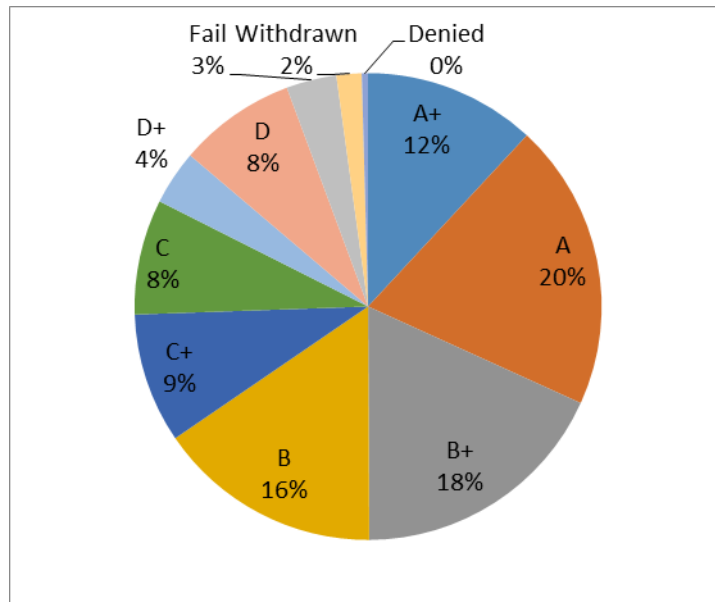
Figure-7: Percentage of grade distribution for Female students

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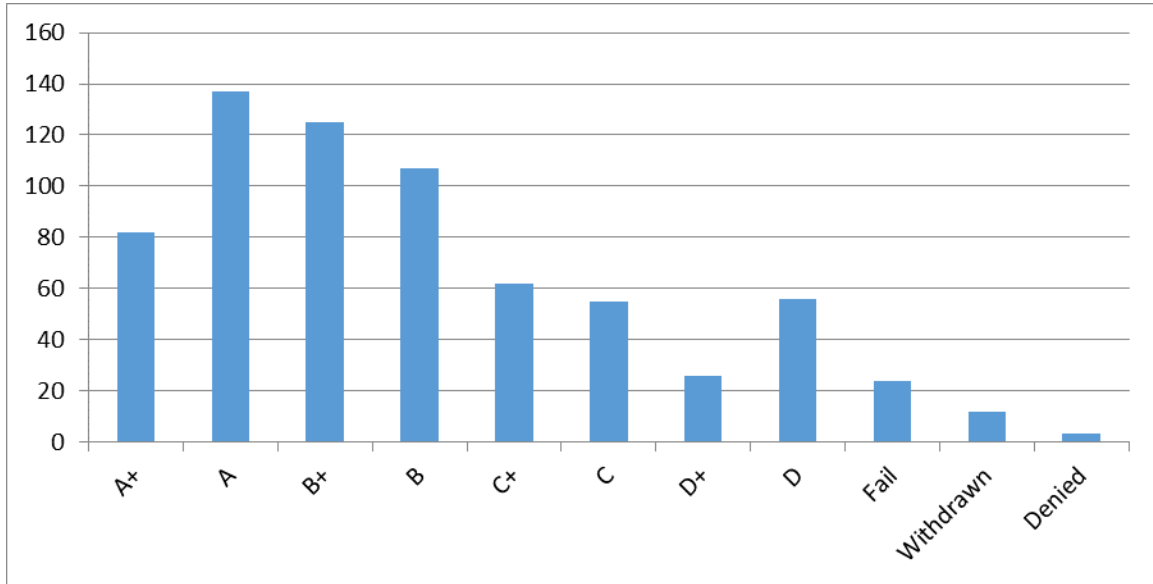**National Commission for**
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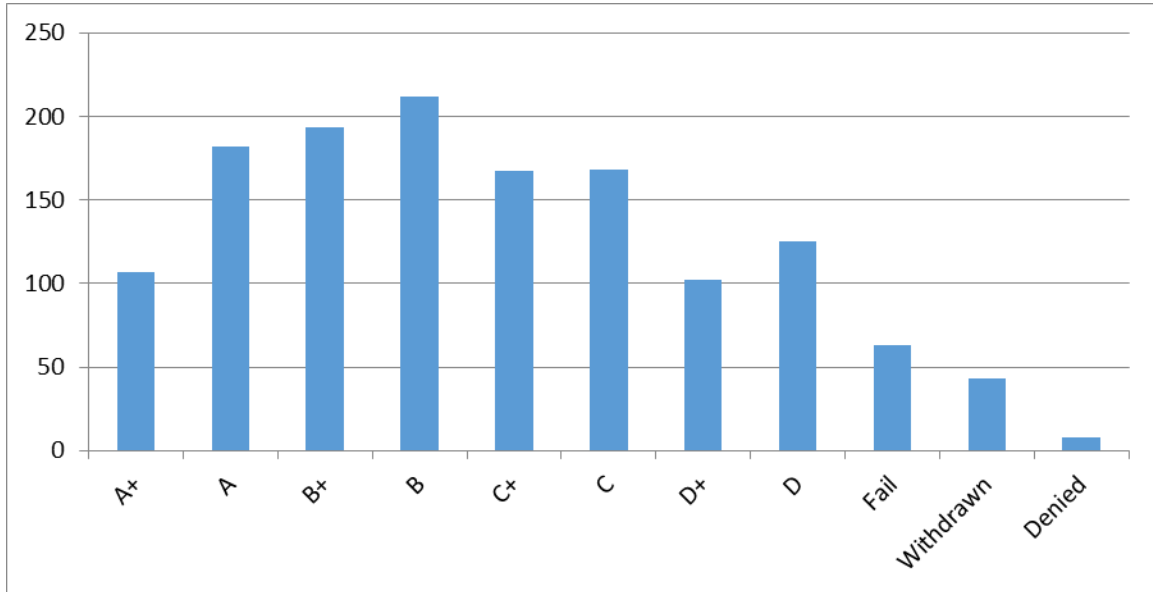والاعـتـمـاد الأكـاديـمـي

Male and Female Together

Figure-8: Grade distribution Male & Female students together
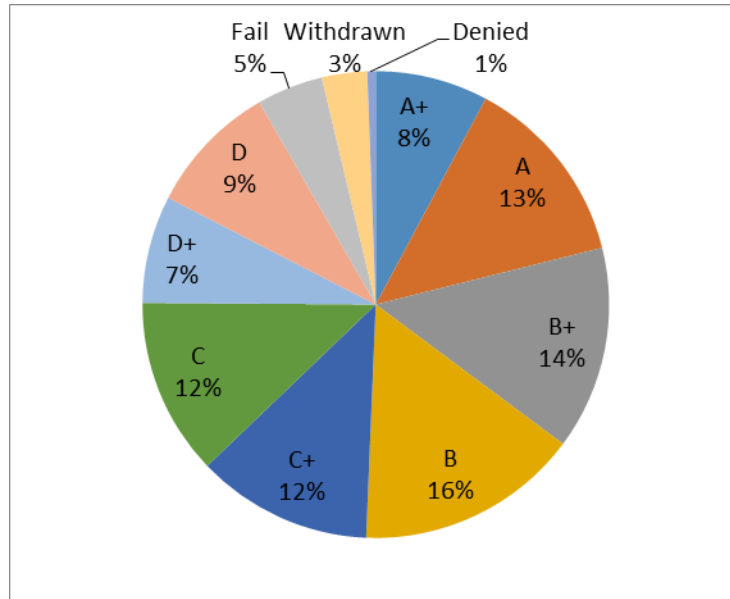
Figure-9: Percentage of grade distribution for both Male and Female students

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

If we look at the trend analysis of both groups (male, Female) separately then there were differences among two groups however the overall grade distribution of two groups combined follow almost the normal distribution.

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 No significant variations have been observed in the grade distribution for the any of the subject. However, some minor variations have been observed for the female students.	Significant result or variation No significant variations gave been observed.
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	

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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)

Course	Unit of work	Reason
Nil	Not applicable	Not applicable

Compensating action if required
Not applicable

Course	Unit of work	Reason
Nil	Not applicable	Not applicable

Compensating action if required
Not applicable

Course	Unit of work	Reason
Nil	Not applicable	Not applicable

Compensating action if required
Not applicable

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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 2014-15 academic year the department did not face any management or administrative difficulties.	Not applicable	In order to avoid any management and administration in future the department is proactively involve has proposed the following action plan: • Hiring of new faculty is in progress to address growing number of students. • Regularly updating the curriculum so that students may have access to the latest knowledge. • The new curricula has been developed with the collaboration of all stakeholders such as students, faculty, and industry partners. • The curricula has been benchmarked against inter and external well reputable universities. • Courses are streamlined in the curricula according to the program. • All stakeholders were invited in the evaluation process such as students, faculty and employers.

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F. Summary Program Evaluation

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

Date of Survey | **September 2015**

In order to evaluate the program a survey was conducted in September 2015 to assess the graduating students' satisfaction from the program. All the questions were measured on a 5 point Likert scale from strongly disagree to strongly agree. 85 students (46 males and 39 females) participated in the survey. 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.	4.42
1.2	Define the process of information system development life cycle.	4.32
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	**4.44**

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 4.44.

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

2	Cognitive Skills	Mean Score
2.1	Analyse the requirements of information systems for business functions.	4.45
2.2	Design an information system that meets organizational needs.	4.52
2.3	Implement solutions based on organizational needs and requirements.	4.35
2.4	Evaluate how efficiently businesses use information systems.	4.30
	Over mean score	**4.41**

The overall mean of the cognitive skills domain is 4.41. 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.	4.35
3.2	Show the ability to work individually or in teams.	4.47
	Over mean score	**4.36**

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.

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

4	Communication, Information Technology, Numerical	Score
4.1	Demonstrate various practical skills in using information technology and applications.	4.32
4.2	Illustrate academic writing skills and oral communication skills in MIS field.	4.28
	Mean	**4.30**

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 4.30.

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a. List most important recommendations for improvement, strengths and suggestions	Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)
As the mean of survey results for each of the NFQ domain is above 4 this means that the students are highly satisfied for all four domains of NFQ. • Students decision making and entrepreneurial ability need improvement. • The student's involvement in research activities needs further engagement from faculty. • Program administration may hire more qualified staff to support research laboratories. • Program administration may introduce additional incentive encouragement programs to stimulate research community. • There should be more stress on the students' participation in oral and written activities.	The department's action plan to address the recommendation from the student's survey are as follows: • Engage students in more research activities, especially in the advance level courses. • Hiring of more researchers and staff to assist students in their research projects. • More focus on case studies to enhance leadership and decision making abilities of the students • More stress on communication skill in each course so that students can easily express their knowledge more conveniently.
b. Changes proposed in the program (if any) in response to this analysis and feedback. No changes proposed in the program.	

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

To meet the program goals, department has collected a feedback from multiple stakeholders such as faculty, students, alumni, and from industry experts to evaluate and review the program and courses. The department has carried out the program evaluation, review and development process periodically but not to exceed 3 years, to monitor effectiveness of planned strategies and the extent to which intended learning outcomes has been achieved.

Describe evaluation process

The program evaluation and review process has provided a reliable evaluation of all aspects of the program to make necessary amendments to strengthen the program. The evaluation and review process guided the department in meeting the needs of students, advising and monitoring, professional preparation and personal growth and overall serving the community.

The program evaluation and review process has scrutinized present progress of the program and gauge its direction in meeting the targets. In this respect, a meticulously inspection is carried out in terms of observing the progress, against internal and external benchmarks. The Development & Curricula Committee has provided comments and suggestions to chair of the department about the status of program development.

Attach review/survey report
N/A

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a. List most important recommendations for improvement, strengths and suggestions for improvement.	(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?)
As the results of the survey depict that that most of the stakeholder are satisfied from the program learning outcomes. Following are some of the important recommendation that we the department received from the employers. • Enhancing managerial and technical skills • Improving communication skills • Interpersonal skills • Decision making and leadership skill need further improvement	The department's program evaluation process and accreditation portfolio is reviewed by external reviewers. The comments and suggestion of external reviewers has provided a valuable source to strengthen the review process. The department has seriously taken all the suggestions for improvement in the program and is working on the following: • Strengthening industry and academic relationship • Improving students' entrepreneurial skills by working in coordination with the industry through co-op training. • More stress on improvement of interpersonal skills in each course • More emphasis on communications skills improvement through class participation and presentations

b. Changes proposed in the program (if any) in response to this feedback. No major changes have been proposed in the overall structure of the program.

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

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

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Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
4.1 Student Learning Outcomes	Yes	****	• Relationship with the industry need to be strengthened more. • The domain of interpersonal skills is required further improvement according to the employers' survey. • There should be more interaction with the employers to determine their latest requirements.
4.2 Program Development Processes	Yes	****	• 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	****	• 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.

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4.4 Student Assessment	Yes	****	• 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	****	• 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	****	• 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	****	• 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.

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4.8 Qualifications and Experience of Teaching Staff	Yes	****	• 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	****	• 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	****	• 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 discussed below:

4.1 Student Learning Outcomes

Strengths:

• The intended students learning outcomes is assessed by different stakeholders throughout the academic year.

• The students learning outcomes are designed to satisfy all stakeholders' needs such as students, employees and so forth.

Recommendation

• There should be more interaction with the employers to determine their latest requirements.

4.2 Program Development Processes

Strength:

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- The new curricula has been developed with the collaboration of all stakeholders such as students, faculty, and industry partners.
- The curricula has been benchmarked against inter and external well reputable universities.
- Courses are streamlined in the curricula according to the program.

Recommendation:

- 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

Strength:

- The department has well-planned evaluation and review process in place.
- All stakeholders were invited in the evaluation process such as students, faculty and employers.

Recommendations:

- 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

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Strength:

- Faculty use various assessment measures to gauge the level of students' learning outcomes.

Recommendation:

- Faculty should attend further workshops and seminars to learn the latest techniques on students' assessment process.

4.5 Educational Assistance for Students

Strength:

- Department has well-defined orientation program in place for new students.
- Online registration process is streamline and easy to understand and followed by students.
- All the necessary information and documents for students are available online.

Recommendation:

- 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

Strengths:

- The department is staffed with qualified faculty.
- The faculty evaluation is conducted regularly on several measures to determine the quality in teaching.

Recommendation:

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- 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
Strength:

- Presence of devoted and committed Vice Deanship of Quality and Development.
- Best Teaching Scheme award in place.

Recommendation:

- KPIs outlined in NCAAA standard's required constant monitoring with target benchmarks.

4.8 Qualifications and Experience of Teaching Staff
Strengths:

- Department have qualified faculty.
- Professional development program in place.

Recommendations:

- Need more female faculty to teach technical courses such as information security.

4.9 Field Experience Activities
Strengths:

- Department have well-organized Co-Op training program in place.
- Qualified and experienced faculty to mentor students during the program.

Recommendations:

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- KSU faculty should visits students more often than twice a program.

4.10 Partnership Arrangements with Other Institutions

Strengths:

- Majority of the MIS graduate are employed within six months of graduation however this ration is less the relevant internal and external benchmarks.

Recommendation:

- MIS department should strengthen alumni/industry linkages and organize more job fairs where the MIS graduates will have more changes of employment.

Standard 11. Relationships with the Community
Strengths:

- The MIS department has established a community relationship committee. This committee plays an important role and relationship building with the community.
- Along with teaching and research community participation is also a part of faculty/staff promotion so faculty/staff take community service very seriously.

Recommendation:

- Regular seminars may be conducted on various topics to strengthen the community relationship. In these seminars members of the community should be encouraged to participate.

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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	

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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		

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					

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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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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	**Method of Assessment**	**Date of Assessment**
1.0	**Knowledge**:		
1.1	Describe principles, concepts, theories, and applications of management information systems.	Individual and group assignments. Classroom exercises and assignments. Class participation. Exams	Throughout the semester 6th, 12th and 16th weeks
1.2	Define the process of information system development life cycle.	Group discussions to enhance learning experience. Assignments. Class participation and contribution. Exams	Throughout the semester 6th, 12th and 16th weeks
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	Throughout the semester

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		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.	6th, 12th and 16th weeks
1.4	Recognize the role of information systems in influencing decision making processes.	Essay assignments and case studies require students to research and use information.	From 7th to 12th week
2.0	**Cognitive Skills**		
2.1	Analyse the requirements of information systems for business functions.	Case studies. Assignments. Individual and group projects/presentation. Group panel. Exams.	Throughout the semester / 6th, 12th and 16th weeks
2.2	Design an information system that meets organizational needs.	Projects.	From 12th to 14th week
2.3	Implement solutions based on organisational needs and requirements.	Group panel. Self-study and Projects.	From 12th to 14th week

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2.4	Evaluate how efficiently businesses use information systems.	Presentations. External speakers.	From 12th to 14th week
3.0	**Interpersonal Skills & Responsibility**		
3.1	Demonstrate ability to apply the conceptual and practical knowledge.	Projects presentations Exams.	
3.2	Show the ability to work individually or in teams.	Self-study for project assignment. Project presentation.	From 12th to 14th week
4.0	**Communication, Information Technology, Numerical**		
4.1	Demonstrate various practical skills in using information technology and applications.	Class participation Project Presentations.	Throughout the semester Last three weeks of the semester
4.2	Illustrate academic writing skills and oral communication skills in MIS field.	Reports, research topics and projects. Presentations.	Last three weeks of the semester
5.0	**Psychomotor**		
5.1	Not Applicable		

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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).

<div align="center">

KPI Assessment Table (Institutionally approved for the program)

</div>

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

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3. Orientation programs for new teaching staff

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

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a. Brief Description

King Saud University offers orientation to new faculty members and to lecturers, TAs and non-academic staff. A comprehensive orientation program is organized by the Department of MIS as well at the beginning for the new faculty to introduce them to the program and its requirements, benefits, available services and facilities and students' obligations and responsibilities. These sessions are at the start of each academic year. 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.

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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.

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

Not Applicable

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4. Professional Development Activities for Faculty, Teaching and Other Staff	How many Participated	
a. Activities Provided	Teaching Staff	Other Staff

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a) Workshop on teaching effectiveness	08	
b) Faculty development	06	
c) Departmental seminar	09	
b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods. The MIS department regularly organizes seminars on various emerging topics 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.		

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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 has recently received an independent opinion on quality of the program on its SSR from an external reviewer. Please refer to the corresponding section in the SSR included in the department accreditation file.	After reviewing the SSR the independent reviewer has highlighted some important implication which are addressed in detail in "Independent Evaluations" section of SSR.
2. Implications for Planning for the Program *Not applicable*	

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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	Ongoing process	Program Chairman	In progress	The department is in the process of attracting new faculty with relevant qualifications.
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
b. Collaboration with SAP	February 2015	Program Chairman	Yes	N/A
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
c. Organize workshop/seminars	Ongoing process	Seminar committee	Ongoing	N/A
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
d. Get accreditation from national and international bodies	In-process	Accreditation committee	In process	N/A

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2. Proposals for Program Development
a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other) After the feedback from the faculty, students, other departments and market conditions, the curriculum at MIS department is regularly updated. So far the program curriculum has been subject to two major revisions related to pre-requisites and program credit hours.
b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc.) Currently there are not any proposals under consideration for changes in the under-graduate program.
c. Development Activities for Faculty and Teaching Staff The MIS Department has made substantial contributions to improving the quality of its workforce. Such improvements have been made through providing professional staff training through workshops that have been offered on a regular basis by the Deanship of Skills Development (http://dsd.ksu.edu.sa/en). In addition, faculty members are encouraged to attend international conferences and professional training courses. These result in continuous improvement across the different activities of the MIS Department, which include teaching, research activities, and community service. It is important to highlight that KSU has progressed effectively in rewarding excellent academic and administrative performance.

3. New Action Plan for Academic Year __2015-16_____

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

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والاعـتـمــاد الأكــاديـمــي

Program Chair/ Coordinator Name: _____

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

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

Signature: _____   **Date:** _____

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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

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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

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	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.rankings andreviews.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/Stud entCareerServices/ Retrieved on 21/09/2014	Analysis has been made on standard 4 related to this KPI	4.0/5.0

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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

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	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%

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	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

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	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:

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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.

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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.