IT Program Quality System Manual

Information Technology Department

College of Computer and Information Sciences

IT- Quality Committee

TABLE OF CONTENT

LIST OF FIGURES

LIST OF TABLE

.

Introduction

This Quality Manual reports and demonstrates the program's commitment to maintaining a high-level of quality and effective students service within a teaching and learning environment that concentrates on safety, education, and continuous improvement as first priorities.

The philosophy of IT is that Quality Assurance is an integral part of the entire education process. The college is in the process of developing and implementing quality standards in the different aspects of its learning environment. The quality manual is subject to annual review by the program's administrators and quality committees to make sure it is up to date and cover all required quality criteria.

This document is divided into these parts:

A. Quality Sycle
B. Roles and Responsibilities
C. Committees and subcommittees
D. Processes and Procedures

Quality Cycle

The IT QAC program has a cycle summarized in steps:

- Design manual

- Implementation procedures

- Data collection and evaluation

- Monitoring process

- Improvement action plan

The Planning and Review:

The students were asked to evaluate each course independently, the summary of each criterion across the whole courses is shown in charts blow.

IT QAC should be integrated into normal planning processes in a continuing cycle of strategic planning, monitoring, evaluation and review. This planning and review cycle may be repeated or changed in a flexible way in response to feedback and changing circumstances. A review of performance may lead to a conclusion that objectives need to be redefined and a new plan for development is prepared. When applied to planning for quality improvement, some of the steps in this planning cycle have special meaning. A SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) can be a useful planning tool following an initial assessment. The IT department has planned to start the quality process with a strategic plan covered the years 2013-16 and 2021-25 to 2021 and it is excreted from the College of Computer and Information Sciences (CCIS). Actually, IT program has a regular cycle of planning, implementation, monitoring, evaluation and review.

Evidence Collection:

Opinions on quality are not based on impressions and good but rather on tangible evidence. Hence, evidence collection is an important aspect for building up an evidence-based internal quality system. In this context the NCAAA Handbook 1 provides an insight into the important 24 evidences required for each of the six quality standards. This collection of evidence is listed below.

The Implementation:

For the main program objective there were activities and initiatives with its Key Performance Indicators (KPIs) to be implemented during based on the specificity of the activities in each committee, e.g. Cohort Analysis Committee will take all the activities related to this issue and so on with other organizational committees.

The Monitoring:

All initiatives and activities are implemented and the outcomes are monitored through the strategic plan in the concern year.

Independent Evaluation:

Summary of views of independent external evaluator(s). This might be an overview of the views presented by evaluators to the sections of the evaluation above, a comment by an external evaluator on the report as a whole, or a combination of these approaches.

Conclusion and Action Plan:

An action plan following the review is a specific statement of any planned variations in the initial plans for the following period as a result of the outcomes of the review •

A list and brief description of actions that are recommended at IT department as a whole, in parts of the college where weaknesses have been identified, or where strategic priorities have been established for improvements. Matters that are regarded as the highest strategic priorities should be identified.

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Accreditation Requirements

The road to accreditation demands lot efforts and requires a wide cooperation. It requires establishing several aspects and carrying out several activities.

These aspects and activities include the following:

1. Identifying Program Learning Outcomes (PLO's) by preparing course specifications using NCAAA Course Specifications Template for all courses taught.

2. Establishing an Internal quality system aiming at spreading quality culture throughout 25 the establishment.

3. Building course files based on PLO's for all courses taught.

4. Collecting and studying reports on all courses taught at the end of each semester using NCAAA Course Report Template.

5. Establishing evidence-based files by creating a data base of evidence that deals with all aspects of IT department processes and activities based on NCAAA key performance indicators (KPI's).

6. Carrying out self-evaluation using NCAAA Self-evaluation Template as the important component of the accreditation file presented to the NCAA prior to the accreditation process.

Each of these important aspects is dealt, separately, as the following:

1. **Course Specifications (NCAAA)**

The Course Specifications Template comprises several sections that comprehensively define PLO's for the course considered including:

A. **Course ID and Information** (Title/Code/hours/Credit)

B. **Course Objectives:** aligned with PLO's Course Aims / Plans for Development Course Main Topics / Contact hours required for each topic

C. **Development of PLO's in Domains of Learning**

   a) Knowledge and Understanding (List of knowledge/Teaching Strategies)

   b) Competence:

      ○ Creativity

      ○ independence

      ○ Time management

      ○ Problem solving

      ○ Critical thinking

      ○ Responsibility

   c) Skills :

      1. Application of knowledge

      2. Acquiring and showing practical skills

D. **Student Support:** Arrangements for faculty availability for academic advice:

   a) Learning Resources (Textbooks/References/e-material)

   b) Facilities Required(Class/Lab/Equipment/Internet)

E. **Course Evaluation and Improvement Process:**

      1. Student evaluation of teaching quality(Feedback)

      2. Other evaluation processes

F. **Course File Inventory Establishment**

   Spreading quality culture throughout the establishment will help establishing a course file inventory in each of the institution programs. The Course File provides benefits that include:

a) Helping to study teaching, learn from it, and improve it.

b) Provides analysis and reflections on the course.

c) Deepening understanding of the teaching/learning process.

d) Leads to better teaching and better learning

G. Helps to fill gaps between intentions towards course improvement and actual deeds in this context.

H. Serves to passing teaching experience through generations. Course File contents include:

    a. Course Specifications (NCAAA form)

    b. Course Teaching Plan (Topics for each lecture)

    c. Mid-term Exams (Examples of Exam and Model Answer)

    d. Final Exams (Examples Exam and Model Answer)

    e. Course Report (NCAAA form)

    f. Feedback (Student assessment of teaching quality)

2. Course Report Template

In an NCAAA document that has to be provided for each course at the end of each semester in which the course has been offered. This important document reports on:

a) Course ID &Information: Course title, code, contact hours, and credit hours.

b) Course Delivery

3. Self-Assessment

The assessment process involves several activities including:

A. Key Performance Indicators(KPI's) — Using NCAAA

B. Annual program report

C. Self-evaluation study

D. Self-Study Report. However the using of NCAAA Self-Assessment template involves several other activities including:

1. Gathering performance evidence

2. Assessment Method

3. Defining improvement priorities

4. Recording Assessment Points (Stars vs. Points)

5. Defining strengths and weaknesses

6. Writing the report

The NCAAA Self-Assessment template is a comprehensive document that covers all aspects of institutional processes and activities. It is a generous document describing good practice in each of the six quality standards. It is also informative as it describes in detail using the stars/points system of evaluation. It also offers an opportunity for self-critique by allowing reflection on improvement priorities. This NCAAA Self-Assessment Template helps reveal presence of defined PLO's, reveal presence of defined KPI's, and assess Institution/Program relating to Quality Standards allowing the NCAAA Auditors to make a better judgment throughout the accreditation process. NCAAA Forms/Documents version 2019: (Program Specifications Template - Course Specification Template - Field Experience Report Template - Annual program Report Template - Self Evaluation Study Template - Self Study Program Template - Student Assessment of University experience (Questionnaire) - Student Assessment of Program Quality (Questionnaire) - Standards for QA Accreditation.)

8

Quality Assurance Work Flowchart


```
Cohort            NCAAA           KPI              IT Survey
Analysis          SSR             Benchmarking     Committee
Committe          and             Committee

                        IT QAC

                  IT Head of
                  Department

Vice-Dean of Quality and
      Improvement

                                    CCIS Board

Vice-Rectorate for Planning,
Development and Quality
```
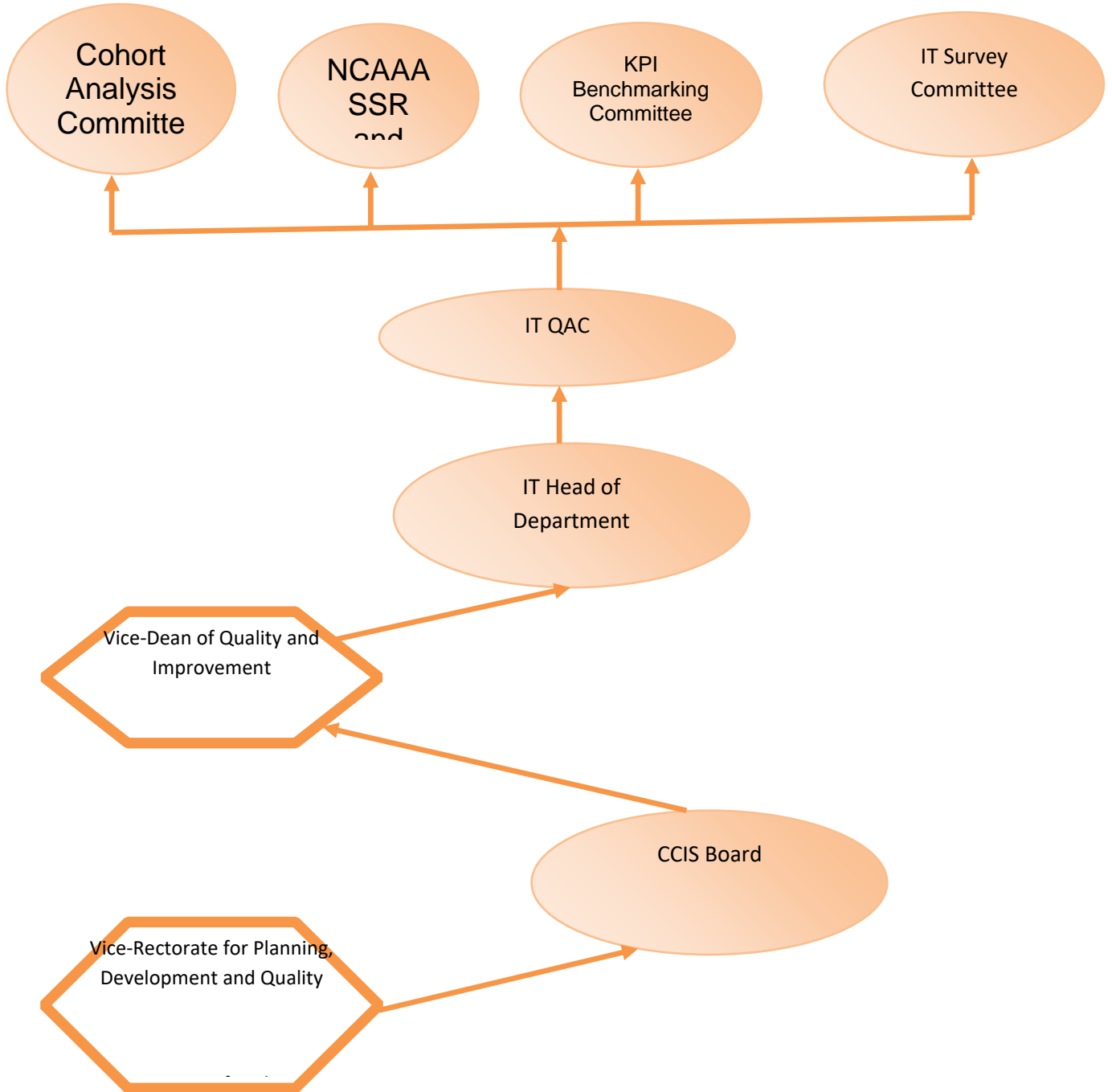
Figure 1: Quality Assurance Flowchart

IT- Quality Committee

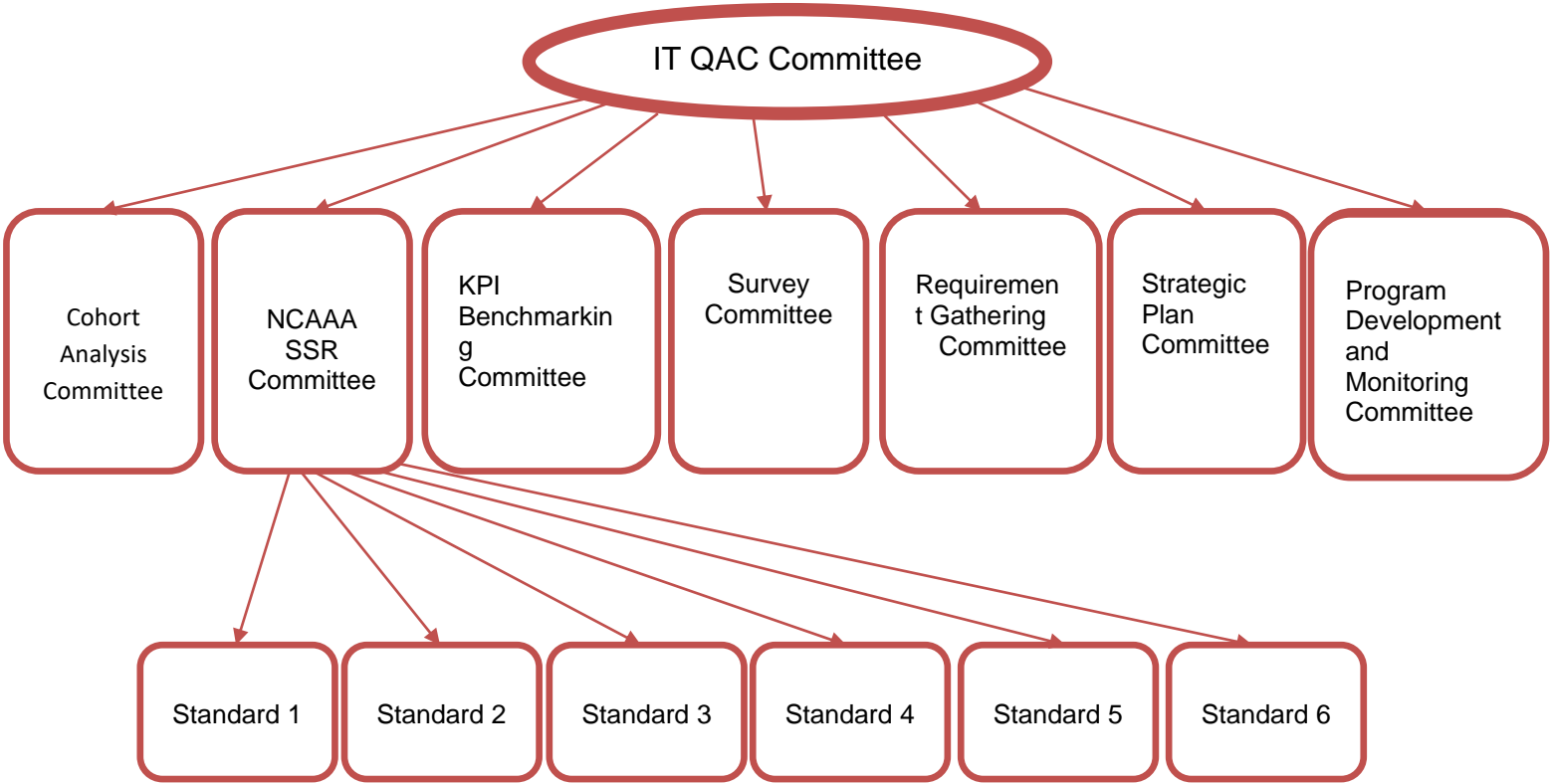## Quality Assurance Committee

Figure 2: IT QAC Committee Chart

A.2. Job Title: Quality Committee at IT department.

A2.1. Job Description: The primary role of the quality committees at the academic departments is to lead and support efforts that aim to ensure consistent application of quality assurance processes and standards in the academic programs

A2.2. Job Responsibilities: The main responsibilities of the program's quality committee are as follows:

- To Lead, manage and support the quality processes at the program.

- To Standardize and apply quality standards and ensure consistency the national qualifications framework.

- To manage and regulate the processes of program's quality development.

- To manage and coordinate annual constituency meetings.

- To Prepare, review, and maintain related quality documents at the program level; including APRs, CRs, PS, .. ets.

- To lead and manage the evaluation processes of the program performance, such as evaluations through KPIs analysis, PLOs assessment, stakeholders' surveys, and others.

- To prepare quality requirements at the program level.

Committee Membership

Committee name	IT Quality Committee	
Committee head	Dr. Maryam Aloshan	
Head info.	Dept.	Information Technology
	Office #	141
	Tel.	011509635654
	Email	Maoshan@imamu.edu.sa

Committee Members:

Dr. Amir Talib	Member
Ms. Jomana Alhamidi	Member
Ms. Shatha AlKaldi	Member
Ms. Sara Aleid	Member
Ms. Waad Alshdi	Member

Terms of Reference

- The head of the IT Quality Committee is appointed by the head of the IT department for a specific period or until further notice.
- The IT Quality Committee works with the college Quality Committee under the leadership of the Vice dean of the Development and Quality.
- The Committee coordinates the Quality related tasks in the department.
- The head of the Quality Committee will be responsible for executing the instructions of the Vice Dean for Quality.
- The Quality Committee will prepare a calendar of the quality activities and implement it.
- The Committee will review all the quality related tasks in the department/college.

Committee Roles:

- Preparing Annual program Reports.
- Preparing Annual report of quality activities.
- Reviewing Course specifications and course reports
- Preparing NCAAA visit
- Writing Progress Report of NCAAA Recommendations
- Writing NCAAA KPI measurement and analysis
- Preparing & administrating Surveys
    - Course Evaluation
    - Mission-Vision PLOs
    - Program Survey
- Meetings of External Advisor Committee
- Report on the course plan for faculty members
- Report on the course plan for students
- Training program for faculty members
- Any other activity assigned by the department/ college/deanship of Quality.

IT Quality Assurance Sub-Committees

Information Technology Quality Assurance Committee (IT QAC) ensure the quality of service and management of IT courses and programs. Provision at the level of programs and courses will be the primary focus for program accreditation judgments. However there also needs to be overall IT programs and courses consideration of the quality of its programs and courses, and capacity to identify areas within the IT programs and courses where improvements may be required.

IT QAC works under the guidance of Department Head. The committee focuses on Controlling and managing the continuous improvement process of IT Department, through the following sub-committees of IT QAC spanning all quality assurance aspects.

The sub-committees are evaluated based on the below committee performance evaluation for (Composition and Quality and Process and Procedures).

Strategic Planning Sub-Committee

The sub-committee is responsible for the formulation, validation, implementation, and monitoring of IT department quality strategic plan, based on the department's priorities.
In addition, the subcommittee duties include:

- Establishing a time plan for the accreditation and supervising the progress of the department toward the plan.
- Collaborates with all committees' chairs to support the IT department core mission and assist in building performance measurement for continuous improvement.
- Spreading the culture of strategic planning among the faculty members.

> *Every QA Sub-committee is required to submit a sub-committee performance evaluation at the end of each academic year. (Refer to Table 2: Composition and Quality and Table 3: Process and Procedures)

Program Development and Monitoring Sub-Committee

The sub-committee is responsible for the development and enhancement of IT undergraduate program, through IT program quality portfolio monitoring.
The sub-committee activities include but not limited to:

- Preparation and dissemination of checking schedules to all IT department instructors and coordinators, including grading submission schedule and course portfolio checking schedule.

- Checking, monitoring, and approving (Checklist 1 for Course Portfolio Instructors and Coordinators) for every course section at the end of each academic semester, ensuring all submitted evidence follow NCAAA requirements, including verifying the credibility and reliability of:

    o Course report and comprehensive course report.
    o Gradebook.
    o Snapshot of student grades from University Self Service (Banner)
    o TOS and comprehensive TOS.
    o Instructor survey statistics and Evaluation survey report.
    o Required exams and assessments samples.
    o Coordinator required files, such as: (Final exam question paper, Final exam model answer, CLO mapped with final exam, course syllabus, course specification, Coordinator meeting minutes).
    o For Training course, Field experience report for all instructors and comprehensive field experience report for course coordinator.

- Checking, monitoring, and approving (Checklist 2 IT ABET Assessment Submission) only for ABET chosen courses at the end of each academic semester, ensuring all submitted evidence follow ABET requirements, including verifying the credibility and reliability of:
  - Enablement of Student Outcomes.
  - Course Rubrics.
  - KPI Assessment Evidence, ensuring submitted assessment evidence correspond to Enablement of Student Outcomes.
- Checking, monitoring, and approving (Checklist 3 for Hardcopy Submission) for every course section at the end of each academic semester. Ensuring all physical evidence are submitted by instructors and coordinators to IT department before student grade submission.

Term of reference: The sub-committee chair works under the guidance of the QA committee chair, who's under the guidance of the IT department head.

*Every QA Sub-committee is required to submit a sub-committee performance evaluation at the end of each academic year. (Refer to Table 2: Composition and Quality and Table 3: Process and Procedures).
*Program Development and Monitoring Sub-Committee must refer to (Form for Review and Approve for Course Portfolio) in *Form for Review and Approve for Course Portfolio*.

Cohort Analysis Sub-Committee

The sub-committee responsibility comprises of receiving IT undergraduate student cohort data including (Retained students, withdrawn students, Graduated students, etc.) from University Deanship of Admission, documenting and analyzing data and prepare statistics, including the following but not limited to:

- Cohort Analysis Reports
- Enrolment Management and Cohort Analysis for Female students
- Enrolment Management and Cohort Analysis for Male students

Term of reference: The sub-committee chair works under the guidance of the QA committee chair, who's under the guidance of the IT department head.

> *Every QA Sub-committee is required to submit a sub-committee performance evaluation at the end of each academic year. (Refer to Table 2: Composition and Quality and Table 3: Process and Procedures)

Survey Sub-Committee

This sub-committee is responsible for preparing, conducting, disseminating, and managing required IT department surveys through university systems. Including, analyzing various survey results and preparation of following reports, but not limited to:

- Alumni Survey Reports
- Employers Survey Reports
- Faculty Member Survey Reports
- IT Course Evaluation Reports
- Graduating Student Survey Reports
- Quality Improvement Report
- Resources Survey Reports

Term of reference: The sub-committee chair works under the guidance of the QA committee chair, who's under the guidance of the IT department head.

> *Every QA Sub-committee is required to submit a sub-committee performance evaluation at the end of each academic year. (Refer to Table 2: Composition and Quality and Table 3: Process and Procedures)

NCAAA SSR Sub-Committee

This sub-committee is responsible for collecting, documenting, and updating IT department undergraduate program evidence in accordance with NCAAA standards. And prepare the reports for all required NCAAA standards, including but not limited to Annual Reports, Self-study Evaluation and Scale Report, Self-study Report.

Term of reference: The sub-committee chair works under the guidance of the QA committee chair, who's under the guidance of the IT department head.

*Every QA Sub-committee is required to submit a sub-committee performance evaluation at the end of each academic year. (Refer to Table 2: Composition and Quality and Table 3: Process and Procedures)

KPI Benchmarking Sub-Committee

The sub-committee responsibility comprises of maintaining quality standards and continuous improvement initiatives, through benchmarking with comparable institutions to monitor planning and continuous improvement. To ensure cross-university comparisons, crucial in developing and implementing action plans required to sustain the program comparability with other distinguished organizations. This is conducted through contacting other universities, obtaining, and analyzing the internal and external benchmark values.

Term of reference: The sub-committee chair works under the guidance of the QA committee chair, who's under the guidance of the IT department head.

*Every QA Sub-committee is required to submit a sub-committee performance evaluation at the end of each academic year. (Refer to Table 2: Composition and Quality and Table 3: Process and Procedures)

Requirement Gathering Sub-Committee

The sub-committee responsibility comprises of working in support to the other committees in order to collect necessary information.

Term of reference: The sub-committee chair works under the guidance of the QA committee chair, who's under the guidance of the IT department head.

*Every QA Sub-committee is required to submit a sub-committee performance evaluation at the end of each academic year. (Refer to Table 2: Composition and Quality and Table 3: Process and Procedures)

Constituency Meeting Sub-Committee

Inviting the stakeholders, preparing the agenda for the constituency meeting, taking care of arrangements and prepare the final report.

Term of reference: The sub-committee chair works under the guidance of the QA committee chair, who's under the guidance of the IT department head.

*Every QA Sub-committee is required to submit a sub-committee performance evaluation at the end of each academic year. (Refer to Table 2: Composition and Quality and Table 3: Process and Procedures)

Calendar of activities of quality committee

Committee Name: Quality committee
Committee Head: Dr. Maryam AlOshan

Task	Importance level	Starting date	End date	Note
Reviewing course coordinators recommendation				
Annual Program Reports 1444-45				
Annual report of quality activities				
Course Specifications & Course Reports				
Surveys: • Course Evaluation • Mission-Vision PLOs • Program Survey • Other required surveys				
Updating department documentation • Quality manual • Program handbook				
Developing faculty quality guide for course portfolio				
Progress Report of NCAAA Recommendations • Evidence preparation and collection collections • Review and approval of Mission				
Review documentation and process of program teaching and learning activities				

Table 1: Calendar of activities of quality committee

Level of urgency is determined by color

Critical	🟥
Major	🟧
medium	🟩
minor	🟩

Committee Performance Evaluation

Composition and Quality

Statement	Strongly disagree	Disagree	Acceptable	Agree	Strongly agree
Committee members demonstrates integrity, credibility, trustworthiness, active participation, an ability to handle conflict constructively, strong interpersonal skills, and the willingness to address issues proactively					
Committee member participates in a continuing education program to enhance its members' understanding of relevant issues.					
The committee, in conjunction with the nominations committee (or its equivalent), creates a succession and rotation plan for the committee members, including the committee chairman.					

Table 2: Composition and Quality

IT- Quality Committee

Process and Procedures

Statement	Strongly disagree	Disagree	Acceptable	Agree	Strongly agree
The committee reports its proceedings and recommendations to the department council when it is needed.					
The committee develops a calendar that dedicates the appropriate time and resources needed to execute its responsibilities.					
Committee meetings are conducted effectively, with sufficient time spent on significant or emerging issues					
The level of communication between the committee and relevant parties is appropriate; the committee chairman encourages input on meeting agendas from committee members					
The agenda and related information (e.g., prior meeting minutes,) are circulated in advance of meetings to allow committee					

IT- Quality Committee

members sufficient time to study and understand the information.					
Meetings are held with enough frequency to fulfill the committee's duties					
Regularly, committee meetings include separate private sessions with members					
The committee maintains adequate minutes of each meeting.					
The committee members come to meetings well prepared					

Table 3: Process and Procedures

Processes and Procedures

Learning Outcomes Assessment. This section describes processes and procedures related to learning outcomes assessment.
Course Learning Outcomes (CLO) Assessment: It is the responsibility of instructors to assess the achievement level of CLOs in the courses they teach at the college. Quality teams usually organize and standardize this process for all courses. The CLOs assessment process starts at the beginning of each academic semester using assessment methods listed in the course specification. Then, assessment results are included in the course report and submitted to the quality team at the program.
Program Learning Outcomes (PLO) Assessment. The quality team at the program periodically assesses the achievement level for PLOs. The process starts after the submission of course report because PLOs assessment depends on outcomes of CLOs assessment in certain courses. The outcomes of PLOs assessment are documented in the annual program reports.
KPIs Analysis. At the end of each academic year, quality committees at the college evaluate and analyze KPIs and propose improvement plans based on the evaluation results

Improvement Plans. This section describes processes and procedures that are followed to setup and monitor improvement plans for courses and programs

Course Improvement Plans.

Mainly teaching staff are responsible for proposing improvement actions based on CLOs and other course evaluations through course reports. Then, the course coordinator aggregate and formulate the final improvement plans for the course in the comprehensive course report. This process is usually implemented at the end of each academic semester.

Program Improvement Plans.

At the end of each academic year, and based on the outcomes of PLOs, KPIs, and stakeholders' surveys results, the program quality committee suggest an improvement plan for the entire program in the annual program report.
Then, plans are approved by the department and followed during the next academic year.

Communication Procedures with Staff and other stakeholders.
This section describes the official procedures to ensure effective communication between stakeholders.

Communication with students.

The official way to communicate with candidates is through the learning management system (LMS), Blackboard.

The official university e-mail is another official method of communication between candidates and staff

Communication with Staff.

The communication with staff is handled through official university e-mail,

administrative letters and direct calls to office/cell phones.

Stakeholders' Feedback Collection Procedures.

Stakeholders' Feedback are collected regularly at the end of each academic semester through official surveys.

After the completion of certain course, stakeholders will be asked to participate in surveys that aim to evaluate the quality of the course delivery aspects. The results of those surveys will be used later by the quality assurance teams to improve the quality of the entire program.

Staff Continuous Development Policy and Procedures

Staff are encouraged by the college and program administration to continually improve their skills. This section describes briefly the staff professional development policy and procedures.

Staff Continuous Development Policy

The college believes that the professional development improves the quality of the teaching staff. This also contributes directly to the successful achievement of the program's objectives and the quality of the students.

Staff Continuous Development Procedures

All staff in the diploma program have a responsibility to commit themselves to the continuous professional development of their performance and skills at work. This could be done through the following procedures:

- Providing professional workshops to staff members in scientific areas relevant to the program

- Coaching and mentoring staff members to uplift their academic and professional

skills

- Offering members, the opportunity to attend specific useful conferences

- Providing required training, through the university, in the field of teaching and assessment

- Announcing training programs provided by the deanship of academic education

   development.

- Adopting professional training provided by well recognized organizations in relevant

   professional areas

Procedures for reviewing assessment environments, equipment, reference, learning and assessment materials

Assessment environments, and other learning resources are reviewed at the end of each academic semester by the college council, which is the main decision-making body in the college.

Moreover, course coordinators are required to write a report that specifies and needs for improvement based on the students' assessment outcomes, surveys results, and the recommendation from other stakeholders, such as professional industry, employers and scientific organizations.

Proposals are discussed and voted on, if necessary. Then the decision is taken by the

college council

Support and Assessment Arrangement for students with additional needs

The program is committed to provide students with additional needs suitable extra arrangements for achieving the required certificate in line with current quality standards and requirements.

Any special additional needs should be stated in official letter provided by the student

to his/her academic advisor. The letter should be supported by any required medical reports or other

types of evidences

Process and Procedure for Collecting Quality Evidences

The evidences are uploaded directly by instructors/quality members to the course portfolio system.

The system is supervised by the quality committee in the college and used to analyze students grades

and satisfaction levels concerning the course delivery processes.

The program uses specific templates for course specification and reports. Those template allows

instructors to specify any required materials, include students results, course learning outcomes and

any proposed action plans.

Guidelines Revising Department Mission Statement

Process:

1. Develop a writing plan and timeline.
    -   Develop a set of activities that are needed to develop or revise department mission
        statement.
    -   Develop a timeline.
    -   Develop guiding principles and values for the writing work.
2. Identify stakeholders for the program and how they will be involved in the mission statement
    revision process
3. Identify writing committee who will be responsible for implementing the process to write the
    mission statement and will be responsible for meeting deadlines.
4. Gather and review mission statement examples.

5. Gather and summarize initial feedback from stakeholders. Develop a plan for gathering information from stakeholders then gather and summarize the information. These include: Who are the stakeholders from whom you will gather feedback? When will they be contacted? What format feedback will be gathered? (Questionnaire, group meetings, focus group interviews)

6. Develop a draft. Develop a draft of revised mission statement based on feedback from stakeholders and mission statement examples.

7. Share draft mission with stakeholders and gather feedback.

8. Revise based on feedback

9. Share final mission with stakeholders

Revision Timeline

- Review Vision and Mission statements
- Develop stakeholder survey
- Administer stakeholder survey
- Develop draft of revised Vision and Mission statements
- Collage feedback process
- Revise Vision and Mission Statement
- Approval
- publication
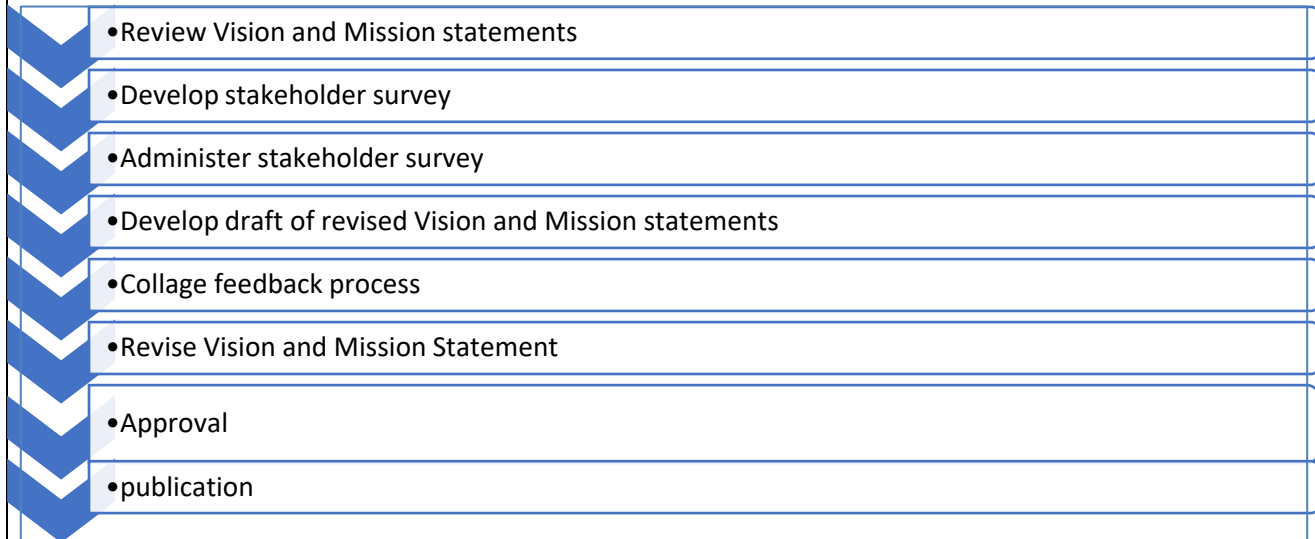
Mission Publication

The new mission statement should be published on these documents and platform

1. Department handbook

2. Program and course specification

3. Quality manual

4. Students' manual

5. Department website

6. Collage social media accounts

Measurement of effectiveness of the new mission statement

Percentage of achieved indicators of the program operational plan objectives

Form for Review and Approve for Course Portfolio

Al Imam Mohammad ibn Saud Islamic University

College of Computer and Information Sciences

Information Technology Department

Instructors Quality Checklist 1 (for each section)	
Instructor name:	**Course ID:**
Course name:	**Section No.:**
Coordinator name:	**Semester/Year:**

To login, a faculty member needs Job ID and Section Reference Number (From Banner System).
Course Portfolio Site: http://ccisimsiu.net/coursesportfolio/

NO.	Item	Submitted (Yes/No/Not applicable)
1	Course Report(CSR).	
2	Grade Book.	
3	Course Evaluation Report.	
4	Course Statistics (Excel File).	
5	Table of Specifications (ToS).	
6	Snapshot of the final grades from the Banner system. (It should be a PDF file)	
*	(*Extra requirement) Field Experience Report [Only for sections IT491].	
Approved by QAC:	Date:
Approved by Head Chair:	Date:

Al Imam Mohammad ibn Saud Islamic University

College of Computer and Information Sciences

Information Technology Department

Coordinator Quality Checklist 1 (for one section)	
Instructor name:	**Course ID:**
Course name:	**Section No.:**
Coordinator name:	**Semester/Year:**

To login, a faculty member needs Job ID and Section Reference Number (From Banner System).
Course Portfolio Site: http://ccisimsiu.net/coursesportfolio/
*Submit these requirements for only one section of the course you coordinate.

NO.	Item	Submitted (Yes/No/Not applicable)
1	Students' Sample of Test (Final Exam). (Highest, Medium and Lowest).	
2	Students' Sample of Test (Midterms). (Highest, Medium and Lowest).	
3	Students' Sample of Test (Quizess). (Highest, Medium and Lowest).	
4	Students' Sample of Test (Class Assignment). (Highest, Medium and Lowest).	
5	Students' Sample of Test (Lab Assignment). (Highest, Medium and Lowest).	
6	Students' Sample of Term Project (Highest, Medium and Lowest).	
7	Final Exam Question Paper.	
8	Final Exam Model Answer.	
9	The final exam questions mapped with Course Learning Outcomes (CLO).	
10	Current Course Specification.	
11	Course Syllabus.	
12	Course C00rdination Meeting -At least THREE meetings.	
13	Comprehensive Table of Specification (CTos)	
14	Comprehensive Course Report (CCSR).	
15	Comprehensive Course Evaluation Survey Report (CCSER).	
16	Course Files (course specification, slides, references, assignments, projects etc. [NO exams]) in following link: https://imamuedusamy.sharepoint.com/:f:/g/personal/it_quality_cloud_imamu_edu_sa/Eq-QGYtgCGlCjGK7e40yv2MBYNqyOaeFJ_L0sk2vk5dHZw?e=HjRwbo	
*	(*Extra requirement) Comprehensive Field Experience Report [Only for sections IT491].	
Approved by QAC:	Date:
Approved by Head Chair:	Date:

Al Imam Mohammad ibn Saud Islamic University

College of Computer and Information Sciences

Information Technology Department

Department Quality Checklist (for each section)

Instructor name:		**Course ID:**
Course name:		**Section No.:**
Coordinator name:		**Semester/Year:**

The instructor must submit a hard copy of these requirements to the department before submitting final grades. To login, a faculty member needs Job ID and Section Reference Number (From Banner System).
Course Portfolio Site: http://ccisimsiu.net/cpap/

NO.	Item	Submitted (Yes/No/Not applicable)
1	Printed and signed final exam mark list from banner (قائمة المسجلون ملخص)	
2	Grade book (Using Grade Book _Template Excel file)	
3	Final exam All original student answer sheets	
4	Final exam model answer	
5	Final exam Attendance sheet	
6	QAC checklist for course instructors (and for coordinators if it is applicable)	
7	IT ABET Assessment Checklist Fall 2021 (Only If Required)	
8	Enablement of Student Outcomes checklist (Only If Required)	
Instructor Signature:		Date:
Approved by Head Chair:		Date:

33

Al Imam Mohammad ibn Saud Islamic University

College of Computer and Information Sciences

Information Technology Department

ABET Quality Checklist (for only required courses)

Instructor name:		Course ID:
Course name:		Section No.:
Coordinator name:		Semester/Year:

The instructor must submit a hard copy of these requirements to the department before submitting final grades. To login, a faculty member needs Job ID and Section Reference Number (From Banner System).
Course Portfolio Site: http://ccisimsiu.net/cpap/

NO.	Item	Submitted (Yes/No/Not applicable)
1	Rubrics.	
2	KPI Assessment Evidence (Final Exam) (If applicable).	
3	KPI Assessment Evidence (Midterms) (If applicable).	
4	KPI Assessment Evidence (Quizzes) (If applicable).	
5	KPI Assessment Evidence (Class Assignment) (If applicable).	
6	KPI Assessment Evidence (Lab Assignment) (If applicable).	
7	KPI Assessment Evidence (Term Project) (If applicable).	

Note: Naming convention for Assessment Evidence is as follows:
Rubric-SO-Course ID-Section-Semester*-Year-Cycle0
                              (RUBRICS-b- IT280-171-1-2018)
SO-KPI-Course ID-Section-Sample N-Final Exam-Semester*-Year
                              (a-1a-IT280-171-Sample1-EXAMF-2-2019)
SO-KPI-Course ID-Section- Sample N-Midterm-Semester*-Year
                              (a-1a-IT280-171-Sample1-EXAMM-2-2019)
SO-KPI-Course ID-Section- Sample N-Quiz1-Semester*-Year
                              (a-1a-IT280-171-Sample1-QUIZ1-2-2019)
SO-KPI-Course ID-Section- Sample N-Homework Assignment-Semester*-Year
                              (a-1a-IT280-171-Sample1-HASSIGN1-2-2019)
SO-KPI-Course ID-Section- Sample N-Lab Assignment-Semester*-Year
                              (a-1a-IT280-171-Sample1- LASSIGN1-2-2019)
SO-KPI-Course ID-Section- Sample N-Term Project-Semester*-Year
                      (a-1a-IT280-171-Sample1-PROJ-2-2019)

Instructor Signature:	Date:
Approved by Head Chair:	Date: