

كلية
الحاسب الآلي
وتقنية المعلومات



Bachelor of Computer Science (BCS) Program Quality Assurance Manual

جامعة شقراء
Computer Science Department (CSD)
College of Computing and Information Technology (CCIT)
Shaqra University (SU)

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BCS Program

The College of Computing and Information Technology (CCIT) at Shaqra University (SU) has been established in 1434 H (2014 G), and in turn, it emphasizes the provision of the best means of education and research that serve the community and become an effective partner in the industry. The Bachelor of Computer Science (BCS) program was implemented in the Computer Science (CS) department since the establishment of the college. Since then, seven batches of students have graduated from the program during the academic years (1438 H, 1439 H, 1440 H, 1441 H, 1442 H, 1444 H, 1445 H), given that admission to new students is only given at the first semester of the academic year. In terms of education, the program provides a broad knowledge in the field of different computer science branches such as artificial intelligence and software development sectors.

The College and the Computer Science department aim to establish a close relationship between professors and students and provide a university atmosphere that helps creativity, performance, acquisition of advanced knowledge, and practical skills in many important computer science fields. Through the program with a team of highly experienced instructors (i.e., associate professors, assistant professors, and lecturers) and qualified students, the college seeks to play an active role in the community and serve the national vision of Saudi Arabia (Vision 2030) as we believe that the graduates of the computer science field will play a leading role in many aspects of the vision. Furthermore, the program graduates are expected to acquire the knowledge and skills that enable them to effectively perform in the technical fields of computer science whether in governmental organizations or private sectors.

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SU Mission

Building specialized and distinguished competencies that cope with labor market changes, through competitive educational programs and qualified cadres, in an attractive academic and research environment, effective systems and fruitful community partnerships.

CCIT Mission

Preparing distinguished cadres to keep pace with the requirements of the job market through competitive programs in the fields of computing through an environment that encourages scientific research and community service.

CS Department Mission

Providing high quality education in computer science to make students competitive in computing workplaces and innovative in the scientific research to serve the community.

BCS Program Mission

Preparing qualified scientific cadres in the various fields of computer science through innovative education and scientific research, which develops creative and analytical abilities that can serve the community.

Consistency between CCIT and SU Missions

CCIT Mission Keywords vs. SU Mission Keywords		SU mission				
		Building specialized and distinguished competencies that cope with labor market changes, through competitive educational programs and qualified cadres, in an attractive academic and research environment, effective systems and fruitful community partnerships.				
		Supply as per labor market change	Building Research Environment	Building Academic Environment	Qualified Cadres	collaboration with the community
CCIT Mission Preparing distinguished cadres to keep pace with the requirements of the job market through competitive programs in the fields of computing through an environment that encourages scientific research and community service.	Setting up eminent cadres				✓	
	Providing requirements of the job market	✓				
	Developed Competitive Academic programs			✓		
	Supporting Scientific research		✓			
	Encouraging Community Services					✓

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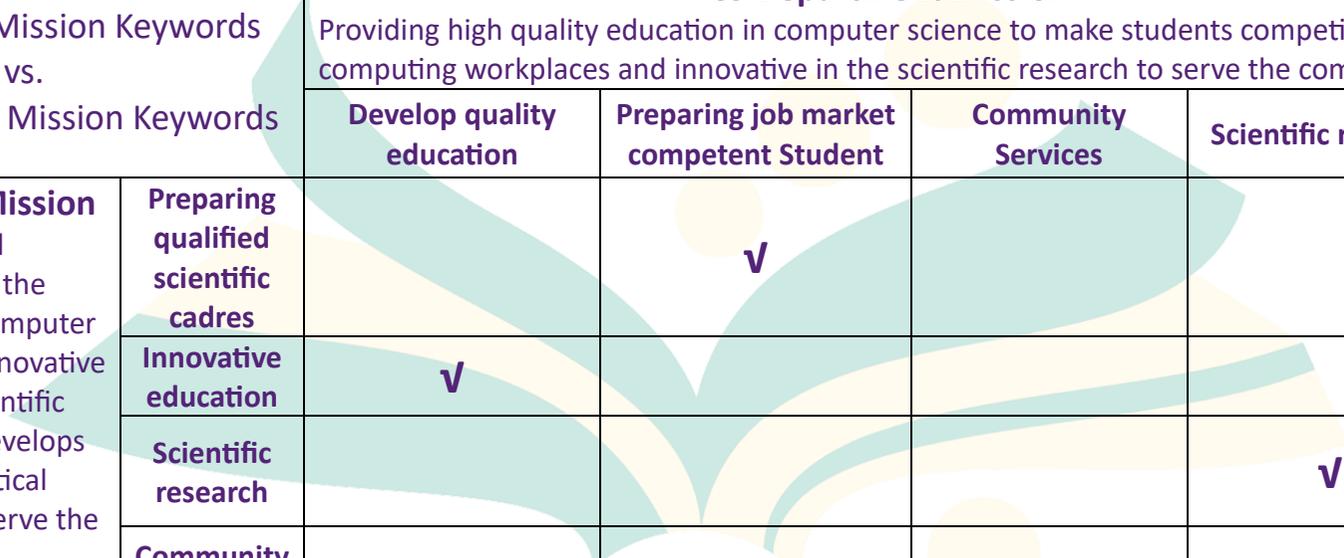
Consistency between CS Department and CCIT Missions

CS Mission Keywords vs. CCIT Mission Keywords		CCIT mission Preparing distinguished cadres to keep pace with the requirements of the job market through competitive programs in the fields of computing through an environment that encourages scientific research and community service.				
		Setting up eminent cadres	Providing requirements of the job market	Developed Competitive Academic programs	Supporting Scientific research	Encouraging Community Services
CS Mission Providing high quality education in computer science to make students competitive in computing workplaces and innovative in the scientific research to serve the community.	Develop quality education	✓		✓		
	Preparing job market competent Student		✓			
	Community Services					✓
	Scientific research				✓	

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Consistency between BCS Program and CS Department Missions

BCS Program Mission Keywords vs. CS Department Mission Keywords		CS Department mission			
		Develop quality education	Preparing job market competent Student	Community Services	Scientific research
BCS Program Mission Preparing qualified scientific cadres in the various fields of computer science through innovative education and scientific research, which develops creative and analytical abilities that can serve the community.	Preparing qualified scientific cadres		✓		
	Innovative education	✓			
	Scientific research				✓
	Community service			✓	



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SU Strategic Goals

	SU Strategic Goals
SU-G1	Raising the efficiency and effectiveness of the regulatory, administrative and financial environment.
SU-G2	Improving the efficiency and effectiveness of academic and administrative human resources.
SU-G3	Achieving competitive educational outcomes that keep pace with labor market changes.
SU-G4	Generating scientific research that aligns with development and societal priorities.
SU-G5	Strengthening the partnership with the community and the effective contribution to its development and service.
SU-G6	Improving infrastructure and support services.

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CCIT Strategic Goals

	CCIT Strategic Goals
CCIT-G1	Develop the college's organizational structure and academic programs.
CCIT-G2	Raise the efficiency of the college's academic and administrative human resources.
CCIT-G3	Achieve competitive educational outcomes for academic programs in keeping with job market changes.
CCIT-G4	Provide scientific research in the fields of computing in line with development and societal priorities.
CCIT-G5	Strengthen partnership with the community and effectively contributing to its development and service in the fields of computing.
CCIT-G6	Provide an enticing educational environment and improve teaching and learning methods.

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CS Department Strategic Goals

	CS Department Strategic Goals
CS-G1	Develop the department's organizational structure and its academic programs.
CS-G2	Prepare professional graduates to keep pace with the needs of the job market.
CS-G3	Continuous development of the skills of the department staff members.
CS-G4	Provide an enticing educational and research environment.
CS-G5	Adapt to the rapidly changing technologies in computer science.
CS-G6	Participate effectively in community service.

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BCS Program Strategic Goals

	BCS Program Goals
BCS-G1	Graduate competent professionals to meet the growing needs for a well-qualified workforce specialized in computer science.
BCS-G2	Provide program staff with opportunities for professional development.
BCS-G3	Contribute significantly to scientific research and discovery of new knowledge and methods in computer science.
BCS-G4	Provide a safe, healthy and enticing educational environment.
BCS-G5	Offer computing consultations and community services to those in need of such services.
BCS-G6	Provide students with life-long learning capabilities to adapt to rapidly changing technologies in computer science.

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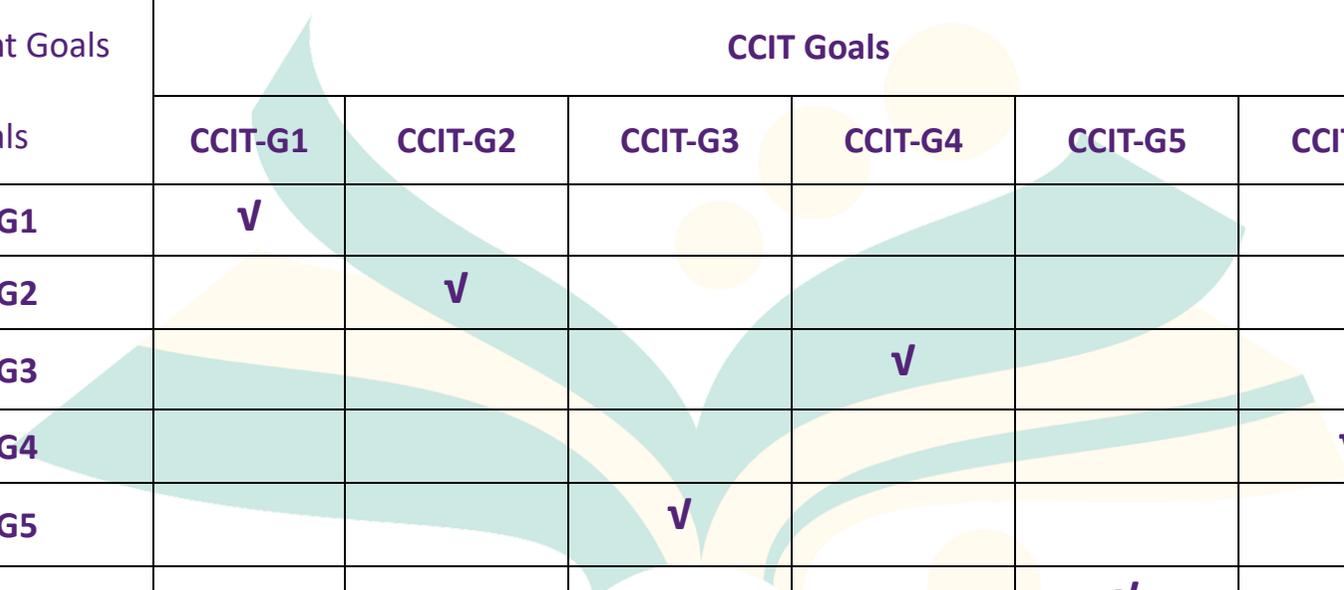
Consistency between CCIT and SU Goals

CCIT Goals vs. SU Goals		SU Goals					
		SU-G1	SU-G2	SU-G3	SU-G4	SU-G5	SU-G6
CCIT Goals	CCIT-G1	✓					
	CCIT-G2		✓				
	CCIT-G3			✓			
	CCIT-G4				✓		
	CCIT-G5					✓	
	CCIT-G6						✓

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Consistency between CS Department and CCIT Goals

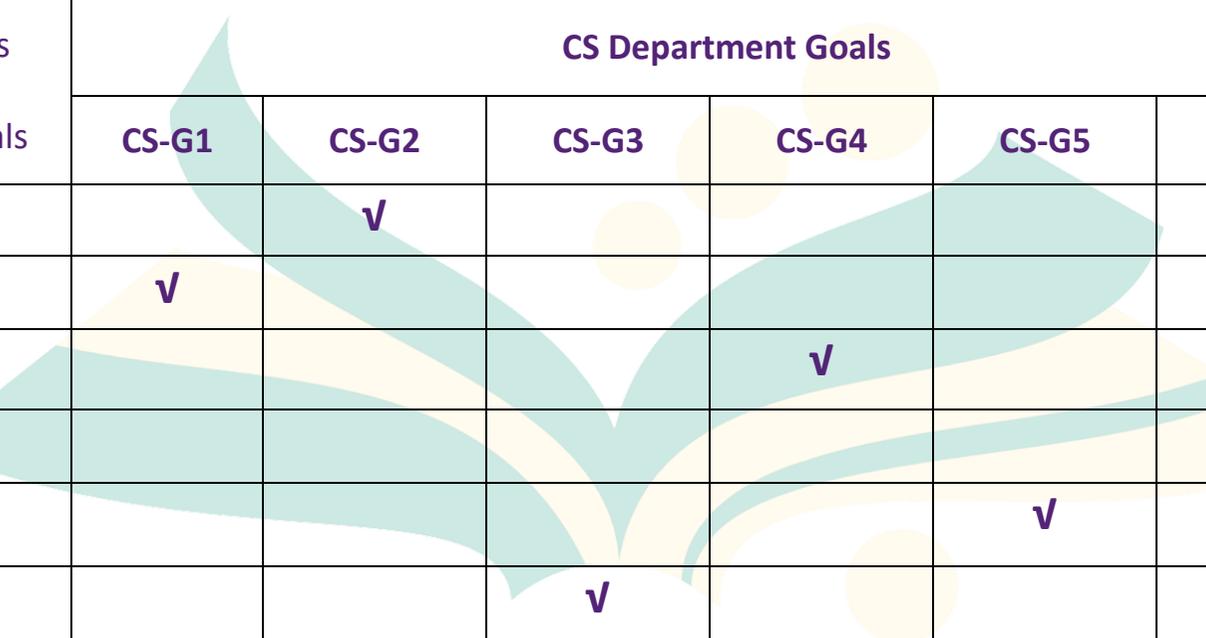
CS Department Goals vs. CCIT Goals		CCIT Goals					
		CCIT-G1	CCIT-G2	CCIT-G3	CCIT-G4	CCIT-G5	CCIT-G6
CS Department Goals	CS-G1	✓					
	CS-G2		✓				
	CS-G3				✓		
	CS-G4						✓
	CS-G5			✓			
	CS-G6					✓	



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Consistency between BCS Program and CS Department Goals

BCS Program Goals vs. CS Department Goals		CS Department Goals					
		CS-G1	CS-G2	CS-G3	CS-G4	CS-G5	CS-G6
BCS Program Goals	BCS-G1		✓				
	BCS-G2	✓					
	BCS-G3				✓		
	BCS-G4						✓
	BCS-G5					✓	
	BCS-G6			✓			



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Consistency between BCS Program Mission and Goals

BCS Program Mission Keywords		BCS Program Goals					
		BCS-G1	BCS-G2	BCS-G3	BCS-G4	BCS-G5	BCS-G6
BCS Program Mission Preparing qualified scientific cadres in the various fields of computer science through innovative education and scientific research, which develops creative and analytical abilities that can serve the community.	Preparing qualified scientific cadres	✓	✓	✓	✓		✓
	Innovative education	✓			✓		
	Scientific research		✓	✓	✓	✓	✓
	Community service			✓		✓	

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BCS Program Learning Outcomes (PLOs)

Learning Domains	BCS Program Learning Outcomes (PLOs)	
Knowledge & Understanding	K1	Demonstrate the knowledge of mathematics and natural sciences related to computer science.
	K2	Recognize the fundamental concepts within the body of knowledge in computer science.
Skills	S1	Analyze a complex computing problem and apply principles of computing (and other relevant disciplines) to identify solutions.
	S2	Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
	S3	Apply computer science theory and software development fundamentals to produce computing-based solutions.
	S4	Communicate effectively in a variety of professional contexts.
Values	V1	Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
	V2	Function effectively as a member or leader of a team engaged in activities appropriate to the computer science discipline.

CCIT Committees

1. **Strategic Planning and Development Committee:** Develop and update strategic and operational plans for the college, ensuring alignment with the university's strategic goals.
2. **Graduate Studies Committee:** Oversee all aspects related to graduate programs, including reviewing faculty promotion requests and supervising academic activities.
3. **Safety and Security Committee:** Develop safety and security measures to protect college assets.
4. **Assessment and Examinations Committee:** Develop and monitor examination schedules, improve the assessment system, and ensure quality standards are met to achieve the desired learning outcomes.
5. **Student Projects Committee:** Oversee graduation projects, approve project titles, monitor weekly reports, and organize project discussions and defense.
6. **Curriculum and Course Development Committee:** Regularly review, evaluate, and update curricula and courses in collaboration with the Quality Assurance Unit and academic departments.
7. **Educational Quality Monitoring Committee:** Monitor the educational process and ensure the application of quality standards in delivering course content.

8. **Academies Committee:** Supervise the academies within the college.

9. **Training and Partnerships Committee:** Identify and establish partnerships with specialized organizations in the computer field and provide training opportunities for students.

10. **Community Service Committee:** Provide distinguished services to the local community in the fields of computer science and information technology.

11. **College Operational Plan Committee:** Develop and monitor the implementation of the college's operational plan.



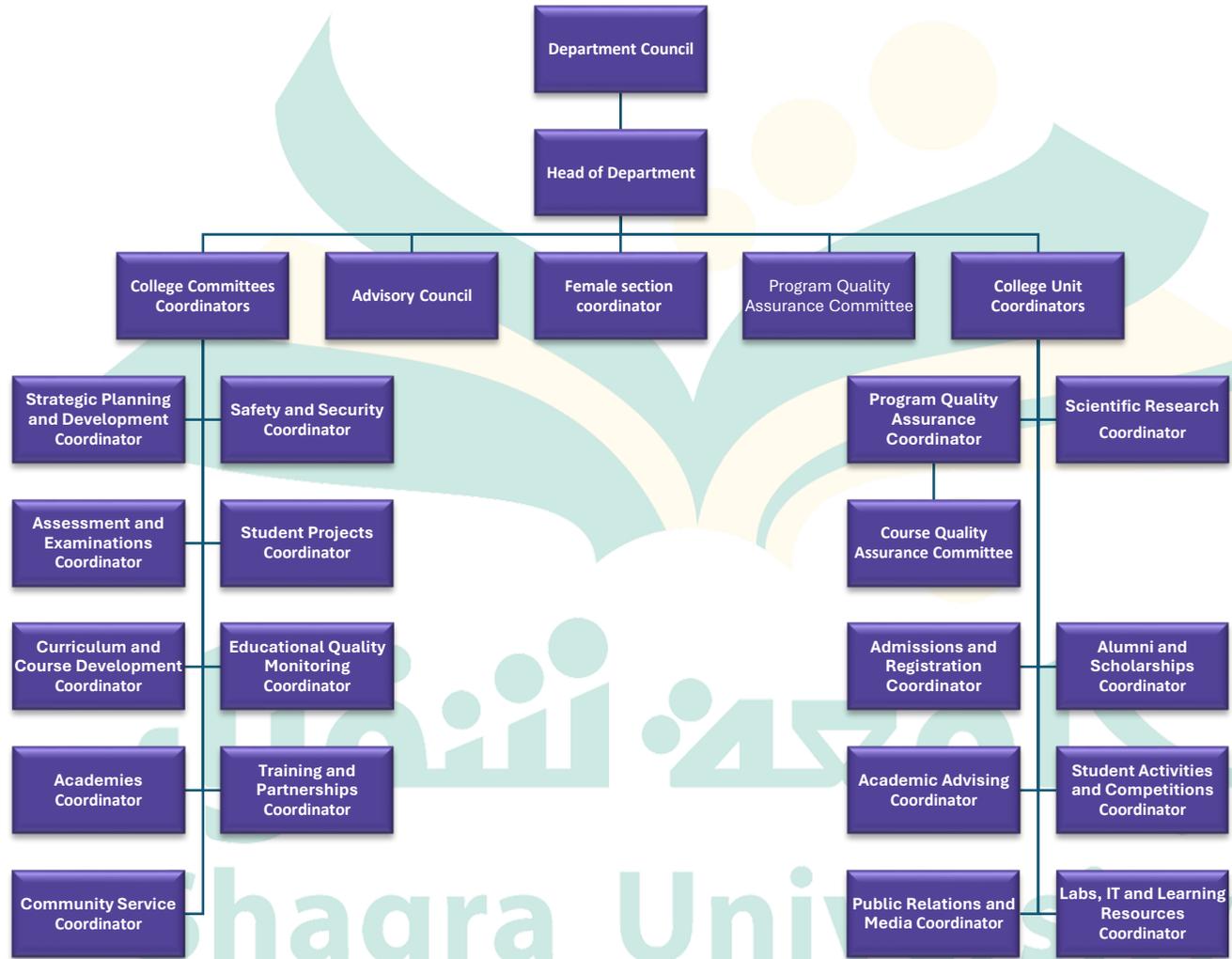
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CCIT Units

1. **Quality Assurance and Accreditation Unit:** Promote a culture of quality in the college, support accreditation-related activities, and oversee continuous quality improvement efforts.
2. **Scientific Research Unit:** Supervise the implementation of the scientific research plan, evaluate research-related requests, and promote excellence in scientific research.
3. **Admissions and Registration Unit:** Facilitate admissions and registration processes and ensure compliance with academic regulations.
4. **Alumni and Scholarships Unit:** Oversee alumni-related matters and track scholarship students, focusing on their employment opportunities.
5. **Academic Advising Unit:** Guide students to achieve academic success by helping them adapt to the university environment and make the best use of available opportunities.
6. **Student Activities and Competitions Unit:** Organize various student activities and competitions in line with the approved activity plan, both inside and outside the college.
7. **Public Relations and Media Unit:** Enhance media communication between the college and the external community, highlighting the college's academic and scientific role.
8. **Laboratories, IT, and Learning Resources Unit:** Develop and maintain IT applications, ensure the availability of learning resources, and provide comprehensive technical support for the college's needs.

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BCS Program Organizational Chart



BCS Program Quality Assurance System

The college/program operates through organized committees/units each of which are assigned specific responsibilities aligned with university standards. The Quality Assurance and Accreditation Unit (QAAU) serves as the bridge between the college/program and the university. It ensures the implementation of an internal quality assurance system within the programs, as specified by Shaqra University. The structure of this quality assurance system consists of three main components:

1. Course Quality Assurance Committee: This committee includes a coordinator for each course offered by the program. Its aim is to unify the course content, teaching strategies, and assessment methods. At the end of each term, each course coordinator submits a unified course file.

2. Program Quality Assurance Coordinator: The program coordinator for quality assurance acts as a point of contact to facilitate smooth collaboration among the various program members and units concerning quality assurance. This coordinator is responsible for reviewing the course files, analyzing the key performance indicators (KPIs), and preparing the annual program report.

3. Program Quality Assurance Committee: This committee includes the dean of CCIT and the head of the BCS program among its members. It is mainly responsible for overseeing the overall quality assurance processes within the program.

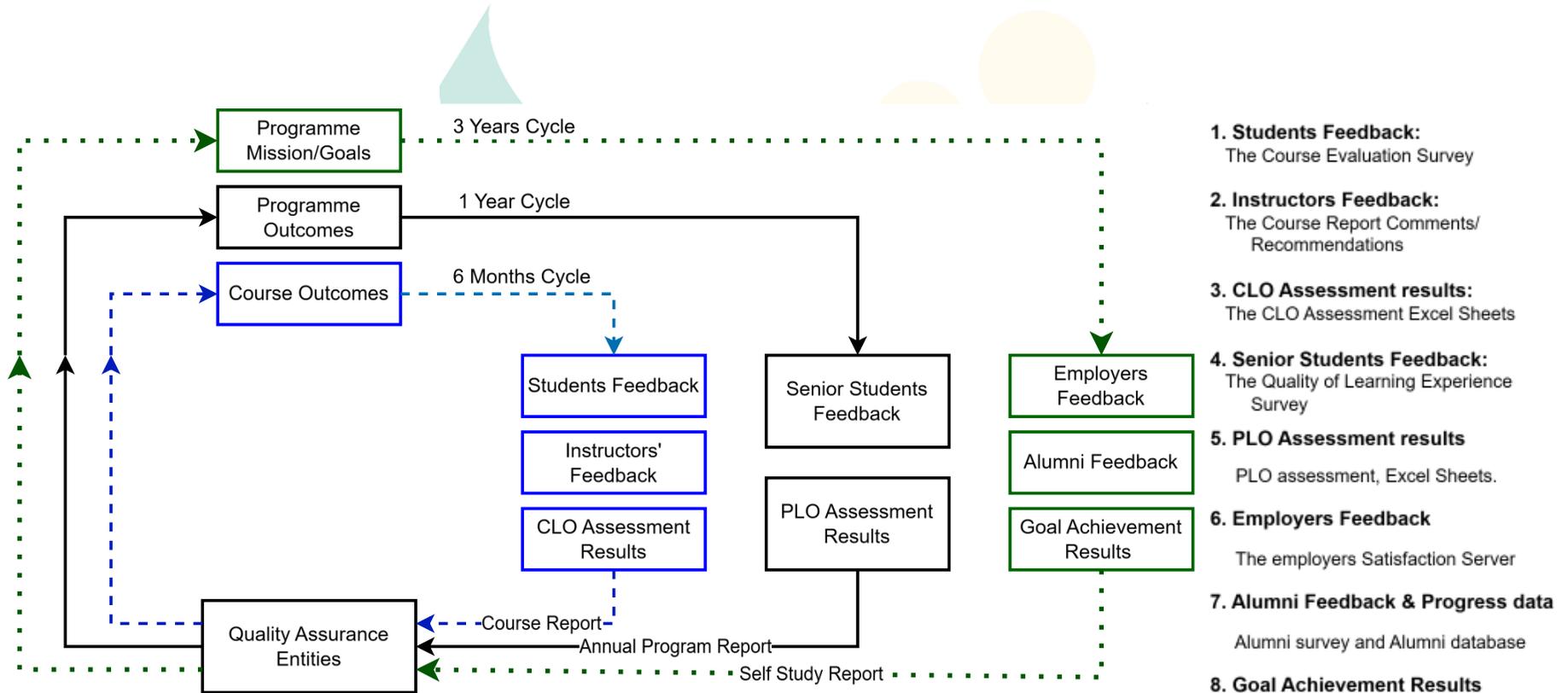
BCS Goals Performance Indicators

Goals	Benchmark KPIs	KPI Code
BCS-G1. Graduate competent professionals to meet the growing needs for a well-qualified workforce specialized in computer science.	- Students' evaluation of quality of learning experience in the program تقييم الطلاب لجودة تجربة التعلم في البرنامج	KPI-P-01
	- Students' evaluation of the quality of the courses تقييم الطلاب لجودة المقررات الدراسية	KPI-P-02
	- Completion rate معدل الإتمام للبرنامج	KPI-P-03
	- First-year students retention rate معدل استبقاء طلاب السنة الأولى	KPI-P-04
	- Students' performance in the professional and/or national examinations أداء الطلاب في الامتحانات المهنية و/أو الوطنية	KPI-P-05
	- Graduates' employability and enrolment in postgraduate programs قابلية توظيف الخريجين والتحاقهم ببرامج الدراسات العليا	KPI-P-06
	- Employers' evaluation of the program graduate's proficiency تقييم أصحاب العمل لكفاءة خريجي البرنامج	KPI-P-07
	- Ratio of students to teaching staff نسبة الطلاب إلى أعضاء هيئة التدريس	KPI-P-08
BCS-G2. Provide program staff with opportunities for professional development.	- Average achievement percentage of the PLOs متوسط النسبة المئوية لتحقيق مخرجات التعلم للبرنامج	KPI-S-01
	- Percentage of staff who participated in professional development activities النسبة المئوية لعدد منسوبي البرنامج المشاركون في أنشطة التطوير المهني	KPI-S-02
	- Number of professional development workshops offered per year عدد ورش العمل للتطوير المهني المقدمة سنويًا	KPI-S-03
	- Staff evaluation of professional development opportunities تقييم منسوبي البرنامج لفرص التطوير المهني	KPI-S-04

Goals	Benchmark KPIs	KPI Code
BCS-G3. Contribute significantly to scientific research and discovery of new knowledge and methods in computer science.	- Percentage of publications of faculty members نسبة الأبحاث المنشورة لأعضاء هيئة التدريس	KPI-P-09
	- Rate of published research per faculty member معدل الأبحاث المنشورة لكل عضو هيئة تدريس	KPI-P-10
	- Citations rate in refereed journals per faculty member معدل الاستشهادات في المجلات المحكمة لكل عضو هيئة تدريس	KPI-P-11
BCS-G4. Provide a safe, healthy and enticing educational environment.	- Number of reported safety incidents عدد حوادث السلامة المسجلة	KPI-S-05
	- Average class size متوسط عدد الطلاب في الشعب	KPI-S-06
	- Stakeholders valuation of learning facilities and safety تقييم المستفيدين للمرافق التعليمية ومعايير السلامة	KPI-S-07
BCS-G5. Offer computing consultations and community services to those in need of such services.	- Number of active partnerships with community organizations عدد الشراكات النشطة مع مؤسسات المجتمع	KPI-S-08
	- Percentage of staff who participated in community service activities النسبة المئوية لمنسوبي البرنامج المشاركين في أنشطة الخدمة المجتمعية	KPI-S-09
	- Number of community service activities involving students participation عدد أنشطة الخدمة المجتمعية التي شارك فيها الطلاب	KPI-S-10
BCS-G6. Provide students with life-long learning capabilities to adapt to rapidly changing technologies in computer science.	- Average number of certificates achieved by each student متوسط عدد الشهادات التي حصل عليها كل طالب	KPI-S-11
	- Post-graduate enrollment rate معدل التحاق الخريجين ببرامج الدراسات العليا	KPI-P-06

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BCS Quality Assurance Cycle



* **Note:** The goals can be revised and updated at the end of the 3-year cycle

The **quality assurance cycle** of the Bachelor of Computer Science (BCS) program is structured into three nested loops, each with a specific timescale for gathering feedback and assessing outcomes. These loops enable the program to continually evaluate its effectiveness and make improvements.

The **inner loop** operates on a 6-month cycle, repeating every term (twice a year). During this cycle, feedback is collected from students and instructors. Students' feedback is gathered through course evaluation surveys, while instructors provide input through course reports that include comments and recommendations. Additionally, Course Learning Outcomes (CLO) assessment results are documented in assessment sheets to evaluate the outcomes achieved in each course. These results are then compiled into a Course Report and submitted to the Quality Assurance Unit.

The **middle loop** functions on a 1-year cycle, with a broader focus on program-level learning outcome. Once a year, senior students provide feedback through a survey that reflects on their overall learning experience in the program. In parallel, Program Learning Outcomes (PLOs) are assessed to determine if students are achieving the intended competencies. This data is compiled into the APR, which provides a comprehensive assessment of the program's effectiveness over the year and helps guide improvements at a program-wide level.

The **outer loop** is on a 3-year cycle, focusing on gathering feedback from external stakeholders and tracking alumni outcomes. Every three years, employers' feedback is collected to assess their satisfaction with graduates' preparedness. Alumni feedback and progress data are also gathered, allowing the program to track graduates' career and academic progress over time. The information collected in this cycle is summarized in a Goal Achievement Report, which informs strategic adjustments to the program mission/goals, ensuring the program continues to meet the academic and industrial standards.

Together, these cycles ensure that the BCS program remains responsive to feedback and data from students, faculty, alumni, and employers, supporting continuous improvement and alignment with evolving educational and professional standards.

PLO Assessment Process

PLO Development Process				
S. N	PLO Assessment Plan	Document	Timeline	Task Deputy
1	Develop the PLOs in accordance with the National Qualifications Framework (NQF) and Academic Standards for Computer Science Programs.	Program Specifications	Beginning of the Cycle	Department Academic Council
2	Map the PLOs with the institutional Learning outcomes.	Program Specifications	Beginning of the Cycle	Department Academic Council
3	Map the Courses and the learning outcomes (CLOs) with the PLOs.	Program Specifications	Beginning of the Cycle	Department Academic Council
4	Develop the assessment methods and the teaching strategies.	Course Specifications	Beginning of the Cycle	Department Quality Assurance Unit
5	Map the assessment methods with the course timeline.	Course Specifications	Beginning of the Cycle	Department Quality Assurance Unit
PLO Measurement Process				
S. N	PLO Assessment Plan	Document	Timeline	Task Deputy
6	Measure the CLOs with approved assessment methods.	CLO Assessment Sheet	During the Academic Semester	Course Instructor
7	Collect the CLO values from the course reports.	Course Reports, Google Forms	End of the Academic Semester	Department Quality Assurance Unit
8	Calculate the PLO values.	PLO Assessment Sheet	End of the Academic Year	Department Quality Assurance Unit
PLO Revision Process				
S. N	PLO Assessment Plan	Document	Timeline	Task Deputy
9	Analyze the results from the PLOs	PLO Assessment Report, Annual Program Report	End of the academic year, End of the academic cycle	Department Quality Assurance Unit
10	Identify the shortcomings and their appropriate solutions to meet the requirement.	Action Plan	End of the academic year, End of the academic cycle	Department Academic Council

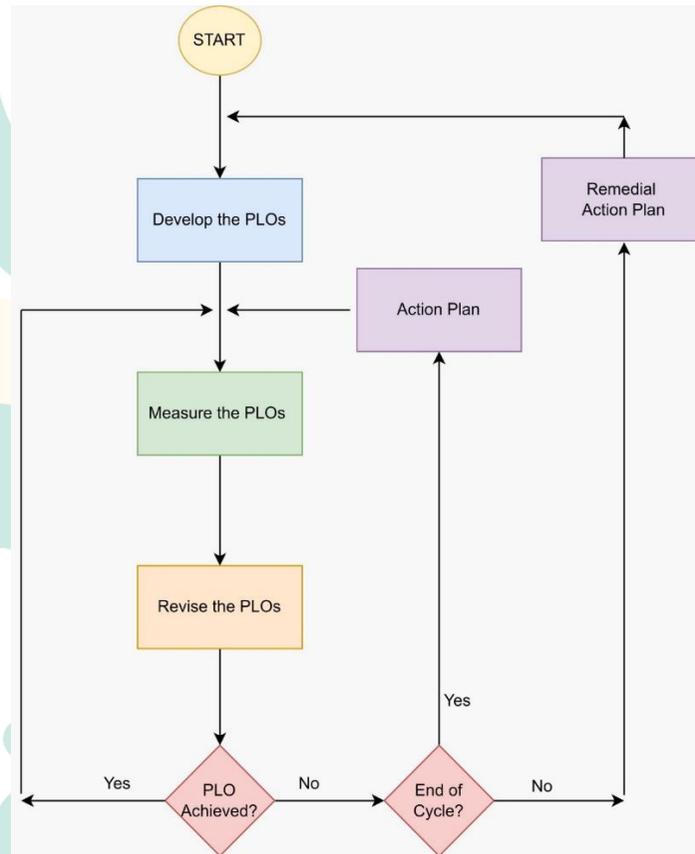


Figure 1. PLO Assessment Process

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Assessment Methods

The Program focuses on introducing better ways of student evaluation and assessment. The assessment of the program learning outcomes is dependent upon the evaluation of the students. To evaluate the PLOs rationally, we apply two modes of assessment.

1. Direct Assessment Methods

The evaluation of the student with the help of methods such as midterm examinations, quizzes, group projects, presentations, seminars, teamwork activities and final examinations are employed as a part of the direct assessment methods. The PLO, which are directly assessed with the help of these techniques, are calculated based on the input given by the course instructors. The calculation of the PLO values is done with the help of the piano assessment designed in Microsoft Excel by the Department of Computer Science.

1a. Assessment of knowledge and understanding:

PLO Assessment is done based on the CLO achievement levels of the students in written exams (quizzes, midterm exams, final exams), homework, class participation, oral presentation, research and literature search assignments and summary reports of seminars attended by the students.

1b. Assessment of Skills:

PLO assessments ensure that the skills being evaluated are directly aligned with the program's learning objectives, providing a clear measure of student achievement.

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1c. Assessment of Communication and Interpersonal Skills:

PLO Assessment is done based on the CLO achievement levels of the students in oral presentations, project demonstrations, mini project demonstrations, research and literature summary reports of seminars and project reports by the students

1d. Assessment of Values:

Assessment of values in the context of Program Learning Outcomes (PLO) assessment methods involves evaluating how well students internalize and demonstrate the core values and ethical principles outlined by the program. PLO Assessment is done based on the CLO achievement levels of the students in field-experience based assessment, laboratory performance and reports, oral presentation, testing of the project work, mini project development and demonstration, research and literature search assignments and summary reports of writing individually or as a member of a group

2. Indirect Assessment Methods

When students (or others) report perceptions of how well students have achieved an objective or outcome.

2a. Course Evaluation Surveys:

Measure of students' satisfaction with the CLOs

2b. Program Evaluation Surveys:

Measure of final-level students' satisfaction with PLOs

2c. Employer Surveys:

Measure of employer's satisfaction with PLOs

2d. Alumni Surveys:

Measure of alumni's satisfaction with PLOs

3. Threshold Parameter

The grading scale used for PLO evaluation is given below. The minimal level for achieving a given PLO is set to be 65%.

Value	Values Analysis			
PLO	Excellent	Very Good	Good	Not Achieved
%	85% or above	75% - 85%	65% - 75%	Below 65%

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4. Assessment Cycle

Each assessment cycle lasts for two years. The schedule by which the PLOs are assessed during a single cycle is described in the following table. The schedule is designed such that each PLO is assessed twice within the cycle. This ensures the comprehensiveness of the PLO assessment process and balance the impact made by the odd and even-level courses.

Schedule	PLO for the BCS Program							
Semester	K1	K2	S1	S2	S3	S4	V1	V2
1	■	□	■	■	□	□	■	□
2	□	■	□	□	■	■	□	■
3	□	■	□	□	■	■	□	■
4	■	□	■	■	□	□	■	□

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Teaching and Learning Strategies

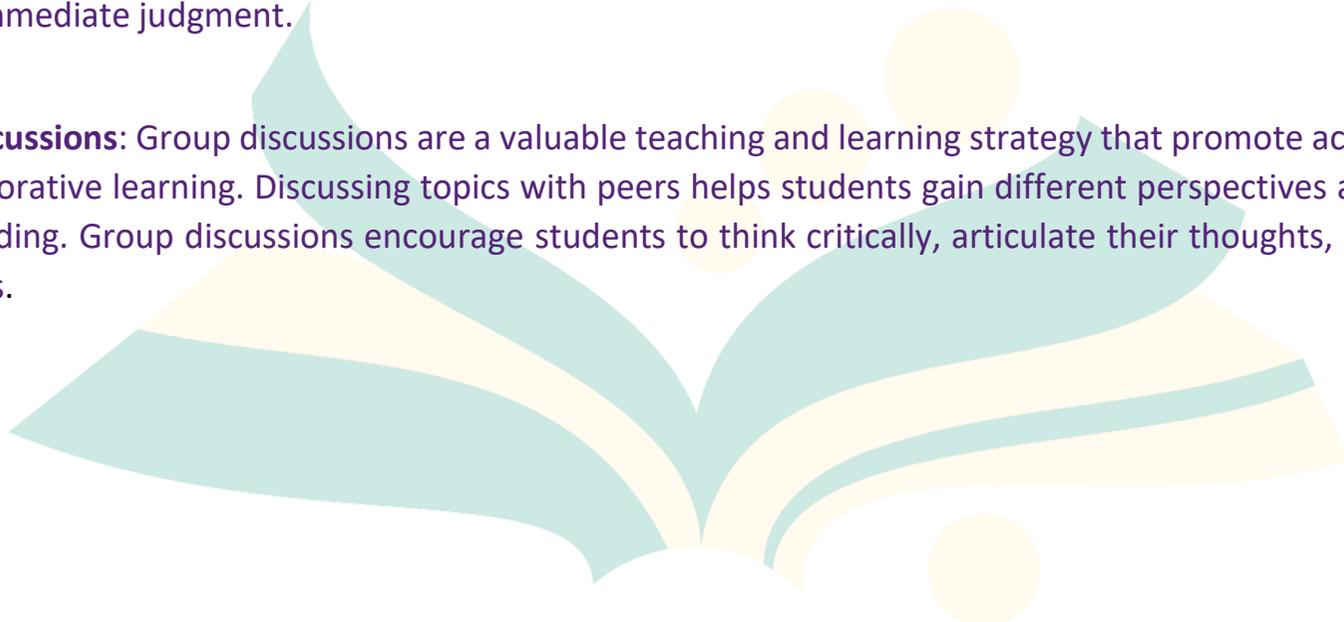
- **Lectures:** Lectures are probably most useful for giving a general introduction to a topic area, delivery of information; give broad overviews of content which is then followed by more active individual work from students to practice the material in more depth. Lectures have an important role in education, being cost-effective as regards exposure to students, and control of topics. The challenge is to make them educationally optimal. To do this planning and structure are essential.
- **Presentations/Interactive Videos:** Presentations are a key component of effective teaching and learning strategies. They enhance engagement by incorporating multimedia elements like videos and images, making lessons more dynamic and interesting. Presentations also help in structuring information clearly, allowing students to follow along more easily. Visual aids such as charts and diagrams cater to visual learners and help in illustrating complex concepts.
- **Problem-solving:** Problem-Solving is a crucial aspect of teaching and learning strategies, fostering critical thinking and analytical skills in students. It involves presenting students with challenges that require them to apply their knowledge and think creatively to find solutions.
- **Interactive class participation:** Interactive class participation is a vital teaching and learning strategy that actively involves students in the educational process. This approach enhances engagement, comprehension, and retention of material by encouraging students to contribute to discussions, ask questions, and collaborate with peers.



- **Presentations on cutting-edge technologies:** Presentations on cutting-edge technologies are an effective teaching and learning strategy that can inspire and engage students by showcasing the latest advancements in various fields. The strategies for effective Presentations are Use of Multimedia, Real-world Examples, Encourage Questions, and stay Updated.
- **Technical report writing:** Technical report writing is an essential skill in both academic and professional settings, focusing on the clear and concise communication of technical information
- **Tutorials:** Tutorials are a highly effective teaching and learning strategy that provide personalized and focused instruction on specific topics. Strategies for Effective Tutorials are Clear Objectives, Interactive Methods, Adaptability, and Encouragement and support.
- **Field experience and training:** Field experience and training are integral components of effective teaching and learning strategies, providing students with practical, real-world applications of their academic knowledge. The key benefits are Hands-on Learning, Professional Development, Contextual Understanding, and Networking Opportunities.
- **Project development and training:** Project development and training are essential teaching and learning strategies that provide students with practical experience and enhance their problem-solving skills.

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- **Brainstorming:** Brainstorming is a dynamic teaching and learning strategy that encourages creative thinking and idea generation. Brainstorming sessions stimulate creative thinking and allow students to explore a wide range of ideas without immediate judgment.
- **Group discussions:** Group discussions are a valuable teaching and learning strategy that promote active engagement and collaborative learning. Discussing topics with peers helps students gain different perspectives and deepen their understanding. Group discussions encourage students to think critically, articulate their thoughts, and defend their viewpoints.



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Peer Teaching Evaluation

The peer teaching evaluation technique is used to evaluate the Peers in commitment towards teaching and assessment method. The instructor's effectiveness is rated on a scale from 1 to 5 (1 = ineffective and 5 = most effective.) by peer during the live session being conducted by the instructor.

Evaluation Criteria

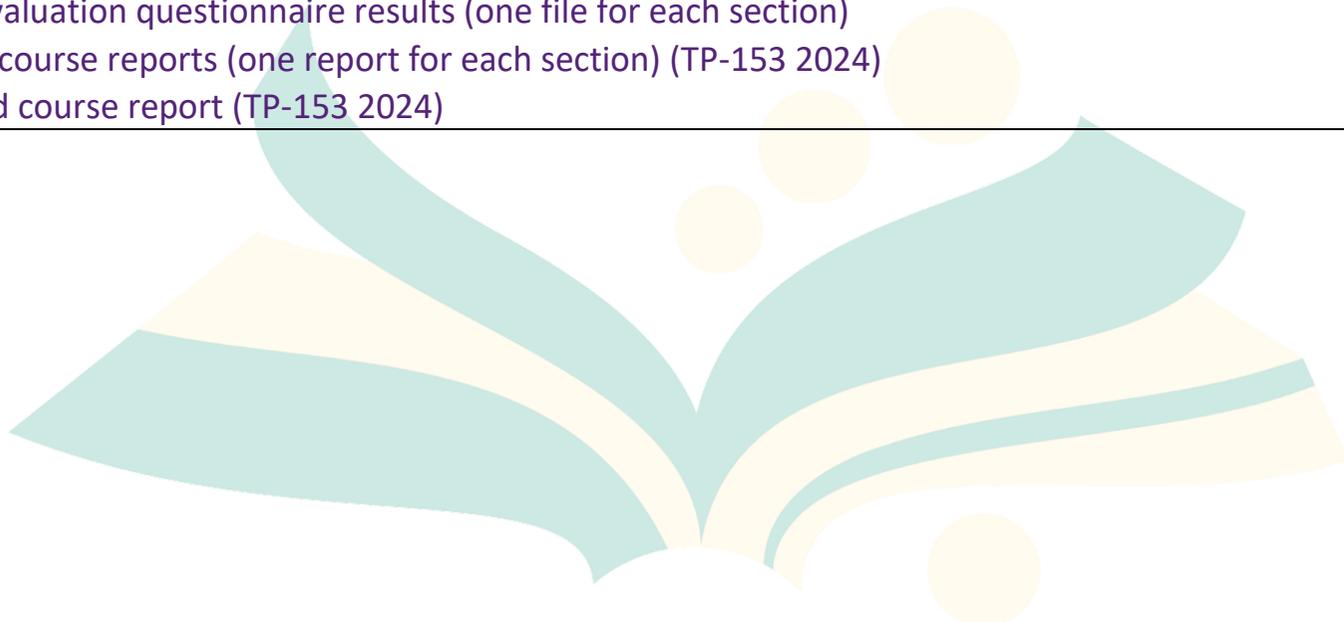
1. Instructors' effectiveness in **introducing the objective** of the current session.
2. Quality of **teaching material**.
3. Instructors' ability to **deliver the knowledge**,
4. Effectiveness of **learning experience** to students.
5. Instructors' efficiency in **answering** the students' queries.
6. Active Usage of **learning resources** in delivering knowledge.
7. **Teaching strategies** from the course specifications being implemented in the class while delivering the knowledge.
8. Confirming students' active participation and **innovative teaching methods** used by instructors.

Course File Structure

1- Teaching Staff CVs
2- Course Specification (TP-153 2024)
3- Course Syllabus
4- Teaching Material <ul style="list-style-type: none">• Slides, handouts, solved problems, ..., etc.
5- Assessment Material <ul style="list-style-type: none">• First midterm, second midterm, final exam, practical exam (if any), other assessments (quizzes, assignments, ..., etc.).
6- Assessment Samples <ul style="list-style-type: none">• Three samples from each assessment activity representing all student levels of achievement: low, medium, high.
7- Assessment Results <ul style="list-style-type: none">• Full record of all results for all assessments• Final grade report (from the academic system)
8- Rubrics <ul style="list-style-type: none">• Description of the criteria used for assessment of papers, projects and presentations.
9- Model Answers <ul style="list-style-type: none">• Key answer sheets for exams and quizzes.
10- Students Attendance Record
11- Coursework Samples <ul style="list-style-type: none">• Samples of the coursework submitted by the students including: homework, project reports, presentation slides, ... etc.

12- Course Report

- CLO Assessment forms (one form for each section)
- Course evaluation questionnaire results (one file for each section)
- Separate course reports (one report for each section) (TP-153 2024)
- Combined course report (TP-153 2024)



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Course File Evaluation

Course files submitted by the faculty members are evaluated based on specific criteria.

Evaluation Criteria

- **Course Specification**

1. Using most recent NCAAA Form. 6.25%
2. Completeness of Course specification data. 6.25%
3. Unification of course specifications in all the sections. 6.25%
4. Approval of Course specification data. 6.25%

- **Course File**

1. Completeness of course file that includes “checking double marking (scrutiny) in exam sample papers”, “checking teaching material”, “checking Course work samples”, etc. 12.5%
2. Course file is arranged in separate folders with required files. 12.5%

- **Course Report**

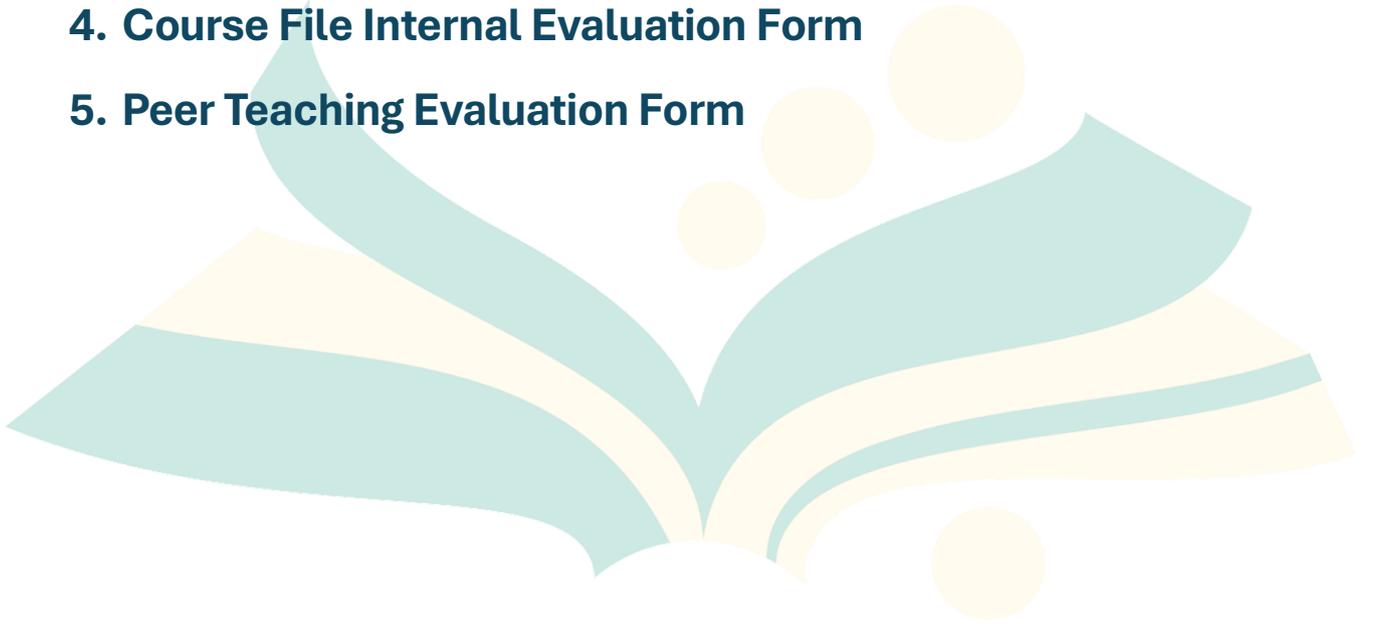
1. Using the most recent NCAAA Form. 5%
2. Containing adequate information, detailed analysis, and action plans are included in course report. 5%
3. Unification of course report for all the sections. 5%

4. Consistency in current course report and previous years course report. Verifying whether improvements plans from previous years course report is implemented. 5%
 5. Confirming the CLO is aligned in all the sections to ensure the unification of assessment and to ensure the consistency in all the sections in CLO Mapping to the assessment method. 5%
- **Course Learning Outcomes**
 1. Verifying the consistency of CLO in course specifications with PLO. 5%
 2. Confirming the Learning outcome assessment in Course report. 5%
 3. Completeness of Learning outcome in course report. 5%
 4. Confirming the recommendations about Learning outcomes. 5%
 5. Verification of the learning outcome in provided excel sheet for all the sections. 5%

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Forms

1. CLO Assessment Sheet
2. Annual Unit/Committee Plan
3. Annual Unit/Committee Report
4. Course File Internal Evaluation Form
5. Peer Teaching Evaluation Form



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CLO Assessment Sheet

CLO Assessment Form - EN - v5 - Excel

File Home Insert Page Layout Formulas Data Review View Help Tell me what you want to do

Clipboard Font Alignment Number Styles Cells

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CLO Assessment Results | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 | Assessment 5 | Assessment ...

Annual Unit/Committee Plan

Academic Year				
Comm./Unit Title				
Brief Description				
Tasks	Task No.	Task Statement		
	1			
	2			
	3			
	4			
	5			
Members	Member No.	Member Name	Member Position	Member Role
	1		Assist. Prof.	Head
	2		Assist. Prof.	Coordinator
	3		Assist. Prof.	Member
	4		Assist. Prof.	Member
	5		Assist. Prof.	Member
Goals	Goal Code	Goal Statement		
	G1			
	G2			
	G3			
	G4			
Performance Indicators (PIs)	Goal Code	PI Code	PI Description	Target Value
	G1	P1-1		
		P1-2		
	G2	P2-1		
		P2-2		

	Goal Code	IN Code	IN Description	Completion Date
	G3	P3-1		
		P3-2		
	G4	P4-1		
		P4-2		
Initiatives (INs)	G1	N1-1		
		N1-2		
	G2	N2-1		
		N2-2		
	G3	N3-1		
		N3-2		
	G4	N4-1		
		N4-2		

Annual Unit/Committee Report

Academic Year							
Comm./Unit Title							
Brief Description							
Goals	Goal Code	Goal Statement					
	G1						
	G2						
	G3						
	G4						
Performance Indicators (PIs)	Goal Code	PI Code	PI Description	Target Value	Actual Value	New Target	Comments
	G1	P1-1					
		P1-2					
	G2	P2-1					
		P2-2					
	G3	P3-1					
		P3-2					
	G4	P4-1					
		P4-2					
	Initiatives (INs)	Goal Code	IN Code	IN Description	IN Status		Evidence
G1		N1-1					
		N1-2					
G2		N2-1					
		N2-2					
G3		N3-1					
		N3-2					
G4		N4-1					
		N4-2					
Strengths		No.	Strength				
	1						
	2						
	3						

Weaknesses	
4	
No.	Weakness
1	
2	
3	
4	
Recommendations	
No.	Recommendation
1	
2	
3	
4	

Course File Internal Evaluation Form

Program:

Course:

SN	Criterion	Satisfied	Not Satisfied	Program Quality Coordinator Notes
Course Specification				
1	Course spec. uses most-recent NCAAA form 2024	<input type="checkbox"/>	<input type="checkbox"/>	
	Course specification data is complete	<input type="checkbox"/>	<input type="checkbox"/>	
	Course specification is unified for male and female sections	<input type="checkbox"/>	<input type="checkbox"/>	
	Course specification is approved	<input type="checkbox"/>	<input type="checkbox"/>	
Course File				
2	Course file is complete	<input type="checkbox"/>	<input type="checkbox"/>	
	Course file requirements are distributed in each volume separately	<input type="checkbox"/>	<input type="checkbox"/>	
Course Report				
3	Course report uses most-recent NCAAA form 2024	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Course report data is complete	<input type="checkbox"/>	<input type="checkbox"/>	
	Course report is complete for both sections	<input type="checkbox"/>	<input type="checkbox"/>	
	Current course report is consistent with last course report (previous improvement plan is considered for instance).	<input type="checkbox"/>	<input type="checkbox"/>	
	Teaching Strategies and assessment methods used are as per the course specifications.	<input type="checkbox"/>	<input type="checkbox"/>	
Course Learning Outcomes				
4	Course learning outcomes are defined in the course specification and consistent with program learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	
	Learning outcomes have been assessed in the course report	<input type="checkbox"/>	<input type="checkbox"/>	
	Learning outcomes in the course report include target, current, actual and comments on results.	<input type="checkbox"/>	<input type="checkbox"/>	
	There are recommendations about the learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	
	The learning outcome assessment process is documented with evidence, and it has been verified.	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Evaluation Score 100% (25/criterion)		Program Quality Coordinator		Head of Department
		Name:		Name:
		Signature:		Signature:
Course File Completion Percentage =		Date:		Date:

Peer Teaching Evaluation Form

Course	Year			
	Term	<input type="checkbox"/> First	<input type="checkbox"/> Second	
	Program			
	Code			
	Title			
	Section			
Session	Type	<input type="checkbox"/> Lecture	<input type="checkbox"/> Practical	<input type="checkbox"/> Tutorial
	Date			
	Time			
	Location			
Instructor	Name			
	Position			
Observer	Name			
	Position			

Please rate the instructor's effectiveness in the following categories on a scale from 1 to 5 (1 = ineffective, 5 = most effective). Select "N/A" if you haven't observed or are unsure of the instructor's performance.

No.	Evaluation Criteria	Evaluation Score						Comments
		N/A	1	2	3	4	5	
1	Introduces the session to the students							
2	Gives clear, well-structured presentations							
3	Is able to convey knowledge in a clear and organized manner							
4	Allows student participation in the learning process							
5	Answers questions in a manner which facilitates learning							
6	Uses visual aids and learning resources well							
7	Follows the teaching strategies outlined in the course specification							
8	Incorporates innovative and engaging teaching methods							
Overall Evaluation								

Questionnaires

- 1. Course Evaluation Questionnaire (Students)**
- 2. Educational Services and Information Resources Satisfaction Survey (Faculty)**
- 3. Employer Satisfaction Evaluation Survey (Employers)**
- 4. Quality of Learning Experience Evaluation Survey (Seniors/Graduates)**
- 5. Learning Resources, Facilities and Equipment Satisfaction Survey (Students)**
- 6. Student Services and Activities Evaluation Survey (Students)**

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<CODE> - <Title> - Course Evaluation Questionnaire (Students)

College of Computing and Information Technology

Shaqra University

<YEAR> - <TERM>

This survey is designed to gather student feedback to evaluate the effectiveness of a course within the program at the College of Computing and Information Technology, Shaqra University. Your responses will help assess the course content, teaching methods, and overall learning experience. The insights you provide will be used to improve the course and enhance the quality of education. All feedback will remain confidential and will be used solely for course development purposes.

* Indicates required question

1. Name (Optional)

2. Gender *

Mark only one oval.

Male

Female

3. Program *

Mark only one oval.

Bachelor of Computer Science (BCS)

Bachelor of Computer and Networks Engineering (BCNE)

Bachelor of Information Systems (BIS)

A. Learning Outcomes

The student learning outcomes for this course are listed below. Please respond by selecting the appropriate level that you have attained in these outcomes after completing the course.

(0=Poor, 1=Acceptable, 2= Good, 3=Very Good, 4= Excellent)

Course Learning Outcomes

The study at the course equipped the students with abilities to:

Knowledge and understanding

4. 1.1 ... *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

5. 1.2 ... *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

Skills

6. 2.1 ... *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

7. 2.2 ... *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

Values

8. 3.1 ... *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

9. 3.2 ... *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

B. Course Evaluation:

Please respond to the following question by selecting the response which is most nearly correct.

(0=Poor, 1=Acceptable, 2= Good, 3=Very Good, 4= Excellent)

Course Contents

10. 1. The students have been provided with the course description at the beginning of the semester

*

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

11. 2. The objectives of the course have been clarified to the students in the first lecture of the course. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

12. 3. The students are aware of the real-life applications of what they have learned in this course. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

13. 4. The students have been encouraged to read from variety of sources that support the course contents. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

Course Materials

14. 1.The scientific materials were prepared well *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

15. 2. A variety of teaching strategies have been employed to enhance understanding the presented materials. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

16. 3.The course materials have been taught in a good manner *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

17. 4.The scientific materials were provided from the expert staff *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

18. 5.Clear examples and case studies have been provided to facilitate understanding the materials. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

Instructor

19. 1. The instructor speaks clearly during the lecture. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

20. 2. The instructor encourages the students to participate during the lecture. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

21. 3. The instructor treats students with respect. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

22. 4. The instructor works to develop students' thinking and creativity skills. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

23. 5. The instructor welcomes student questions. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

24. 6. The instructor is obliged to attend the lectures. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

25. 7. The instructor shall abide by the time specified for the lecture *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

26. 8. The instructor is in his office during the office hours. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

Testing and Grades

27. 1. The students were given their grades in the various exams in a timely manner. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

28. 2. The progress of the students in the course was followed *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

29. 3. The students know their scientific mistakes. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

30. 4. The students are dealt with a fair manner. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

31. 5. The grades are distributed according to the course description in an appropriate manner. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

32. 6. The exams questions were presented in a clear way. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

33. 7. The test questions covered most of the course topics. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

34. 8. Appropriate teaching strategies were adapted to improve the students' performance. *

Mark only one oval.

- Poor (0)
- Acceptable (1)
- Good (2)
- Very Good (3)
- Excellent (4)

C. Comments

Please respond to the following questions

35. 1. What is the most thing you have liked from your studies in this course?

36. 2. What is the most thing you have disliked from your studies in this course?

37. 3. What are your suggestions to improve this course?

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Google Forms

Educational Services and Information Resources Satisfaction Survey (Faculty)

College of Computing and Information Technology

Shaqra University

<YEAR>

This survey aims to gather faculty feedback on the educational services and information resources at the College of Computing and Information Technology (CCIT), Shaqra University. Your input will help us evaluate and improve support systems such as library services and digital resources. Responses are confidential and will be used to enhance faculty support and the academic environment.

* Indicates required question

1. Name:
(Optional)

2. Gender: *

Mark only one oval.

Male

Female

3. Academic rank: *

Mark only one oval.

Professor

Associate Professor

Assistant Professor

Lecturer

Teaching Assistant

4. Program: *

Mark only one oval.

- Bachelor of Computer Sciences (BCS)
- Bachelor of Computer and Network Engineering (BCNE)
- Bachelor of Information Systems (BIS)

The quality of educational services and information sources

5. The college organizes training programs and workshops for faculty members that contribute to developing their academic performance. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

6. The classrooms are equipped with modern technologies. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

7. There are modern computers in the laboratories. *

Mark only one oval.

- Strongly Agree
 Agree
 Not Sure
 Disagree
 Strongly Disagree

8. The university provides a library containing information resources that meet the educational needs of the academic program. *

Mark only one oval.

- Strongly Agree
 Agree
 Not Sure
 Disagree
 Strongly Disagree

9. The department or college provides students with academic advising services. *

Mark only one oval.

- Strongly Agree
 Agree
 Not Sure
 Disagree
 Strongly Disagree

10. The admission and registration processes at the university are smooth and easy. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

11. Maintenance and technical support services are available on an ongoing basis. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

12. The university provides its employees with internet connection services. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

13. The college allows faculty members to participate in conferences, seminars, and workshops locally and internationally. *

Mark only one oval.

- Strongly Agree
 Agree
 Not Sure
 Disagree
 Strongly Disagree

14. The college provides faculty members with opportunities to participate in extracurricular activities. *

Mark only one oval.

- Strongly Agree
 Agree
 Not Sure
 Disagree
 Strongly Disagree

15. The University library provides modern printed information resources to support learning and teaching purposes. *

Mark only one oval.

- Strongly Agree
 Agree
 Not Sure
 Disagree
 Strongly Disagree

16. The electronic information resources that the university library provides are sufficient to support learning and teaching purposes. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

17. I participate with the university library in selecting information sources that support learning and teaching purposes. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

18. I participate in evaluating information sources that support learning and teaching purposes. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

19. I encourage my students to use the information resources provided by the college or university to support their learning and teaching purposes. *

Mark only one oval.

- Strongly Agree
 Agree
 Not Sure
 Disagree
 Strongly Disagree

20. I participate with the university library in preparing its collections development policy to support academic programs at the college. *

Mark only one oval.

- Strongly Agree
 Agree
 Not Sure
 Disagree
 Strongly Disagree

21. I can access the educational resources provided by the university and college on the Internet easily and conveniently. *

Mark only one oval.

- Strongly Agree
 Agree
 Not Sure
 Disagree
 Strongly Disagree

22. The university library provides printed or electronic manuals and guides to help beneficiaries benefit from its collections and services. *

Mark only one oval.

- Strongly Agree
 Agree
 Not Sure
 Disagree
 Strongly Disagree

23. Information awareness about the university library and its various services is sufficient. *

Mark only one oval.

- Strongly Agree
 Agree
 Not Sure
 Disagree
 Strongly Disagree

Thank you for being so cooperative

24. Express any comments or suggestions to improve the quality of educational services and information sources at the college.

(Optional)

Google Forms

Employer Satisfaction Evaluation Survey (ESES) استبانة تقييم رضا أرباب العمل

College of Computing and Information Technology (CCIT)

كلية الحاسب الآلي وتقنية المعلومات

Shaqra University

جامعة شقراء

Academic Year ????

عام أكاديمي ????

We are conducting a survey to gather valuable feedback from employers regarding the performance and competencies of graduates from the College of Computing and Information Technology (CCIT) at Shaqra University (SU). Your insights are crucial in helping us assess the readiness of our graduates for the labour market, identify areas for improvement, and enhance our curriculum to better align with industry needs. We appreciate your time and candid feedback, which will contribute to shaping the future of our graduates and their contribution to your organization. **All of your responses are strictly confidential.**

نحن نجري استطلاعاً لجمع آراء أصحاب العمل حول أداء وكفاءة خريجي كلية الحاسب الآلي وتقنية المعلومات بجامعة شقراء . تعد آراؤكم ذات أهمية كبيرة في مساعدتنا على تقييم جاهزية خريجينا لسوق العمل، وتحديد مجالات التحسين، وتعزيز مناهجنا لتتوافق بشكل أفضل مع احتياجات الصناعة. نحن نقدر وقتكم وملاحظاتكم الصريحة، التي ستسهم في تشكيل مستقبل خريجينا وإسهاماتهم في منظماتكم. **جميع إجاباتكم سرية تماماً**.

* Indicates required question

1. Email *

2. Name of the Company *

اسم الشركة

3. Name of the Company Representative

اسم ممثل الشركة

4. Do any the graduates of CCIT work for your esteemed company? *

هل يعمل أي من خريجي كلية الحاسب الآلي وتقنية المعلومات بشركتكم الموقرة

Mark only one oval.

Yes نعم

No لا

5. Number of CCIT graduates that work in your company *

عدد خريجي كلية الحاسب الآلي وتقنية المعلومات العاملون بشركتكم

6. Specialty of CCIT Graduates that work in your company *

تخصص خريجي كلية الحاسب الآلي وتقنية المعلومات العاملون بشركتكم

Check all that apply.

Computer Science علوم الحاسب

Computer and Network Engineering هندسة الحاسب والشبكات

Information Systems نظم المعلومات

Graduate's Detailed Evaluation التقييم التفصيلي للخريج

7. 1. The graduate has enough technical knowledge about the area of work. *

الخريج لديه معرفة تقنية كافية في مجال العمل

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree أوافق بشدة

8. 2. The graduate can identify and describe the problems and recommend appropriate solutions to them. *

يستطيع الخريج تحديد المشكلات ووصفها ويوصي بالحلول المناسبة لها

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree أوافق بشدة

9. 3. The graduate can gather and analyze information and give alternatives solutions to solve the problems *

يستطيع الخريج جمع وتحليل المعلومات وتقديم حلول بديلة للمشكلات

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree أوافق بشدة

10. 4. The graduate has good English language skills *

الخريج لديه مهارات جيدة في اللغة الإنجليزية

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree أوافق بشدة

11. 5. The graduate is able to orally communicate and converse in the field of work *

الخريج قادر على التواصل الشفهي والتحاور في مجال العمل

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree أوافق بشدة

12. 6. The graduate is able to prepare technical reports in the field of work *

الخريج قادر على إعداد التقارير الفنية في مجال العمل

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree أوافق بشدة

13. 7. The Graduate is able participate in group discussions and work in a team *

الخريج قادر على المشاركة في المناقشات الجماعية والعمل ضمن فريق

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree أوافق بشدة

14. 8. The graduate has leadership skills. *

الخريج لديه مهارات قيادية

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree أوافق بشدة

15. 9. The graduate is able to manage time efficiently. *

الخريج لديه القدرة على إدارة الوقت بكفاءة

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree أوافق بشدة

16. 10. The graduate adheres to the ethical standards of the profession, respects deadlines, and maintains workplace discipline. *

يلتزم الخريج بالمعايير الأخلاقية للمهنة، ويحترم المواعيد النهائية، ويحافظ على الانضباط في مكان العمل

Mark only one oval.

1 2 3 4 5

Strongly Agree أوافق بشدة

Graduate's Overall Evaluation التقييم الإجمالي للخريج

17. Overall, Would you employ graduate(s) from the College of Computing and Information Technology (CCIT) again? *

بشكل عام، هل ستوظف خريجي كلية الحاسب الآلي وتقنية المعلومات مرة أخرى؟

Mark only one oval.

1 2 3 4 5

Strongly Agree أوافق بشدة

18. Please provide us with any comments or suggestions to improve the knowledge and competence of our Graduates.

يرجى تزويدنا بأي ملاحظات أو اقتراحات لتحسين معرفة وكفاءة خريجينا

Quality of Learning Experience Evaluation Survey (Seniors/Graduates)

College of Computing and Information Technology

Shaqra University

<YEAR>

This questionnaire allows the senior students and fresh graduates of the College of Computing and Information Technology (CCIT) at Shaqra University to evaluate the quality of the learning experience they had throughout their study at the college.

The choices given as answers to each question in this questionnaire are five numeric values that are interpreted as follows:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

* Indicates required question

1. My section was:

Mark only one oval.

Male

Female

2. My program's title was:

Mark only one oval.

Bachelor of Computer Science (BCS)

Bachelor of Computer and Network Engineering (BCNE)

Bachelor of Information Systems (BIS)

3. The resources and facilities of my program were sufficient and adequate for curricular and extracurricular activities. *

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

4. The curriculum of my program was well-designed, complete and up-to-date. *

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

5. The instructors in my program were helpful and knowledgeable of the content of the courses they taught. *

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

6. My program helped me develop the knowledge and skills required for the labour market in Saudi Arabia. *

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

7. Overall, I was satisfied with the quality of my learning experiences in this program.

*

Mark only one oval.

1 2 3 4 5

Stro Strongly Agree

8. My comments

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Google Forms

Learning Resources, Facilities and Equipment Satisfaction Survey (Students)

College of Computing and Information Technology
Shaqra University
<YEAR>

This questionnaire seeks to assess student satisfaction with the learning resources, facilities, and equipment in the College of Computing and Information Technology (CCIT) at Shaqra University. Your feedback will help us improve the quality of resources and support provided to enhance the academic experience. All responses are confidential and will be used solely for program improvement.

* Indicates required question

1. Name:
(Optional)

2. Gender: *

Mark only one oval.

- Male
 Female

3. Program *

Mark only one oval.

- Bachelor of Computer Sciences (BCS)
 Bachelor of Computer and Network Engineering (BCNE)
 Bachelor of Information Systems (BIS)

First: The services provided by the digital library from Shaqra University

4. Easy to access to the library website. *

Mark only one oval.

- Strongly Agree
 Agree
 Not Sure
 Disagree
 Strongly Disagree

5. The library offers many new and diverse books related to your major. *

Mark only one oval.

- Strongly Agree
 Agree
 Not Sure
 Disagree
 Strongly Disagree

6. The library is connected to the Saudi Digital Library. *

Mark only one oval.

- Strongly Agree
 Agree
 Not Sure
 Disagree
 Strongly Disagree

7. It is easy to download the scientific materials. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

8. The library is connected to the Global Library database. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

9. The library provides electronic books in both Arabic and English languages related to your major. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

10. The digital library satisfies your needs as an alternative to the traditional library. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

11. On average, you are visiting the digital library once a week. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

12. The library announces news or events, such as workshops and other activities. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

13. There is helpful information on the library or university website to help navigate electronic library services. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

14. The library's website has an icon that can be used to make inquiries or request assistance. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

15. The department or the college informed you about the digital library. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

16. You were encouraged to use the digital library to get materials or do research. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

Second: Sufficiency and efficiency of facilities and equipment for classrooms

17. The seating capacity of the college's classrooms is proportional to the number of students. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

18. Each classroom has enough windows. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

19. Appropriate temperature while giving lectures. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

20. The classroom has good ventilation. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

21. The classroom has sufficient lighting. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

22. There is a seat available for each student. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

23. There is a table and a chair available for the lecturer. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

24. The classroom has a whiteboard. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

25. The classroom is equipped with audio-visual equipment that is necessary for academic purposes. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

26. The classroom has an internet connection. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

27. The classroom has a permanent source of electricity. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

28. There are enough spaces for people with disabilities to move and see clearly. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

29. Specialized seating places for people with disabilities are located at the edges of the aisles, in rows on flat areas, near services and emergency doors. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

30. There is fire-fighting equipment available located near the classroom. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

Third: Sufficiency and efficiency of facilities and equipment for laboratory

31. The seating capacity of the college's laboratory is proportional to the number of * students.

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

32. There is a specified space for each student in the laboratory. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

33. The number of computers is proportional to the number of students. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

34. The laboratory has sufficient lighting and ventilation. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

35. The laboratory is equipped with modern devices. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

36. The laboratory has an internet connection. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

37. Suitability of the number of workers in laboratories. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

38. There are security and safety requirements. *

Mark only one oval.

- Strongly Agree
- Agree
- Not Sure
- Disagree
- Strongly Disagree

Thank you for being so cooperative

39. Express any comments or suggestions to improve the use of the digital library services and the college's facilities and equipment.

(Optional)

Student Services and Activities Evaluation Survey (Students)

College of Computing and Information Technology (CCIT)
Shaqra University
<YEAR>

This questionnaire aims to determine and evaluate the quality of services and activities provided to students at the College of Computer and Information Technology at Shaqra University. Wishing that this form will receive your sufficient attention and quick response. The collected data will be treated confidentiality for the purposes of developing these services and activities at the university. Please answer the following questions by choosing the appropriate answer.

* Indicates required question

1. البرنامج * Program

Mark only one oval.

- بكالوريوس علوم حاسب Bachelor of Computer Science
- بكالوريوس هندسة الحاسب والشبكات Bachelor of Computer and Network Engineering
- بكالوريوس نظم المعلومات Bachelor of Information Systems

2. المستوى - Level *

Mark only one oval.

- المستوى 3 Level 3
- المستوى 4 Level 4
- المستوى 5 Level 5
- المستوى 6 Level 6
- المستوى 7 Level 7
- المستوى 8 Level 8
- المستوى 9 Level 9
- المستوى 10 Level 10

3. * sex - الجنس

Mark only one oval.

Male ذكر

Female أنثى

First: student affairs services

أولاً: خدمات شؤون الطلاب

4. * يحسن موظف شؤون الطلاب استقبال الطلبة -1

The student affairs employee welcome and treat students well

Mark only one oval.

Strongly agree أو افق بشدة

Agree أو افق

Neutral محايد

Disagree لا أو افق

Strongly disagree لا أو افق بشدة

5. * يجيب موظف شؤون الطلاب على كافة استفسارات الطالب/ة المستجد بالشكل المطلوب -2

The Student Affairs employee responds to all new student inquiries in the required manner

Mark only one oval.

Strongly agree أو افق بشدة

Agree أو افق

Neutral محايد

Disagree لا أو افق

Strongly disagree لا أو افق بشدة

6. يقدم موظف شؤون الطلاب الخدمات بالسرعة المطلوبه -3 *
- The student affairs employee provides services as quickly as required

Mark only one oval.

- أوافق بشدة Strongly agree
- أوافق Agree
- محايد Neutral
- لا أوافق Disagree
- لا أوافق بشدة Strongly disagree

7. يقوم موظف شؤون الطلاب بتقديم كتيبات تساعد الطلبة على التعرف على نظام الدراسة بالجامعة -4 *
- The Student Affairs employee provides booklets that help students become familiar with the university's study system

Mark only one oval.

- أوافق بشدة Strongly agree
- أوافق Agree
- محايد Neutral
- لا أوافق Disagree
- لا أوافق بشدة Strongly disagree

8. يتم استخراج البطاقة الجامعية في زمن مناسب -5 *
- The university card is issued in an appropriate time

Mark only one oval.

- أوافق بشدة Strongly agree
- أوافق Agree
- محايد Neutral
- لا أوافق Disagree
- لا أوافق بشدة Strongly disagree

9. * يتم الحصول على السجل الاكاديمي بالسرعه والكفاءة المطلوبة -6
The academic record is obtained in required speed and efficiency manner.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

ثانياً: الخدمات الثقافية Secondly: cultural services

10. * تتيح الجامعة للطالب/ة فرصة المشاركة في الأنشطة الثقافية -1
The university provides the student with the opportunity to participate in cultural activities

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

11. * تتسم الخدمات الثقافية المقدمة بالتنوع -2
The cultural services that are provided by university are diversities.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

12. * توقيت تقديم الخدمات الثقافية مناسب جدا للطلاب/ة-3
The cultural services are provided in appropriate timing for the student.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

ثالثاً: الخدمات الطبية

Third: medical services

13. * يتوفر بالجامعة مركز طبي لتقديم الخدمات الصحية للطلبة-1
The university has a medical center to provide health services to students.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

14. * يتسم أداء العاملين في المركز الطبي بالكفاءة في تقديم الرعاية الصحية للطلبة-2
The performance of employees at the medical center is characterized by efficiency in providing health care to students

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

رابعاً: الإرشاد الأكاديمي Fourth: Academic guidance

15. يتقبل مقدم خدمة الارشاد الأكاديمي استفسارات الطلبة بصدر رحب - 1 *
The academic guidance service provider accepts student inquiries with pleasure.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

16. يتم تأدية خدمة الارشاد الأكاديمي فى الوقت المناسب -2 *
The academic advising service is provided in a timely manner.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

17. يساعد المرشد الأكاديمي الطلبة في تسجيل المقررات المناسبة -3 *
The academic advisor helps students in registering the appropriate courses.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

خامساً: خدمات ذوى الاحتياجات الخاصة (يجيب عنها ذوى الاحتياجات الخاصة فقط) Fifth: Services for people with special needs (only people with special needs can answer this section)

18. تتوافر بالجامعة دورات مياه خاصة بذوى الاحتياجات الخاصة-1
The university has specific bathrooms for people with special needs

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

19. تتسم دورات المياه بالنظافة-2
The bathrooms are clean.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

20. تتوافر بدورات المياه كافة وسائل الراحة-3
The bathrooms have all amenities.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

21. 4- يتوافر بالجامعة مصعد خاص بذوي الاحتياجات الخاصة-4
The university has a special elevator for people with special needs.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

22. 5- تتوافر بالجامعة مواقف خاصة بسيارات ذوي الاحتياجات الخاصة-5
The university has special parking spaces for people with special needs.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

23. 6- سعة المواقف المخصصة لذوي الاحتياجات الخاصة مناسبة جدا-6
The capacity of the parking spaces designated for people with special needs is very suitable.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

24. 1- تقدم المواد الغذائية المعروضه بكميات كافيه *
The offered food items are provided in sufficient quantities.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

25. 2- المواد الغذائية المعروضه متنوعه *
The food items offered are diverse.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

26. 3- المواد الغذائية المعروضه ذات جودة عالية *
The food items offered are high quality.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

27. * جميع المواد الغذائية معروفة المصدر -4

Mark only one oval.

- أوافق بشدة Strongly agree
- أوافق Agree
- محايد Neutral
- لا أوافق Disagree
- لا أوافق بشدة Strongly disagree

28. * تقدم المواد الغذائية طازجة -5

food are provided fresh

Mark only one oval.

- أوافق بشدة Strongly agree
- أوافق Agree
- محايد Neutral
- لا أوافق Disagree
- لا أوافق بشدة Strongly disagree

29. * موقع وسعة الكافتيريا مناسب للطلبة -6

The cafeteria's location and capacity is suitable for students.

Mark only one oval.

- أوافق بشدة Strongly agree
- أوافق Agree
- محايد Neutral
- لا أوافق Disagree
- لا أوافق بشدة Strongly disagree

30. 7- تتسم خدمات التغذية بالجودة والتنوع والنظافة *
Nutrition services are characterized by quality, diversity and cleanliness.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

31. 8- أسعار خدمات الكافتيريا مناسبة *
The prices of cafeteria services are reasonable

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

32. 9- أوقات العمل بالموقع كافيه - تستمر حتى خروج آخر طالب/ه *
Working hours on the site are sufficient - which is continued working till the leavese of the last student.

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

33. دورات المياه تتوفر بعدد مناسب -1 *
Toilets are available in an appropriate number

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

34. تتوفر أماكن الاستراحة بشكل كافي -2 *
Provide sufficient resting places

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

35. توفر المسطحات الخضراء بشكل كافي -3 *
Sufficient availability of green space

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

36. وسائل الأمن والسلامة -4* *

Security and safety tools

Mark only one oval.

- أوافق بشدة Strongly agree
- أوافق Agree
- محايد Neutral
- لا أوافق Disagree
- لا أوافق بشدة Strongly disagree

37. التعامل مع مقترحات وشكاوى الطلاب -5* *

Dealing with students' suggestions and complaints.

Mark only one oval.

- أوافق بشدة Strongly agree
- أوافق Agree
- محايد Neutral
- لا أوافق Disagree
- لا أوافق بشدة Strongly disagree

38. آراء أو مقترحات أو ملاحظات تود إضافتها (لم تدرج في هذه الاستمارة) *

Opinions, suggestions or comments you would like to add That are not included in this form.

ثامناً: المجلس الاستشاري الطلابي (يجب عنها الطلاب المشاركون بالمجلس الاستشاري الطلابي فقط)

Eighth: the Student Advisory Council (This section is answered by students that participating in the Student Advisory Council).

39. كونك عضو بالمجلس الاستشاري؛ هل تقوم بالحضور للقاءات المجلس بانتظام-1
Being a member of the advisory board; Do you attend council meetings regularly?

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

40. هل تشارك بصنع القرار وتقدم المقترحات لأعضاء المجلس-2
Do you participate in decision-making and submit proposals to council members?

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

41. هل يتم أخذ آرائك و مقترحاتك بعين الاعتبار-3
Are your opinions and suggestions taken into consideration?

Mark only one oval.

- أوافق بشدة Strongly agree
 أوافق Agree
 محايد Neutral
 لا أوافق Disagree
 لا أوافق بشدة Strongly disagree

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