



Quality Guide for Course Coordinators

College of Computing

2026–2027 (1448 AH)

College Vice Deanship for Development and Quality

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بسم الله الرحمن الرحيم



Introduction

Praise be to Allah, and peace and blessings be upon the Messenger of Allah:

Stemming from the college's continuous pursuit of academic excellence, we present this guide to course coordinators as a roadmap aimed at improving performance and raising the efficiency of educational processes. This edition is aligned with the quality requirements of Umm Al-Qura University and with the Organizational Guide for Colleges and Educational Institutes at the university, and supports the college's direction toward obtaining academic accreditations for all its programs.

Through this guide, we aim to establish a culture of quality among all college staff and to turn it into a daily practice that ensures the quality of outcomes, fulfilling the mission of the university and contributing to building a vibrant society in line with Saudi Vision 2030.

Integration of Guides: This guide is integrated with the "Quality Guide for Faculty Members at the College of Computing". Both guides use the same mutual tasks between the course coordinator and the faculty member, the same list of course file contents, the same file naming formats, and the same mechanism for approving course files.

Regulatory References

This guide is based on the following references, which apply to any matter not addressed herein:

- ◆ The Organizational Guide for Colleges and Educational Institutes at Umm Al-Qura University (First Edition, 1448 AH – 2026), approved by the University President's Circular No. 2602000281 dated 12/08/2026, particularly the academic duties of faculty members and the tasks of the department's Quality Assurance Committee.
- ◆ The Quality Guide of Umm Al-Qura University, issued by the Deanship of Development and Quality.
- ◆ The Education and Training Evaluation Commission forms and the requirements of the National Center for Academic Accreditation and Evaluation.
- ◆ The directive of the Vice President for Academic Affairs in transaction No. 2602000318 regarding the monitoring of lecture delivery and the documentation of educational loss.



Course Coordinator's Duties and Tasks

The course coordinator's tasks are arranged according to the stages of the semester, matching the timeline of faculty members' tasks:

First: At the Beginning of the Semester

1. Verifying the Target Level of each learning outcome, in coordination with the Program Management Committee and the department's Quality Assurance Committee.
2. Disseminating the Target Level to all course instructors, sending a copy of the dissemination email to the department's Quality Assurance Committee, and documenting the dissemination date in the meeting minutes.
3. Assisting course instructors by clarifying the course elements, requirements, and their responsibilities, ensuring that the educational process runs in a regular and unified manner across multiple groups and throughout semesters.
4. Emphasizing to course instructors the need to adhere to the course specification, and informing them of the list of course file contents, the sample requirements, and the file naming formats stated in this guide.

Second: During the Semester

1. Holding periodic meetings with course instructors to ensure the progress of the educational process, resolve common problems and propose solutions, and documenting the meetings in minutes submitted at the end of the semester to the department's Quality Assurance Committee.
2. Ensuring that exam questions are constructed in alignment with the course learning outcomes and according to the test specification table.
3. Completing the random sample grading form if the exam is unified across groups and graded automatically.
4. Preparing the indirect course learning outcomes measurement survey questions and sending them to all course instructors.
5. Recording course instructors' observations on the course specification in preparation for updating it.
6. Following up on the documentation of compensated missed lectures (educational loss) in the course groups, pursuant to the directive of the Vice President for Academic Affairs in transaction No. 2602000318.



Third: At the End of the Semester

1. Receiving the course file documents from each instructor and verifying their completeness according to the unified list stated in this guide.
2. Collecting the Actual Level from the course reports, calculating the overall course average, and comparing it with the Target Level.
3. Preparing the coordinator's report, considering all reports submitted by the faculty members teaching the same course.
4. Supervising the update of the course specification in cooperation with course instructors when there are observations, and submitting recommendations to the department's Quality Assurance Committee on all matters related to the course.
5. Submitting the course file contents verification form to the department's Quality Assurance Committee, you can download it from [here](#).
6. Submitting the course files to the department's Quality Assurance Committee.

Course File Contents

The course coordinator receives the following documents from each instructor, which form the same list stated in the Quality Guide for Faculty Members:

No.	Document	Requirements and Notes
1	Course report (Form TP-154), completed	Includes the Actual Level of each learning outcome and the documentation of compensated missed lectures; it can be downloaded from here
2	Midterm and final exam questions with their model answers	Accompanied by the test specification table
3	Samples of student answers in the midterm and final exams	Distributed across grade categories (see the following table)
4	Samples of student assignments and homework	At least 10% of the number of students enrolled in the course, distributed across grade categories
5	Samples of student activities and work on the course	Such as projects, presentations, and reports
6	Statistical tables of student results	For each semester

No.	Document	Requirements and Notes
7	Course learning outcomes measurement form – Excel file	Including the Actual Level of each learning outcome; it can be downloaded from here
8	Indirect assessment measurement report of the learning outcomes	Based on the survey prepared by the course coordinator; guidance is available here
9	Exam standards compliance form	For each midterm and final exam
10	Random sample grading form	Completed by the course coordinator if the exam is unified across groups and graded automatically
11	Updated CV	For each course instructor, including the courses previously taught by the faculty member

Distribution of Samples Across Grade Categories

Samples must be diversified to reflect the overall grade distribution in the course, as follows:

Grade Category	Required Assignment and Homework Samples	Required Exam Paper Samples
A+, A	Samples of assignments with this grade	Samples of midterm and final exam answers
B+, B	Samples of assignments with this grade	Samples of midterm and final exam answers
C+, C	Samples of assignments with this grade	Samples of midterm and final exam answers
D+, D	Samples of assignments with this grade	Samples of midterm and final exam answers
F	Samples of assignments with this grade	Samples of midterm and final exam answers



Requirements Verified by the Coordinator Upon Receipt

- ◆ The course report is submitted by the instructor of the theoretical component in courses with two components (theoretical and practical).
- ◆ Forms are filled out in English, and files are named according to the unified format.
- ◆ The compensation of missed lectures is documented in the course report (the actual compensation date and the content covered) in a manner consistent with the record approved by the Department Head/College Dean.
- ◆ The Actual Level of each learning outcome is entered in the course report and the course learning outcomes measurement form.

File Naming

Files are named in English according to a unified format that prevents files of different groups from overlapping:

File	Format	Example
Course report	CourseName-CourseNo-Section	ComputerProgramming-1101-01
Midterm exam sample	CourseName-CourseNo-Section-Grade-MidExam	ComputerProgramming-1101-01-A-MidExam
Final exam sample	CourseName-CourseNo-Section-Grade-FinalExam	ComputerProgramming-1101-01-A-FinalExam
Assignment sample	CourseName-CourseNo-Section-Grade-HW	ComputerProgramming-1101-01-B-HW

The numbers in the examples are for illustration only.



Determining the Target Level of Learning Outcomes

Determining the Target Level is an essential step at the beginning of each semester, carried out by the Program Management Committee, which informs the course coordinator, to ensure clarity of the criteria for measuring and achieving learning outcomes.

Target Level: The percentage that students are expected to achieve in a learning outcome, determined according to the program's learning outcomes measurement plan, which includes the target percentage for each course.

Item	Details
Time	Beginning of the semester
Task	Preparing the Target Level and disseminating it to all course coordinators and instructors
Responsibility	The Program Management Committee, in coordination with the department's Quality Assurance Committee

Actual Level of Learning Outcomes

Actual Level: The percentage that students achieved in each course learning outcome (CLO) during the semester, based on the results of the measurement tools (exams, projects, assignments, presentations, etc.).

Time: End of the semester, when preparing course reports and completing Form TP-154.

Party	Responsibility
Faculty member (Instructor)	Primarily responsible for calculating the Actual Level of each learning outcome for their group. Enters the actual percentage in the course report.

Party	Responsibility
Course coordinator	Collects the Actual Levels from all faculty members who taught the course (in the case of multiple groups), then: 1. Collects the data from the course reports. 2. Calculates the overall actual course average (Weighted Average). 3. Compares the overall average with the Target Level. 4. Documents the final result in the course report and sends it to the department's Quality Assurance Committee.

CLO Attainment

The attainment of a learning outcome is determined by comparing the Actual Level with the Target Level:

Comparison Result	Judgment
The Actual Level is greater than or equal to the Target Level	The outcome is attained
The Actual Level is less than the Target Level	The outcome is not attained and requires improvement

Executive Summary

The course coordinator performs the following tasks:

1. Verifying the Target Level of each learning outcome at the beginning of the semester, after consulting the department's Quality Assurance Committee.
2. Disseminating the targets of all course instructors and sending a copy of the email to the department's Quality Assurance Committee.
3. Following up on the documentation of compensated missed lectures in the course groups during the semester.
4. After the end of the semester, collecting the Actual Level from the course reports (TP-154).
5. Comparing the target with the actual level to determine the attainment of outcomes.
6. Documenting the results in Form TP-154 and keeping them in the course file.

Important Note: The date of disseminating the targets must be documented in the minutes of the coordinator's meeting with course instructors, for the purposes of external review and academic accreditation.

Mechanism for Approving and Updating Course Files

Course files go through the following cycle at the end of each semester, and return to its beginning in the following semester after the specification is updated:

Step	Action	Responsible
1	Submitting the course file and the course learning outcomes measurement file	Faculty member (course lecturer)
2	Collecting the course files and verifying their completeness	Course coordinator
3	Submitting the course files and the course coordinator's report	Course coordinator, to the department's Quality Assurance Committee
4	Presenting and reviewing the coordinator's report	Curriculum Committee
5	Issuing recommendations regarding any modifications to the course and presenting them to the Department Council	Curriculum Committee
6	Approving the course modifications	Department Council
7	Updating and disseminating the course specification	Course coordinator, in cooperation with the course instructors



Important References

- ◆ Education and Training Evaluation Commission forms and Deanship of Development and Quality: [here](#)
- ◆ Program Accreditation Qualification Requirements – Deanship of Development and Quality: [here](#)
- ◆ Quality Guide of Umm Al-Qura University: [here](#)
- ◆ Workshop on the Foundations of Building an Achievement Test Specification Table: [here](#)
- ◆ Course on Achievement Test Construction Guidelines: [here](#)
- ◆ Guide for Designing Student Survey Questions to Indirectly Measure Course Learning Outcomes (CLOs): [Click here](#)
- ◆ Instructions for Completing the Course Learning Outcomes Matrix: [Click here](#)