

Decision of the FIBAA Accreditation Committee for Programmes



108th Meeting on 14 September 2018

| | |
|--------------------------------------|--|
| Project Number: | 14/111 |
| Higher Education Institution: | Cyprus International University (CIU) |
| Location | Turkish Republic of Northern Cyprus |
| Study Programme: | Management Information Systems (Bachelor of Science) |
| Type of Accreditation | initial Accreditation |

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) in conjunction with § 16 (4) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programme is accredited with one condition.

Period of Accreditation: September 14th 2018 until the end of spring semester 2023

Condition:

CIU

- submits a published study and examination regulation that contains the following information:
 - CIU proves the implementation of relative grading according to ECTS
 - CIU implements the mutual recognition of degrees and periods of study following the requirements of the Lisbon Convention
- implements the information concerning the hours per CP in their documentation of the programme
- provides a diploma supplement for the programme,
 - that contains ECTS Points of each module
 - in which the learning outcomes are described according to the qualification level of the programme
 - that provides graduates with a relative grading which shows the students’ grade point average in relation to the grade point averages of the whole cohort.

(see Chapter 3.2)

Proof of meeting this condition is to be supplied by June 13th 2019.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

Cyprus International University (CIU), Turkish
Republic of Northern Cyprus

Bachelor study programme:

Management Information Systems (MIS)

Qualification awarded on completion:

Bachelor of Science (B.Sc.)

General Information on the study programme

Brief description of the study programme:

The programme was established in 2008. It is designed to equip students with the knowledge and skills that today's organisations require to keep up with the recent developments in information technologies to survive in this global competitive environment. Students in this programme learn how to work effectively with people and computers in an organisation to improve business operations.

Courses and research projects are designed to provide the necessary background for students in implementation, development and application of information systems within an organisation.

Type of study programme:

Bachelor programme

Projected study time and number of ECTS points assigned to the study programme:

240 ECTS

8 semesters

Mode of study:

Full-time

Didactic approach:

Study programme with obligatory class attendance

Double Degree programme:

Optional

Scope (planned number of parallel classes) and enrolment capacity:

60

Programme cycle starts in:

both Fall and Spring semester

Initial start of the programme:

2008

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the Management Information Systems (Bachelor of Science) was made between FIBAA and Cyprus International University on October 10th 2017/ MIS: November 17th, 2014. On April 3rd 2018, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

Prof. Dr. Margit Bussmann

University of Greifswald, Germany

Professor of International Politics und Regional Studies (International Relations)

Prof. Dr. Ernst Troßmann

University of Hohenheim, Germany

Professor of Controlling (Accounting, (risk) controlling, investment and financial planning, business administration, life cycle analysis)

Prof. Dr. Raija Seppälä-Esser

Kempen University of Applied Sciences, Kempen, Germany

Professor of Tourism Management (Tourism Management, Marketing, Marketing and Management of Tourism Destinations, Customer Relationship Management, Quality Management)

Prof. Dr. Wolfram Behm

SRH Fernhochschule - The Mobile University, Riedlingen, Germany

Professor of Information and Communication (CRM and sales information systems, eCommerce, eManagement)

Assoc. Prof. Dr. Ali Muhtaroglu

Middle East Technical University, Northern Cyprus Campus

Assoc. Prof. of Electronics Engineering

Assistant to the President, responsible for Strategic Planning, Research and Accreditation (Integrated circuit design, renewable energy systems, low power electronic systems)

Dr. Terence Alfred Clifford-Amos

London, United Kingdom

International Consultant

(Consulting, Human Resources, Management, Administration)

Anna-Maria Tenta

University of Vienna, Austria

Student of European and International Business Law (LL.M.)

(Completed: Business Administration (B.A.) Focus: Business Private Law, Cross-Border Competences, International Management & Leadership)

FIBAA project manager:

Vera Henkel

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on July 25th -26th 2018 at the HEI's premises in Nicosia, Cyprus. The same cluster included an appraisal Tourism and Hotel Management (Bachelor of Arts)/ Accounting and Finance (Bachelor of Arts)/

International Relations (Bachelor of Arts). At the end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 24th 2018. The statement on the report was given up on August 31th 2018, it has been taken into account in the report on hand.

Summary

Regarding the procedure, it should be noted that an accreditation procedure, which takes place before the programme's initial start, is similar to one of an already ongoing programme.

The Management Information Systems (B.Sc.) offered by Cyprus International University fulfils with one exception the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 14th 2018 and finishing on the end of spring semester 2023, under one condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified need for improvement regarding the following aspects module descriptions, study regulations, the workload and the lecturers. They recommend the accreditation on condition of meeting the following requirements:

CIU

- submits a published study and examination regulation that contains the following information:
 - CIU proves the implementation of relative grading according to ECTS
 - CIU implements the mutual recognition of degrees and periods of study following the requirements of the Lisbon Convention
- implements the information concerning the hours per CP in their documentation of the programme
- provides a diploma supplement for the programme,
 - that contains ECTS Points of each module
 - in which the learning outcomes are described according to the qualification level of the programme
 - that provides graduates with a relative grading which shows the students' grade point average in relation to the grade point averages of the whole cohort.

(see Chapter 3.2)

Proof of meeting this condition is to be supplied by June 13th 2019.

Furthermore, the quality requirement that has not been fulfilled – Evaluation by students (see chapter 5.2.1) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed:

- The panel recommends informing students from third countries in a more detailed way at the internet about the necessary requirements to apply the programme. (see chapter 2.6);
- The panel recommends to further highlight the presence of current contents like blockchain, bitcoin or agile methods in the module descriptions. (see Chapter 3.1)
- The panel recommends increasing CIU's cooperation activities with partners in the EU. (see chapter 4.3);
- The panel therefore recommends providing the students with information on the results of evaluations and quality assurance measures. (see chapter 5)

The measures that the HEI takes in order to implement the recommendations of the panel members are to be considered during the re-accreditation.

There are criteria in which the programme exceeds the quality requirements:

- Counselling for prospective students (see Chapter 2.2);
- Internationality of the student body (see chapter 3.4);
- Foreign language contents (see chapter 3.4).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Information on the Institution

Cyprus International University (CIU) was established in 1997 following a through five year preparation programme. It was established as a result of rising interest in higher education institutions teaching in English, and after the increased need for universities which conduct education in foreign languages in Turkey, Northern Cyprus, and other countries in the region. CIU successfully obtained the necessary equality certifications for all of its faculties and departments, and was immediately included in the official catalogue of The Turkish Centre of Student Selection and Placement (OSYM) by The Turkish Higher Education Board (YOK).

The University is situated in Nicosia, the capital city of Northern Cyprus.

The institution provides both postgraduate degree programmes (Master, PhD and Professional Doctorate) and undergraduate degree programs under the umbrella of various faculties and schools. The Institute of Graduate Studies and Research offers 17 PhD Programmes, 2 Professional Doctorate Programmes, and 39 Master Programmes.

There are six schools and ten faculties:

- Faculty of Engineering,
- Faculty of Law,
- Faculty of Communication,
- Faculty of Fine Arts, Design and Architecture,
- Faculty of Economics and Administrative Sciences,
- Faculty of Arts and Sciences,
- Faculty of Education,
- Faculty of Pharmacy,
- Faculty of Agricultural Sciences and Technologies and
- Faculty of Health Sciences

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

In the last decade, Information Technologies have been affecting the personal, social and daily life and have a significant impact on quality of life. IT is used in almost all business areas including private and government offices, transportation, communication, entertainment, education, banking, hotels, hospitals and supermarkets. It is being used extensively for decision-making, communication, record keeping and improving productivity. All these changes have affected the working style of the managers. The management processes now need speed, and precision. This requires the use of management information systems.

The programme was established in 2008. It is designed to equip students with the knowledge and skills that today's organisations require to keep up with the recent developments in information technologies to survive in this global competitive environment. Students in this programme learn how to work effectively with people and computers in an organisation to improve business operations.

Courses and research projects are designed to provide the necessary background for students in implementation, development and application of information systems within an organisation.

Students graduated from the programme will be able to:

- demonstrate a thorough command of the technical aspects of information systems;
- articulate how managerial and organisational issues affect the use of information systems in organisations;
- integrate information systems and information technology with other business topics and to analyse and recommend solutions to business problems as well as
- evaluate the costs and benefits of information technology investments and their contributions towards leveraging business competitiveness.

Students in this programme learn how to work effectively with people and computers in organisations. They will be able to support organisations to work with recent information technologies. The students are equipped with communicative, conceptual and analytical skills necessary for team work and potential conflicts in a cross cultural and diverse international work environment.

Appraisal:

The qualification objectives of the programme are explained and convincingly presented by CIU in relation to the target group, targeted professional fields and societal context of the disciplines. The programmes' objectives embrace academic proficiency, comprehensive employability for careers in the respective fields, as well as the development of the individual student's personality.

The panel appreciates that the programme aims at obtaining abilities necessary for working in an international environment.

Therefore, the described objectives and skills to be acquired correspond with the aspired bachelor level at graduation.

They take into account the requirements of the Cyprus National Qualification Framework.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.1* Objectives of the study programme (Asterisk Criterion) | | | X | | |

1.2 International orientation of the study programme design (Asterisk Criterion)

According to CIU, the programme is completely taught in English and complies with international curriculum standards. The international orientation is a clear focus of the programme design and can be seen in the international components of certain modules. The curriculum takes into account international orientation of the contents in different aspects (see chapter 3.4) to assure the graduates' employability in an international context.

Along with its curriculum, the staff of the departments have international qualifications because of their educational background and industrial experience. According to CIU this structure is important to bring the curriculum into action and helps future graduates gain multicultural skills.

Furthermore, due to the fact that international students are in that programme they become able to participate in discussions with individuals from different cultural backgrounds and points-of-view. This is expected to make them more knowledgeable to perform in organisations at the national as well as international level.

In addition, supporting course materials, such as case studies used by lecturers, are covering relevant topics from various countries.

Appraisal:

It is beyond doubt that the programme has an international orientation. The panel is convinced that the internationally diverse student body, the qualifications of the lecturers and the use of English as language of instruction promote the employability of the graduates in a conclusive manner and equip them with skills needed to perform well in an international environment.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.2* International orientation of the study programme design (Asterisk Criterion) | | X | | | |

1.3 Positioning of the study programme

According to CIU the fact that Northern Cyprus has the vision of being a Higher Education Island - and this has also been adapted as a Government Policy - significantly contributes to the positioning of the University and the programme. As in the case with many other programmes offered by the University, the medium of instruction is English, and additionally the curriculum of the programme is structured in accordance with the internationally diverse student body which comprises the basis of this policy.

CIU positions its programmes in the higher education market, considering the reality of the globalisation of the international higher education sector.

The Information system industry has been growing and it is still expanding, therefore CIU prepares the students to cope successfully and handle any type of management information system related issues at all levels.

However, CIU uses various sources in order to understand what is happening in the higher education market, what the emerging developments are and what the likely market potential is. This provides several benefits to the University in:

- identifying the skills and attributes that are expected from the graduates;
- suggesting ways to develop the students' employability and entrepreneurial skills;
- recommending on how to build relationships from which graduates will benefit in the future;
- providing qualitative and quantitative data to bring the strategic case of the "employability" of graduates to life.

There are meetings arranged that take place between sector representatives, academics, public authorities and employees/graduates to see the need of the industry and external parties. These meetings provide several opportunities for the university to support the development of the programme. CIU is convinced that the graduates of this programme will be employed since the curriculum integrates theory, practice and technology in tandem with the current standards of the industry. The students develop the required abilities for professional practice. The curriculum encourages students to develop creativity and problem-solving skills. It has been continuously revised in order to prepare the students at the best to work in their professional field.

CIU is a tertiary educational institution that incorporates a global university concept by offering the three basic characteristics of a synthesis of education, research and community service. CIU recognises the importance of its geographical position and is aware of its country's problems and responsibilities as a mean to drive the country's development. The university's motivation is to offer the students a contemporary and qualified education. The graduates are bound to universally accepted business values and hold the guidance of science and wisdom together.

Appraisal:

The quality of the programme, the multicultural atmosphere and the learning and living environment on the campus are reasons for students to study at CIU. Therefore, the positioning of the study programme in the educational market in Northern Cyprus – in consideration of the fact that most students come from abroad and choose CIU out of various education possibilities in several countries – are plausible to the panel.

The graduate employability on the basis of the stated qualification objectives and the future fields of employment for graduates are convincingly presented by CIU. The described profile and the competence goals are such that the graduates of the programme can compete on the job market. The future fields of employment for graduates are described plausibly and correspond with the foreseeable demand.

The study programme is convincingly integrated in the programme portfolio of CIU. The study programme's qualification goals – especially its internationality - are clearly corresponding to CIU's mission and overall strategy.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.3 | Positioning of the study programme | | | | | |
| 1.3.1 | Positioning of the study programme in the educational market | | | X | | |
| 1.3.2 | Positioning of the study programme on the job market for graduates („Employability“) | | | X | | |
| 1.3.3 | Positioning of the study programme within the HEI's overall strategic concept | | | X | | |

2. Admission

The application criteria depend on whether the applicant is

- a Turkish Cypriot,
- Turkish (from Turkey) or
- a national of a third country.

Turkish Cypriot applicants holding a secondary school diploma or equivalent are required to succeed the selection and placement examination. This is carried out by YÖDAK (Higher Education Planning, Evaluation, Accreditation and Coordination Council of the Turkish Republic of Northern Cyprus (TRNC)) once in every academic year. After the successful examination applicants follow a ranking list placed in the programmes of their choice.

Turkish applicants are placed by OSYM (Student Selection and Placement Centre of Turkey). OSYM determines the number of students from Turkey to be placed in the undergraduate programmes of CIU.

Students from third countries are required to hold a secondary school diploma or equivalent in order to apply for undergraduate programmes of CIU. CIU uses an information sheet listing the necessary international examinations and diplomas for some countries including the necessary minimum score to be able to apply for the programme.

Additionally, all the applicants (Turkish Cypriot, Turkish (from Turkey) or national of a third country) are required to present a proof of English such as IELTS (score of at least 6.0) or TOEFL (500 paper based, 173 computer based). They otherwise can attend the English proficiency examination which is prepared and carried out by CIU. Students should obtain at least 70 points out of 100 points of the examination in order to enrol directly to the academic programme. Otherwise they will need to take non-credit English courses before being able to register. The minimum study period for preparatory school is one semester, the maximum time period is four semesters.

The applicants are required to present the documents stated below for application to undergraduate programmes:

- Secondary School Diploma or equivalents (in English),
- Transcript (in English);
- Passports photocopy;
- O'Level /A'Level results (if applicable to the region/country);
- Proof of English language competence (TOEFL, IELTS or CIU English Proficiency Exam), and
- Completed and signed application form.

CIU operates a decentralised admission process between various numbers of units within the school:

- Registration Office;
- International Office;
- Turkish Students Admissions Office, and
- TRNC Students Admissions Office.

This is done in order to ensure that the admission process is transparent and fair to all regardless of their national background.

Turkish Cypriot applicants can directly apply to a student counselling service in the University which is located in Registration Office. The faculties can also be consulted for clarification of specific questions such as personal aptitude or career perspectives.

Turkish students from Turkey can visit one of the representatives in their closest city. CIU has 24 representatives in various cities of Turkey.

Every applicant, especially internationals from other countries, can contact CIU via email, other regional representatives and post. Information is given regarding the admission procedure, programme information, scholarships and financial aids, dual degree opportunities, and career opportunities. CIU provides assistance and answers questions regarding the application process round the year.

The admission and selection process for the programme is performed in accordance with University's general admission and selection procedure.

Appraisal:

The admission requirements are based on the national regulations. They are documented and comprehensible and available for interested parties inter alia via the website of the university. Information about the process of admission is available by CIU. The influence of the selection process of the university to select students is limited, but it is ensured that only applicants with a defined test score will be enrolled, which works towards selecting qualified students.

According to the panel's conviction, CIUs methods of counselling processes and offers are tailored to their target group needs and abode. The ways of possible communication are diverse and accessible regardless of time and place of any inquiries.

By creating information opportunities and by maintaining strong personal recruitment abroad, CIU consistently nurtures its claim to be and further become more internationally aligned regarding its student body. The panel appreciates the different ways of possible communication. During the visit CIU gave the impression to the panel that CIU really endeavours to counsel prospective students in its best way.

Even when there are different selection procedures for the students, the panel formed the view that the procedures are transparent and ensure that qualified students are admitted. The panel found that the students have very good language skills. They state that the language requirements managed by YÖDAK or rather OSYM are high enough to allow the students complete the programme. This also applies for the English skills of the international enrolees.

The admission procedure is described and explained in a logical and transparent manner. All necessary information is published on CIU's homepage. The panel is convinced that CIU informs interested applicants in a transparent manner, but recommends informing students from third countries in a more detailed way through the internet about the necessary requirements to apply the programme.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 2.1* | Admission requirements (Asterisk Criterion) | | | X | | |
| 2.2 | Counselling for prospective students | | X | | | |
| 2.3* | Selection procedure (if relevant) | | | X | | |
| 2.4(*) | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) | | | | | X |
| 2.5* | Ensuring foreign language proficiency (Asterisk Criterion) | | | X | | |
| 2.6* | Transparency and documentation of admission procedure and decision (Asterisk Criterion) | | | X | | |

3 Contents, structure and didactical concept of the programme

3.1 Contents

The Council of Higher Education (YÖK) leads HEIs in Turkey and Northern Cyprus in the context of the national qualification framework. According to CIU the programme takes into account the requirements of the National Qualification Framework for Higher Education in Turkey.

The courses given in the first two years aim to equip students with the fundamental knowledge of information systems and technologies, and business in general. In the third and fourth years the emphasis is put on the main functional areas of management information systems. Students in their last semester attend a multidisciplinary “Capstone Project” with students from other departments such as Computer Engineering, Information Systems Engineering, Information Technology, Environmental Engineering or Civil Engineering. The project topics are proposed at the beginning of the semester.

In the last year students are allowed to choose five elective courses which lead them to specialise on their interested areas:

- Content Management Systems
- Desktop Application Development
- Mobile Application Development
- Digital Marketing
- Human Computer Interaction
- Healthcare Information Systems
- Geographic Information Systems
- Cloud Computing
- Advanced Internet Programming
- Data Mining
- Search Engine Marketing
- Marketing
- Organisational Theory
- Entrepreneurship
- Mobile Application Development
- Artificial Intelligence

The curriculum overview is shown in the following illustration:

Department of Management Information Systems Undergraduate Curriculum Overview
Here: Bachelor's Programme, 8 Semesters



| School of Tourism and Hotel Management | Credit Points per Semester | | | | | | | | Workload | | Method of Teaching i.e. lecture, course, seminar | Form and Duration of Examinations | weight of exam related to final grade |
|--|----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------|------------------|---|-----------------------------------|---------------------------------------|
| | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Hours Self-Study | | | |
| Modul 1 (1st Semester) | 30 | | | | | | | | | | | | |
| BUSN101 Introduction to Business | 6 | | | | | | | | 42 | 126 | L | Written Exam 90 mins | 100% |
| CMPE101 Introduction to Computing | 5 | | | | | | | | 56 | 100 | L/P | Written Exam 90 mins | 100% |
| ECON101 Microeconomics | 6 | | | | | | | | 42 | 123 | L | Written Exam 90 mins | 100% |
| ENGL101 English I | 6 | | | | | | | | 56 | 115 | L/T | Written Exam 60 mins | 100% |
| MATH113 Mathematics for Business and Economics I | 6 | | | | | | | | 42 | 124 | L | Written Exam 90 mins | 100% |
| TURK101/ TURK100 Turkish Language/Introduction to Turkish | 1 | | | | | | | | 28 | 12 | L | Written Exam 60 mins | 100% |
| Modul 2 (2nd Semester) | | | | | | | | | | | | | |
| MISY102 Foundations of Information Systems | | 6 | | | | | | | 42 | 124 | L | Written Exam 90 mins | 100% |
| MISY112 Introduction to Programming | | 5 | | | | | | | 70 | 88 | L/P | Written Exam 90 mins | 100% |
| ECON102 Macroeconomics | | 6 | | | | | | | 42 | 123 | L | Written Exam 90 mins | 100% |
| ENGL102 English II | | 6 | | | | | | | 56 | 115 | L/T | Written Exam 60 mins | 100% |
| MATH114 Mathematics for Business and Economics II | | 6 | | | | | | | 42 | 139 | L | Written Exam 90 mins | 100% |
| TARH100/ HIST100: History of Modern Turkey/History of Civilization | | 1 | | | | | | | 28 | 12 | L | Written Exam 60 mins | 100% |
| Modul 3 (3rd Semester) | | | | | | | | | | | | | |
| MISY223 Algorithms & Programming | | | 6 | | | | | | 70 | 106 | L/P | Written Exam 90 mins | 100% |
| MISY233 Internet Programming | | | 6 | | | | | | 42 | 129 | L | Written Exam 90 mins | 100% |
| BUSN201 Business Law | | | 6 | | | | | | 42 | 122 | L | Written Exam 90 mins | 100% |
| BUSN211 Accounting I | | | 6 | | | | | | 42 | 128 | L | Written Exam 90 mins | 100% |
| STAT207 Statistics | | | 6 | | | | | | 42 | 139 | L | Written Exam 90 mins | 100% |
| Modul 4 (4th Semester) | | | | | | | | | | | | | |
| MISY214 Visual Programming | | | | 6 | | | | | 70 | 111 | L/P | Written Exam 90 mins | 100% |
| MISY242 Data Structures and Data Organizations | | | | 6 | | | | | 70 | 106 | L/P | Written Exam 90 mins | 100% |
| BUSN212 Accounting II | | | | 6 | | | | | 42 | 130 | L | Written Exam 90 mins | 100% |
| BUSN250 Introduction to Management | | | | 6 | | | | | 42 | 139 | L | Written Exam 90 mins | 100% |
| MISY2XX Faculty Elective | | | | 6 | | | | | 42 | 123 | L | Written Exam 90 mins | 100% |
| Modul 5 (5th Semester) | | | | | | | | | | | | | |
| MISY309 Interpersonal Communication | | | | | 6 | | | | 42 | 122 | L | Written Exam 60 mins | 100% |
| MISY343 Database Management Systems | | | | | 6 | | | | 70 | 116 | L/P | Written Exam 120 mins | 100% |
| MISY363 Fundamentals of Management Information Systems | | | | | 6 | | | | 42 | 123 | L | Written Exam 90 mins | 100% |
| MISY371 Information Security and Assurance | | | | | 6 | | | | 42 | 125 | L | Written Exam 90 mins | 100% |
| MISY3XX Faculty Elective | | | | | 6 | | | | 42 | 123 | L | Written Exam 90 mins | 100% |
| Modul 6 (6th Semester) | | | | | | | | | | | | | |
| MISY332 Computer Network Fundamentals | | | | | | 6 | | | 70 | 114 | L/P | Written Exam 120 mins | 100% |
| MISY362 Ethics and Social Responsibility | | | | | | 6 | | | 42 | 129 | L | Written Exam 60 mins | 100% |
| MISY366 Operations Management | | | | | | 6 | | | 42 | 139 | L | Written Exam 90 mins | 100% |
| MISY368 Organizational Behavior | | | | | | 6 | | | 42 | 139 | L | Written Exam 90 mins | 100% |
| MISY372 Information Systems Analysis & Design | | | | | | 6 | | | 56 | 125 | L/P | Written Exam 90 mins | 100% |
| Modul 7 (7th Semester) | | | | | | | | | | | | | |
| MISY300 Summer Training | | | | | | | 3 | | NA | 100 | P | Oral exam | 100% |
| MISY401 Project Management | | | | | | | 6 | | 42 | 126 | L | Written (60 mins) and oral exam | 100% |
| MISY431 Enterprise Network Architecture | | | | | | | 6 | | 56 | 108 | L/P | Written Exam 120 mins | 100% |
| MISY479 Information Systems Strategy, Management and Acquisition | | | | | | | 6 | | 42 | 125 | L/P | Written Exam 90 mins | 100% |
| BUSN4XX Business Elective | | | | | | | 6 | | 42 | 123 | L | Written Exam 90 mins | 100% |
| XXXXXX Free Elective | | | | | | | 3 | | 42 | 123 | L | Written Exam 60 mins | 100% |
| Modul 8 (8th Semester) | | | | | | | | | | | | | 30/24 |
| MISY402 Capstone Project | | | | | | | | 9 | 6 | 169 | L/P | Oral exam | 100% |
| MISY472 Business Intelligence | | | | | | | | 6 | 42 | 132 | L | Written Exam 90 mins | 100% |
| MISY4XX Faculty Elective | | | | | | | | 6 | 42 | 123 | L | Written Exam 90 mins | 100% |
| BUSN4XX Business Elective | | | | | | | | 6 | 42 | 123 | L | Written Exam 90 mins | 100% |
| XXXXXX Free Elective | | | | | | | | 3 | 42 | 123 | L | Written Exam 60 mins | 100% |
| Colloquium | | | | | | | | | | | | | |
| Bachelor's Thesis | | | | | | | | | | | | | |
| | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 1938 | 5064 | | | |
| Elective Courses | | | | | | | | | | | | | |
| MISY423 Content Management Systems | | | | | 6 | | | | 42 | 126 | L | Written Exam 90 mins | 100% |
| MISY424 Desktop Application Development | | | | | 6 | | | | 42 | 136 | L | Written Exam 120 mins | 100% |
| MISY425 Mobile Application Development | | | | | 6 | | | | 42 | 136 | L | Written Exam 120 mins | 100% |
| MISY326 Digital Marketing | | | | | 6 | | | | 42 | 123 | L | Written Exam 90 mins | 100% |
| MISY427 Human Computer Interaction | | | | | 6 | | | | 42 | 132 | L | Written Exam 90 mins | 100% |
| MISY465 Healthcare Information Systems | | | | | 6 | | | | 42 | 123 | L | Written Exam 60 mins | 100% |
| MISY466 Geographic Information Systems | | | | | 6 | | | | 42 | 123 | L | Written Exam 60 mins | 100% |
| MISY481 Cloud Computing | | | | | 6 | | | | 42 | 125 | L | Written Exam 90 mins | 100% |
| MISY483 Advanced Internet Programming | | | | | 6 | | | | 42 | 122 | L | Written Exam 120 mins | 100% |
| MISY426 Data Mining | | | | | 6 | | | | 42 | 132 | L | Written Exam 90 mins | 100% |

Graduates of the programme are awarded with a Bachelor Degree in Management Information Systems. It is a widely spread degree that provides students with the skills to be successful in many different careers which rely heavily on information systems.

In the curriculum, theory and practice are blended. While students learn the theoretical aspects in some courses, they have the chance to apply what they have learnt in others. In the first two semesters the students are taught the necessary foundations such as “Introduction to Computing” and contents like business administration, economics and calculus. In the third semester they are assigned to succeed with a course called “Internet Programming” where they learn how to create websites and then create a website for a company they choose by themselves. This allows the students to start understanding how real business life functions and how theoretical aspects are applied in the work places.

According to CIU the programme has an interdisciplinary approach. During the first and second semesters the basic courses are given on an interdisciplinary basis. These basic courses like calculus, economics, English are being taught to the students from different faculties such as Economics and Administrative Sciences or Foreign Languages. Also starting from the third year, the students are allowed to take free elective courses from different disciplines. For instance, a student who is willing to work as an Application Developer or Database Administrator after graduation may choose an elective course from the Computer Engineering department in order to expand his knowledge. Furthermore, the programme has a particular focus on skills development, some of the courses (topics like “Interpersonal Communication”) are about developing particular sets of skills.

There are courses in the programme such as “Ethics and Social Responsibility”, which give students an understanding of business ethics. Ethics becomes a crucial element in the organisational environment therefore the courses (or a section of a course) aim to help students improve their ability to make ethical decisions in businesses.

Lecturers use case studies, projects or role plays in order to encourage students to practice and understand real-life situations. In addition to books, the students are assigned to read, analyse and present international scientific articles and cases. They are encouraged to write short essays in order to explore and improve their academic capabilities.

The course “Fundamentals of Management Information Systems” for example allows students to become familiar about how Information Systems and technologies are used and facilitate the business processes.

The students are assessed by midterm and final exams in addition to other evaluation methods such as assignments, case studies, presentations, term projects and quizzes. There is one midterm and one final exam for each course in every semester. The aim of the exams is to evaluate the conformity of students with described outcomes for particular courses.

A bachelor thesis is not included in the study programme.

Appraisal:

The curriculum of the programme adequately reflects the qualification objectives of the study programme. In the view of the panel the contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes.

During the on-site visit the panel learned that current contents like for example blockchain, bitcoin or agile methods are integrated in the curriculum. The panel did not find these

contents in detail as it could be in the module descriptions. It recommends to further highlight the presence of these contents in the module descriptions.

Elective courses enable students to acquire additional competences and skills according to their individual interests. Due to the contents and the learning outcomes of the programme the programme name and the awarded degree are reasonable.

Theory and practice are sufficiently combined throughout the curriculum. Theoretical questions are geared towards application fields to promote employability. Many lecturers bring their business experience with knowledge of recent developments into the programme and link the practical application to the theories discussed in the lectures.

In its subjects the programme is interdisciplinary and thus promotes interdisciplinary thinking. Moreover, the achieved outcomes show the preparation of the students for an occupation requiring interdisciplinary knowledge. Interdisciplinary thinking is especially suitable to promote the achievement of the competence goals. Ethical aspects are one important aspect for CIU, who wants to take into consideration the sensitivity of the issue of ethics. This content is contained in some courses. The panel positively acknowledges that methodological competences and scientific practice are thoroughly trained so that students acquire methodological competences and are enabled to do scientific work on the required level.

The panel appreciates the Capstone Project to prove the students' ability to do scientific work at the end of the programme.

Exams, papers, presentations and project work are ways to test the knowledge and competence of students. The level of performance in examinations is aligned with the learning outcomes of the courses in form and content. The requirements are also in line with the level necessary to attain the desired qualification level. The system of continuing examination including a mid-term and a final examination helps CIU to check if students are falling short of expectations and enables the university to support those students.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.1 Contents | | | | | |
| 3.1.1* Logic and conceptual coherence (Asterisk Criterion) | | | X | | |
| 3.1.2* Rationale for degree and programme name (Asterisk Criterion) | | | X | | |
| 3.1.3* Integration of theory and practice (Asterisk Criterion) | | | X | | |
| 3.1.4 Interdisciplinary thinking | | | X | | |
| 3.1.5 Ethical aspects | | | X | | |
| 3.1.6* Methods and scientific practice (Asterisk Criterion) | | | X | | |
| 3.1.7* Examination and final thesis (Asterisk Criterion) | | | X | | |

3.2 Structure

| | |
|------------------------------|-----------------------------|
| Projected study time | Four years, eight semesters |
| Number of Credit Points (CP) | 240 ECTS points |
| Workload per CP | 30 hours |
| Number of modules | 42 |

The programme is structured as a four-year degree programme with eight semesters. There are 42 (and a summer training) compulsory and seven elective courses. The electives can be taken from diverse faculties or departments. The foreign language courses are given in three levels.

The programme is composed of courses having ECTS points ranging from one to six. The calculation of ECTS credits for in-class activities may involve class hours, final and midterm exams, quizzes, and presentations. Out of class activities include assignments, case studies, homework, course internships and independent studies. In each semester there are at least five courses and students have to complete 28-30 ECTS credits. There are fourteen weeks of classes, one week for midterm exams and two weeks for final exams each semester. For each course the students are required to attend a final and a midterm (sometimes two) exam and/or quizzes in each semester. The underlying reason about having two midterm exams for some courses, i.e. statistics, is to encourage the students to study and practice by their own. The dates are announced in the academic calendar and also in the course syllabi.

Modules are described in the module descriptions. They provide detailed intended learning outcomes, the course contents, the type of course (compulsory/elective), the defined amount of ECTS points, the name of lecturer, teaching methods and examination methods.

All assignments and the contribution of each component to the final grade is determined by the lecturers and mentioned in the syllabus. Information about how the final grade of the module is being formed can be found in each module description. These percentages can be for example 30 percent, quizzes 20 percent, presentation 10 percent and final exam 40 percent. Moreover, the students should collect more than 50 percent of the total value in order to complete successfully the course with at least a letter grade of D. The students who got either D- or F grades have to repeat the examination. It is compulsory for the students to attend 70 percent of the class hours. A student who fails to attend 70 percent of the classes has been given NA grade which means he cannot take the final exam and has to repeat the course. In order to graduate the students are required to have a Cumulative Grade Points Average (CGPA) of 4.00 and have to complete all courses. There are other grades such as, E-Exempt, I-Incomplete, P-Progress, S-Satisfactory, U-Unsatisfactory, W-Withdrawn, T-Transfer and NA-Non-attendance. The table below shows the grade distribution and coefficients.

| Grade | Coefficient | Grade | Coefficient |
|-------|-------------|-------|-------------|
| A | 4.00 | C | 2.00 |
| A- | 3.70 | C- | 1.70 |
| B+ | 3.30 | D+ | 1.30 |
| B | 3.00 | D | 1.00 |
| B- | 2.70 | D- | 0.70 |
| C+ | 2.30 | F | 0.00 |

The University has endeavoured to ensure there is a gender equality existing in both the student recruitment arena and in the staff recruitment policy. Scholarship opportunities and fellowship opportunities are available for students with outstanding abilities or financial problems. There are infrastructural improvements for the disabled students. The students are encouraged to fill out forms regarding their less ability in order to meet their special needs.

Appraisal:

The panel considers that the programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns ECTS points per module on the basis of the necessary student workload. The practical components, for example the summer training, are designed and integrated in such a way that ECTS points can be acquired.

However, the panel received module descriptions for every module. The modules provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. Module descriptions were provided in English.

CIU has not submitted a legally-checked study and examination regulation for the study programme. During the on-site visit the panel got the impression, that for example the recognition of periods of study at other HEIs is applied. But there is no regulation about the recognition of degrees and periods of study at other HEIs in accordance with the Lisbon Recognition Convention. The convention should stipulate that degrees and periods of study must be recognised unless substantial differences can be proved by the institution in charge of recognition. Moreover, there must not be a recognition limit.

The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. A Diploma Supplement is issued from the university to the graduates in addition to the awarding degree.

In order to improve transparency of performance levels, in addition to their national scale, Higher Education Institutions should use a Grading Scale as translation device into other grading systems. Therefore, relative ECTS grading (an ECTS grading table that provides a statistical distribution for each degree programme or group of homogenous programmes) needs to be implemented. CIU's study and examination regulations, however, are missing arrangements in terms of relative grading or regarding an ECTS grading table. Neither is a relative grade awarded on the sample diploma supplements provided by CIU. The standardised Diploma Supplement that CIU provided for the panel does not contain information about the curriculum including the learning outcomes of the programme and the correct number of ECTS points.

Furthermore, the university informed the panel that one CP is equal to 30 hours. However, there is no information about the hours per CP.

The panel therefore recommends the accreditation of the programme under the following **condition:**

CIU

- submits a published study and examination regulation that contains the following information:
 - CIU proves the implementation of relative grading according to ECTS
 - CIU implements the mutual recognition of degrees and periods of study following the requirements of the Lisbon Convention
- implements the information concerning the hours per CP in their documentation of the programme
- provides a diploma supplement for the programme,
 - that contains ECTS Points of each module

- in which the learning outcomes are described according to the qualification level of the programme
- that provides graduates with a relative grading which shows the students' grade point average in relation to the grade point averages of the whole cohort.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|---|------------------------------|----------------------------|------------------------------------|------|
| 3.2 | Structure | | | | |
| 3.2.1* | Modular structure of the study programme (Asterisk Criterion) | | X | | |
| 3.2.2* | Study and exam regulations (Asterisk Criterion) | | Condition | | |
| 3.2.3* | Feasibility of study workload (Asterisk Criterion) | | X | | |
| 3.2.4 | Equality of opportunity | | | X | |

3.3 Didactical concept

CIU encourages the use of many different teaching methods. Great emphasis is placed on interactive teaching methods. CIU promotes the philosophy that students can learn more effectively if they are actively engaged in the lecture. Some of the interactive teaching methods are class discussions, presentations. Class discussions are one of the methods used in order to take a look at the students' level of understanding of a particular topic. Sometimes the class assignments such as case studies or articles are given to students in order to be analysed. Students are encouraged to work by their own as well as together in a group. Homework and projects help them to broaden their knowledge besides giving them opportunity to share their ideas and work with their team members. Moreover, frequently given quizzes generate the possibility to the students to study by their own. Quizzes also let the lecturers monitor the students' status of attainment. If there is a necessity the lecturers can adjust the method, and the pace of the instruction.

Most instructors use various comprehensive textbooks in their courses. They also use online resources, supplementary materials such as journal articles or case studies. Lecturers also introduce the students with articles, books, and journals, which are supposed to provide a better understanding of the course.

The programme hosts a variety of guest speakers from different universities, entrepreneurs, and other investors from different parts of the sector and also graduates of the university for workshops or to join the classes to share their work experiences with the students.

Master students are encouraged to participate in undergraduate courses as student assistants. This leads to an environment where graduate students easily share their knowledge or experiences with undergraduates. That the students are from various nationalities leads to a multicultural environment for undergraduate classes. It helps to improve the multicultural communication skills of undergraduate students as well as it helps the students to broaden their knowledge on the subjects. Graduate assistants can be involved in teaching activities by helping the students analyse cases as well as solving in-class exercises.

Appraisal:

The didactical concept of the study programme is described, plausible and oriented towards the programme objectives. The lecturers use a variety of teaching methods, which promote the theoretical knowledge as well as the application skills of the students. The teaching and learning concept encourages the students to participate actively in the courses for example by group projects or in-class discussions.

During the on-site visit the panel had the chance to examine examples of accompanying course materials. These are oriented towards the intended learning outcomes and correspond to the required level. They are handed out by the lecturers or accessible online. They are user-friendly and encourage students to engage in further independent studies.

The panel appreciates that guest lecturers are invited to CIU. The University includes guest lecturers with experience in businesses to teach the programme, which clearly contributes to the students' development of skills.

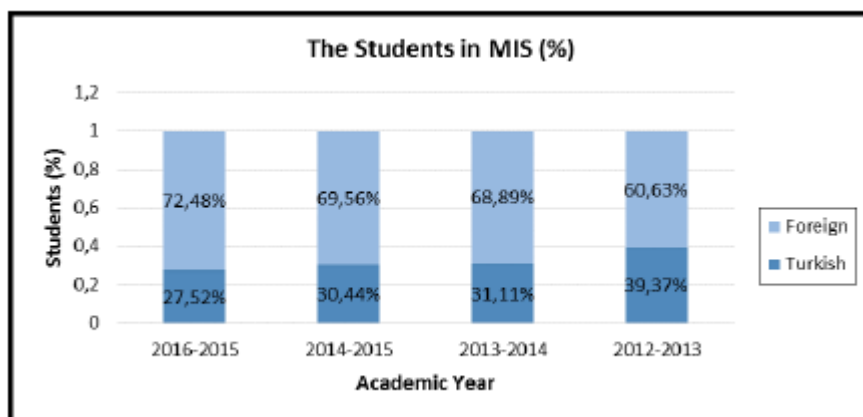
Lecturing tutors/ lecturer assistants support the students in the learning process and help them to develop competences and skills.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.3 | Didactical concept | | | | | |
| 3.3.1* | Logic and plausibility of the didactical concept (Asterisk Criterion) | | | X | | |
| 3.3.2* | Course materials (Asterisk Criterion) | | | X | | |
| 3.3.3 | Guest lecturers | | | X | | |
| 3.3.4 | Lecturing tutors | | | X | | |

3.4 Internationality

According to CIU the university has a multicultural student environment. Students from different countries are staying at the campus and learn together in the classes. Because of English being the medium of instruction, the students communicate with each other in English. Students are encouraged to study together during the courses which allow them to obtain information about different cultural and national perspectives. The assignments, homework or presentations are given to mixed student groups from diverse cultures to encourage them to learn teamwork in a multicultural environment. Moreover, cases from multicultural researches are chosen during the courses. Considering that the majority of foreign students coming to CIU are from Africa and Asia, the case studies are chosen also from these countries in addition to examples from Turkey and Cyprus.

Currently CIU has foreign students around 30 percent. However, the number of foreign students in this programme is higher than this percentage. For instance, 60 percent of the students in 2012-2013 are from foreign countries.



CIU employs lecturers from different countries and cultures. This provides an advantage in the diverse cultural structure of the University. Lecturers with different insights provide a broad knowledge to the students by involving their experiences from different countries. Besides, the majority of the Turkish lecturers have completed their education (Masters and/or Ph.D.) in foreign countries like United Kingdom or United States. Moreover, lecturers are encouraged by the University to participate in international conferences, seminars or workshops in order to deepen their knowledge. Continuously, lecturers publish international academic publications as articles, books or case studies.

The programme is entirely taught in English language. During the first and the second year while taking the faculty courses, students are required to attend English courses where they improve their academic reading and writing. Two of those English courses equip students to improve their communication skills. Starting from the first year, the students take second foreign language courses based on their own choice (German or French).

The majority of these language courses are offered on three different levels, from basic to advanced, so the students are able to learn the language of their interest up to advanced level.

Appraisal:

International contents and intercultural aspects are part of the curriculum. Thus the panel came to the conclusion that students are prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

The CVs of the teaching staff as well as discussion with lecturers on-site have shown that the lecturers have international experience in professional and/or academic fields. CIU makes a considerable effort to recruit lecturers from other countries. The international composition and experience of the teaching staff also contributes to the skills the students need to perform the tasks required in an international environment.

According to the panel the international composition of the student body corresponds to the programmes' concepts. The number of nationalities demonstrates that a significant proportion of the student community comes from abroad. According to the panel, this highly promotes the international employability and the international student life experience of the graduates, who, without any doubt, are equipped with the skills they need to perform the tasks required in an international environment. Moreover the teaching language in the study programme is English. Hence, lectures and course materials are 100 per cent in English language. This is a key element and can be assessed above-average. Internationality plays a central role in the study programme's profile.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|---|------------------------------|----------------------------|------------------------------------|------|
| 3.4 | Internationality | | | | |
| 3.4.1* | International contents and intercultural aspects (Asterisk Criterion) | | X | | |
| 3.4.2 | Internationality of the student body | | X | | |
| 3.4.3 | Internationality of faculty | | | X | |
| 3.4.4 | Foreign language contents | | X | | |

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The students are reinforced to work in teams by assigning the group projects. Those projects help the students to improve their management and communication skills. Moreover, being part of a group also let the students improve their conflict resolution, leadership and mediation skills. Case studies and discussions during the group assignments as well as presentations during the classes may lead the students to advocate their own ideas, at the same time to learn how to respect the ideas of others.

The programme comprises of various courses which contribute the communication and public speaking skills of the students. The students are required to attend particular courses which have a direct influence on their communication skills.

Coming from diverse cultures also provides an advantage for learning and practicing multicultural communication during the classes. These courses also encourage the students to improve their speaking skills in front of a public by assigning them a number of presentations which will be done in front of an audience.

Appraisal:

Through various methods the students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in the study programme. This is documented in the module descriptions. They are supported by means of suitable didactical and methodological measures, for example group projects.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|---|------------------------------|----------------------------|------------------------------------|------|
| 3.5* | Multidisciplinary competences and skills (Asterisk Criterion) | | X | | |

3.6 Skills for employment / Employability (Asterisk Criterion)

According to CIU the graduates of the Programme are well equipped with theoretical basics of business administration as well as IT, and they are able to apply the theory into practice. The curriculum of the programme with a variety of courses allows the students to gain insights of all dimensions of business, management IT and information systems. So, the graduates of the programme mainly have the opportunity to work in computer centres, information technology, software and programming, and consultancy departments in industry or governmental offices. The graduates also have experiences on working and studying in a multicultural environment which is an advantage for their future professional career. The foreign language education opportunities also allow the students to graduate from the University as a multilingual individual. This provides a great advantage for their employment

in international companies. During the summer training students have the chance to do an internship and to work in a company to learn business applications and also establish contacts with representatives from several business sectors. This shall provide an advantage to the students to establish contacts and to find references for their future employment possibilities.

Appraisal:

The programme's aim is to provide the students with skills of their appropriate professional field. To reach this aim the programme has combined theoretical knowledge with practical application both at a local/national as well as at an international level. The University has stated convincingly that graduates of the programme find a profession shortly after graduation of the programme.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.6* | Skills for employment / Employability (Asterisk Criterion) | | | X | | |

4 Academic environment and framework conditions

4.1 Faculty

The programme consists of full-time members of staff. There are nine full time lecturers. All the teaching staff in the department of MIS except one holds a doctorate degree. The only staff member who holds a master degree is a current student in the MIS Ph.D. Programme.

| MIS programme Overview | Compulsory Courses Taught (in percentages) | Compulsory Courses Taught (in ECTS) |
|------------------------|---|--|
| Core Staff | 45% | 125 |
| Complementary Staff | 55% | 79 |

According to CIU the teaching staff continuously updates its skills and academic competencies in the field of specialisation. Furthermore, CIU states that the structure and number of teaching staff on the programme are in regard of the number of student. The selection of the staff members is based on the competence profile such as being preferably holder of Ph.D. degree, being equipped with proven ability as a lecturer or a personal coach / project coach and proven intercultural and language competencies. Evaluation criteria for application, appointment and promotion of academic staff positions are in line with the criteria presented by the YÖK and YÖDAK which are consistent with the requirements of Ministry of Education in Northern Cyprus.

Teaching staff in the programme is required to follow developments through reading up to date academic publications. In addition, as part of the career development and to gain the titles of (associate) professorship, the teaching staff is required to present papers in national and international conferences and/or workshops and seminars and to publish articles in academic journals. Opportunities to attend special workshops, trainings, and conferences that are related to the teaching staffs' practice are significantly accepted. The junior teaching staff can develop teaching skills when acting as a teaching assistant to a senior teaching staff and through attending and observing his lectures. In addition, during the department and faculty meetings held during regular intervals, the teaching staff shares their teaching experiences with each other. Particularly, the teaching staff who attends international professional development courses share the learning experiences.

The majority of the teaching staff has obtained professional practical business experience by working in either the public sector and/or private organisations as managers, consultants, project coordinators, and trainers.

At the beginning of each academic year, the programme director (head of the department) organises a meeting with the teaching staff and plans activities (conferences, seminars, training programmes) that take place during the year. The teaching staff and the department director collaborate to improve existing modules and to develop new course modules. Each teacher contributes to the improvement and development in his specialised field.

Support for students is provided through events in the week before the start of timetabled teaching. For first year students, the programme includes an orientation part (among others welcome, essential information). The school has an open door policy, which means that students find all lecturers easily accessible during office hours on the days they are teaching. In addition, students can communicate with lecturers via e-mail about any issue. Furthermore, each student is provided with an academic course advisor. The academic course advisor assists the students. He not only assists with the choice of courses each semester, but also guides and coaches the student with his future career plans and prospects.

Appraisal:

The structure and number of teaching staff correspond with the programme requirements. A list of the involved lecturers shows the availability of the required staff. According to the CVs the academic ability and the practical experience of the teaching staff is in line with the requirements of the programme. Besides, a number of lecturers have long-year experience in teaching. In addition, the staff's pedagogical/didactical qualifications are in line with their tasks and have been verified.

A high number of lecturers have long-year experience in teaching. The teachers have the possibility to attend international conferences concerning e.g. their specialty.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

Internal collaboration and coordination to agree on the modules and overall is ensured systematically. The department regularly hosts joint events, in which all of the HEI's teaching staff participates.

As affirmed during the on-site visit by the participating students counselling of students by teaching staff is more than intensive. Student support and coaching are an integral part of the services provided by the teaching staff and are offered on a regular basis. E-mails are answered very quickly. Where necessary, the students are given individual support with academic and related issues. Altogether, the students have no complaints.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.1 | Faculty | | | | | |
| 4.1.1* | Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion) | | | X | | |
| 4.1.2* | Academic qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.3* | Pedagogical / didactical qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.4 | Practical business experience of faculty | | | X | | |
| 4.1.5* | Internal cooperation (Asterisk Criterion) | | | X | | |
| 4.1.6* | Student support by the faculty (Asterisk Criterion) | X | | | | |
| 4.1.7(*) | Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) | | | | | X |

4.2 Programme management

The programme director determines and responds to the needs and concerns of the students, manages budgets with the head of school and develops class schedules (with the school course coordinator). The efforts also include the maintenance of facilities, equipment and the supervision of departmental staff. In order to be aware of the needs and concerns of the students, the director regularly meets with student representatives as well as students' advisors in the Department. The Programme Internship Coordinator updates the guidance

details for the students and organises departmental functions. Furthermore the programme director regularly meets with the staff of the department to discuss about conferences (dates, venue), seminars, the list of the guest lecturers that will be invited to the department, about arranging certificate programmes, about focusing on the weaknesses and the strengths of the department (identifying areas where the department can excel in teaching, research and services) and about coaching the academic advisors. The Director also comes together with collaborative teaching staff to discuss the topics and needs of the students to maintain a well-designed, forward-looking curriculum according to the needs of the programme.

The administrative support for students and teaching staff consists of the following units:

- Admissions Department is in charge of handling the applications of students, doing their registrations, providing the students with any document they need, and helping the students and the advising instructors in solving the problems they confront during the registration and admission processes.
- Student Development and Counseling Center is responsible for improving the students' physical and psychological health, helping and supporting them in shaping their career, carrying out the health services, realising almost every kind of sports events, helping the organisation of projects of the clubs, and organising career days to contribute to the students' personal and career developments.
- The International Office is responsible for helping foreign students to solve their academic and/or personal problems, and organising events that help to enhance the multicultural ambiance of the CIU campus.
- The Library makes books, magazines, newspapers and other publications or electronic sources available to students and academicians.
- The Information Technology Center is responsible for carrying out the electronic service-support activities and serves the students, and the academic and administrative personnel.
- The Public Relations and Corporate Communications Department informs the academic and administrative departments and the students about the services, news and the events outside the university and conducts projects and studies in Northern Cyprus and in other countries.
- The Accounting Department carries out the payment of the wages, course fees, the calculation and monitoring of the payments of fees, scholarships, discounts and dormitory fees paid by the students.

Appraisal:

As the panel learned, the programme management coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. It successfully takes initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups. The process organisation, administrative support as well as decision-making processes and responsibilities are determined transparently.

Faculty members and students are supported by the administration in the organisation of the study programme. Several offices and services are responsible for the support of all involved parties in the study programme. Faculty members can attend training programmes to develop their skills.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.2 | Programme management | | | | | |
| 4.2.1* | Programme Director (Asterisk Criterion) | | | X | | |
| 4.2.2 | Process organisation and administrative support for students and faculty | | | X | | |

4.3 Cooperation and partnerships

The Department has a number of cooperations with enterprises and organisations. Close contacts with local associations and local businesses help to improve performance of students.

CIU has also full memberships to the institutions and organisations such as the Federation of the Universities of the Islamic World (FUIW), the European Council for Business Education (ECBE), the Council on Hotel, Restaurant and Institutional Educational (CHRIE), the Association of International Educators (NAFSA), the European Consortium for Political Research (ECPR), the National Recognition Information Centre for the United Kingdom (UK NARIC), the European Association for International Education (EAIE), and the International Association of Universities (IAU).

The programme has a number of cooperations with local and international organisations which are BTHK (Information Technologies and Communication Authority), The Management Centre of the Mediterranean, ERP Committee in Turkey, Levent group of companies and Mikro Software in Turkey. Joint seminars and training programmes are organised, and these organisations help students to gain information on practical aspects of using information technologies and systems in business.

There is also a progression agreement between CIU, the University of Sunderland and University of Wolverhampton. The agreement enables students who complete their first three years of study at CIU to progress to University of Sunderland or University of Wolverhampton to complete their degrees.

In addition, CIU has dual degree agreements with the European University Business School, Barcelona or Geneva or Montreux. According to these agreements, CIU students can obtain degrees of another institution in addition to their CIU qualification for undergraduate and postgraduate programmes. CIU uses learning agreements to ensure that the students' studies abroad are transferable into the appropriate programme.

Appraisal:

CIU has various cooperation agreements with higher education institutions. The scope and nature of cooperation with HEI, networks, business and organisations relevant for the programme are plausibly presented. Lists and information on the partners were provided to the panel. The cooperation are actively pursued and have an impact on the students' studies (case studies, dual degree options).

Furthermore, the University uses its network of companies and industry to invite guest lecturers, which benefit all students by providing insights in the practice. Both kinds of cooperation bring benefits to students that participate in exchange or in the guest lectures. However, the panel recommends increasing CIU's cooperation activities with partners in the EU.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|--|------------------------------|----------------------------|------------------------------------|------|
| 4.3 | Cooperation and partnerships | | | | |
| 4.3.1(*) | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes) | | X | | |
| 4.3.2(*) | Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) | | X | | |

4.4 Facilities and equipment

CIU is currently situated 7 km far from the city centre of Nicosia. The Campus of the University involves educational and scientific buildings as well as dormitories, sports facilities and buildings for social activities.

The student capacity of the classrooms differs between 20 and 70. There are also a few lecture theatres with a capacity of up to 250 students. All classrooms are equipped with projectors and all are climatized. Exam capacity is 60% of class capacity. In the "Information Centre" building where the library is located there are 114 personal computers available. The infrastructure of the university has been improved according to the needs of disabled students.

The library provides opportunities for the students, academic and administrative staff to benefit from library services for free. There is a collection that consists of books (52,000), e-books (7,750), journals (46), e-journals (15,291), conference proceedings (880,000), daily newspapers, CDs and academic internet sources. Besides, operations on acquiring a membership of new databases have been carried out. It is possible to search for bibliographic information, e-book, e-magazine, conference, standard and full-text articles in the databases. IP controlled access to all electronic sources in the campus is possible. The CIU Library is a member of ANKOS and EKUAL and it has subscriptions from internationally recognised databases, amongst others EBSCO. Wireless internet access is available in the library building.

An orientation programme is held in the beginning of each education year for the new students in order to introduce the library services.

The library is open seven days a week and is open between 08:30 to 24:00 (during weekdays), 10:00 to 22:00 (at weekends) during the semester. During the summer semester it opens between 09:00 to 17:00 (weekdays) and it is closed in the weekends.

Appraisal:

The experts are convinced that the standards required for the programmes are met by the number and size of the teaching rooms, even taking into account the resource needs of other study programmes. Most of the rooms at the university are equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account both during and outside of semester time. Access to literature and digital media (e.g. electronic media, databases) is ensured.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--|------------------------------|----------------------------|------------------------------------|------|
| 4.4 | Facilities and equipment | | | | |
| 4.4.1* | Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion) | | X | | |
| 4.4.2* | Access to literature (Asterisk Criterion) | | X | | |

4.5 Additional services

The Career Center at CIU aims to assist students in planning their professional or academic careers upon graduating from the University. In addition, the Career Center searches available business branches and establishes cooperation. Furthermore, the Career Center organises 'CIU Career Days' every semester. Academics guide students to write CVs and teach them interviewing techniques. CIU students, who plan to pursue in academic careers after graduating, receive relevant information about postgraduate educational programmes domestically and internationally. Students are also informed about scholarship programmes, overseas summer working camps, and newly opened master programmes.

The Alumni Organisation exists to keep the CIU community together and to maintain links with students after graduation. The organisation keeps graduates in touch with the university's activities through the website of the university and through social media channels such as Linked-in and Facebook. In the website, there are sections that can lead students to give information about their jobs, companies they are working at and the countries they are working in. Online information forms and questionnaires are used to obtain the information provided by the alumni for the improvement of the programme.

The Student Development and Counseling Center (SDCC) intends to create a bridge between the students, their families and CIU. This center deals with all kinds of social, cultural, psychological and/or academic problems faced by the student body. Accordingly, the SDCC informs the students' families about the academic, social and cultural activities, and works with CIU students' clubs and the student council to arrange activities according to students' interest.

The Student Clubs (SC) aim to guide students towards undertaking useful activities in their free time, to conduct research, discussions and/or activities to improve physical and mental development in social, cultural or sportive fields, to build a strong relationship between individuals during and after their university education, to represent CIU with club activities in interuniversity competitions. There are numerous meeting and activity rooms in the Student Union, where students can come together and work on projects organised by their clubs.

The International Office (IO) aims to help foreign students to solve their academic and/or personal problems, and to organise events that help them to enhance the multicultural ambiance of the CIU campus. The IO receives all student related information during the students' application to CIU. Admitted students are greeted at the airport, their dormitory reservations are made, and, upon registration, their residence permit procedures are completed. An orientation programme is organised at the beginning of every academic semester for newly arrived international students, during which various excursions accompanied by guides are made to different spots in Northern Cyprus, enabling the students to learn more about Northern Cyprus.

The Psychological Counseling and Guidance Center intends to help students to reach their academic, social and psychological potential. It also wants to help students to make

independent decisions and take responsibility for these decisions, to enhance their altruistic behaviour, to help students become open to change, to teach students accepting their and others' strength and weaknesses, to nurture themselves as productive individuals, and to help students to become mature, independent and ethic individuals. Through the framework of counselling on a confidential basis, individual (one-to-one) therapy is offered to students who may be in need of psychological support to solve their academic and/or personal problems.

Appraisal:

A fully developed a well-equipped career counselling and placement service is offered to the students and graduates to promote their employability. The panel appreciates that career counselling and placement measures as workshops are offered to the students and graduates. Activities take place regularly.

With its Career Center and the respective activities such as the CIU Career Days, CIU clearly shows that it provides sufficient resources regarding career advice, placement service and to promote the graduates' employability. Sufficient resources are provided. The panel appreciates the work of the international office to support foreign students and the services of the Psychological Counseling and Guidance Center. The university has an Alumni Association that provides support for students and alumni. It has also been set up with the aim of developing an alumni network.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.5 | Additional services | | | | | |
| 4.5.1 | Career counselling and placement service | | | X | | |
| 4.5.2 | Alumni Activities | | | X | | |

4.6 Financing of the study programme (Asterisk Criterion)

The source of financing is students' fees. Fees for education constitute the main source of the income. CIU is a privately founded university as a part of Levent Group of Companies situated in Northern Cyprus. Levent Group of Companies employs over 2000 staff and has grown to be the largest company in TRNC through 47 years of high quality service in the Construction, Automotive, Retail, Manufacturing, Export, Distribution and Education sectors. CIU states that Levent Group of Companies, which contributes to the economy of TRNC to a great extent, aims to increase its market share, to provide more job opportunities, and to carry the customer satisfaction to the maximum level possible. The current tuition fee of the Bachelor programme for one year is 6,198 € including fees for social activities, registration, health insurance.

Appraisal:

The programme finances itself through tuition fees, which cover the running costs. In addition, the University guarantees to stand in for a potential financial deficit, which endangers the continuation of the programme. Within the limits of a review process and with regard to financial stability of CIU in recent years, the panel concludes that financial stability is ensured for the current programme cycle and the entire accreditation period.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.6* Financing of the study programme (Asterisk Criterion) | | | X | | |

5 Quality assurance and documentation

The undergraduate and graduate School Boards exert an effort to develop and manage the academic programmes of CIU. These boards provide the assurance of quality for students, staff, and faculties. This is due to the fact that quality is one of the critical factors that ensure long-term success. In this regard, the issues concerning the quality assurance and the development of programmes of CIU can be given as follows:

- Providing efficient learning and teaching activities;
- Increasing the overall research performance;
- Provide a high quality student experience.

The use of Information Systems and Technologies in university operations gains more importance to increase the efficiency and speed in management system. In addition to the online Student Information System (SIS), a Campus Information System is developed. Besides these, a Document and Workflow Management System is in use.

CIU has defined a curriculum design process. It starts with the proposed curriculum offered by the academic staff. Then, the Academic Board discusses the proposed changes in the curriculum and gives advices to the department. At the end of the process, the curriculum and how it tries to achieve the intended learning outcomes and the proposed teaching techniques is analysed. If there are some issues to be added, these issues such as an additional learning outcome or a new teaching technique are discussed in the academic board meetings to address the contemporary needs of the curriculum.

Evaluation by the students is carried out on a regular basis. At the end of each academic semester, evaluation, satisfaction and graduation surveys are conducted to gather information from students.

In accordance with the evaluation surveys, students evaluate the instructor and the course. The results of student evaluations are reported to the instructors. Therefore, the instructor can always have a chance to improve the efficiency of courses. The levels of satisfaction regarding the services are analysed via the satisfaction survey.

Evaluations by the alumni, industry representatives and/or partners are performed regularly during the academic semesters through meetings or interviews. Collected feedback is used to increase the quality performance of CIU. CIU also obtains feedback from graduates regarding the structure of academic programmes. The University also works closely with employers especially regional ones to diversify education to meet their needs. These evaluations play a critical role in the quality development of the department.

General information about the programme, the curriculum and the academic calendar is provided on CIU's website. The course syllabi are given to the students at the beginning of the semester and uploaded to 'Moodle'. The study and examination regulations can also be found in 'Moodle'.

The activities, which take place in the academic year, are regularly documented. Information is published at the website. Furthermore, the activities performed in each academic semester are documented. These activities are recorded by the secretary of the department through the control of the chair and are published in an annual report.

Appraisal:

The panel members came to the conclusion that CIU has formulated quality targets for the development of programmes and regularly assesses the implementation. The panel is

convinced that its system of quality assurance and development is designed comprehensively, so that continuous quality improvement of the institution can be achieved. But it recommends to further formalise the quality process for example in a guideline. It also would appreciate if CIU would ensure that students also can take an active part in the quality committees.

Alumni, employers and organisations are also involved in the quality system as well. The panel appreciates that these evaluations are performed regularly and are an inherent part of the quality assurance to develop the programme. For the programme development the panel recommends to also implement an advisory board including the relevant stakeholder to strengthen and intensify the development respectively the practical application.

The lecturers are involved in the process of quality enhancement. Evaluation by the students is carried out on a regular basis and in accordance with a described procedure. The course evaluations provide information on the students' satisfaction with their studies. The survey used for the course evaluation provides checks on various subjects including a question about the workload. But there is no formalised process of informing the students about the course evaluation results. The panel therefore recommends providing the students with information on the results of evaluations and quality assurance measures.

The study programme's content and curriculum and examination scheme have been documented for the panel. There is general information about the programme and the curriculum published at CIU website. There is also information about the exam rules and regulations and the admission requirements. CIU stated that further information concerning individual questions is provided to students personally.

The activities which take place during the academic year are continuously documented and published in annual reports.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 5.1* | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) | | | X | | |
| 5.2 | Instruments of quality assurance | | | | | |
| 5.2.1 | Evaluation by students | | | | X | |
| 5.2.2 | Evaluation by faculty | | | X | | |
| 5.2.3 | External evaluation by alumni, employers and third parties | | | X | | |
| 5.3 | Programme documentation | | | | | |
| 5.3.1* | Programme description (Asterisk Criterion) | | | X | | |
| 5.3.2 | Information on activities during the academic year | | | X | | |

Quality profile

HEI: Cyprus International University

Bachelor programme:
Management Information Systems (B.Sc.)

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1 Objectives | | | | | |
| 1.1* Objectives of the study programme (Asterisk Criterion) | | | X | | |
| 1.2* International orientation of the study programme design (Asterisk Criterion) | | X | | | |
| 1.3 Positioning of the study programme | | | | | |
| 1.3.1 Positioning of the study programme in the educational market | | | X | | |
| 1.3.2 Positioning of the study programme on the job market for graduates („Employability“) | | | X | | |
| 1.3.3 Positioning of the study programme within the HEI's overall strategic concept | | | X | | |
| 2 Admission | | | | | |
| 2.1* Admission requirements (Asterisk Criterion) | | | X | | |
| 2.2 Counselling for prospective students | | X | | | |
| 2.3* Selection procedure (if relevant) | | | X | | |
| 2.4(*) Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) | | | | | X |
| 2.5* Ensuring foreign language proficiency (Asterisk Criterion) | | | X | | |
| 2.6* Transparency and documentation of admission procedure and decision (Asterisk Criterion) | | | X | | |
| 3. Contents, structure and didactical concept | | | | | |
| 3.1 Contents | | | | | |
| 3.1.1* Logic and conceptual coherence (Asterisk Criterion) | | | X | | |
| 3.1.2* Rationale for degree and programme name (Asterisk Criterion) | | | X | | |
| 3.1.3* Integration of theory and practice (Asterisk Criterion) | | | X | | |
| 3.1.4 Interdisciplinary thinking | | | X | | |
| 3.1.5 Ethical aspects | | | X | | |
| 3.1.6* Methods and scientific practice (Asterisk Criterion) | | | X | | |
| 3.1.7* Examination and final thesis (Asterisk Criterion) | | | X | | |
| 3.2 Structure | | | | | |
| 3.2.1* Modular structure of the study | | | X | | |

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| programme (Asterisk Criterion) | | | | | |
| 3.2.2* Study and exam regulations (Asterisk Criterion) | | | | Condition | |
| 3.2.3* Feasibility of study workload (Asterisk Criterion) | | | X | | |
| 3.2.4 Equality of opportunity | | | | X | |
| 3.3 Didactical concept | | | | | |
| 3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion) | | | X | | |
| 3.3.2* Course materials (Asterisk Criterion) | | | X | | |
| 3.3.3 Guest lecturers | | | X | | |
| 3.3.4 Lecturing tutors | | | X | | |
| 3.4 Internationality | | | | | |
| 3.4.1* International contents and intercultural aspects (Asterisk Criterion) | | | X | | |
| 3.4.2 Internationality of the student body | | X | | | |
| 3.4.3 Internationality of faculty | | | X | | |
| 3.4.4 Foreign language contents | | X | | | |
| 3.5* Multidisciplinary competences and skills (Asterisk Criterion) | | | X | | |
| 3.6* Skills for employment / Employability (Asterisk Criterion) | | | X | | |
| 4. Academic environment and framework conditions | | | | | |
| 4.1 Faculty | | | | | |
| 4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion) | | | X | | |
| 4.1.2* Academic qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.4 Practical business experience of faculty | | | X | | |
| 4.1.5* Internal cooperation (Asterisk Criterion) | | | X | | |
| 4.1.6* Student support by the faculty (Asterisk Criterion) | X | | | | |
| 4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) | | | | | X |
| 4.2 Programme management | | | | | |
| 4.2.1* Programme Director (Asterisk Criterion) | | | X | | |
| 4.2.2 Process organisation and administrative support for students and faculty | | | X | | |
| 4.3 Cooperation and partnerships | | | | | |
| 4.3.1(*) Cooperation with HEIs and other academic institutions or networks | | | X | | |

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| (Asterisk Criterion for cooperation programmes) | | | | | |
| 4.3.2(Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) *) | | | X | | |
| 4.4 Facilities and equipment | | | | | |
| 4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion) | | | X | | |
| 4.4.2* Access to literature (Asterisk Criterion) | | | X | | |
| 4.5 Additional services | | | | | |
| 4.5.1 Career counselling and placement service | | | X | | |
| 4.5.2 Alumni Activities | | | X | | |
| 4.6* Financing of the study programme (Asterisk Criterion) | | | X | | |
| 5 Quality assurance and documentation | | | | | |
| 5.1* Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) | | | X | | |
| 5.2 Instruments of quality assurance | | | | | |
| 5.2.1 Evaluation by students | | | | X | |
| 5.2.2 Evaluation by faculty | | | X | | |
| 5.2.3 External evaluation by alumni, employers and third parties | | | X | | |
| 5.3 Programme documentation | | | | | |
| 5.3.1* Programme description (Asterisk Criterion) | | | X | | |
| 5.3.2 Information on activities during the academic year | | | X | | |