



ATTACHMENT 2 (c)

Annual Program Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

**ANNUAL PROGRAM REPORT
(APR)**



Program Eligibility: The program is to submit the two most recent APRs as part of the requirements for program eligibility using the NCAAA Template.

Post Accreditation: The program is required to annually complete an APR. The APR is to document a complete academic year.

APR's are prepared by the program coordinator in consultation with faculty teaching in the program. The reports are submitted to the head of department or college, and used as the basis for any modifications or changes in the program. The APR information is used to provide a record of improvements in the program and is used in the Self Study Report for Programs (SSRP) and by external reviews for accreditation.

Annual Program Report

1. Institution: Majmaah University	Date of Report: 10-8-1435H
2. College/ Department: Faculty of Science, Computer Science & Information Department	
3. Dean: Mohammad Saleh El-Obudi	
4. List all branches/locations offering this program	
1. _____	
2. _____	
3. _____	
4. _____	

A. Program Identification and General Information

Program title and code: B. Sc. Computer Science & Information (CSI)
Name and position of person completing the APR: Dr. Mohamed Wagieh Dr.Wael Khedr
Academic year to which this report applies. 1434-1435H : 2013-2014M

B- Statistical Information

1. Number of students who started the program in the year concerned: 76
2. (a) Number of students who completed the program in the year concerned: 9 Completed the final year of the program: 9 Completed major tracks within the program (if applicable): There is No Title.....No Title.....No Title.....No Title..... No
2. (b) Completed an intermediate award specified as an early exit point (if any)
3. Apparent completion rate. (a) Percentage of students who completed the program, (Number shown in 2 (a) as a percentage of the number that started the program in that student intake.) (b) Percentage of students who completed an intermediate award (if any) (e.g. Associate degree within a bachelor degree program)

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

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

4. Enrollment Management and Cohort Analysis (Table 1)

Cohort Analysis refers to tracking a specific group of students who begin a given year in a program and following them until they graduate (How many students actually start a program and stay in the program until completion).

A **cohort** here refers to the total number of students enrolled in the program at the beginning of each academic year, immediately after the preparatory year. No new students may be added or transfer into a given cohort. Any students that withdraw from a cohort may not return or be added again to the cohort.

Cohort Analysis (Illustration): Table 1 provides complete tracking information for the most recent cohort to complete the program, beginning with their first year and tracking them until graduation (students that withdraw are subtracted and no new students are added). Update the years as needed.

Student Category	PYP*			Current Year
	2010-2011	2011-12	2012-13	2013-14
Total cohort enrollment	55	22	23	29
Retained till year end		7+10=17	10+19=29	25+11=36
Withdrawn during the year and re-enrolled the following year				
Withdrawn for good				
Graduated successfully			34	9

7. Destination of graduates as shown in survey of graduating students (Include this information in years in which a survey of employment outcomes for graduating students is conducted).

Date of Survey: **25/7/1435H-25/5/2014M**

Number Surveyed :64

Number Responded : 64

Response Rate % : **100%**

Destination	Not Available for Employment		Available for Employment		
	Further Study	Other Reasons	Demonstrator	Private + Public sectors	Unemployed
Number	3		3	23	38
Percent of Respondents	4.69%		4.69%	35.94%	59.38%

Analysis: List the strengths and recommendations

Strengths:

- Increased the percentage of those who agree on the program to 83.33%.
- The study plan was reviewed and modified, so as to be compatible with the needs of the labor market as a result of significant progress in the field of information technology.

Recommendations:

- 1- Work meetings with community institutions to find out its opinion on the plan of study for the Department of Computer Science & information.
- 2- A map to follow societal institutions for the study plan for the program and learn to work in compliance with these institutions.
- 3- Add some of the decisions that have the status of the application to increase the proportion of graduates worker program decisions such as advanced statistics and operations research and applied mathematics.
- 4- Regular meetings to follow up on graduates of the program in their work within these institutions and to clarify what is new in the program and is useful for graduates and helps in the development of their work.

C. Program Context

1. Significant changes within the institution affecting the program (if any) during the past year.
 - a- Adding E-Podium in classes and labs
 - b- The participation of all faculty members in the work quality
 - c- Department faculty members qualified to assume the responsibility of teaching the program section which helped the diversity of different schools, which serve the educational process.
 - d- There is encouragement from the administration of the college faculty members who work for the unity of the quality program.
 - e- Labs have been equipped with modern computers and instruments
 - F- Participation of all faculty members in the work of quality and academic

accreditation.

Implications for the program

- 1- **Add some sub-specialties that are compatible with the labor market.**
- 2- **Attempt to rehabilitate the students in terms of field training in community institutions that fit the specialties of the program.**
- 3- **Continuous communication between the program and various social institutions to learn new until they have can be taken into account in the plan for the new school.**

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

The significant progress in the field of information technology which gives more challenges for students and staff of teaching in terms of continuous training and development and in terms of the way of learning (Self Learning).

Implications for the program

- 1- **Courses and lectures continuing between faculty members and program various social institutions which works out to graduates of the program can be updated even their teachers and inform them of what is new in the program.**
- 2- **Add your decision field training in the new plan, which helps to increase job opportunities for graduates of the program.**

D. Course Information Summary: Specified and Report courses (Book)

1. Course Results. Describe and analyze how the individual NCAAA “Course Reports” are utilized to assess the program and to ensure ongoing quality assurance (eg. Analysis of course completion rates, grade distributions, and trend studies.)

(a.) Describe how the individual course reports are used to evaluate the program.

(b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement.

(1.) Completion rate analysis:

1-

2-

(2.) Grade distribution analysis:

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

2. Analysis of Significant Results or Variations.

List any courses where completion rates, grade distribution, or trends are significantly skewed, high or low results, or departed from policies on grades or assessments. For each course indicate what was done to investigate, the reason for the significant result, and what action has been taken.

a. Course

Significant result or variation

Investigation undertaken

Reason for significant result or variation

Action taken (if required)

1-The use of non-traditional ways of teaching these courses.

2-Simplify scheduled in a simple and interesting.

3-These decisions fundamentals studied in previous years.

4-The small number of students that courses (one to three or four at the most) because they are from the old plan.

b. Course

Significant result or variation

Investigation undertaken

Reason for significant result or variation

1-The difficulty of the courses for the first time being taught to students.

2-Difficult to explain these decisions are simplified and that the lack of concrete applications of

<p>these decisions in life. 3-Lack of access to information on these courses. 4-The nature of the faculty members in the process of correcting these decisions.</p>	
Action taken (if required)	
c. Course	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

(a) List any courses that were planned but not taught during this academic year and indicate the reason and what will need to be done if any compensating action is required.

Course title and code	Explanation	Compensating action if required
Nothing	Nothing	Nothing

(b) Compensating Action Required for Units of Work Not Taught in Courses that were Offered. (Complete only where units not taught were of sufficient importance to require some compensating action)

Course	Unit of work	Reason

Compensating action if required

***Increase the hours of some of the courses**

Course	Unit of work	Reason
Compensating action if required		
Course	Unit of work	Reason
Compensating action if required		
Course	Unit of work	Reason
Compensating action if required		

E Program Management and Administration

List difficulties (if any) encountered in management of the program	Impact of difficulties on the achievement of the program objectives	Proposed action to avoid future difficulties in Response
The lack of databases for students to be able to use them for the required analysis.	Adversely affecting because of the inability to detect glitches	The necessity to give access to program coordinators to get into admission databases to acquire the necessary information from them.
Lack of appropriate number of highly qualified faculty members who are teaching as a result of the fact that most of faculty members are of the holders of master's degrees. In addition, some of them have no prior teaching experience.	Fundamental reason of the causes of the weakness of the graduates.	The necessity of providing the sufficient number of faculty doctoral graduates who are highly qualified and giving them sufficient salaries to do their jobs in the best way.

<p>Extreme weakness of students in English and mathematics as a direct result of the weakness of public education</p>	<p>Has a severe impact on the level of graduates.</p>	<p>The need to compel students to study English language courses and get certificates from world authorities for programs such as TOEFL and IELTS and not accepting students with low rates in mathematics.</p>
<p>The great occupation with the administrative work which wastes most of the staff time as a result of the lack of the technical and administrative teams who can help the faculty members in their administrative and technical work.</p>	<p>Time wasting of faculty members in the administrative, clerical and technical works which was sufficient to carry out scientific research or to improve their teaching.</p>	<p>The need to provide the necessary number of administrative and technical staff to do managerial and technical jobs instead of faculty members</p>

F. Summary Program Evaluation : See Courses Reports (book) and the unit of the measurement, evaluation and the unit of the quality of the program .

<p>1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken)</p> <p>Date of Survey : 12/8/1435H - 10/6/2014M</p> <p>Attach survey report</p>	
<p>a. List most important recommendations for improvement, strengths and suggestions</p> <p>1- Criticism:</p> <ul style="list-style-type: none"> - The student is not satisfied with the curriculum. - The University did not prepare students well to enter the labor market <p>2- Strengths:</p> <ul style="list-style-type: none"> - University graduates have the basic skills. - University graduates have the technical skills and are characterized by high moral characters. 	<p>Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)</p>

b. Changes proposed in the program (if any) in response to this analysis and feedback.

Modify the curriculum to be in line with technological advances and preparing the students to enter the labor market by focusing on the courses of communication and presentation skills, which is being recently implemented.

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

- Surveying the employment organizations.

Describe evaluation process

- Has through the work of various questionnaires (Surveying the employment organizations.)

Attach review/survey report

a. List most important recommendations for improvement, strengths and suggestions for improvement.

- Criticism:

- The graduate does not suggest suitable recommendations for problems facing the work or developing it from the point of view of his specialization.

- The graduate does not possess initiative skills.

2- Strengths:

- The graduate has the oral and written skills.

- The graduate is characterized by the diligence to develop himself scientifically.

- The graduate is characterized by his high professional ethics

(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?)

b. Changes proposed in the program (if any) in response to this feedback.

The need to use modern methods in education which is based on problem solving and the need to urge the students on the initiatives to solve a problem being introduced to them. In addition, there is a need to give more attention to summer training and giving it a credit hour and making it as a success and fail subject. Follow-up action to the students during that period is necessary. That is what is being recommended in the new plan being prepared recently.

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

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

Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
4.1	Yes	***	<p>1- Forming a committee of academic experts from inside and outside the university to express an opinion about identifying learning outcomes targeted.</p> <p>2 - Doing the questionnaires to companies and graduates and other employers.</p>
4.2	Yes	***	<p>- Designing and implementation of training courses in the description of courses and programs for those who are bound by an unprecedented entry of faculty members</p> <p>2 - Forming a committee to follow up the academic department and professional fields worked by students</p> <p>3 - Formatting of advisory teams of permanent and temporary faculty inside and outside the university for follow-up and counseling</p> <p>1- Putting mechanisms and strategies to ensure a clear and appropriate to ensure in-depth consultations and detailed in the acceptance or rejection of proposals and amendments</p>

4.3	Yes	***	<p>- Activation procedures and strategies for quality control of the quality department in college.</p> <p>2 - Selecting a fixed place to save the details of the amendments made and the reasons that called forth in the files of the program and courses</p> <p>3 - Identifying indicators which include quality standards for learning outcomes for all courses of the program</p> <p>4 - periodic review of reports on the program annually by senior officials in the senior management committees quality</p> <p>5 - Determining appropriate procedures for the necessary work improvements upon detection of any problems during the assessment processes</p> <p>6 - An annual and comprehensive evaluation must be done at least every five years</p> <p>7 - Hiring of relevant professional and industrial sectors, in addition, to faculty members with experience from other educational institutions.</p>
4.4	Yes	***	<p>1 - Determining appropriate mechanisms and honest reliable verification of levels (Standards) student achievement</p> <p>2 - Determining matrices and other means which are a modern use by students when correcting tests and duties and projects</p> <p>3 - Developing policies and procedures that can be followed to deal with cases where the levels of student achievement inappropriate</p> <p>4 - Developing effective measures to check the students' performance of their duties personally</p>

4.5	Yes	***	<p>1 - Activating the academic guidance and means of electronic communication between students and the academic advisor.</p> <p>2 - Selecting a program of additional appropriate lessons to help students defaulting.</p> <p>3 - Language training for students prior to acceptance into the program.</p> <p>4 - To provide suitable facilities for the study of individual privacy with a way that allows the provision of computer labs.</p>
4.6	Yes	***	<p>1 - Implementation of training sessions for new faculty</p> <p>2 – update ding textbooks and references for students and provided</p> <p>3 – Using of effective systems for evaluating courses and teaching</p> <p>4 - Developing appropriate mechanisms for reviewing the effectiveness of various teaching strategies used</p>
4.7	Yes	***	Encouraging faculty members to develop appropriate strategies to improve their performance teaching

4.8	Yes	***	-Comment on the qualifications and experience of teachers, relating to the requirements of the program. A table containing a list of 'class program, and higher academic qualifications that they hold should be attached to, with reference to the part of names who teach courses within the field of higher education or not <u>-Assessing the qualifications and experience of teachers.</u> Pointing to the evidence, and submitted a report containing a summary of the strengths and areas requiring development, and implementation priorities.
4.9	Yes	***	-Describing the procedures for the planning of the activities of field experience (training), and planning for development. -Completing the verification process through the work of questionnaires on the level of faculty members -Evaluation of field experience, submitted a report containing a summary of the strengths and areas requiring development, and implementation priorities
4.10	No		-

Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices.

See report and description of courses

G. Program Course Evaluation: [See the different questionnaires](#)

1. List courses taught during the year. Indicate for each course whether student evaluations were undertaken and/or other evaluations made of quality of teaching. For each course indicate if action is planned to improve teaching.

Course Title/Course Code	Student Evaluations		Other Evaluation (specify)	Action Planned	
	Yes	No		Yes	No
CIS-152	√			Yes	
CIS-111	√				
CIS-125	√				
CIS-126	√				
CIS-153	√				
CIS-225	√				
CIS-226	√				
CIS-244	√				
CIS-283	√				
CIS-214	√				
CIS-224	√				
CIS-229`	√				
CIS-237	√				
CIS-326	√				
CIS-338	√				
CIS-343	√				
CIS-344	√				
CIS-345	√				
CIS-313	√				
CIS-327	√				
CIS-357	√				
CIS-363	√				
CIS-392	√				
CIS-414	√				
CIS-445	√				
CIS-449	√				
CIS-498	√				
CIS-480	√				
CIS-465	√				
CIS-458	√				
CIS-446	√				

CIS-499	✓				
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See Curriculum of the Department of Computer Science & Information (CSI Program).

(Add items or attach list if necessary)

2. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education).

Campus Branch/Location	Approval By	Date
Main Campus:		
1:		
2:		
3:		
4:		

List all courses taught by this program and for this program that are in other programs (if any).

See the study plan for the program

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
Prep Year					
	PENG 111	Preparatory English (1)	Required	8	College
	PMTH 112	Introduction to Mathematics (1)	Required	2	College
	PCOM 113	Computer Skills	Required	2	College
	PSSC 114	Learning & Communication Skills	Required	2	College
	PENG 121	Preparatory English (2)	Required	6	College
	PENG 123	English for Science and Engineering	Required	2	College
	PMTH 127	Introduction to Mathematics (2)	Required	4	College
	PPHS 128	General Physics	Required	3	College
1st Year Semester 1					
	CSI 211	Programming 1	Required	3	Department
	CSI 212	Disc. Math for CS 1	Required	3	Department
	MATH 212	Calculus 1	Required	3	College
	PHYS 217	Physics 2	Required	3	College
	ENG 210	Tech. English	Required	2	College
	ZPSY 211	Educational & Thinking Skills	Required	2	College
1st Year Semester 2					
	CSI 221	Programming 2	Required	3	Department
	CSI 222	Disc. Math For CS 2	Required	2	Department
	MATH 220	Calculus 2	Required	3	Department

	CSI 223	Dig. Logic Design	Required	3	Department
	CSI 224	Fund. of Inf. Systems	Required	3	Department
	CHEM 225	General Chemistry	Required	2	College
2nd Year Semester 1					
	CSI 311	Visual Programming	Required	3	Department
	CSI 312	Data Structure	Required	3	Department
	CSI 313	Computer Organization and Assembly Language	Required	3	Department
	CSI 314	Database	Required	3	Department
	MATH 310	Linear Alg. & Diff. Eq.	Required	4	College
	ISL ***	Elective Islamic Course 1	Required	2	College
2nd Year Semester 2					
	CSI 321	Design & Analysis of Algorithms	Required	3	Department
	CSI 322	Computer Networks	Required	3	Department
	CSI 323	Computer Architecture	Required	3	Department
	CSI 324	Advanced Database	Required	3	Department
	CSI 325	Software Engineering 1	Required	3	Department
	STAT 320	Probability & Statistics	Required	3	College
3rd Year Semester 1					
	CSI 411	Artificial Intelligence	Required	3	Department
	CSI 412	Operating Systems	Required	3	Department
	CSI 413	Compiler Design	Required	3	Department
	***	Elective Course 1	Elective	3	Department
	ARAB ***	Elective Arabic Course	Elective	2	College
	ISL ***	Elective Islamic Course 2	Elective	2	College
	CSI 400	Summer Training	Required	1	Department
3rd Year Semester 2					
	CSI 421	Distributed Systems & Parallel Processing	Required	3	Department
	CSI 422	Software Engineering 2	Required	3	Department
	CSI 423	Cryptography and Information Security	Required	3	Department
	CSI 425	Computer Graphics	Required	3	Department
	***	Elective Course 2	Elective	3	Department
	ISL ***	Elective Islamic Course 3	Required	2	Department
4th Year Semester 1					
	CSI 510	Graduation Project 1	Required	2	Department
	CSI 511	Web Programming & Internet Technology	Required	3	Department
	CSI 512	Data Mining	Required	3	Department
	CSI 513	Concepts of Prg. Lang.	Required	3	Department
	***	Elective Course 3	Elective	3	Department
	***	Elective Prereq. Univ.	Elective	2	Department

4 th Year Semester 2					
	CSI 520	Graduation Project 2	Required	3	Department
	CSI 522	Human Computer Interaction	Required	3	Department
	CSI 525	Professional Ethics	Required	2	Department
	***	Elective Course 4	Elective	3	Department
	***	Free Elective Course	Elective	3	Department
Include additional years if needed.					

3. Program Learning Outcome Assessment. Design a program learning outcome assessment plan using the NCAAA accreditation four year cycle. By the end of the four year cycle all program learning outcomes are to be assessed using KPIs with benchmarks and analysis, national or international standardized testing if available, rubrics, exams and grade analysis, or some alternative scientific measure of student performance.

See the courses report and specification of the Program.

KPI #	NQF Learning Domains and Learning Outcomes	Method of Assessment	Date of Assessment
1.0	Knowledge		
1.1	Acquire knowledge of computing and mathematics appropriate to the discipline including simulation and modeling.	<i>Conducting scientific research and follow-up of advances in the field.</i>	Date of lectures
1.2	Recognize the need for and an ability to engage in continuing professional development.		7 th 8 th 11 th week
1.3	Understand of best practices and standards and their application.		Date of lectures
		<i>Quarterly tests.</i> <i>Duties and discussions within the lecture</i>	
2.0	Cognitive Skills		
2.1	Analyze a problem to identify and define the computing requirements appropriate to its solution.	<i>Practical test</i>	15 th week
2.2	Design, implement, develop and evaluate complicated computer-based system, process component, or program to meet desired needs.	<i>Written test</i>	7 th 8 th 11 th week
2.3	Use and apply current technical concepts and practices in the core information technologies of human computer interaction, information management, programming, networking, web systems and technologies.	<i>Individual and group activities</i>	Date of lectures
2.4	Identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.	<i>Short cognitive tests.</i>	Date of lectures
2.5	Integrate IT-based solutions into the user environment effectively.		Date of lectures
3.0	Interpersonal Skills & Responsibility		
3.1	Adhere professional, ethical, legal, security, and social issues and their responsibilities.	<i>Students are assessed through:</i> ▪ <i>evaluation of field activities</i> ▪ <i>verbal tests</i>	Date of lectures
3.2	Analyze the local and global impact of computing on individuals, organization, and society.		
3.3	Use current techniques, skills, and tools necessary for computing practice.		

		<ul style="list-style-type: none"> ▪ <i>assessment assignments</i> 	
		<i>style note</i>	
4.0	Communication, Information Technology, Numerical		
4.1	Function effectively on teams to accomplish a common goal.	<ul style="list-style-type: none"> ▪ <i>Written tests</i> ▪ <i>Laboratory tests</i> 	Date of lectures
4.2	Communicate effectively with a range of audiences.		
4.3	Apply advanced numerical methods.		
5.0	Psychomotor		
5.1	NA		

Provide an analysis of the Four (five/six-) Year Program Learning Outcome Assessment Cycle (List strengths and recommendations).

Provide “direct assessments” for the current year’s program learning outcomes, according to the dates provided above

outcomes are to be assessed and reported in the *Annual Program Report(s)*. Normally a program has 6 to 8 program learning outcomes. Therefore 1 to 3 learning outcomes are directly assessed each year.

The KPI table is used to document directly assessed program learning outcomes. Assessments methods may include: national or international standardized test results, rubrics, exams and grade analysis, or learning achievement using an alternative scientific assessment system (copy the *KPI Assessment Table* and paste to make additional tables as needed).

KPI Assessment Table (Institutionally approved for the program)

KPI # _____ Program KPI: _____	

Assessment Year _____ Program Learning Outcome: _____	

NQF Learning Domain	
Target Benchmark	
KPI Actual Benchmark	
Internal Benchmark	
External Benchmark	

New Target Benchmark	
Analysis: (List strengths and recommendations)	

3. Orientation programs for new teaching staff

Orientation programs provided? Yes No If offered how many participated?
All Members

a-Brief Description
Weekly workshops at the college level as well as an introductory program for new staff introduced at the beginning of the academic year by the Quality and Skills development University Dean-shops.

b. List recommendations for improvement by teaching staff.
Very Good

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

4. Professional Development Activities for Faculty, Teaching and Other Staff	How many Participated	
	Teaching Staff	Other Staff
a. Activities Provided		
4. Professional Development Activities for Teaching staff and Others Staff		
a. Organized Activities		
E-learning	7	-
Smart Board	12	-
Modern trends in teaching and evaluation	6	-
Education based on problem solving	6	-
Curriculum design	2	-
Workshop on Digital Saudi Library	6	-

Social activities and meetings with students	11	-
E-Podium	12	-
<p>b. Summary of the comments concerning the effectiveness of the later activities based on participants evaluations</p> <p>These courses had the benefits of the development of teachers in the processes of teaching and assessment, the use of modern technologies in education, such as Education based on problem solving, curriculum design and how to get the information through the digital Saudi library and other.</p>		

**H. Independent Opinion on Quality of the Program after Considering Draft Report (e.g. head of another similar department/ program offering comment on evidence received and conclusions reached).
(Attach notes)**

1. Matters Raised by Evaluator Giving Opinion	Comment by Program Coordinator
2. Implications for Planning for the Program	

I. Action Plan

1-Progress on the Implementation of Previous Year's Action Plans			
Planned Actions	Completion Date	Responsible Person	Completed or not completed
A new curriculum has been designed that take into account the advancing occurring in the field of computer Science & Information. The new designed curriculum has been raised to the university' plans committee to approve it and start applying it from the next year.	6/1434	Dep. curriculum committee in conjunction with the head of the department	Completed

Reason if not completed as planned.			

b.			
Reason if not completed as planned			

c.			
Reason if not completed as planned			

d.			
Reason if not completed as planned			

2. Proposals for Program Development			

a. Proposals for Changing of the Program Structure (units/credit-hours, compulsory or optional courses... etc.)

A new curriculum has been designed that take into account the advancing occurring in the field of Mathematics. The new designed curriculum has been raised to the university' curriculum committee to approve it and start applying it from the next year. In the new curriculum, some courses have been deleted, some others have been added and some others have been updated.

The following improvement priorities have been prepared:

1-The necessary actions to ensure that the appropriate language skills of students have been achieved, as the language of instruction in the program is English.

2-The academic and professional fields that students are prepared for are always monitored, and the necessary adjustments in the curriculum and in the content of courses and their references are being adopted to ensure their quality.

3-The effectiveness of academic guidance is being evaluated though the use of electronic means and data available, such as the analysis of the response time and the results of evaluation of students, and the inclusion of student's academic guidance on the electronic communications such as e-mail or other means of communication methods .

4-A comprehensive program guide for new students is offered to ensure that they are fully understanding of the types of services and resources available to them, and their duties and responsibilities.

5-Introducing potential and sufficient modern computing resources to teaching staff, students and program employees to meet their needs to reach to various electronic resources and access to reference materials.

6-Consultation with the teaching staff before the purchase of basic equipment to ensure their appropriateness to the current and future expected needs.

7-The necessary technical support for the users of information and communication technologies has to be available for staff , employees, and students.

8-An advisory teams that involve members who are distinguished, practitioners and professionals in the field of Mathematics and its related jobs have to be available in order to follow-up and provide advice on program content and its quality.

9-A regular review of the effectiveness of various previously planned teaching strategies has to be adopted in order to ensure their learning outcomes achievement. The necessary and appropriate modifications have to be made to these strategies in light of the available evidence of the effectiveness of those strategies.

10-Activation of the use of the library to support the learning process and the notion to the use of electronic systems in the search for information process.

b- Proposals for Courses changing, (omitting and adding of units or topics, changing in teaching quality or assessment procedures etc.)

An assessment to all courses has been implemented upon which modifications in them based on the occurring technological advance in the field of computer science & information have been suggested. These suggested modifications have been included in the new curriculum plan that has been prepared and waiting for approval from the curriculum committee at the university.

c. Development Activities for Faculty and Teaching Staff

Training courses for teaching staff will be asked for in order to improve teaching processes and the use of Electronic and distance learning.

3. New Action Plan for Academic Year: (1434-1435H) –(2013-2014M)

Actions Required	Completion Date	Person Responsible
Re-forming of department's internal committee	11/1434	Dep. Head
Activation of academic guidance	11/1434	All department staff
Follow up of the execution of the new proposed curriculum	1/1435	Dep. Curriculum committee
Questionnaire to students about the new curriculum	1/1435	Academic guidance committee
Applying new methods in courses teaching	During the year	All department staff
Development of department labs and their software	12/1434	Labs committee
Applying new methods in students evaluation.	12/1434	All department staff

See Improvement Plan Program

Program Chair/ Coordinator Name: _____

Signature: _____ Date Report Completed: _____

Received by: _____ Dean/Department Head

Signature: _____ Date: _____