بسم الله الرحمـن الرحيـم


Kingdom of Saudi Arabia
Ministry of Higher Education
Majmaah University
Zulfi, College of Science
Mathematics Department

المملكة العربية السعودية
وزارة التعليم العالي
جامعة المجمعة
كلية العلوم بالزلفي
قسم الرياضيات


# ANNUAL PROGRAM REPORT

جامعة المجمعة
Majmaah University

**2012 –2013**

**National Commission for Academic Accreditation & Assessment**

# ANNUAL PROGRAM REPORT

**2012 - 2013**

Annual program reports should be prepared by the program coordinator in consultation with faculty teaching in the program or a program committee. The reports are provided to the head of department or college, and used as the basis for any modifications or changes that are required in the program. They should be retained on file to provide a record of developments in the program for use in periodic program self-studies and external reviews for accreditation.

Where reference is made to advice or comment from an independent evaluator, advice should be obtained from a person familiar with the program who is not directly involved in its delivery.

# Contents

# Annual Program Report

| |
|---|
| Institution **Majmaah University** |
| College/ Department **Sciences at Zulfi / Mathematics** |

## A. General Information

| |
|---|
| Program title and code: **B. Sc. (Mathematics) (MATH)** |
| Name of program coordinator **: Ahmad Elzemamy** |
| Date of report : **15/6/2013** |
| Academic year to which this report applies.: **2012-2013** |
| Location if not on main campus or locations if program is offered in more than one location: **Zulfi Campus** |

## B. Statistical Information

1. Number of students who started the first year of the program this year: **19**

2. Number of students completing the program in the year for which the report is prepared: **17**

(a) Completing the final year of the program: **18**

(b) Completing major tracks within the program **There is no**

Title……

(c) Completing an intermediate award specified as an early exit point **There is no**

3. Apparent completion rate.

(a) Percentage of students completing the full program **86%**
(Number shown in 2 (a) as a percentage of the number that Started the full program in that student intake.

(b) Percentage of students completing 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.)

**There is no**

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)

**A. Specialization to change because of the physics department study the same courses in the first year**
**B. Increase the number of seats available in the program for admission.**

4. Number and percentage of students passing each year of the program.

| | Number Starting | Number Completing and Passing | Precent Completing and Passing |
|---|---|---|---|
| Year 1 | 15 (old program) | 13 | 86.66 % |
| Year 2 | 20 | 17 | 85% |
| Year 3 | 23 | 19 | 82.61% |
| Year 4 | 22 | 19 | 86.36% |

5. Year to year progression rates.

Proportion of students who started each year level in the previous year who passed and continued to a higher year level the current year.

Started in Year 1 and continued to start in Year 2 **86.66** %

Started in Year 2 and continued to start in Year 3 **85** %

Started in Year 3 and continued to start in Year 4 **82.61** %

6. Special factors outside the control of the program (if any) affecting the numbers completing the year and continuing in the following year.

A. **The possibility of changing specialization to allocate the equivalent of all or most of the previous hours.**
B. **Difficulty specialization and lack of turnout by students**
C. **Weak level of students admitted to study this specialization**
D. **Tight labor market for graduates**

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 **11/6/2013**

Number Surveyed **25** Number Responding **20** Response Rate **80** %

| Destination | Not available for Employment | | Available for Employment | | |
|---|---|---|---|---|---|
| | Further Study | Other Reasons | Employed in Subject Field | Other Employment | Unemployed |
| Number | | **2** | **5** | **5** | **13** |
| Precent of Respondents | | | **40** | **40** | **80** |

Comment on significance of percentages. (e.g. Comparison with past results, results at other institutions, nature of job market, implications for program planning)

A. **Increased the percentage of those who agree on the quality of the program to 80%, while 6% expressed reservations on the program while the percentage of 14% consenting to some extent.**
B. **The program needs to add more courses to align labor market**

# C. Program Context

1. Significant changes within the institution affecting the program (if any) during the past two years.

A. **Transmission from old building to Zulfi campus**
B. **Increase faculty department qualified to take on the responsibility of teaching the program section, which helped the diversity of different schools, which serve the educational process**
C. **Participation of all faculty members in the work of quality and academic accreditation**

Implications for the program

**- Add some sub-specialties, which are compatible with the external labor market**
**- Attempt to rehabilitate the students in terms of field training in community institutions**

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

**- On the rising popularity of university education and the increasing rate year after year**
**- Construction of new schools, Saudi, which absorbs a lot of graduates**

Implications for the program

# D. Course Information Summary

**1.** Course Results
Attach a list of all courses taught during the semester/year showing for each course the number commencing, the number completing, and the distribution of grades (A, B, C, etc.)

2. Analysis of Unusual Results.
List any courses where the proportion completing or passing the course, or the distribution of grades, was unusually high or low, or departed from policies on grades or assessments. For each such course indicate what was done to investigate, the reason for the difference, and what action has been taken as a result. (Include or attach additional summaries if necessary)

| a. Course | Variation |
|---|---|
| Investigation Undertaken<br><br>Reason for Difference | |
| Action Taken (if Required) | |
| b. Course | Variation |
| Investigation Undertaken<br><br>Reason for Difference | |
| Action Taken (if Required) | |

| c. Course | Variation |
|---|---|
| Investigation Undertaken<br><br>Reason for Difference | |
| Action Taken (if Required) | |

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

| (a) List any courses that were planned but not taught 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 |
| **Statistics -101 STAT** | **Has been deleted from the list of elective courses program** | **Has been replaced by other courses** |
| | | |

| (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 | | |
| 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 |
|---|---|---|
| **Computer lab available to students of the Department of mathematics** | **Poor student with experience of mathematical and statistical software as EXCEL, mat lab , and Mathimatica** | **Convert a meeting math to lab computers.** |
| The absence of copy licensed software for mathematical and statistical programs | **The adoption of the decision to harness the Professor test code where all properties** | **Inventory and purchase licensed copies for each Professor decision needs software** |
| Lack of computers for new faculty members | **Inability to use smart board, projector chalkboard inside the halls. As well as writing test questions manually for students** | **The annual allowance for inventory taking into account the expected number of new faculty members to find** |
| | | |

# F. Summary Program Evaluation

1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken)

Date of Survey 11/6/2013

Attach survey results

| a. List most important criticisms, strengths and suggestions | Comment (E.g. Valid comment, action already taken, other considerations, etc.) |
|---|---|
| **- Graduates possess the knowledge and skills necessary for the values his job and his ability to carry the burden of work**<br>**- Graduate does not possess the ability that appropriate analytical thinking and objective and cash, and its inability to deal with problems**<br>**- Addition of a field training program** | |

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

**- The development of the level of first-year students in the English language**
**- Add courses will help them in the private labor market**
**- courses of human development as: communication skills - negotiation skills - Leadership and Governance - Specification successful teacher**

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

**- Students need to study courses in quantitative methods**

Describe evaluation process

Has through some various questionnaires

| a. List most important criticisms, strengths and suggestions | Comment (E.g. Comment is valid and action will be taken, action already taken, other considerations, etc.) |
|---|---|
| | |

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

2. Ratings on Quality Standards (Refer to *Quality Standards for Higher Education Programs*.)

(a) Attach rating scales for Learning and Teaching, and other scales used for program evaluation. (To be reported on in years when rating scales are first completed and in later years when a comprehensive evaluation is undertaken)

- **Quarterly tests throughout the semester**
- **Assignments and projects carried out by the students in addition to the oral discussions within lectures**
- **The final tests at the end of each semester.**

(b). List sub-scales selected for annual monitoring. (normally those where the practice is not followed but is considered a priority for development, or which were assessed as in need of improvement (rating of less than three stars) Indicate action proposed to improve performance (if any).

| Sub-Scale | Practice Followed (Y/N) | Star Rating | In first year in which scales are completed indicate action proposed<br><br>In later years, comment on performance in the year of the report. |
|---|---|---|---|
| **- Poor communication with the surrounding community institution** | | | |
| **- Preparation of a future plan for several meetings with the surrounding environment organization** | | | |
| **- Visits from members of the faculty and the department involved in community service for long and communicate with the surrounding community institutions** | | | |
| | | | |

(Attach additional items if necessary)

# G. Quality of Teaching

1. A. 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/Course Code | Student Evaluations | | Other Evaluation (specify) | Action Planned | |
|---|---|---|---|---|---|
| | Yes | No | | Yes | No |
| Introduction to Functional Analysis Math 482 | √ | | | | |
| Real Analysis Math 382 | √ | | | | |
| Mathematical Methods Math 326 | √ | | | | |
| Rings and Fields Math 444 | √ | | | | |
| Group Theory Math 343 | √ | | | | |
| Data analysis STA 438-Z | √ | | | | |
| Linear Algebra Math 242 | √ | | | | |
| Complex Analysis Math 484 | √ | | | | |
| Mathematical Economics Math 402 | √ | | | | |
| Vector Calculus Math 204 | √ | | | | |
| Topics in Applied Math Math 411 | √ | | | | |
| Numerical Analysis Math 351 | √ | | | | |
| Basic Mathematics Mat 221 | √ | | | | |
| Calculus Math 205 | | √ | | | |
| Number Theory Math 243 | | √ | | | |
| Principles of Distribution theory Stat 202 | √ | | | | |
| Statistical and Probability Stat 203 | √ | | | | |
| Differential Equations Math 210 | | √ | | | |
| Calculus for Computer | | √ | | | |
| Calculus (1) for Physics | | √ | | | |
| Introduction To Differential Equations | | √ | | | |
| Statistics &Probability 1 | | √ | | | |

| | | | | | |
|---|---|---|---|---|---|
| Principles of Probability &Statistics | | √ | | | |
| Data analysis | | √ | | | |
| Forecasting Methods | | √ | | | |
| Introduction to probability & Statistics | | √ | | | |
| Introduction to differential geometry | | √ | | | |
| Introduction of Partial Differential Equations | | √ | | | |
| Introduction to general topology | | √ | | | |
| (Add items or attach list if necessary) | | | | | |

| 2. Effectiveness of teaching strategies. Comment on the effectiveness of teaching strategies planned for use in courses for the type of learning involved in each of the domains of learning. (See description of domains in National Qualifications Framework and the proposed strategies in item D 2. in the Program Specification.) (Note this question is not an assessment of the skills of instructors, but an evaluation of the planned strategies based on instructors course reports.) | |
|---|---|
| Summary of comments by instructors or other feedback on the effectiveness of teaching strategies with respect to the learning outcomes of different learning areas and indicating any difficulties encountered, and suggestions for improvement. | Planned response to these comments (E.g. training and assistance provided, modification in strategies)<br>(When appropriate refer to particular courses where changes have been made) |
| a. Knowledge | **- Taking care of all the courses the student training program on cognitive skills acquired through the study of these courses** |
| b. Cognitive skills | **There is a plan of the Accreditation and Quality department Unit to help faculty program for the development of cognitive skills for students** |

| | |
|---|---|
| c. Interpersonal skills and responsibility | **- An attempt to create working groups within the lectures for the participation of all students through active presence in lectures** |
| d. Communication, IT and numerical skills | **- Trying to find a contact between students and faculty member during office hours and working groups within the lectures** |
| e. Psychomotor skills (if applicable) | none. |

3. Orientated 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 Deanship .**

b. Summary of evaluations by staff who participated in the orientation program.

**Very good**

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

| **4.** Professional Development Activities for Teaching staff and Others Staff<br>a. Organized Activities | How many Participated | |
|---|---|---|
| | Teaching Staff | Other Staff |

| | | |
|---|---|---|
| **E-learning courses provided by the e-learning and distance education University Deanship.** | **3** | **-** |
| **Courses provided by the Quality and Skills Development University Deanship.** | **8** | **-** |
| **The training program provided by the Quality Deanship presented for the new Comers faculty staff .** | **-** | **2** |
| | | |

b. Summary of the comments concerning the effectiveness of the later activities based on participants evaluations

(a) **Most coaches obtained a high evaluation by the trainees.**

(b) **There are some similar programs which reduced the expected benefit for some courses.**

(c) **The introduction of modern courses in the Quality and Academic Advising areas.**

# H. Independent Opinion on the Program Quality

After Considering the Report Drafts (e.g. Another department head who can offer some comments on indications and results) (Attach notes)

| 1. Matters Raised by an Opinion person | Comment by the Program coordinator on Matters Raised |
|---|---|
| Apart from the following notice, I found that the report has been prepared very well and considered all the necessary points to indicate the program case during the year.<br>My single notice is as follows:<br>In section D of the report ( course information summary) I did not find the analysis of unusual results although there are some courses having high rate of success (100%). In addition, I found some courses that has large number of students who had enrolled but had not examined (Math 202 and Mat 110) | |

| | |
|---|---|
| without any comments about them. | |
| 2.Suggestions for the Program Planning | |

# I. Action Plan

| 1Progress on the Implementation of Previous Year's Action Plans | | | |
|---|---|---|---|
| Planned Actions | Completion Date | Responsible Person | Completed or not completed |
| **a. High success rates this year compared to previous years** | **The end of June** | **Head of 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.)<br><br>**A. Reducing the number of compulsory hours.**<br>**B. Adding a sub-specialty within the program as statistics or operations research.** |
| b. Proposals for Courses changing, (omitting and adding of units or topics, changing in teaching quality or assessment procedures etc.)<br><br>**A. Adding a quantitative methods course.**<br>**B. Adding a Financial Mathematics course.** |
| c. Development Activities for Teaching and Other Staff |

3. New Action Plan for Academic Year **2012-2013**

| Actions Required | Completion Date | Person Responsible |
|---|---|---|
| **A new plan to comply with the requirements of the new preparatory year program giving's** | **The end of the first semester 2012-2013** | **The study plans committee head** |
| **Course descriptions in English language according to NCAAA** | **As soon as possible** | **Professor of each course** |

| | | |
|---|---|---|
| | | |

# J. Statistical results for Academic Year 2012-2013

| Course code | Enrolled | Examined | Passed | Passing rate | A+ | A | B + | B | C + | C | D + | D | F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MAT 110 | 15 | 11 | 7 | 64% | 3 | 0 | 1 | 2 | 0 | 0 | 0 | 1 | 4 |
| MAT 110 | 43 | 33 | 27 | 82% | 3 | 3 | 1 | 1 | 5 | 1 | 3 | 10 | 6 |
| MAT 101 – Z | 5 | 3 | 2 | 67% | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| MAT 102 – Z | 16 | 15 | 10 | 67% | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 7 | 5 |
| MAT 107 - Z | 15 | 15 | 13 | 87% | 0 | 0 | 0 | 1 | 3 | 4 | 1 | 4 | 2 |
| MAT 201 – Z | 2 | 2 | 1 | 50% | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| MAT 202 – Z | 1 | 1 | 1 | 100% | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| MAT 203 – Z | 12 | 12 | 11 | 92% | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 5 | 1 |
| MAT 204 – Z | 22 | 22 | 17 | 77% | 0 | 0 | 0 | 2 | 2 | 3 | 3 | 7 | 5 |
| MAT 224 – Z | 3 | 3 | 2 | 67% | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 |
| MAT 242 – Z | 1 | 1 | 1 | 100% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| MAT 316 – Z | 5 | 5 | 5 | 100% | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 3 | 0 |
| MAT 324 – Z | 6 | 6 | 6 | 100% | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 0 |
| MAT 331 – Z | 2 | 2 | 2 | 100% | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| MAT 343 – Z | 2 | 2 | 2 | 100% | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| MAT 350 – Z | 1 | 1 | 1 | 100% | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| MAT 353 – Z | 3 | 3 | 2 | 67% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 |
| MAT 356 – Z | 6 | 6 | 5 | 83% | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 3 | 1 |
| MAT 370 – Z | 7 | 6 | 5 | 83% | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 1 | 0 |
| MAT 373 – Z | 6 | 6 | 4 | 67% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 |
| MAT 382 – Z | 2 | 2 | 1 | 50% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |

| Course code | Enrolled | Examined | Passed | Passing rate | A+ | A | B + | B | C + | C | D + | D | F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MAT 423 – Z | 17 | 15 | 12 | 80% | 0 | 1 | 1 | 1 | 2 | 2 | 3 | 2 | 3 |
| MAT 444 – Z | 16 | 16 | 16 | 100% | 0 | 0 | 0 | 0 | 3 | 3 | 5 | 5 | 0 |
| MAT 475 – Z | 11 | 11 | 8 | 73% | 0 | 0 | 0 | 1 | 2 | 1 | 2 | 2 | 3 |
| MAT 482 – Z | 16 | 16 | 14 | 88% | 0 | 1 | 1 | 0 | 3 | 1 | 2 | 6 | 1 |
| MAT 483 – Z | 11 | 11 | 10 | 91% | 0 | 0 | 0 | 1 | 1 | 1 | 2 | 5 | 1 |
| MAT 485 – Z | 21 | 21 | 17 | 81% | 0 | 1 | 1 | 0 | 1 | 2 | 1 | 11 | 4 |
| MAT 499 - Z | 22 | 22 | 22 | 100% | 1 | 2 | 2 | 4 | 6 | 1 | 2 | 4 | 0 |
| MATH 201 | 7 | 7 | 6 | 86% | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 3 | 1 |
| MATH 203 | 19 | 17 | 14 | 82% | 2 | 1 | 0 | 2 | 1 | 3 | 0 | 5 | 3 |
| MATH 204 | 25 | 25 | 19 | 76% | 0 | 1 | 0 | 2 | 2 | 2 | 2 | 10 | 6 |
| MATH 205 | 8 | 8 | 6 | 75% | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 3 | 2 |
| MATH 210 | 8 | 8 | 8 | 100% | 0 | 0 | 1 | 1 | 2 | 0 | 1 | 3 | 0 |
| MATH 242 | 19 | 19 | 16 | 84% | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 5 | 3 |
| MATH 243 | 11 | 10 | 8 | 80% | 0 | 1 | 0 | 2 | 1 | 2 | 0 | 2 | 2 |
| MATH 321 | 7 | 7 | 7 | 100% | 0 | 1 | 2 | 0 | 1 | 2 | 1 | 0 | 0 |
| MATH 326 | 17 | 17 | 17 | 100% | 0 | 1 | 4 | 2 | 4 | 2 | 2 | 2 | 0 |
| MATH 333 | 4 | 4 | 4 | 100% | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 0 |
| MATH 343 | 31 | 31 | 31 | 100% | 0 | 1 | 0 | 1 | 2 | 13 | 7 | 7 | 0 |
| MATH 351 | 14 | 14 | 14 | 100% | 0 | 2 | 0 | 1 | 3 | 0 | 3 | 5 | 0 |
| MATH 353 | 10 | 10 | 10 | 100% | 0 | 3 | 0 | 2 | 2 | 0 | 1 | 2 | 0 |
| MATH 382 | 14 | 14 | 13 | 93% | 1 | 1 | 0 | 2 | 1 | 0 | 2 | 6 | 1 |
| MATH 402 | 38 | 38 | 37 | 97% | 8 | 4 | 2 | 5 | 1 | 4 | 4 | 9 | 1 |
| MATH 404 | 19 | 19 | 19 | 100% | 4 | 4 | 2 | 2 | 1 | 3 | 0 | 3 | 0 |

| Course code | Enrolled | Examined | Passed | Passing rate | A+ | A | B + | B | C + | C | D + | D | F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MATH 411 | 26 | 26 | 21 | 81% | 1 | 0 | 2 | 2 | 3 | 3 | 5 | 5 | 5 |
| MATH 422 | 15 | 15 | 15 | 100% | 2 | 1 | 2 | 2 | 1 | 3 | 2 | 2 | 0 |
| MATH 444 | 14 | 14 | 14 | 100% | 0 | 0 | 0 | 1 | 1 | 0 | 5 | 7 | 0 |
| MATH 471 | 10 | 10 | 9 | 90% | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 4 | 1 |
| MATH 472 | 13 | 13 | 10 | 77% | 2 | 0 | 1 | 1 | 1 | 2 | 0 | 3 | 3 |
| MATH 482 | 12 | 12 | 12 | 100% | 1 | 1 | 1 | 3 | 1 | 2 | 1 | 2 | 0 |
| MATH 483 | 15 | 15 | 13 | 87% | 0 | 1 | 5 | 0 | 3 | 3 | 1 | 0 | 2 |
| MATH 484 | 16 | 14 | 13 | 93% | 1 | 0 | 0 | 2 | 3 | 1 | 4 | 2 | 1 |
| MATH 499 | 9 | 9 | 8 | 89% | 0 | 0 | 1 | 0 | 1 | 1 | 3 | 2 | 1 |
| MTHP002 | 2 | 0 | 0 | 0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OPER 351 | 16 | 16 | 14 | 88% | 0 | 0 | 0 | 2 | 4 | 3 | 2 | 3 | 2 |
| STA 101-Z | 20 | 16 | 13 | 81% | 1 | 2 | 3 | 0 | 2 | 3 | 1 | 1 | 3 |
| STA 224-Z | 3 | 3 | 3 | 100% | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| STA 438-Z | 21 | 21 | 21 | 100% | 1 | 1 | 1 | 5 | 4 | 1 | 7 | 1 | 0 |
| STAT 203 | 14 | 14 | 14 | 100% | 2 | 1 | 3 | 0 | 2 | 6 | 0 | 0 | 0 |
| Gets 202 | 24 | 22 | 22 | 100% | 0 | 3 | 5 | 5 | 5 | 2 | 2 | 0 | 0 |
| Math 202 | 23 | 18 | 13 | 72% | 0 | 0 | 0 | 0 | 1 | 4 | 5 | 3 | 5 |
| Math 231 | 19 | 17 | 17 | 100% | 0 | 2 | 3 | 1 | 1 | 5 | 3 | 2 | 0 |
| Math 273 | 19 | 17 | 12 | 71% | 0 | 0 | 2 | 0 | 3 | 0 | 3 | 4 | 5 |

# K. Attachments

1. **Copy of all courses reports**
2. **Rating scales applicable to the program from the *Self Evaluation Scales for Higher Education Programs* that were completed this year (See Item E 2)**
3. **Summary of any evaluations by graduates or other stakeholders in this year (See item E 1)**
4. **Independent evaluators report**

**Program Coordinator: _____-**

**Signature: _____**

**Report Completed Date: _____**

**Received by _____ (Dean/Department Head)**

**Date _____**