

بسم الله الرحمن الرحيم

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



2012

National Commission for Academic Accreditation & Assessment

ANNUAL PROGRAM REPORT

2011 - 2012

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.

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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 Elzimamy
Date of report :	15/6/2012
Academic year to which this report applies.:	2011-2012
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:	35
2. Number of students completing the program in the year for which the report is prepared:	
(a) Completing the final year of the program:	18
(b) Completing major tracks within the program	
Title.....No	There is no
Title.....No	
Title.....No	
Title.....No	
(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
(Number shown in 2 (a) as a percentage of the number that started the full program in that student intake.

51%

- (b) Percentage of students completing an intermediate award (if any)
(eg. 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. (Eg. Transfers between intermediate and full program, transfers to or from other programs)

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

	Number Starting	Number Completing and Passing	Percent Completing and Passing
Year 1			
Year 2			
Year 3			
Year 4			

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

30**%**

Started in Year 2 and continued to start in Year 3

25**%**

Started in Year 3 and continued to start in Year 4

27**%**

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

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

11/6/2012

Number Surveyed

6

Number Responding

5

Response Rate

83

%

Destination	Not available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number			5		
Percent of Respondents					

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

C. Program Context

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

Transmission from old building to Zulfi campus

Implications for the program

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

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	
Reason for Difference	
Action Taken (if Required)	
b. Course	Variation
Investigation Undertaken	
Reason for Difference	
Action Taken (if Required)	
c. Course	Variation
Investigation Undertaken	

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

(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

Attach survey results

a. List most important criticisms, strengths and suggestions

Comment (Eg. Valid comment, action already taken, other considerations, etc.)

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 your decisions will help them in the job market

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

- Students need to study courses in quantitative methods

Describe evaluation process

Hold its questionnaire for business owners

a. List most important criticisms, strengths and suggestions

Comment (Eg. Comment is valid and action will be taken, action already taken, other considerations, etc.)

<p>b. Changes proposed in program (if any) in response to this feedback.</p>			
<p>2. Ratings on Quality Standards (Refer to <i>Quality Standards for Higher Education Programs</i>.)</p>			
<p>(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)</p>			
<p>(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).</p>			
Sub-Scale	Practice Followed	Star Rating	In first year in which scales are completed indicate action proposed In later years, comment on performance in the year of the report.

(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	√				

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Differential Equations Math 210		√			
Calculus for Computer		√			
Calculus (1) for Physics		√			
(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 for domains of learning outcomes indicating any difficulties encountered, and suggestions for improvement.

Planned response to comments (Eg. training and assistance provided, modification in planned strategies)
(When appropriate refer to particular courses where changes are to be made)

a. Knowledge

b. Cognitive skills

c. Interpersonal skills and responsibility

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d. Communication, IT and numerical skills	
e. Psychomotor skills (if applicable)	

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 induction program for new adherents introduced at the beginning of the academic year by the Deanship of quality and skills development of the university

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 and Other Staff	How many Participated	
	Teaching Staff	Other Staff
a. Activities Provided		
E-learning courses provided by the Deanship of e-learning and distance education.	3	-

Courses provided by the Deanship of Quality and Skills Development.	8	-
The training program provided by the Deanship of quality are installed in the new Consolidated University.	-	2
<p>b. Summary comments on usefulness of activities based on participants evaluations</p> <p>Most coaches get to evaluate high by the trainees. There are some similar programs reduced the expected interest for some courses.</p>		

H. Independent Opinion on Quality of the Program after Considering Draft Report

(eg. head of another department offering comment on evidence received and conclusions reached) (Attach notes)

1. Matters Raised by Person Giving Opinion	Comment by Program coordinator on Matters Raised
<p>Apart from the following notices, I found that the report has been prepared well and considered most of the necessary points to indicate the program case during the year.</p> <p>1- In No. 5 of the statistical information section (Year to year progression rates) I found that the</p>	

<p>rate is very low without any explanation about that low rate.</p> <p>2- In section D of the report (course information summary) I did not find the analysis of unusual results although there are some courses having large number of students failing such as Math 444, Mat 221 and Mat 102. Also I found some repeated course numbers which I could not understand why they are repeated. Moreover, I found some courses that has large number of students who had enrolled but had not examined (Math 202 and Mat 221) without any comments about them.</p> <p>3- I section G of the report (Quality of teaching) there are not any comments about the Effectiveness of teaching strategies planned for use in courses for the type of learning involved in each of the domains of learning.</p>	
<p>2. Implications for Planning for the Program</p>	

I. Action Plan

1Progress on Implementation of Previous Year's Action Plans

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Actions Planned	Completion Date	Person Responsible	Completed or not completed
a.			
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 Changes to Program Structure (units/credit-hours, compulsory or optional courses, other)

A. Reduce the number of hours compulsory.

B. Add a sub-specialty within the program as statistics or operations research.

b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc.)

A. Add quantitative methods course.

B. Add 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 section preparatory year program	The end of the first semester	chairman of the study plans
Course descriptions in English language	As soon as possible	Prof. of each course

J. Statistical results of 1431-1432

Course code	Enrolled	Examined	Passed	Passing rate	A+	A	B +	B	C +	C	D +	D	F
Math 482	9	9	9	100%	0	0	1	1	2	2	2	1	0
Math 382	8	8	7	85%	0	0	1	0	0	1	2	2	0
Mat 482	1	1	1	100%	0	0	0	1	0	0	0	0	0
Mat 316	2	2	2	100%	0	0	0	0	1	1	0	0	0
Math 326	13	13	12	92.3%	0	0	2	1	0	4	1	4	0
Math 205	9	9	8	87.5%	0	0	0	2	2	2	1	1	1
Math 243	7	7	7	100%	0	0	2	1	1	1	1	1	0
Stat 202	11	8	6	75%	0	0	0	1	1	1	2	1	0
Stat 203	22	21	21	100%	0	3	2	2	2	3	3	6	0
Math 210	3	3	3	100%	0	0	0	0	0	1	1	1	0
Mat 203	13	13	12	92.3%	0	0	0	0	4	4	3	1	1
Math 217	11	11	10	90.9%	0	1	0	0	1	1	5	3	1
Math 444	26	26	16	62%	0	0	0	0	1	5	6	4	10
Math 243	7	7	5	72%	0	1	0	1	1	1	1	1	2
Math 444	4	4	3	75%	0	0	0	0	0	0	2	1	1
Math 243	2	1	1	100%	0	0	0	0	0	1	0	0	0
Math 101	2	1	0	0%	0	0	0	0	0	0	0	0	1
Math 204	22	22	22	100%	0	0	3	5	0	1	6	7	0
Math 411	11	11	9	81.8%	0	0	0	3	2	1	1	2	2
Mat 370	2	2	2	100%	0	0	0	2	0	0	0	0	0
Mat 350	3	2	2	100%	0	0	0	0	0	0	1	1	0
Math 353	23	22	21	96%	0	2	2	2	3	5	3	4	1
Mat 204	1	1	0	0%	0	0	0	0	0	0	0	0	1

Course code	Enrolled	Examined	Passed	Passing rate	A+	A	B +	B	C +	C	D +	D	F
Mat 204	10	9	9	100%	0	0	0	2	2	1	2	2	0
Math 202	14	4	2	50%	0	0	0	0	0	0	2	0	2
Math 273	7	4	3	75%	0	0	0	0	1	1	0	1	1
Math 216	28	23	15	65%	0	1	1	1	2	2	3	4	8
Math 472	13	13	13	100%	0	2	1	0	4	1	2	3	0
Mat 475	11	10	9	90%	0	0	0	0	1	4	1	3	1
Math 484	15	14	12	86%	0	0	0	2	1	3	1	5	2
Math 203	21	19	17	90%	0	1	5	2	2	2	2	3	2
Mat 482	8	8	8	100%	0	0	2	2	0	1	0	3	0
Math 321+mat 224	25	24	19	80%	0	2	2	4	2	4	1	5	5
Math 215	25	25	18	72%	1	1	1	2	1	3	3	5	7
Math 422	17	17	17	100%	0	1	4	3	1	2	0	2	0
Mat 423	11	10	10	100%	0	1	0	0	1	2	1	5	0
Mat 324	7	6	6	100%	0	0	0	0	0	2	2	2	0
Mat 356+Oper451	16	16	10	62.5%	0	0	2	1	3	2	1	1	6
Mat 102	4	4	2	50%	0	0	0	0	2	0	0	0	2
OPER 431	12	10	10	100%	0	2	0	0	3	0	3	2	2
Math 242	20	20	16	80%	0	3	0	2	2	5	2	2	4
STAT 212	29	26	21	81%	1	3	5	4	0	0	2	6	5
STA 101	3	2	2	100%	0	0	1	0	1	0	0	0	0
STA 438	6	6	6	100%	0	0	2	2	0	0	0	2	0
STA 224	11	11	8	73%	1	0	2	2	0	1	2	0	3
OPER 321	3	2	2	100%	0	0	0	0	0	0	0	2	0
Math 201	2	2	2	100%	0	0	0	0	0	0	0	2	0
Math 402	5	5	3	60%	0	0	1	0	0	1	1	0	2

Course code	Enrolled	Examined	Passed	Passing rate	A+	A	B +	B	C +	C	D +	D	F
Math 331	1	1	1	100%	0	0	0	0	1	0	0	0	0
Mat 107	3	3	3	100%	0	0	0	0	1	0	1	1	0
Math 450	10	10	9	90%	0	1	2	2	0	3	1	0	1
MAT 353	4	3	3	100%	0	0	0	0	0	1	0	2	0
Math 351	18	18	12	67%	0	2	1	3	1	1	2	2	6
Math 112	15	13	10	77%	0	0	1	0	1	2	2	4	3
Mat 221	28	24	13	54%	1	6	4	2	0	0	0	0	11
Mat 471	22	22	17	77%	2	4	3	5	0	1	1	1	5
Mat 483	32	32	27	84%	1	5	7	9	1	1	1	2	5

K. Attachments

1. Copy of all course 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:_____ **Date Report Completed:**_____

Received by _____ (Dean/Department Head)

Date _____