



جامعة المجمعة  
Majmaah University

# Annual Program Report (APR)

Institution:	College of Education in Zulfi.
Academic Department :	Physics Department.
Programme :	Bachelor of Education in Physics (B. Ed in Physics).
Specification Approved Date :	14/11/1437 H

Muharram 1437 H



This form compatible with NCAAA Edition

## Annual Program Report

**1. Institution:** Majmaah University      **Date of Report :** 14 \ 11 \ 1437 H

**2. College :** College of Education in Zulfi

**Department :** Physics Department.

**3. Dean :** Dr.Rashed Hamoud Althanian

**Department Head:** Dr. Fatema Alzahraa Mohammed

**4. List all branches / locations offering this program :**

Campus Branch/Location	Approval By	Date
<b>Main Campus</b>	<b>Faculty Dean</b>	<b>In the start of the year.</b>
<b>1:</b> College of Education in Zulfi –Female Departments :main Building		
<b>2:</b> Primary - middle - secondary school (in the level 8 from study plan) in Zulfi city.		

### A. Program Identification and General Information

**1. Program title :** Bachelor of Education in Physics      **Code :** PHYS

**Name and position of person completing the APR**

**Dr. Fatema Alzahraa Mohammed, Department Head.**

**Academic year to which this report applies.**



1436/1437 H- 2015/2016 AD

## B. Statistical Information

**1. Number of students who started the program in the year concerned : 16**

**2. (a) Number of students who completed the program in the year concerned:**

Completed the final year of the program: 14

Completed major tracks within the program (*if applicable*) **not applicable**

**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>29.1%</b>
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(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)	<b>N</b>
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**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).

- **Shortage of student's awareness about of credit hours systems.**
- **Insufficiency in application of study plan as it is.**
- **The students that delayed to the ending of the program requirements because the closure of some courses, during the program years.**

**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	Years				
	4 Years Ago 32 /1433 H	3 Years Ago 33 /1434 H	2 Years Ago 34 /1435 H	1 Year Ago 35 /1436 H	Current year 36 /1437 H
1. Total program student	<b>In process</b>				
2. Retained till year end					
3. Withdrawn					
4. Cohort Graduated successfully					
5. Total Graduated successfully	-	-	-	<b>6</b>	<b>22</b>

**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

Number Surveyed

Number Responded

Response Rate %

Destination	Not Available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number	-	-	<b>1</b>	-	<b>5</b>
Percent of Respondents					

**Analysis: List the strengths and recommendations**

**In process**

## C. Program Context

**1 - Significant changes within the institution affecting the program (if any) during the past year.**

- continued acceptance of the female students of the kindergarten and special education in the faculty

- Open admission to the Faculty of Science in Zulfi, Computer Department for female students.
- Open acceptance of the preparatory year courses for medical students for their numbers to attend dental faculty in Zulfi.

### **Implications for the program**

lack of access to the department of students toward modern departments.

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

Stop the employment or weakness of the program graduates.

### **Implications for the program**

Desire of students toward modern departments according to the needs of the labor market.

## **D. Course Information Summary**

### **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.**

1. Do we see any frequently differences by staff members exceed 25%?
2. Does the teaching strategies and assessment methods of the courses effective or not?
3. Analysis of the factors that affects the results of students and discuss them with staff members in the first meeting.
4. Review the strengths and weaknesses points of the courses from the private student's questionnaire.

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

##### **( 1. ) Completion rate analysis:**

Lack of awareness among the students about study plan in the beginning of the program make them needing an extra semester to complete the plan

##### **( 2. ) Grade distribution analysis:**

1. The average students success rate in all courses for the first semester equal to 77.67%, ranging from 50 to 100% and a single decision only 11.11% in PHYS124 course.

2. The average students success rate in all courses for the second semester equal to 91.55 %, ranging from 46.67 to 100% .

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

1. Not yet been completed (will determine in the first meeting of the Council of the year 1437/1438). AH).

## 2. Analysis of Significant Results or Variations ( 25 % or more ) .

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.

<b>A. Course</b>	<b>Computational physics 1</b>
Significant result or variation	100 %
Investigation undertaken	-
Reason for significant result or variation	The large number of assignments the students made a good job so you do not find the students failed. The course in 7 <sup>th</sup> level.
Action taken (if required)	Increasing the course tasks .
<b>B. Course</b>	<b>Mathematical physics 3</b>
Significant result or variation	100 %
Investigation undertaken	-
Reason for significant result or variation	The large number of assignments the students made a good job so you do not find the students failed. The course in 4 <sup>th</sup> level secondly after two another courses in the same mathematical branch.
Action taken (if required)	Increasing the course tasks .
<b>C. Course</b>	<b>Classical Mechanical 1</b>
Significant result or variation	10 %
Investigation undertaken	Discussion with teacher.
Reason for significant result or variation	Low level of students in mathematical skills in this course.
Action taken (if required)	More excurses, more tasks, revision of course specification.

(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
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PHYS213	Closed its section.	Open one section at least in 371.
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<b>(b) Compensating Action Required for Units of Work Not Taught in Courses that were Offered.</b> <i>(Complete only where units not taught were of sufficient importance to require some compensating action)</i>	
Course	-
Unit of work	-
Reason	-
Compensating action if required	-

### **E. Program Management and Administration**

<b>List difficulties (if any) encountered in management of the program</b>	<b>Impact of difficulties on the achievement of the program objectives</b>	<b>Proposed action to avoid future difficulties in Response</b>
The closure of some sections from the college administration because it is small students number.	Lateness of the Students in the completion of the study plan on the determined time.	Opening the sections.
The changeable in college tabulator after distribution it to staff members	Redistribution of courses to staff members.	The administration's commitment to including previously sent.
Lack of rooms for theoretical exercises associated with the theoretical lectures.	Loss of students time in the search for a place or a lack of concentration at the presence of student labs	The need to provide teaching halls for the theoretical exercises hours.
Faculty members overstocked in the same room.	Failure to performance the academic advisor employment, listing complaints from students effectively.	The necessary to providing a private room for the academic advising in the department.



Blurred the university vision for the department about continuity, change its trajectory or attachable to the Faculty of Science.	Adversely affect to the performance of the department , also its members and the students	Clarify the vision of the university administration.
The Overlapping between the units work and the lack of integration among them.	Repetition of the work done by the department members.	Making an integrated action plan for all the units with each other by coordination meetings.
Weakness of the continuous meetings between the academic departments and the head of quality center.	Along time to doing the required work and may be is an incomplete.	The necessary for doing meetings between the academic departments and the head of quality center, to cooperate in the implementation of the required tasks , unify work and working on its development, and preservation of the right of outstanding initiatives.

## F. Summary Program Evaluation

<b>1. Graduating Students Evaluation</b> <i>(To be reported on in years when surveys are undertaken)</i>	
<b>Date of Survey</b>	<b>14 / 1 / 1437 H .</b>
<u>Attach : survey report</u> Not allowed yet	
<b>a. List most important recommendations for improvement, strengths and suggestions</b>	<b>Analysis</b> <i>(e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)</i>





<p>1- Regular meetings to follow up graduates of the program in the college for clarify what is the newest, is useful for graduates and helps them in the development of their self.</p> <p>2- Provide appropriate opportunities for graduates.</p> <p>3- Work meetings with stockholders and community institutions to discuss its opinion on the study plan for the Department of Physics.</p> <p>4-</p>	<ul style="list-style-type: none"> <li>- the data base for the graduates in the unit of graduates by the department .</li> <li>- named staff to connecting with graduates and follow-up them.</li> <li>- Tell them the news of the new possible locations for the employment or ads within the Kingdom.</li> <li>- Inviting them to attend training courses within the college.</li> <li>- Work training courses for students expected to graduate.</li> </ul>
<p><b>b. Changes proposed in the program (if any) in response to this analysis and feedback.</b></p> <p style="text-align: center;">----</p>	

<p><b>2. Other Evaluation</b> (e.g. Evaluations by employers or other stakeholders, external review)  <b>Describe evaluation process .</b></p> <p><b>Attach review/survey report</b></p>	
<p><b>a.</b> List most important recommendations for improvement, strengths and suggestions for improvement.</p>	<p>e.g. Analysis of recommendations for improvement: ( Are recommendations valid and what action will be taken, action already taken, or other considerations?)</p>
<p>Not allowed yet</p>	<p>-</p>
<p><b>b.</b> Changes proposed in the program (if any) in response to this feedback.</p> <p style="text-align: center;">- Not allowed yet</p>	
<p><b>3. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.</b></p>	
<p><b>(a) Standard 4 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).</b></p>	



Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
4.1	Y	***	Doing the questionnaires to companies and graduates and other employers.
4.2	Y	***	
4.3	Y	***	Identifying KPI's which include quality standards for learning outcomes for all courses of the program. An annual and comprehensive evaluation must be done at least every five years
4.4	Y	****	
4.5	Y	***	Doing work files to the Academic Advising process.
4.6	Y	***	Developing appropriate mechanisms for reviewing the effectiveness of various teaching strategies will used in courses.
4.7	Y	*****	
4.8	Y	***	
4.9	Y	***	Specification for field experience, and planning for development. -reviewing of the verification process of the work of questionnaires about field experience. -Evaluation of field experience, by submitted a report containing a summary of the strengths and points requiring development, and implementation priorities.
4.10	Not applicable	-	

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

Accreditation of program and courses specification in department meetings.

Training of the staff.

## G. Program Course Evaluation



**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 Code / Course Title		Student Evaluations		Other Evaluation ( specify )	Action Planned	
		Yes	No		Yes	No
MATH111	Calculus (1)		√	-		
CHEM111	General Chemistry (1)		√	-		
PHYS111	General Physics (1)	√		-		
PHYS121	Mathematical Physics (1)	√		Internal revision by department Staff members.		
PHYS122	Classical Mechanics (1)	√		-		
PHYS123	General Physics (2)	√		-		
PHYS124	Optics	√		-		
PHYS126	Optics Lab.	√		-		
PHYS212	Mathematical Physics (2)	√		Internal revision by department Staff members.		
PHYS213	General Physics (3)		√	-		
PHYS214	Thermodynamics	√		-		
PHYS215	Classical Mechanics (2)	√		-		
PHYS221	Mathematical Physics (3)	√		-		
PHYS222	Electricity and Magnetism (1)	√		-		
PHYS223	Wave motion and Vibrations	√		Internal revision by department Staff members.		
PHYS224	Modern Physics	√		-		
PHYS311	Quantum Mechanics (1)	√		-		
PHYS312	Electricity and Magnetism (2)	√		Internal revision by department Staff members.		
PHYS313	Electronics (1)	√		-		
PHYS314	Electrodynamics	√		Internal revision by department Staff members.		

PHYS321	Statistical Physics	√		Internal revision by department Staff members.		
PHYS322	Quantum Mechanics (2)	√		Internal revision by department Staff members.		
PHYS323	Solid State Physics (1)	√		Internal revision by department Staff members.		
PHYS324	Electronics (2)	√		Internal revision by department Staff members.		
PHYS387	Nanotechnology Physics	√		-		
PHYS411	Computational Physics (1)	√		Internal revision by department Staff members.		
PHYS412	Solid State Physics (2)	√		Internal revision by department Staff members.		
PHYS413	Atomic and Molecular Spectra	√		-		
PHYS415	Nuclear Physics (1)	√		Internal revision by department Staff members.		
PHYS421	Computational Physics (2)	√		Internal revision by department Staff members.		
PHYS423	Nuclear Physics (2)	√		Internal revision by department Staff members.		
PHYS424	Laser Physics and its Applications	√		-		
PHYS391	Biophysics	√		-		

(Add items or attach list if necessary)

## 2. List courses taught by this program this year and for this program that are in other programs.

Level	Course Code	Course Title	Number of sections	Credit Hours	College or Department
Level 1	SALM100*	Islamic University Requisites	Per requirement	2	Islamic studies Department
	ARAB101	Linguistic Skills		2	Arabic Department
	****	General University Requisites		2	Educational Sciences Department
	EDU 116	Teaching Techniques and		2	

Level	Course Code	Course Title	Number of sections	Credit Hours	College or Department	
		Communications Skills		2		
	EDU 117	Fundamentals of Islamic Education				
	EDU 118	The System and Policy of Education in KSA	Per requirement	2		
	CHEM 111	General Chemistry (1)		2		Chemistry Department
	MATH 111	Calculus (1)		2		Mathematical Department
	PHYS 111	General Physics (1)	5	2		Physics Department (for MATH. and CHEM. Departments)
<b>Level 2</b>	SALM100*	Islamic University Requisites	Per requirement	2	Islamic studies Department	
	EDU 126	Developmental Psychology		2	Educational Sciences Department	
	PHYS 123	General Physics (2)	2	3	Physics Department	
	PHYS 124	Optics	1	3		
	PHYS 126	Optics Lab.	1	1		
	PHYS 121	Mathematical Physics (1)	1	4		
	PHYS 122	Classical Mechanics (1)	1	3		
<b>Level 3</b>	****	General University Requisites	Per requirement	2	Educational Sciences Department	
	EDU 216	Psychological Health		2		
	EDU 217	Principles of Educational Research		2		
	PHYS 213	General Physics (3)	1	3	Physics Department	
	PHYS 214	Thermodynamics	1	3		



Level	Course Code	Course Title	Number of sections	Credit Hours	College or Department
	PHYS 212	Mathematical Physics (2)	1	3	
	PHYS 215	Classical Mechanics (2)	1	3	
Level 4	SALM100*	Islamic University Requisites	Per requirement	2	Islamic studies Department
	EDU 226	Educational Psychology		2	Educational Sciences Department
	PHYS 223	Wave motion and Vibrations	1	3	Physics Department
	PHYS 222	Electricity and Magnetism (1)	1	4	
	PHYS 224	Modern Physics	1	3	
	PHYS 221	Mathematical Physics (3)	1	4	
Level 5	EDU 316	Administration and Educational planning	Per requirement	2	Educational Sciences Department
	EDU 317	Production of E-learning Resources		2	
	PHYS 313	Electronics (1)	1	3	Physics Department
	PHYS 314	Electrodynamics	1	4	
	PHYS 312	Electricity and Magnetism (2)	1	4	
	PHYS 311	Quantum Mechanics (1)	1	3	
Level 6	EDU 326	Teaching Strategies		2	Educational Sciences Department
	EDU 327	Educational Curricula	Per requirement	2	
	PHYS 387	Elective course* Nanotechnology	1	2	Physics Department
	PHYS 324	Electronics 2	1	3	
	PHYS 322	Quantum Mechanics 2	1	3	
	PHYS 321	Statistical Physics	1	3	
	PHYS 323	Solid State Physics (1)	1	3	

Level	Course Code	Course Title	Number of sections	Credit Hours	College or Department
Level 7	EDU 416	Modern Trends in Teaching Strategy	Per requirement	2	Educational Sciences Department
	EDU 417	Educational Evaluation		2	
	PHYS 413	Atomic and molecular Spectra	1	4	Physics Department
	PHYS 411	Computational Physics (1)	1	3	
	PHYS 415	Nuclear Physics (1)	1	4	
	PHYS 412	Solid State Physics (2)	1	3	
Level 8	EDU 427	Practicum	Per requirement	6	Educational Sciences Department
	PHYS 391	Elective course* Biophysics	1	2	Physics Department
	PHYS 424	Laser Physics and its Applications	1	3	
	PHYS 421	Computational Physics (2)	1	3	
	PHYS 423	Nuclear Physics (2)	1	4	

### 3. Program Learning Outcome Assessment :

Design a program learning outcome assessment plan using the NCAA 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.

KPI #	NQF Learning Domains and Learning Outcomes	Method of Assessment for LOs	Date of Assessment
1.0	<b>Knowledge</b>		
1.1	<b>Recognize</b> the basics, principles, and theories of physics, in the different branches.	• Homework.	(through the semester)



1.2	<b>Name</b> the basic concepts of Education in Education, and the Arabic language, and Islamic studies.	<ul style="list-style-type: none"> <li>• Group (through the semester)</li> <li>• Discussion (through the semester)</li> </ul>
1.3	<b>Define</b> the basic concepts in physics, Education assistance, such as mathematics, chemistry, and computer.	<ul style="list-style-type: none"> <li>• Mid-term exam (the 7<sup>th</sup> /8<sup>th</sup> week)</li> <li>• Practical Exam (14<sup>th</sup> week)</li> <li>• Final Exam (15<sup>th</sup> week)</li> </ul>
2.0	<b>Cognitive Skills</b>	
2.1	<b>Use</b> the principles and theories of mathematics <b>in solving</b> physics problems of different branches.	<ul style="list-style-type: none"> <li>• Homework. (through the semester)</li> <li>• Group (through the semester)</li> </ul>
2.2	<b>Use</b> of various hardware components of the physical laboratory to <b>conduct</b> physical experiments.	<ul style="list-style-type: none"> <li>• Discussion (through the semester)</li> <li>• Mid-term exam (the 7<sup>th</sup> /8<sup>th</sup> week)</li> </ul>
2.3	<b>Apply</b> the knowledge gained and the use of modern teaching strategies in explaining the physical systems.	<ul style="list-style-type: none"> <li>• Practical Exam (14<sup>th</sup> week)</li> <li>• Final Exam (15<sup>th</sup> week)</li> </ul>
3.0	<b>Interpersonal Skills &amp; Responsibility</b>	
3.1	<b>Take into account</b> the ethical and professional principles in the discussion of issues related to the teaching profession.	<ul style="list-style-type: none"> <li>• Showing students activities in the class. (through the semester)</li> <li>• Work in a team.</li> </ul>
	<b>Apply</b> the professional and ethical principles to the teaching profession.	
3.2	<b>Develop</b> the cooperative learning through	
4.0	<b>Communication, Information Technology, Numerical</b>	
4.1	<b>Use</b> computer programs in physical systems applications.	<ul style="list-style-type: none"> <li>• Showing students activities in the class. (through the semester)</li> <li>• Practical exam. (14<sup>th</sup> week)</li> </ul>
4.2	<b>Take responsibility</b> for self-learning and lead the team.	
5.0	<b>Psychomotor</b>	
5.1	<b>Not Applicable</b>	

*Provide an analysis of the Program Learning Outcome Assessment Cycle (List strengths and recommendations for improvement).*

*Provide “direct assessments” for the current year’s program learning outcomes, according to the dates provided above (G.2). A KPI Assessment Table is provided below. Each learning outcome should utilize a*





separate KPI table. Over the four (five/six ) year cycle, all program learning

Provide “direct assessments” for the current year’s program learning outcomes, according to the dates provided above (G.2). A key performance indicator (KPI) table is provided below. Each learning outcome should utilize a separate KPI table. Over the four (five/six) year cycle, all program learning outcomes are to be assessed and reported in the Annual Program Report(s).

**Note:** Programs are to provide their own KPIs for directly measuring student performance.

**The KPI Assessment Table** is used to document directly assessed program learning outcomes. Each program learning outcome should use a separate table. Direct assessments methods may include: national or international standardized test results, rubrics, exams and learning outcome 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

KPI # : .....		Program KPI : .....	
.....		.....	
Assessment Year : 1436/1437		Program Learning Outcome: .....	
.....		.....	
.....		.....	
NQF Learning Domain			
Target Benchmark			
KPI Actual Benchmark			
Internal Benchmark			
External Benchmark			
New Target Benchmark			
Analysis: (List strengths and recommendations)			
.....			
.....			
.....			

#### 4. Orientation programs for new teaching staff

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Orientation programs provided ?

Yes

√

NO

-

If offered how many participated ?

2

**a. Brief Description**

A meeting was held by both Dean and vice dean with the newest faculty members to welcome them, giving them the required information about how we working good, display some of the regulations pertaining to academic work and alerts to be observed.

**b. List recommendations for improvement by teaching staff.**

Not Allowed

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

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**5. Professional Development Activities for Faculty, Teaching and Other Staff**

a. Activities Provided	How many Participated	
	Teaching Staff	Other Staff
E-learning training courses (D2L System).	12	-
A variety of training courses provided by the Training Unit	6	-
A variety of training courses in the measurement and evaluation models	5	-
Training courses and variety lectures provided by the Training Unit	6	-
Variety of lectures introduce by scientific research unit	6	-
training Courses provided by the Institute of Management in Riyadh	-	6
<b>b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.</b>		
These training has the benefits of the development of staff in the teaching processes and assessment, the use of modern technologies in education, such as D2L and scientific research.		

**H. Independent Opinion on Quality of the Program**

*(e.g. head of another similar department/ program offering comment on evidence received and conclusions reached)*



1. Matters Raised by Evaluator Giving Opinion	Comment by Program Coordinator
Not allowed yet	Not allowed yet
<b>2. Implications for Planning for the Program</b> Not allowed yet	



**Program KPI and Assessment Table**

<b>KPI #</b>	<b>KPIS</b>	<b>KPI Target Benchmark</b>	<b>KPI Actual Benchmark</b>	<b>KPI Internal Benchmarks</b>	<b>KPI External Benchmark s</b>	<b>KPI Analysis</b>	<b>KPI New Target Benchmark</b>
<b>1</b>	Stakeholder ratings of the Mission statement and Objectives.	70 %	72 %	55 %	-	Very good	80 %
<b>2</b>	Teaching and other staff evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (Average rating on the adequacy of the	70 %	72.5 %	72.5 %	-	Very good	75 %
<b>3</b>	Students overall evaluation on the quality of their learning experiences at the institution.(Average rating on the adequacy of academic and career counselling on a five	75 %	75 %	78 %	-	Very good	80 %
<b>4</b>	Proportion of courses in which student evaluations were conducted during the year.	100 %	100 %	76 %	-	excellent	100 %
<b>5</b>	Ratio of students to administrative staff	1:10	1:8	1:8	-	Very good	1:8
<b>6</b>	Students overall rating on the quality of their courses. (Average rating on the adequacy of academic and career counselling on a five point scale)	70%	80 %	81.5 %	-	good	82 %
<b>7</b>	Proportion of teaching staff with verified doctoral qualifications.	50 %	58 %	63.0 %	-	Very good	65 %
<b>8</b>	Percentage of students entering programs who successfully complete first year	80 %	100 %	100 %	-	Very good	80 %
<b>9</b>	Proportion of graduates from undergraduate programs who within six months of graduation are:	50 % 30 % %20	20 % 0 % 80 %	20 % 0 % 80 %	-	frailer	50 % 30 % %20
<b>10</b>	Student evaluation of academic counselling. (Average rating on the adequacy of academic and career counselling on a five point scale)	75 %	82 %	73 %		Very good	80 %

11	Stakeholder evaluation of library and media center. (Average overall rating of the adequacy of the library & media center)	60 %	70 %	-	-	Very good	70 %
12	Stakeholder evaluation of the IT services. (Average overall rating of the adequacy of: a) IT availability, b) Security, c) Maintenance, d) Accessibility, e) Support systems, f)	75 %	70 %	75 %	-	good	75 %
13	Stakeholder evaluation of E-learning services.	70 %	83.3 %	-	-	Very good	70 %
14	Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.	0 %	0 %	0 %	-	excellent	0 %
15	Proportion of teaching staff participating in professional development activities during the past year	80 %	100 %	100 %	-	excellent	80 %
16	Number of refereed publications in the previous year per full time equivalent member of teaching staff.	5	3	3	-	middle	5
17	Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff	10	2	1	-	failed	5
18	Proportion of full time teaching and other staff actively engaged in community service activities.	50 %	36 %	29.5 %	-	good	50 %

### Whole Program Analysis of KPIs and Benchmarks: (list strengths and recommendations)

Note the rise in the rates of some of the KPI's for this year 36-1437 H as shown below: -

- Stakeholder ratings of the Mission statement and Objectives inductor as well as the Stakeholder evaluation of E-learning services.
- The improvement plan aims to raise the proportion of community service index for the year 36/37 for the year 35/36.
- High students to assess the quality of learning experiences in the program to 75% in the second semester inductor this is consistent with the minimum target for this year.
- High inductor year students assess the quality of courses to 80% in the second semester above the minimum target for this year.

**NOTE** The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.

**KPI** refers to the key performance indicators the program used in its SSRP. This includes both the NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA suggested KPIs and all others).

**Target Benchmark** refers to the anticipated or desired outcome (goal or aim) for each KPI.

**Finding Benchmark** refers to the actual outcome determined when the KPI is measured or calculated.

**Internal Benchmarks** refer to comparable benchmarks (actual findings) from inside the program (like data results from previous years or data results from other departments within the same college).

**External Benchmarks** refer to comparable benchmarks (actual findings) from similar programs that are outside the program (like from similar programs that are national or international).

**KPI Analysis** refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.

**New Target Benchmark** refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.

## Program Action Plan Table

**In process.**

*Directions: Based on the "Analysis of KPIs and Benchmarks" provided in the above Program KPI and Assessment Table, list the recommendations identified and proceed to establish a continuous improvement action plan.*

No.	Recommendations	Actions	Assessment Mechanism or Criteria	Responsible Person	Start Date	Completion Date
1	<b>In process.</b>					
2						
3						
4						
5						
6						
<b>Action Plan Analysis</b> (List the strengths and recommendations for improvement of the Program Action Plan). <b>In process.</b>						

## I. Action Plan Progress Report

1. Progress on Implementation of Previous Year's Action Plans				
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
<b>In process.</b>				
b. ....	.....	.....	.....	.....
c. ....	.....	.....	.....	.....
d. ....	.....	.....	.....	.....

**Program Chair/ Coordinator Name :** Dr. Fatema Alzahraa Mohamed

**Signature :** .....

**Date Report Completed:** 19/11/1437 H

**Received by:** .....

**Dean/Department Head**

**Signature:** .....

**Date:** 19/11/1437 H



