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: 1/6/2014
2. College/ Department College of Engineering / Electrical Engineering Department
3. Dean Dr. Muhammad Al-Salamah
4. List all branches/locations offering this program 1. College of Engineering / Al-Yihya campus. 2. _____ 3. _____ 4. _____

A. Program Identification and General Information

Program title and code Electrical Engineering Department - EE
Name and position of person completing the APR Dr. Abdullah Al-Ahmadi and the committee
Academic year to which this report applies. 1434-1435

B Statistical Information

1. Number of students who started the program in the year concerned:		50
2. (a) Number of students who completed the program in the year concerned:		27
Completed the final year of the program:		
Completed major tracks within the program (if applicable)		1
Title Telecommunications & Electronics	No	27
Title Power and Machine	No	0
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.)		54%
(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.

Enrollment Management and Cohort Analysis (Table 1)

					Current Year
Student Category	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
Total cohort enrollment	*PYP	112	143	200	177
Retained till year end		No Info.	No Info.	No Info.	No Info.
Withdrawn during the year and re-enrolled the following year		No Info.	No Info.	No Info.	No Info.
Withdrawn for good		No Info.	No Info.	No Info.	No Info.
Graduated successfully		-	-	13	27

a. Provide an analysis for the cohort that started PYP on 2009 – 10

b. Provide an analysis for the cohort that started PYP on 2010 – 11

c. Provide an analysis for the cohort that started PYP on 2011 – 12

d. Provide an analysis for the cohort that started PYP on 2012 – 13

*** PYP - Preparatory Year Program**

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 | No Info. |

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	No Info.	No Info.	No Info.	No Info.	No Info.
Percent of Respondents	No Info.	No Info.	No Info.	No Info.	No Info.

Analysis: List the strengths and recommendations

C. Program Context

Significant changes within the institution affecting the program (if any) during the past year. N/A Implications for the program N/A
2. Significant changes external to the institution affecting the program (if any) during the past year. N/A Implications for the program N/A

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. The course reports are based on NCAAA forms. Once the final exams are concluded, the program coordinator collects students' grades in a course score summary file. (b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement. (1.) Completion rate analysis: See the attached file (2.) Grade distribution analysis: See the attached file (3.) Trend analysis (a study of the differences, changes, or developments over time; normally

several semesters or years): See the attached file.

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 EE 322 – Semester 1	Significant result or variation Negatively skewed below the threshold. 28 % of students failed this course. This pattern keeps repeating every semester. The department took note.
Investigation undertaken No Reason for significant result or variation Unknown	
Action taken (if required) None	
b. Course EE 111 – Semester 1	Significant result or variation Negatively skewed. 47% of students failed.
Investigation undertaken No Reason for significant result or variation Unknown	
Action taken (if required) None	
c. Course EE 300 – Semester 1	Significant result or variation Negatively skewed. 50% of students got D+.
Investigation undertaken None Reason for significant result or variation Unknown	
Action taken (if required) None	
d. Course EE 325 – Semester 2	Significant result or variation Extremely Negatively skewed. 60 % of students failed.
Investigation undertaken None Reason for significant result or variation	

Unknown
Action taken (if required) None

(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
None	None	None

(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
Difficulties in adopting the new plan (136)	Lots of confections	There is no actual solution. This problem will be solved once the old students finish the program.
Not enough staff	Work overload	Bringing more staff.

F. Summary Program Evaluation

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

Date of Survey 1/1/2014

Attach survey report

a. List most important recommendations for improvement, strengths and suggestions	Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)
English language, presentations and practical lab projects.	Enhancement to English and lab courses.

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

None

<table>
<tr><td colspan="4">2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review)

Describe evaluation process

Attach review/survey report</td></tr>
<tr><td colspan="2">a. List most important recommendations for improvement, strengths and suggestions for improvement.</td><td colspan="2">(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?)</td></tr>
<tr><td colspan="4">b. Changes proposed in the program (if any) in response to this feedback.</td></tr>
<tr><td colspan="4">2. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.</td></tr>
<tr><td colspan="4">(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).</td></tr>
<tr><td>Sub-Standards</td><td>Best Practices Followed (Y/N)</td><td>5 Star Rating</td><td>List priorities for improvement.</td></tr>
<tr><td>4.1</td><td></td><td></td><td></td></tr>
<tr><td>4.2</td><td></td><td></td><td></td></tr>
<tr><td>4.3</td><td></td><td></td><td></td></tr>
<tr><td>4.4</td><td></td><td></td><td></td></tr>
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4.5			
4.6			
4.7			
4.8			
4.9			
4.10			
Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices.			

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 Title/Course Code	Student Evaluations		Other Evaluation (specify)	Action Planned	
	Yes	No		Yes	No
EE 201/ Fundamentals of Electric Circuits	X				
EE 202/ Electric Circuit Analysis	X				
EE 312/ Electronics (1)	X				
EE 313/ Electronics (1) Lab					
EE 317/ Electronics (2)	X				
EE 319/ Electronics (II) lab					
EE 335/ Electric Machines (1)	X				
EE 205/ Electric Circuits Laboratory					
EE 300/ Electrical Measurements	X				
EE 301/ Signal & System Analysis	X				
EE 340/ Fundamental of Power System	X				
EE 203/ Electromagnetics	X				

EE 271/ Principles of Electric Power & Machines Laboratory					
EE 341/ Automatic Control Systems	X				
EE 234/ Electromagnetics II	X				
EE 308/ Measurements & control Lab					
EE 322/ Communications Principles	X				
EE 323/ Communications Principles Laboratory					
EE 360/ Microprocessors	X				
EE 361/ Microprocessors Lab					
EE 210/ Electric and Electronic Circuits	X				
EE 398/ Electrical Machines	X				
EE 314/ Analog and Digital Electronic Circuits	X				
EE 315/ Analog and Digital Electronic Circuits Lab					
EE 324/ Digital Signal Processing	X				
EE 325/ Digital Communication	X				
EE 435/ Antennas and wave Propagation	X				
EE 426/ Wireless Communications	X				
EE 427/ Communication and signal processing Lab					
EE 436/ Antenna and wave propagation Lab					
EE 498/ Graduation Project I					
EE 415/ Integrated Circuit Design	X				
EE 306/ Principles of Network Engineering	X				
EE 499/ Graduation Project II					
EE 418/ FPGA	X				
EE 431/ Digital Image and Video Processing	X				
EE 439/ Optical Fiber Communications	X				
EE 101/ Fundamental of Electric Circuits	X				
EE 111/ Basic Electronic Devices and Circuits	X				

EE 207/ Logic Design Lab					
EE 208/ Logic Design	X				
EE 206/ Electromagnetics-1	X				
EE 212/ Basics of Electronic Devices and Circuits Lab					
EE 288/ Principles of Electric Machines	X				
EE 221/ Signal and System analysis	X				
EE 270/ Fundamental of Electrical Power System	X				
CEN 210/ Introduction to Programming	X				

(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: AlYahya Campus, King Fahd Road		
2:		
3:		
4:		

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

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
Prep Year					
PENG	111	English Language 1	Required	8	College
PMTH	112	Introduction to Mathematics 1	Required	2	College
PCOM	113	Computer Skills	Required	2	College
PSSC	114	Communication and Education Skills	Required	2	College
PENG	121	English Language	Required	6	College
PMTH	127	Introduction to Mathematics 2	Required	4	College
PENG	123	Scientific and Engineering English Language	Required	2	College
PPHS	128	Physics	Required	3	College
1st Year Semester 1					

	ARB 101	Arabic Language Skills	Required	2	University
	Math 105	Differential Calculus	Required	3	College
	PHY 103	General Physics	Required	4	College
	GE 101	Fundamentals of Engineering Technology	Required	2	College
	GE 102	Fundamentals of Engineering Drawing	Required	3	College
	GE 103	Engineering Mechanics (Statics)	Required	3	College
1st Year Semester 2					
	Math 106	Integral Calculus	Required	3	College
	Math 107	Algebra and Analytical Geometry	Required	3	College
	GE 108	Engineering Mechanics (Dynamics)	Required	3	College
	GE 105	Engineering Chemistry	Required	3	College
	EE 101	Fundamentals of Electric Circuits	Required	3	Department
	EE 111	Basic Electronic Devices and Circuits	Required	3	Department
2nd Year Semester 1					
	ISL 101	Introduction to Islamic Culture	Required	2	University
	Math 204	Differential Equations	Required	3	College
	EE 205	Electric Circuits Lab.	Required	1	Department
	EE 207	Logic Design	Required	3	Department
	EE 208	Logic Design Lab.	Required	1	Department
	EE 202	Electric Circuits Analysis	Required	3	Department
	EE 206	Electromagnetics 1	Required	3	Department
	EE 212	Basic Electronic Devices and Circuits Lab.	Required	1	Department
2nd Year Semester 2					
	STAT 101	Statistics and Probability	Required	3	College
	CEN 210	Introduction To Programming	Required	3	College
	EE 288	Principles of Electric Machines	Required	3	Department
	EE 234	Electromagnetics 2	Required	3	Department
	EE 221	Signals and Systems Analysis	Required	3	Department
	EE 270	Fundamentals of Electrical Power Systems	Required	2	Department
	EE 271	Principles of Electric Power and Machines Lab	Required	1	Department
3rd Year Semester 1					
	ISL 102	Islam and Society Development	Required	2	University
	GE 306	Engineering Report Writing	Required	2	Department
	EE 341	Automatic Control Systems	Required	3	Department
	EE 307	Analog and Digital Measurements	Required	3	Department
	EE 308	Measurements and Control Lab.	Required	1	Department
	EE 322	Communications Principles	Required	3	Department

	EE 323	Communications Principles Lab.	Required	1	Department
	EE 360	Microprocessors	Required	3	Department
3rd Year Semester 2					
	ARB 103	Arabic Editing	Required	2	University
	Math 254	Numerical Methods	Required	3	College
	EE 361	Microprocessors Lab	Required	1	Department
	EE 314	Analog and Digital Electronic Circuits	Required	3	Department
	EE 315	Analog and Digital Electronic Circuits Lab	Required	1	Department
	EE 324	Digital Signal Processing	Required	3	Department
	EE 325	Digital Communications	Required	3	Department
4th Year Semester 1	**Communications and Electronics Track**				
	ISL 103	Economic System in Islam	Required	2	University
	GE 407	Engineering Economy	Required	2	College
	EE 435	Antenna & Wave Propagation	Required	3	Department
	EE 426	Wireless Communications	Required	3	Department
	EE 427	Communication and Signal Processing Lab.	Required	1	Department
	EE 436	Antennas and Wave Propagation Lab.	Required	1	Department
	EE 4**	Elective (1)	Required	3	Department
	EE 498	Senior Design (1)	Required	2	Department

4th Year Semester 2	**Communications and Electronics Track**				
	ISL 104	Fundamentals of the Political System in Islam	Required	2	University
	GE 408	Project Management	Required	2	College
	EE 415	VLSI	Required	3	Department
	EE 4**	Elective (2)	Required	3	Department
	EE 4**	Elective (3)	Required	3	Department
	EE 499	Senior Design (2)	Required	2	Department
Include additional years if needed					

4th Year Semester 1	**Power and Machine Track**				
	ISL 103	Economic System in Islam	Required	2	University

	GE 407	Engineering Economy	Required	2	College
	EE 475	Applied Control	Required	3	Department
	EE 476	Electric Power Systems Protection	Required	3	Department
	EE 477	High-Voltage Systems	Required	2	Department
	EE 4**	Elective (1)	Required	3	Department
	EE 498	Senior Design (1)	Required	2	Department

4th Year Semester 2	**Power and Machine Track**				
	ISL 104	Fundamentals of the Political System in Islam	Required	2	University
	GE 408	Project Management	Required	2	College
	EE 478	Planning of Electric Distribution Systems	Required	2	Department
	EE 479	Protection & High Voltage Lab.	Required	1	Department
	EE 4**	Elective (2)	Required	3	Department
	EE 4**	Elective (3)	Required	3	Department
	EE 499	Senior Design (2)	Required	2	

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.

KPI #	ABET SLO	NQF Learning Domains and Learning Outcomes	Method of Assessment	Date of Assessment
1.0		**Knowledge**		
1.1	(a) an ability to apply knowledge of mathematics, science, and engineering	Facts	Exams, Quizzes, Homework	1st 33\34
1.2	(b) an ability to design and conduct experiments, as well as to analyze and interpret data	Concepts,	Project, Reports, assignments	1st 33\34
1.3		Theories	Exams, Quizzes, Homework	
1.4	EE1. The ability to analyze, designs, and implement systems. EE2. The ability to apply project management techniques to electrical systems. EE3. The ability to utilize statistics/probability, transform methods, discrete mathematics, or applied differential equations in support of electrical systems. (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability	procedures	Exams, Quizzes, project, Homework	2d 33\34
2.0		**Cognitive Skills**		
2.1	(j) a knowledge of contemporary issues	Apply skills when asked	Exams, Quizzes, Homework	2d 33\34
2.2	(h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context	Creative thinking	Exams, Quizzes, Homework	1st 33\34
2.3	(e) an ability to identify, formulate, and solve engineering problems	problem solving	Exams, Quizzes, Homework	1st 34\35
3.0		**Interpersonal Skills & Responsibility**		
3.1	(i) a recognition of the need for, and an ability to engage in life-long learning	Responsibility for own learning	Lab Reports, Presentations	2d 33\34
3.2	(d) an ability to function on multidisciplinary teams	Group participation and leadership	Project	1st 33\34
3.3	(d) an ability to function on multidisciplinary teams	Act responsibly-personal and professional situations	Project	2d 33\34
3.4	(f) an understanding of professional and ethical responsibility	Ethical Standards and behavior	Exams, Quizzes, Homework	1st 33\34
4.0		**Communication, Information Technology, Numerical**		
4.1	(g) an ability to communicate effectively	Oral and Written Communications	Exams, Quizzes, Homework	2d 34\35
4.2	(k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.	Use of IT	Exams, Quizzes, Homework	2d 34\35
4.3	(a) an ability to apply knowledge of mathematics, science, and engineering	Basic Mathematics and statistics	Exams, Quizzes, Homework	1st 33\34
5.0		**Psychomotor**		
5.1				
5.2				

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 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 [X] If offered how many participated? [ ]
a. Brief Description
b. List recommendations for improvement by teaching staff.

c. If orientation programs were not provided, give reasons. There is no clear reason only the college and the university did not offer such programs for the new teaching staff

4. Professional Development Activities for Faculty, Teaching and Other Staff a. Activities Provided	How many Participated	
	Teaching Staff	Other Staff
Academic Advising and counseling skills	1	0
Five skills for quality assurance	2	0
Workshop "What we expect from Quality Center".		
Workshop " Vision Mission and objectives of College of Engineering"		
Seminar "The Quality in the College of Engineering"		
Seminar by Dr. Adel Maghrabi :" Initial Status Review"		

Seminar by Dr. Adel Maghrabi :" "how student admission, registration, and learning performance measures"		
ABET learning outcomes seminar		
Defining a new vision, mission and objectives		
Peer reviewing researches for the 5th graduate students conference		
Participating in the day of engineering		

b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.

The seminar instructed the faculty staff on the process of rewriting their course syllabus based on the ABET learning outcomes.
In order to help the faulty pursuing national and international accreditation, setting and identifying a new vision, mission and objectives is a crucial task

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 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
a. No plans Implemented during the academic year 1434-1435	N/A	N/A	N/A	N/A
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
b. No plans Implemented during the academic year 1434-1435	N/A	N/A	N/A	N/A
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
c. No plans Implemented during the academic year 1434-1435	N/A	N/A	N/A	N/A
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
d. No plans Implemented during the academic year 1434-1435	N/A	N/A	N/A	N/A

2. Proposals for Program Development
a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other) No proposals for changes in Program structure during 1434-1435.
b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc.) No proposals for changes to Course
c. Development Activities for Faculty and Teaching Staff Section 4 page 20.

3. New Action Plan for Academic Year _____		
Actions Required	Completion Date	Person Responsible
a. N/A	N/A	N/A
b. N/A	N/A	N/A
c. N/A	N/A	N/A
d. N/A	N/A	N/A
e. N/A	N/A	N/A

Program Chair/ Coordinator Name:_____

Signature: _____ **Date Report Completed: _____**

Received by: _____ **Dean/Department Head**

Signature: _____ **Date: _____**