جامعة المجمعة
Majmaah University

Annual Program Report (APR)

College:	College of Engineering
Academic Department:	Electrical Engineering
Program:	Electrical Engineering
Report Approval Date:	30-8-2016 first meeting - EE department council

Muharram 1437 H

Annual Program Report

1. **Institution:**	**Majmaah University**	**Date of Report:**	**27/ 11/ 1437H – 30/8/2016**

2. College / Department: College of Engineering / Electrical Engineering

3. Dean: Dr. Abdullah Alabdulkarim

4. List all branches / locations offering this program:

Campus Branch/Location	Approval by	Date
Main Campus		
1: Al-Yihya Campus		

A. Program Identification and General Information

1. **Program title:** **Electrical Engineering** **Code:** **EE**	
Name and position of person completing the APR	
Dr. Abdullah Al-Ahmadi / Coordinator of EE Quality Committee.	
Academic year to which this report applies.	
2015-2016 / 1436-1437	

B. Statistical Information

1. Number of students who started the program in the year concerned:	**195**

2. (a) Number of students who completed the program in the year concerned: **31**

     Completed the final year of the program:

    Completed major tracks within the program *(if applicable)*

    Power and Machine Track   **No   31**

2. (b) Completed an intermediate award specified as an early exit point *(if any)*   **None**

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.)	**27.69%**
(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)	**None**

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*)

Student Category	Years					
	*PYP 31/32	4 Years Ago 32 33	3 Years Ago 33 /34	2 Years Ago 34 /35	1 Year Ago 35 /36	Current year 36 /37
1. Total cohort enrollment	112	145	197	207	209	195
2. Retained till year end	108	137	176	176	164	156
3. Withdrawn	4	8	10	6	10	8
4. Cohort Graduated successfully	0	0	11	25	35	31
5. Total Graduated successfully	0	0	11	36	71	102

Provide a summary cohort analysis for each of the above cohorts by listing strengths and **recommendations** for improvement:

Before year 2013, in EE department, the students had specialization in Electronics and Communication track, but after opening the Power and Electrical machines track in 2014, the students showed good interest to this track. Now the majority of the students is in Power and Electrical machines track.

* 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 | Nov 2015

Number Surveyed | NA | Number Responded | NA | Response Rate % | NA %

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

Analysis: List the <u>strengths</u> and <u>recommendations</u>

C. Program Context

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

- In accordance with Majmaah university plans for accreditations, the electrical engineering department has initiated its own plan for acquiring the accreditation.
- The use of web-based learning system (D2L) has been implemented in the department.
- Participation of all program's staff in quality process.

Implications for the program

- The quality committee in the electrical engineering program started a series of actions in order to meet the national and international requirements. To name some:
  - o Updating all courses' files with the latest NCAAA forms.
  - o Workshops on assessment methods specially on improving the quality of major exams and associating the learning outcomes.
  - o Course Evaluation by another instructor.
- Starting from the second semester, all students were asked to use D2L for evaluating each course that was offered.
- Two workshops were conducted to all electrical engineering department staff for revising the Course Learning Outcomes (CLOs) for all the courses. By the end of the last workshop, three subcommittees were formed:
  - o General courses subcommittee.
  - o Telecommunication subcommittee.
  - o Power subcommittee.

  Each subcommittee was assigned with various courses for the task of revising the CLOs of each course.

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

- Increased acceptance rate.

Implications for the program

- Due to increased student intake, the department added sections to some courses as long as the students to staff ratio is within standards.

D. Course Reports Information Summary

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

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

- The Undergraduate Program Committee (UPC) provided the program with full report about the course reports contents that contained recommendations and action plans written by instructors. The UPC analyzed the feedback from course reports and determined the responsible committees and administrative person to achieve those recommendations.
- The electrical engineering department has established the Assessment and Evaluation Committee (AEC). The main task of this committee is to provide feedback based on collected and analyzed data to improve the effectiveness of the EE program. At the end of each semester, the AEC collects a course scores summary that includes the following:
    - Number of registered, banned and withdrawn students.
    - Percentage of passed and failed students.
    - Average, maximum and minimum mark.
- The committee also performs analysis of exam results by measuring the difficulty level, discrimination and quality of test for each course. Difficulty level is a measure of a proportion of examinees who answered the question correctly.
- The Strategic planning and Steering committee is established to analyze all reports received from different committees to check the recommendations and to analyze report to put the action plan and responsibilities.

(b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement.
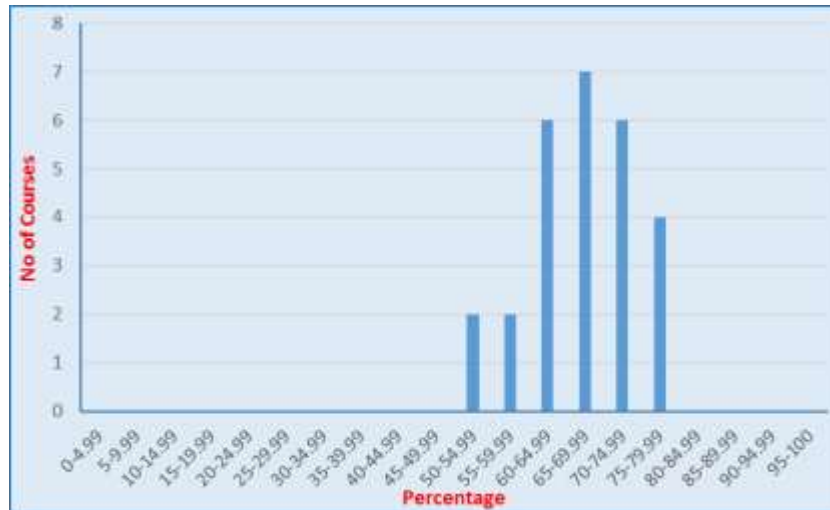
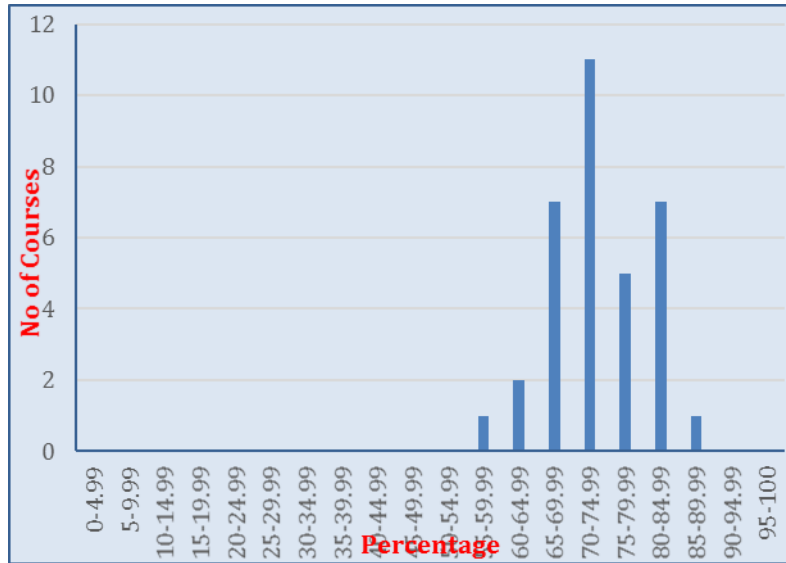(i.) Completion rate analysis:
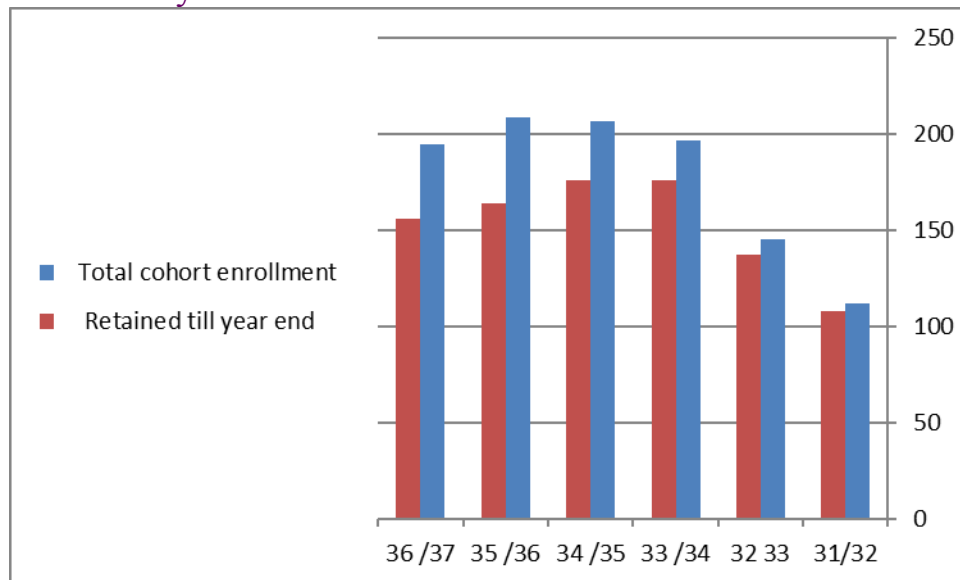
(ii.) Grade distribution analysis:

Average marks:

Range	# of courses Spring 2016	# of courses Fall-2015
0-4.99	0	0
5-9.99	0	0
10-14.99	0	0
15-19.99	0	0
20-24.99	0	0
25-29.99	0	0
30-34.99	0	0
35-39.99	0	0
40-44.99	0	0
45-49.99	0	0
50-54.99	2	0
55-59.99	2	1
60-64.99	6	2
65-69.99	7	7
70-74.99	6	11
75-79.99	4	5
80-84.99	0	7
85-89.99	0	1
90-94.99	0	0

Spring 2016

Fall 2015

Maximum marks:

Range	# of courses Spring-2016	# of courses Fall-2015
5-10	0	0
10-15	0	0
15-20	0	0
20-25	0	0
25-30	0	1
30-35	0	0
35-40	0	0
40-45	0	0
45-50	0	0
50-55	0	0
55-60	0	0
60-65	0	0
65-70	0	0
70-75	2	0
75-80	1	0
80-85	4	2
85-90	3	4
90-95	9	10
95-100	8	17

Spring 2016
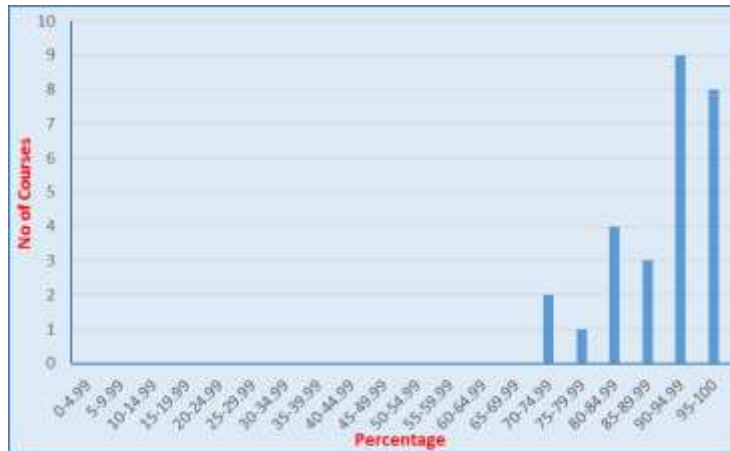
Fall 2015
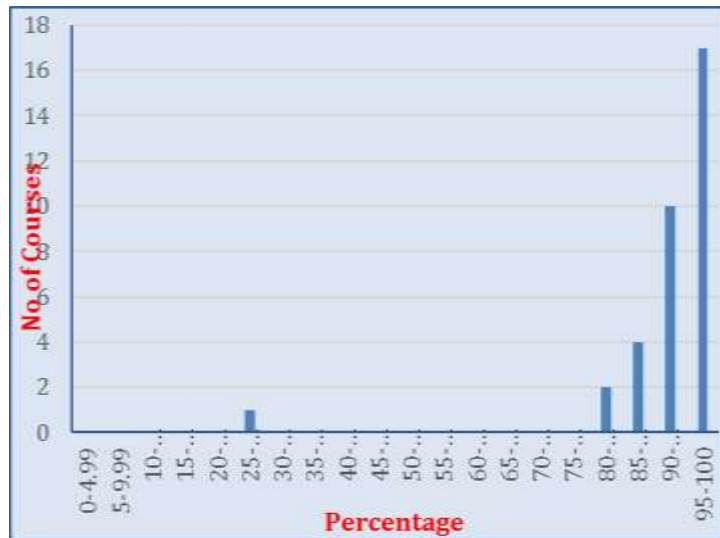
Falling Rate:

Range	# of courses 2014	# of courses 2015
0-5	6	11
5-10	1	5
10-15	5	6
15-20	4	4
20-25	6	3
25-30	1	2
30-35	1	1
35-40	0	0
40-45	2	0

45-50	0	1
50-55	1	0
55-60	0	1
60-65	0	0
65-70	0	0
70-75	0	0
75-80	0	0
80-85	0	0
85-90	0	0
90-95	0	0
95-100	0	0

Spring 2016
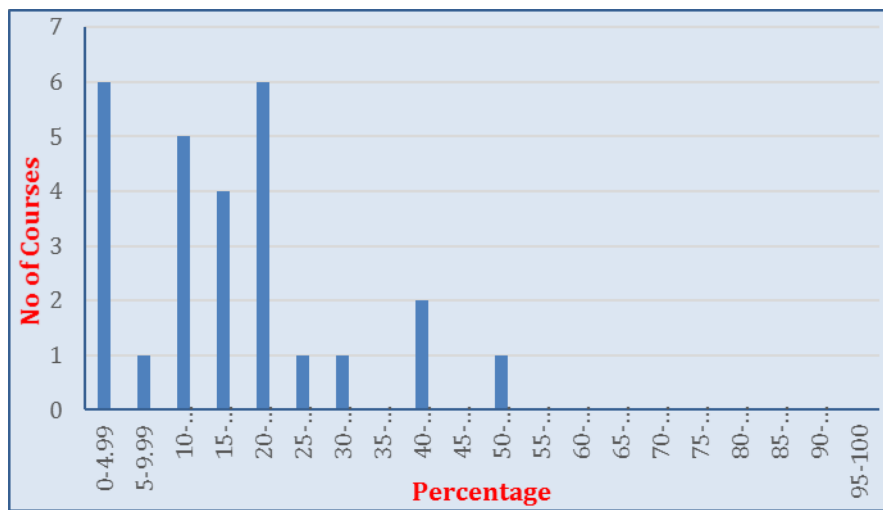
Fall 2015
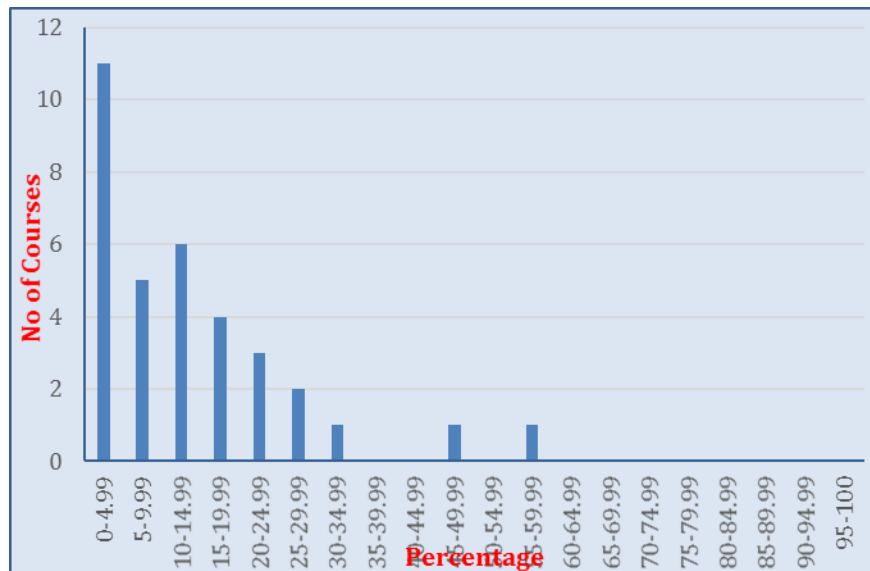
(iii.) Trend analysis *(a study of the differences, changes, or developments over time; normally several years)*:
The Exam Results Analysis Template was used to analyze the data. The analysis results for the average marks, the maximum marks and the falling rate were compared to those of Fall 2015. The results are given in appendix 4.
    1. **The average marks**
The distribution of the average marks is more clustered around 70% in spring 2016 which is considered a good improvement in comparison to fall 2015. The number of courses with average marks above 80% is dropped to zero were it was 7 in fall 2015. However, there are 7 courses with average marks below 65% that needs further discussion and improvements.
    2. **Maximum marks in courses**
Generally, most of courses has maximum marks above 90. However, there are 3 courses with maximum marks below 80% that need further discussion and improvements. This is considered a drawback in comparison to fall 2015.
    3. **Passing rates.**
Number of courses with falling rate below 5% (above 95% passing rate) were dropped to 6 in comparisons to 11 in 2015

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.

a. Course	EE 208 – Semester 1
Significant result or variation	High average marks
Investigation undertaken	HoD discussed the results with the instructor
Reason for significant result or variation	……………………………………………………………………………
Action taken (if required)	……………………………………………………………………………

b. Course	EE 342 – Semester 1
Significant result or variation	High average marks
Investigation undertaken	HoD discussed the results with the instructor
Reason for significant result or variation	……………………………………………………………………………
Action taken (if required)	……………………………………………………………………………

c. Course	EE 208 – Semester 1
Significant result or variation	Very high Passing rates. passing rate 94% (1 student fail out of 16)
Investigation undertaken	HoD discussed the results with the instructor
Reason for significant result or variation	……………………………………………………………………………
Action taken (if required)	……………………………………………………………………………

d. Course	EE 491 – Semester 1
Significant result or variation	Very high Passing rates. passing rate 94% (1 student fail out of 16)

Investigation undertaken	HoD discussed the results with the instructor
Reason for significant result or variation	....
Action taken (if required)	....

e. Course	EE 480 – Semester 1
Significant result or variation	Very high Passing rates. passing rate 94% (1 student fail out of 16)
Investigation undertaken	HoD discussed the results with the instructor
Reason for significant result or variation	....
Action taken (if required)	....

f. Course	EE 472 – Semester 1
Significant result or variation	Very high Passing rates. passing rate 94% (1 student fail out of 16)
Investigation undertaken	HoD discussed the results with the instructor
Reason for significant result or variation	....
Action taken (if required)	....

g. Course	EE 490 – Semester 1
Significant result or variation	Very high Passing rates. passing rate 95% (1 student fail out of 19)
Investigation undertaken	HoD discussed the results with the instructor
Reason for significant result or variation	....
Action taken (if required)	....

h. Course	EE 270 – Semester 1
Significant result or variation	Very high Passing rates. passing rate 100%
Investigation undertaken	HoD discussed the results with the instructor
Reason for significant result or variation	....
Action taken (if required)	....

i. Course	EE 475 – Semester 1
Significant result or variation	Very high Passing rates. passing rate 100%
Investigation undertaken	HoD discussed the results with the instructor
Reason for significant result or variation	....
Action taken (if required)	....

j. Course	EE 111 – Second Semester
Significant result or variation	Low passing rates - 50%
Investigation undertaken	HoD discussed the results with the instructor

Reason for significant result or variation	This course is given in the same semester with EE 101 course which is the electric circuit theory, and most of students don't know the basic laws of electric circuit.
Action taken (if required)	…………………………………………………………………………

k. Course	EE 206 – Second Semester
Significant result or variation	Low passing rates - 58%
Investigation undertaken	HoD discussed the results with the instructor
Reason for significant result or variation	Out of 12, 1 student didn't attend the first midterm exam and another 2 students didn't attend the second. The three students didn't submit any assignment.
Action taken (if required)	…………………………………………………………………………

l. Course	EE 341 – Second Semester
Significant result or variation	Low passing rates - 58%
Investigation undertaken	HoD discussed the results with the instructor
Reason for significant result or variation	Out of 13, 4 students didn't attend the first midterm exam, another 3 students didn't attend the second and 2 didn't attend the final exam.
Action taken (if required)	…………………………………………………………………………

m. Course	EE 491 – Second Semester
Significant result or variation	Very high Passing rates – 100%
Investigation undertaken	HoD discussed the results with the instructor
Reason for significant result or variation	The 14s students have very good background about machine theory and machine analysis and they did 3 microprojects in the course different topics
Action taken (if required)	…………………………………………………………………………

n. Course	EE 480 – Second Semester
Significant result or variation	Very high Passing rates – 100%
Investigation undertaken	HoD discussed the results with the instructor
Reason for significant result or variation	In this course, most of the topics are from basics such as electric heating, wilding and illumination which are familiar for the students and they solved large number of problems about these topics.

Action taken (if required)	………………………….………………………………………

o. Course	**EE 288 – Second Semester**
Significant result or variation	Very high Passing rates – 100%
Investigation undertaken	HoD discussed the results with the instructor
Reason for significant result or variation	The student level is high and they are hard worker. Also, the machine course depends on the circuit theories and analysis which makes the course easy.
Action taken (if required)	………………………….…………………………………

p. Course	**EE 472 – Second Semester**
Significant result or variation	Very high Passing rates – 100%
Investigation undertaken	HoD discussed the results with the instructor
Reason for significant result or variation	The 15s students have good and bad marks in the midterms, however the students did better in the final exam. Two students pass just on the 60 marks.
Action taken (if required)	………………………….…………………………………

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

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

Course title and code	Explanation	Compensating action if required
NA	NA	NA

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

To make independent evaluations	To have the feedback to improve the quality of the program.	Support from the Deanship of Quality and Skills Development
Not all EE important engineering software programs available.	Engineering Software support the educational process and help students to design in different software packages	Request of more EE engineering software.
College is in Temporarily building, not all supporting facilities for student available, for example, rest and study area	Students don't have a suitable and quite space to study or work between classes. This will lead to a time waste for student.	To move to new building, this is expected to happen by the end of next year.

F. Summary Program Evaluation

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

Date of Survey

May / 2016.

For the purpose of continuous improvements of department plans, the department graduates were asked to fill the exit survey. This report details the responses from electrical engineering exit surveys that were completed by the department graduates. Students answered questions related to their educational experience. A total of 15 questions were asked.

A fifteen questions were answered by the graduates as summarized below. The statistical analysis also is reported with required diagrams.
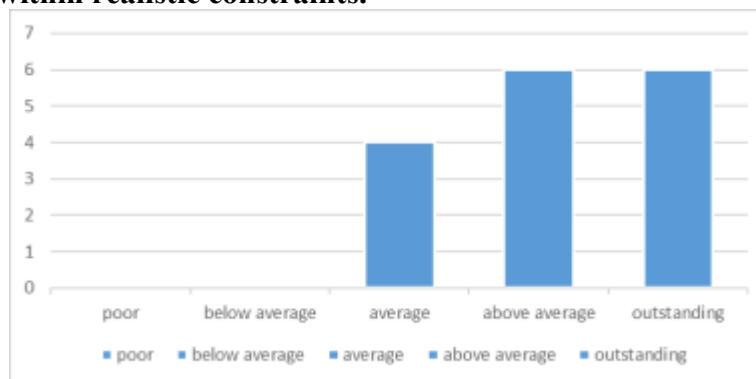
1. The program enhanced my skills in applying knowledge of mathematics, science, and engineering.
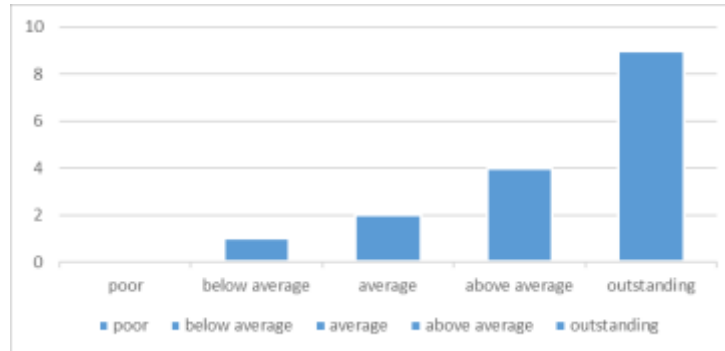
2. The program developed my skills in design and conducting experiments, as well as to analyze and interpret data
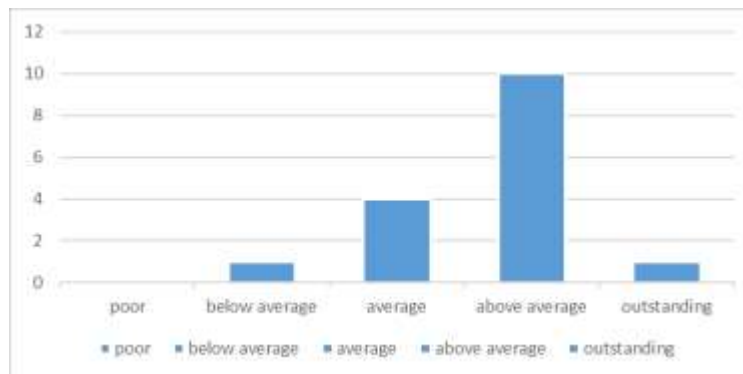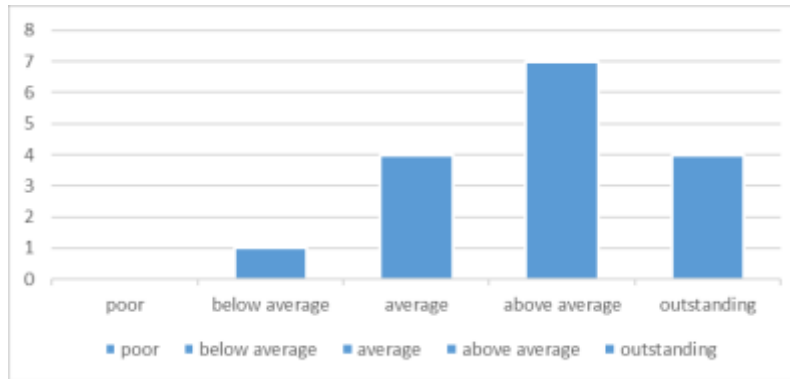

3. The program developed my skills in designing a system, component, or process to meet desired needs within realistic constraints.
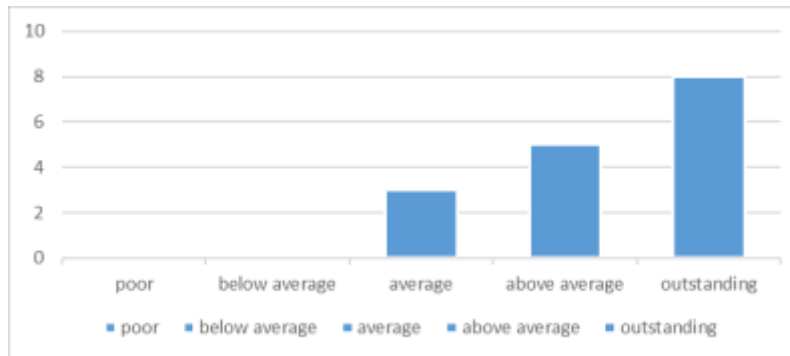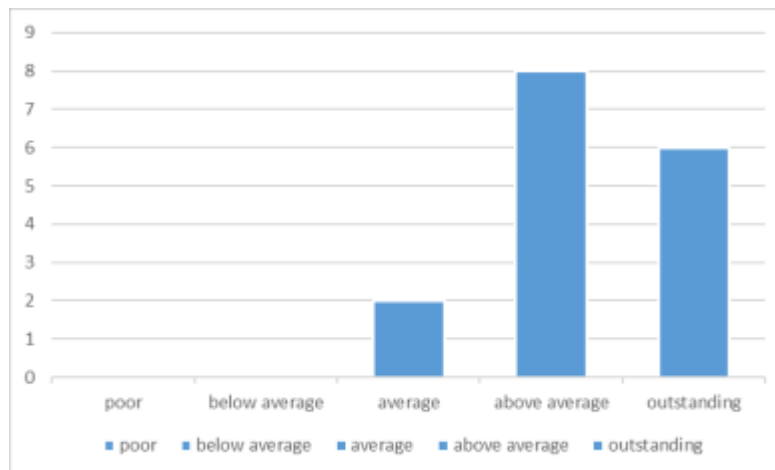
4. The program enhanced my skills to function on multidisciplinary teams
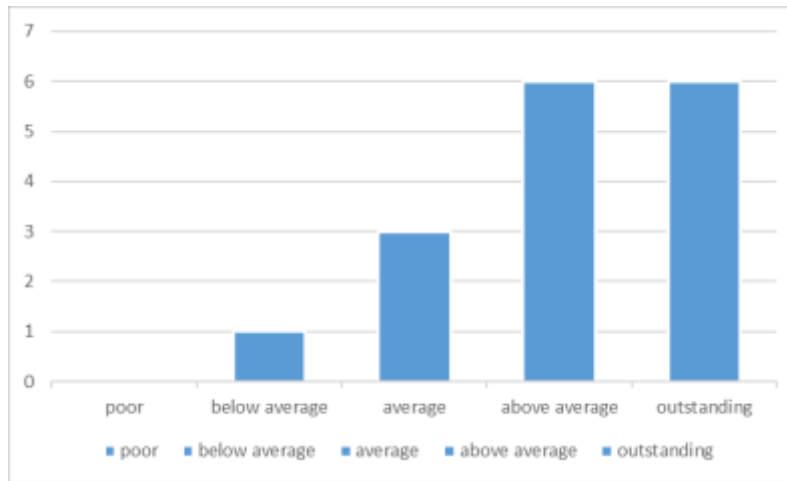

5. The program improved my skills in identifying, formulating and solving engineering problems

6. The program provided me to understand professional and ethical responsibility

7. **The program helped me to improve my effective communications with others**

poor | below average | average | above average | outstanding

8. **The program provided me broad education that was necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context**

poor | below average | average | above average | outstanding
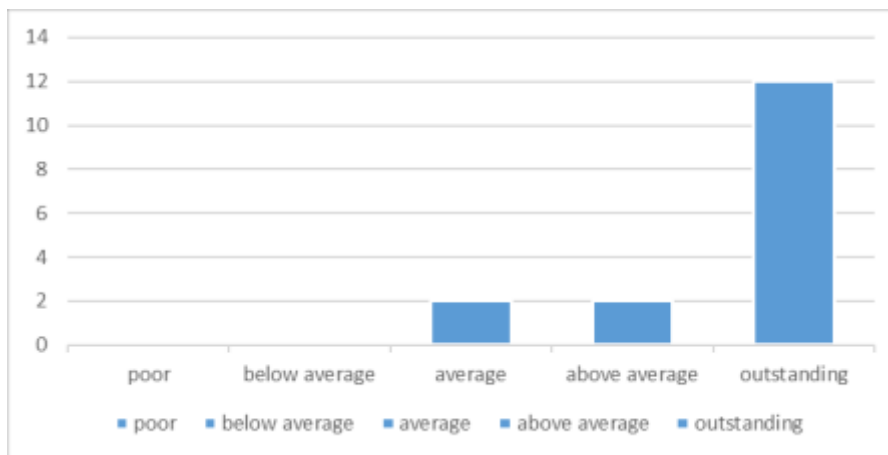
9. **The program enhanced my skills to recognize the need for and an ability to engage in life-long learning.**

poor | below average | average | above average | outstanding
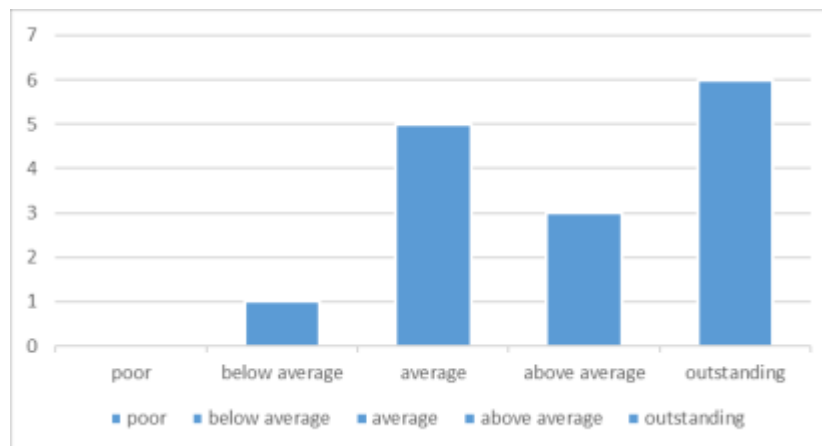
10. The program provided me the Knowledge of contemporary issues

11. The program helped me to use the techniques, skills, and modern engineering tools necessary for engineering practice.

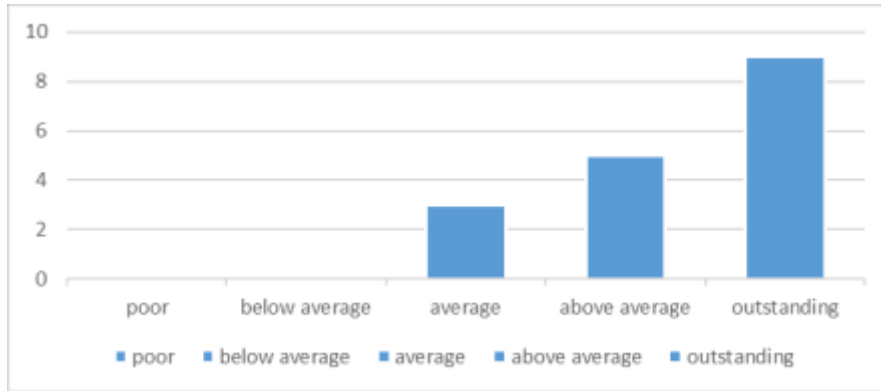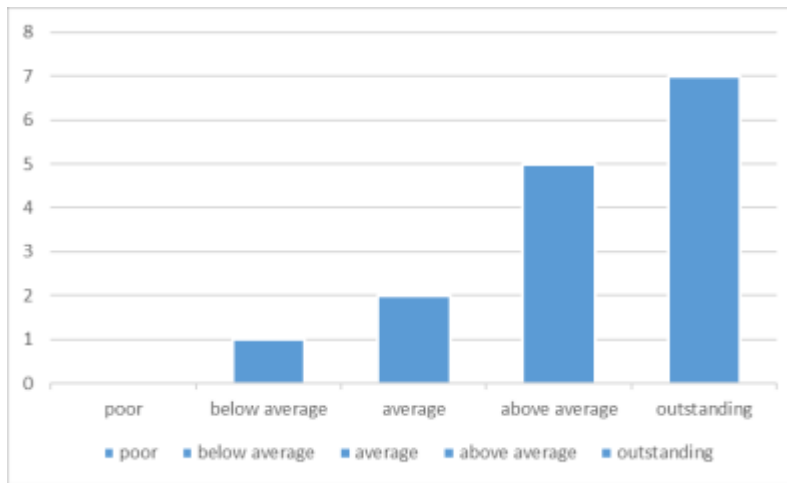| a. List most important recommendations for improvement, strengths and suggestions	Analysis *(e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)*
…..……………………………………...…… …..……………………………………...……	…..……………………………………..… …..……………………………………..…
b. Changes proposed in the program *(if any)* **in response to this analysis and feedback.** Based on the analysis of the graduated survey, no changes to the program are required.	

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

See Appendix 1

Attach review/survey report

a. List most important recommendations for improvement, strengths and suggestions for improvement.	e.g. Analysis of recommendations for improvement: *(Are recommendations valid and what action will be taken, action already taken, or other considerations?)*

• **Most important positive aspects:**
    o **Working environments.**
    o **Students respect the knowledge.**
    o **Excellent academic developing, maintenance system and monitoring on par.**
    o **Good administrative system.**
    o **Students and faculty members are cooperative.**
• **Most important negative aspects:**
    o **Health services.**
    o **Number of committees is more than teaching load.**
    o **For particularly for engineering and technology students, practical learning is the most important and hence laboratory experimental system is to be developed.**
    o **Students are weak in English.**
	See Appendix 1 and 2

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

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

(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).

Sub-Standards	Best Practices Followed (Y / N)	5 Star Rating	List priorities for improvement.
4.1	Y	***	• Although learning outcomes are consistent with the National Qualifications Framework, an external review for the learning outcomes would be helpful. • Graduating student surveys, employment outcome data, employer feedback and subsequent performance of graduates should be used.
4.2	Y	***	• Planning should include any action necessary to ensure that teaching staff are familiar with and are able to use the strategies included in the program and course specifications. • The academic and/or professional fields for which students are being prepared should be monitored on a continuing basis with necessary adjustments made in programs and in course content and reference materials to ensure continuing relevance and quality
4.3	Y	***	• Systems should be established for central recording and analysis of course completion and program progression and completion rates and student course and program evaluations, with summaries and comparative data distributed automatically to departments, colleges, senior administrators and relevant committees at least once each year. • Quality indicators for the program are only compared with other programs in the institution and should be compared to other external benchmarks.

4.4	**Y**	*******	• **Policies and procedures should include action to be taken to deal with situations where standards of student achievement are inadequate or inconsistently assessed.** • **Effective procedures should be used to ensure that work submitted by students is actually done by the students concerned.**
4.5	**Y**	******	• **Teaching resources should be sufficient to ensure achievement of the intended learning outcomes.** • **The effectiveness of student academic counselling and advice processes should be evaluated through means such as analysis of response times and student evaluations.** • **Particular attention should be given to preparation for the language of instruction, self-directed learning.** • **Action should be taken to ensure that language skills are adequate for instruction in that language when students begin their studies.** • **Feedback on performance by students and results of assessments should be given promptly to students and accompanied by mechanisms for providing assistance**
4.6	**Y**	*******	• **Effective orientation and training programs should be provided within the institution for new, short term and part time teaching staff.** • **Textbooks and reference material should be up to date and incorporate the latest developments in the field of study.** • **Textbooks and other required materials should be available in sufficient quantities before classes commence.** • **Attendance requirements in courses should be made clear to students and compliance with these requirements monitored and enforced.**
4.7	**Y**	********	• **Teaching staff should be encouraged to develop strategies for improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.**

4.8	Y	***	• All teaching staff should be involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments.
4.9	Y	**	• Intended learning outcomes from the field experience should be clearly specified and effective processes followed to ensure that those learning outcomes, and strategies to develop that learning, are understood by students and supervising staff in the field setting. • Supervising staff in field locations should be thoroughly briefed on their role and the relationship of the field experience to the program as a whole. • Teaching staff from the program should visit the field setting for observations and consultations with students and field supervisors often enough to provide proper oversight and support. • Students should be thoroughly prepared for participation in the field experience through briefings and descriptive material. • Arrangements should be made through follow up meetings or classes for students to reflect on and generalize from their experience, relate it to studies previously undertaken, applying that experience to situations likely to be faced in later employment. • Preparations for the field experience should include a thorough risk assessment for all parties involved, and plans should be made to minimize and deal with those risks.
4.10	N		

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

- **The strengths:**
  - **All teaching staff is encouraged and participated in developing strategies for improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.**
  - **Committees and units in the program work and achieved specific tasks**
  - **Independent reviewing of the quality work is provided by independent reviewers**
- **Recommendations for improvement:**
  - **To give more attention to field experience requirements and reports**
  - **Teaching staff from the program should visit the field setting for observations and consultations with students and field supervisors often enough to provide proper oversight and support**

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 101	X		ABET Faculty Report	X	
EE 111	X		ABET Faculty Report	X	
EE 202	X		ABET Faculty Report	X	
EE 205		X			
EE 206	X		ABET Faculty Report	X	
EE 207	X		ABET Faculty Report	X	
EE 208	X				
EE 212	X		ABET Faculty Report		X
EE 221	X		ABET Faculty Report	X	
EE 234	X		ABET Faculty Report	X	
EE 270	X		ABET Faculty Report	X	
EE 271	X		ABET Faculty Report	X	
EE 288	X		ABET Faculty Report	X	
EE 307	X		ABET Faculty Report	X	
EE 308	X		ABET Faculty Report	X	

EE 322	X		ABET Faculty Report	X	
EE 323	X		ABET Faculty Report	X	
EE 341	X		ABET Faculty Report	X	
EE 360	X		ABET Faculty Report	X	
EE 361	X		ABET Faculty Report	X	
EE 372	X		ABET Faculty Report	X	
EE 373		X	ABET Faculty Report	X	
EE 374	X		ABET Faculty Report	X	
EE 389	X		ABET Faculty Report	X	
EE 475	X		ABET Faculty Report	X	
EE 476	X				
EE 477	X				
EE 472	X		ABET Faculty Report	X	
EE 479		X	ABET Faculty Report	X	
EE 480	X		ABET Faculty Report	X	
EE 490	X				
EE 491	X		ABET Faculty Report	X	
EE 492	X				
EE 498		X	ABET Faculty Report	X	
EE 499		X	ABET Faculty Report	X	

(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
			FS	SS		
Level 3	ARB 101	Arabic Language Skills			2	University
	Math 105	Differential Calculus			3	College
	PHY 103	General Physics			4	College
	GE 101	Fundamentals of Engineering Technology			2	College
	GE 102	Fundamentals of Engineering Drawing			3	College
	GE 103	Engineering Mechanics (Statics)			3	College
Level 4	Math 106	Integral Calculus			3	College

Level	Course Code	Course Title	Number of sections		Credit Hours	College or Department
			FS	SS		
	Math 107	Algebra and Analytical Geometry			3	College
	GE 108	Engineering Mechanics (Dynamics)			3	College
	GE 105	Engineering Chemistry			3	College
	EE 101	Fundamentals of Electric Circuits	1	2	3	Department
	EE 111	Basic Electronic Devices and Circuits	1	2	3	Department
Level 5	ISL 101	Introduction to Islamic Culture			2	University
	Math 204	Differential Equations			3	College
	EE 205	Electric Circuits Lab.	2	1	1	Department
	EE 207	Logic Design	2	1	3	Department
	EE 208	Logic Design Lab.	1	1	1	Department
	EE 202	Electric Circuits Analysis	1	1	3	Department
	EE 206	Electromagnetics 1	1	1	3	Department
	EE 212	Basic Electronic Devices and Circuits Lab.		2	1	Department
Level 6	STAT 101	Statistics and Probability			3	College
	CEN 210	Introduction to Programming			3	College
	EE 288	Principles of Electric Machines	1	1	3	Department
	EE 234	Electromagnetics 2	1	2	3	Department
	EE 221	Signals and Systems Analysis	2	1	3	Department
	EE 270	Fundamentals of Electrical Power Systems	1	1	2	Department
	EE 271	Principles of Electric Power and Machines Lab	2	2	1	Department
Level 7	ISL 102	Islam and Society Development			2	University
	GE 306	Engineering Report Writing	3		2	Department

Level	Course Code	Course Title	Number of sections		Credit Hours	College or Department
			FS	SS		
	EE 341	Automatic Control Systems	2	1	3	Department
	EE 307	Analog and Digital Measurements	2	1	3	Department
	EE 308	Measurements and Control Lab.	3	2	1	Department
	EE 322	Communications Principles	2	2	3	Department
	EE 323	Communications Principles Lab.	2	3	1	Department
	EE 360	Microprocessors	2	2	3	Department
Level 8	ARB 103	Arabic Editing			2	University
	Math 254	Numerical Methods			3	College
	EE 361	Microprocessors Lab	2	2	1	Department
	EE 314	Analog and Digital Electronic Circuits			3	Department
	EE 315	Analog and Digital Electronic Circuits Lab			1	Department
	EE 324	Digital Signal Processing			3	Department
	EE 325	Digital Communications			3	Department
Level 9	ISL 103	Economic System in Islam			2	University
	GE 407	Engineering Economy			2	College
	EE 475	Applied Control	1	1	3	Department
	EE 476	Electric Power Systems Protection	1	1	3	Department
	EE 477	High-Voltage Systems	1	1	2	Department
	EE 4**	Elective (1)			3	Department
	EE 498	Senior Design (1)	1		2	Department
Level 10	ISL 104	Fundamentals of the Political System in Islam			2	University
	GE 408	Project Management			2	College
	EE 478	Planning of Electric Distribution Systems	1	1	2	Department
	EE 479	Protection & High Voltage Lab.	2	2	1	Department
	EE 4**	Elective (2)			3	Department
	EE 4**	Elective (3)			3	Department
	EE 499	Senior Design (2)	1		2	

Include additional Levels if needed

3. Program Learning Outcome Assessment:

*Provide a report on the program learning outcomes assessment plan using an assessment cycle (a four to six-year cycle is recommended). All program learning outcomes are to be directly assessed at least once during the cycle. By the end of the cycle each program learning outcome will be assessed and recorded using a separate **KPI** Assessment Table (see below);*

KPI #	NQF Learning Domains and Learning Outcomes	Method of Assessment for LOs	Date of Assessment
1.0	**Knowledge**		
1.1	The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.	Reports, discussions and presentations	First and Second semester
1.2	A knowledge of contemporary issues.	Exams and presentations	First and Second semester
2.0	**Cognitive Skills**		
2.1	An ability to design and conduct experiments, as well as to analyze and interpret data	Standardized exams, Oral exams, Micro projects	First and Second semester
2.2	An ability to design a system, component, or process to meet desired needs within realistic constraints	Reports and presentations	First and Second semester
2.3	An ability to identify, formulate, and solve engineering problems	Standardized exams, Oral exams, Micro projects	First and Second semester
3.0	**Interpersonal Skills & Responsibility**		
3.1	An ability to function on multidisciplinary teams	Behavior observation and presentations	First and Second semester
3.2	An understanding of professional and ethical responsibility	Discussions	First and Second semester
3.3	A recognition of the need for and an ability to engage in life-long learning.	Reports, discussions and presentations	First and Second semester
4.0	**Communication, Information Technology, Numerical**		
4.1	An ability to apply knowledge of mathematics, science, and engineering	Standardized exams, Oral exams, Micro projects	First and Second semester
4.2	An ability to communicate effectively	Reports, discussions and presentations	First and Second semester
4.3	An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.	Exams, quizzes and reports	First and Second semester

5.0	Psychomotor		
5.1	NA	NA	NA

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.3). 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).

<u>*Note:*</u> *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 #: S3.1	Program KPI: Students' overall evaluation on the quality of their learning experiences. (Average rating of the overall quality on a five-point scale in an annual survey of final year students.)
Assessment Year: 2016	
Target Benchmark	5.00
KPI Actual Benchmark	3.68
Internal Benchmark	3.6
External Benchmark	-
Analysis: (List strengths and recommendations) **No recommendations**	
New Target Benchmark	3.96

KPI #: S3.2	Program KPI: Proportion of courses in which student evaluations were conducted during the year.
Assessment Year: 2016	

Target Benchmark	5.00
KPI Actual Benchmark	4.28
Internal Benchmark	5:00
External Benchmark	
Analysis: (List strengths and recommendations) **No recommendations**	
New Target Benchmark	5.00

KPI #: S4.1	Program KPI: Ratio of students to teaching staff. (Based on full time equivalents)
Assessment Year: 2016	
Target Benchmark	17:1 (Based on Ministry of Education benchmark for engineering colleges)
KPI Actual Benchmark	10.26:1 (Number of registered students is 195 and the number of full time staff is 19)
Internal Benchmark	-
External Benchmark	-
Analysis: (List strengths and recommendations)	
New Target Benchmark	12:1

KPI #: S4.3	Program KPI: Proportion of teaching staff with verified doctoral qualifications.
Assessment Year: 2016	
Target Benchmark	95%
KPI Actual Benchmark	63.16% (Number of full time staff is 19 of which 12 with versified Ph.D.)
Internal Benchmark	50%
External Benchmark	-
Analysis: (List strengths and recommendations)	
New Target Benchmark	73.16%

KPI #: S10.4	Program KPI: Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff.
Assessment Year: 2016	
Target Benchmark	1:1
KPI Actual Benchmark	1.16:1 (Number of publications is 14 per 12 Ph.D. instructor)
Internal Benchmark	2
External Benchmark	
Analysis: (List strengths and recommendations)	
New Target Benchmark	1.3:2

4. Orientation programs for new teaching staff

Orientation programs provided?   Yes X   NO

If offered how many participated?   5

a. Brief Description

The inductance week aims to introduce the new faculty members with university regulations and rules.

A booklet of these regulations contains the following:

1. Guide to edugate system
2. Examinations instructions
3. Regulations Governing the Promotion for faculty members
4. Regulations for non-Saudis employees
5. list study and tests for undergraduate
6. Uniform Rules for Scientific Research
7. the rules of the faculty members

b. List recommendations for improvement by teaching staff.

For the purpose of improvement of orientation week process, the faculty members recommend the following:

- The induction booklet contents should be in English language as some materials were downloaded from the university website are Arabic language.

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

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

a. Activities Provided	How many Participated	
	Teaching Staff	Other Staff
Workshop on discussion of exam writing and analysis guidelines	NA	NA
Designing Effective Scientific Presentations Workshop	NA	NA
Assessment and Evaluation of SLO using Software Programs	NA	NA
Discussion and Proposal for The Development of EE LAB'S	NA	NA
Research Committee Presentation	NA	NA
Teaching strategies and their effects on the performances of graduates	NA	NA
Presentation about ABET criteria and their implementation	NA	NA
TecSignal presentation	NA	NA
Innovation Groups forming Seminar	NA	NA
ABET criteria and Additional requirements	31	NA
Indirect Assessment and Course Report for ABET Accreditation	30	NA

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

……

……

……

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
• **Main comments of the reviewing process:** 1. **Quality awareness and organization we excellent in the program. Thanks goes to the head of the department and the staff.** 2. **Approval process is in place and well done.** 3. **Course reports are not filled with analyses, recommendations and action plans.** 4. **Archiving and documentation need more work.** 5. **Self-evaluation scales need revision.** 6. **There is a good system of evaluation and assessment process for SLOs.** • **Recommendations:** 1. **A presentation about course report by faculty members to show their action and recommendation regarding students' feedback and the results of evaluation.** 2. **SLOs evaluation results should be used in the course report.** 3. **The course report should be the only course of feedback data regarding the implementation of course specifications.** 4. **CLOs should be used instead of SLOs.** 5. **Preparatory year should be followed and the results of courses should be evaluated separately for program and recommendation and action plan should be included.** 6. **The evaluation and assessment process for ABET and NCAAA should be the same.**	**Regarding the course report, we noticed that some courses don't have proper analysis, recommendation and action plans, but not all courses. And we started to ask all instructors to make presentations about their course reports with their recommendations for course improvements.** **Regarding the archiving, we work on this issue to improve it.** **According to the feedback of the report, we organized a workshop about updating the CLOs of all courses.** **All other comments will be considered.**

Program KPI and Assessment Table

KPI #	KPIS	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmark s	KPI Analysis	KPI New Target Benchmark
S1.1	Stakeholders' awareness ratings of the Mission Statement and Objectives (Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five- point scale in an annual survey).	2	-	2.2	-		-
S2.1	Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (Average rating on the adequacy of the Policy Handbook on a five- point scale in an annual survey of teaching staff and final year students).	2	-	-	-		-
S3.1	Students' overall evaluation on the quality of their learning experiences. (Average rating of the overall quality on a five-point scale in an annual survey of final year students.)	5.00	3.68	3.6	-		3.96
S3.2	Proportion of courses in which student evaluations were conducted during the year.	5.00	4.28	5:00	-		5.00
S4.1	Ratio of students to teaching staff. (Based on full time equivalents)	17:1 (Based on Ministry of Education benchmark for engineering colleges)	10.26:1 (Number of registered students is 195 and the number of full time staff is 19)	-	-		12:1

Code	Description						
S4.2	**Students overall rating on the quality of their courses. (Average rating of students on a five-point scale on overall evaluation of courses.)**	2	-	3.89			
S4.3	**Proportion of teaching staff with verified doctoral qualifications.**	95%	63.16% (Number of full time staff is 19 of which 12 with versified Ph.D.)	50%	-		73.16%
S4.4	**Retention Rate: Percentage of students entering programs who successfully complete first year.**	40%	-	-	-		-
S4.5	**Graduation Rate for Undergraduate Students: Proportion of students entering undergraduate programs who complete those programs in minimum time.**	40%	-	56%	-		-
S4.6	**Graduation Rates for Post Graduate Students: Proportion of students entering post graduate programs who complete those programs in specified time.**	Not Applicable	Not Applicable	Not Applicable			Not Applicable
S4.7	**Proportion of graduates from undergraduate programs who within six months of graduation are:** **(a)** employed **(b)** enrolled in further study **(c)** not seeking employment or further study	40%	-	100%	-		-
S5.3	**Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five- point scale in an annual survey of final year students.)**	2	-	3	-		-

S6.1	Stakeholder evaluation of library and media center. (Average overall rating of the adequacy of the library & media center, including: a) Staff assistance, b) Current and up-to-date. c) Copy & print facilities, d) Functionality of equipment, e) Atmosphere or climate for studying, f) Availability of study sites, and Any other quality indicators of service on a five-point scale of an annual survey.).	2	-	3.1			
S6.3	Stakeholder evaluation of the digital library. (Average overall rating of the adequacy of the digital library, including: a) User friendly website. b) Availability of the digital databases, c) Accessibility for users, d) Library skill training and e) Any other quality indicators of service on a five- point scale of an annual survey.)	2	-	-			
S7.1	Annual expenditure on IT budget, including: a) Percentage of the total Institution, or College, or Program budget allocated for IT; b) Percentage of IT budget allocated per program for institutional or per student for programmatic; c) Percentage of IT budget allocated for software licenses; d) Percentage of IT budget allocated for IT security; Percentage of IT budge allocated for IT maintenance.	2	-	-			

S7.2	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) Software and up-dates,
	   g) Age of hardware, and
	Other viable indicators of service on a five- point scale of an annual survey.)
		2	-	-			

S7.3	Stakeholder evaluation of
	   a) Websites,
	   b) e-learning services
	   c) Hardware and software
	   d) Accessibility
	   e) Learning and Teaching
	   f) Assessment and service
	Web-based electronic data management system or electronic resources (for example: institutional website providing resource sharing, networking & relevant information, including e-learning, interactive learning & teaching between students & faculty on a five- point scale of an annual survey).
		2	-	-			

S9.1	Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.	2	-	14%	-		-
S9.2	Proportion of teaching staff participating in professional development activities during the past year.	2	-	100%	-		-

S10.1	Number of refereed publications in the previous year per full time equivalent teaching staff. (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)	0.5:1	-	2	-		-
S10.2	Number of citations in refereed journals in the previous year per full time equivalent teaching staff.	0.2:1	-	14.28%	-		-
S10.3	Proportion of full time member of teaching staff with at least one refereed public cation during the previous year.	40%	-	14.28%	-		-
S10.4	Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff.	1:1	1.16:1 (Number of publications is 14 per 12 Ph.D. instructor)	2	-		1.3:2
S10.5	Research income from external sources in the past year as a proportion of the number of full time teaching staff members.	-	0%	0%	-		-
S11.1	Proportion of full time teaching and other staff actively engaged in community service activities	40%	-	0%	-		-

Below are excerpts from the internal review report, for detailed report see Appendix 3

1. **Quality of undergraduate students**
   a. **Strengths:**
      i. **The quality assurance process is performing based on clear process.**
      ii. **Mission, goals, objectives and Learning outcomes are defined and approved**
      iii. **Teaching strategies and assessment methods are updated and approved**
      iv. **Program specifications, course specifications are updated based on new NCAAA format.**
      v. **The quality documentation and monitoring the quality process in the EE program are achieved through different committees that formed.**
   b. **Recommendations for improvements:**
      i. **More reviewing process and working on clear procedure to check the quality of teaching.**
      ii. **Working on effective arching and documentation producer for data to be used when needed.**
      iii. **Still the monitoring process needs additional steps in analyzing results and feedback to use in closing the loop for improving process.**

2. **Percentage of teaching staff who has Ph.D.**
   a. **Strength**
      i. **Teaching staff is qualified and covering Basic courses and tracks.**
      ii. **Number of PhD holders is increased last two years.**
      iii. **The faculty members are qualified with high experience.**
      iv. **The average experience of faculty staff around (5-7) years**
      v. **All faculty members are full-time**
   b. **Recommendations for improvement:**
      i. **Increasing number of teaching staff (PhD Holders) in Power track.**
      ii. **To meet the high requirements of faculty members regarding teaching and research.**

3. **Student evaluation of academic and career counselling.**
   a) **Strengths**
      i) **Registration process is performed in the Engineering college.**
      ii) **The advising day organized every semester to provide students with efficient counseling.**
      iii) **Admission process is organized by the Admission and registration deanship.**
      iv) **Students are distributed among advisors and linked through Edugate.**
   b) **Recommendations for improvements:**
      Working on a procedure to encourage students to visit his advisors.

4. **Stakeholder evaluation of library services**
   a. **Strength:**
      i. **There is A library in the engineering building.**
      ii. **Saudi Digital Library**
   b. **Improvement for recommendations:**
      i. **More support in E-learning resources and books.**

5. **Number of accessible computer terminals per student.**
   a. **Analysis:**
      i. **There are three labs with 20 computers each. The total number of commuters is 60 for all programs with number of students 520 students.**
      ii. **The university provides students with WiFi access. Students uses their Laptops and Smart devices to access the internet.**
   b. **Strengths:**
      i. **Technical Support for all students and faculty staff.**
      ii. **Facilities meet health and safety requirements.**
      iii. **Computer ratio of faculty staff 2:1 (Desktop and laptop)**
   c. **Recommendations for Improvements:**
      i. **Increasing number of computers for students**

6. **Number of publications in peer reviewed national and international journals**
   a. **Analysis:**
      i.   Number of publications in journals is 14 and the number of PhD holder is 10. Twelve research projects are funded by the university.
   b. **Strength:**
      i.   Research committee is formed to follow up research activities in the department.
      ii. Several Research projects are funded by the university
      iii. The publications ratio is acceptable
      iv. Students participations in research through minor projects and participations in annual research conference.
   c. **Recommendations for Improvement:**
      i.   Working on providing the college with facilities and equipment
      ii. More participations of students in conferences and research activities.
      iii. Increasing the publications: staff ratio.

7. **Proportion of full time teaching and other staff actively engaged in community service activities.**
      a. **Analysis:**
      The average load of teaching staff in the regular morning program is 15 Credit Hours. The time of staff actively engaged in community in bridging system is 4 credit hours plus part of time for internal and internal activities 0.5 credit hour. So, the total time for social activities is 4.5.
         b. **Strength:**
            i.   Bridging program.
            ii. Social activities for school students.
            iii. Helping in maintenance of social problems.
         c. **Recommendations for improvement:**
            i.   More activities needed through research and scientific activities.
            ii. Working on a plan to serve society in different areas.

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

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	Stakeholder evaluation	Stakeholder evaluation ratings of the Mission Statement and Objectives	External benchmark	QC	W2 FS	
		Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities	External benchmark	QC	W3 FS	
2	Students evaluation	Students overall evaluation on the quality of their learning experiences at the institution	External benchmark	QC	W4 FS	
3	Verification of standards of student achievement	independent verification of standards of student achievement	External benchmark	QC	W5 FS	
5	lab readiness	Preparing the Lab for the classes	Lap readiness report	Supervisors	1st week	2nd week
6	Lab Upgrading "if required"	Listing the required lab equipment or components	Components list	Supervisors	1st week	3nd week
7	Organizing workshop about research methodology.	Number of faculty members participated in national and international workshops	Increasing the number of faculty members participated in national and international workshops	RC	Sept 2016	Nov 2017

9	Organizing workshop How to write research papers.	Guiding the researchers to how to prepare a paper	Encouraging the researchers to improve the research papers	RC	Aug 2016	June 2017
10	Offering the assistance for: local (university) and national Scientific Research programs	Giving the assistance to the faculty members to take advantage the different research grants	Increase the participation in deferent programs	RC	Sept 2016	Aug 2017
11	ISI conferences and journals	Offering the updated ISI conferences in the kingdom and in the other gulf countries for 2016-2017	Increase the participation in ISI conferences	RC	Sept 2016	Sep 2017
12	Improving the teaching methods in the department	Workshop: How to prepare a lecture	Quality of workshop And discussions	TQAC	W4/FS	W8/FS
14	Introducing E-Courses in teaching methods	Following and encouraging the progress of using D2L system (On line conferences And electronic quizzes)	Quality and number of the on line conferences and quizzes	TQAC	W1/FS	W8/FS
15	Guide how to prepare a lecture regarding the course description and course objectives	Prepare guide for the best way to prepare a lecture respecting the course description and course objectives	Quality of guide	TQAC	W1/FS	W1/FS
16	Conducting Micro-Project Exhibition	Exhibition	Participating micro-projects	URC	W4 FS	W6 FS
17	Micro-Projects	Encouraging Faculty to include micro-projects in their courses	Number of micro-projects	URC	W1 FS	W12 SS

		Review and Recommend extension of micro-projects to Senior Design Level	Recommended projects	URC	W1 FS	W12 SS
18	Organizing STTP	To organize throughout the semester training programs which will enhance the technical skills of the students on Professional software	Number of training programs	URC	W1 FS	W15 SS
19	Participation of student micro-projects in Annual Exhibition of Scientific Research and selection of best student micro-projects	Recommending the potential micro-projects to participate in Annual Exhibition		URC	W2 SS	W12 SS
20	Analysis and studying of current curriculum	Making a SWOT analysis for the EE curriculum: Analysis of surveys, course reports and etc...	Full SWOT report	UPC AEC QC	12\4\2016	20\5\216
		Studying the Electrical Engineering trends	Report	UPC	12\4\2016	26\4\2016
		Analyzing the consistency of program vision, mission and objectives with the college	Report of analysis	UPC	15\4\2016	22\4\2016
		feedback from advisory board regarding current curriculum	Board Advisory report	program coordinator	26\4\2016	15\5\2016
		Workshop for instructors (1): EE curriculum update requirements	Attendance percentage	UPC	20\4\2016	27\4\2106

21	**Updating the EE curriculum**	**Updating the SLOs and CLOs**				
		Updating courses description: Title, Number, prerequisites, co-requisites, Objectives, contents and textbooks	**Updated and approved SLOs and CLOs**	**QC**	15\5\2016	1\6\2016
		Updating quality issues: teaching strategies, assessment strategies	**Updated course (%)description**	**UPC**	18\9\2016	18\10\2016
		Workshop for students (2): Updating EE syllabi	**Updated quality issues (%)**	**UPC**	18\10\2016	18\11\2016
22	**Evaluation of EE updated curriculum**	**Internal Reviewing**	**Attendance percentage**	**UPC**	18\11\2016	22\11\2016
		External reviewing	**Report contents**	**Program coordinator**	18\11\2016	18\1\2017
		Advisory board reviewing	**Report contents**	**Program coordinator**		
		correction and updating based on the feedback	**Board Advisory report**	**Program coordinator**		
		Workshop for instructors (3): Evaluation of EE curriculum	**Updated and corrected report**	**UPC**	18\1\2017	25\1\2017
23	**Approval of EE by University council**	**Preparing documents and evidences**	**Attendance percentage**	**UPC**	25\1\2017	2\2\2016
		Filling the Application form (Approved by University)	**Prepared documents**	**UPC**	2\2\2017	12\2\2017
		Approval by EE department council	**Filled application form**	**UPC**	2\2\2017	12\2\2017

		Approval by CoE council	Approved documents: Council meeting minutes	Program coordinator	12\2\2017	19\2\2017
		sending the vice-rectorate for final approval	Approved documents: Council meeting minutes	Program coordinator	19\2\2017	26\2\2017
24	Courses Add/drop	Follow-up the add/drop process and schedule conflicts	Number of petitions and conflicts	UCC	1st week of each semester	Mid of 2nd week
25	Preparing the next semester schedule	Collect the data about the number of students in each level, track, number of faculty members and preparing the first draft of the timetable	Comments from the college committee	UCC	5th week	8th week
26	Seminar for students in level 7 to select their track	-	Make sure that all students in level 7 participate and interact	UCC	6th week	-
27	Track registration for the next semester	Completing the tracks registration process for the students of level 7	-	UCC	6th week	7th week
28	Scientific Visits	Arranging visits for different companies	-	UCC	8th week	13th week
29	Interviews	Arranging exit interview with the senior students	-	UCC	13th week of each semester	

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**
Assessment and evaluation of all reports and surveys	End of year	AEC	No	Waiting for Surveys (Course, program and Experience) of the first Semester 2015\2016
Analyzing Annual Program Report	W6	AEC	Done	Included in the follow-up table
Analyzing Course Experience	W7	AEC	Done for the second Semester	- Survey for First Semester is requested from QU - Included in the follow-up table
Analyzing Program Surveys	W8	AEC	Done for the second Semester	1- Survey for First Semester is requested from QU 2- Included in the follow-up table
Analysis of course survey	w9	AEC	Done for the second Semester	1- Survey for First Semester is requested from QU 2- Included in the follow-up table
Evaluation of courses score summary for three semesters	Added task	AEC	Done	
Exam Review	Added task	AEC	Done	Exam Guidelines and analysis template as created

Announcements for department students workshops and advertisements	**Continuous Process**	**DSC**	**Done**	
Organization of a workshop by TecSignal company	**19/12/2015**	**DSC**	**Done**	
Preparing department Surveys	**Continuous Process**	**DSC**	**Done**	
Preparing a booklet of university rules and regulations to distribute for new faculty members	**3rd week of first semester**	**DSC**	**Done**	
Collecting required data for writing the annual report	**Continuous Process**	**DSC**	**Done**	
Organizing department end year dinner	**18/5/2016**	**DSC**	**Done**	
Make announcement for all students to submit their progress, final and technical reports	**5th week FS**	**EPC**	**Done**	
Check the signatures and stamps in all students report beside the level of their technical report	**7th week FS**	**EPC**	**Done**	

Make a list of the required action from the students to accept their documents	7th week FS	EPC	Done	
Receiving and completing the student's documents	8th week FS	EPC	Done	
Forming the oral presentation committee	-	EPC	Done	
The examiners check the quality of training in the companies and the level of practical training that each student obtained	-	EPC	Done	
Orientation (new students)	-	EPC	Done	
Registration (new students)	-	EPC	Done	
A workshop "Engineering Practice importance and Regulations1+2"	8th week SS	EPC	Done	
Contacting the companies (new students)	-	EPC	Done	
Completing the training forms (new students)	-	EPC	Done	

Studying the present situation of the labs	1st week	LDC	Done	The LDC Visited all the labs, collected data and discussed the lab situation with Lab technicians and supervisors
Ensure lab readiness	1st week	LDC	Done	All labs have been checked by lab supervisors at the beginning of the semester. This task will be repeated at the beginning of each semester. A report should be submitted about the status of each lab. After this a final report with the common lab requirements has been submitted to the HOD.
Lab Experiments Manuals	1st to 7th week	LDC	Done	Based on reports given by lab supervisors all working labs currently have experiments manual.
Lab Upgrading "if required"	7th to 15 week	LDC	Done	All the labs proposal has been submitted to the HOD.
Lab Safety Instruction	1st -8th week	LDC	Done	Currently all labs have lab safety instruction. A lab safety report was prepared for all labs. The university safety committee visited the labs and a full report was prepared.
Ensure Equipment Functionality	1st week	LDC	Partially Done	Five labs have been reported that are including defected equipment. These labs are EE322 (Communication Lab), EE205 (Electric circuit lab), EE 315 (Analog and Digital Electronic Circuits), EE308 (Measurement and Control) some modules of the MCM 12-EV and MCM14 –EV kits do not work, SIS2 modules are not available.
Lab Data Base	3rd to 10th week	LDC	Partially done	Currently our lab technician and TA are not expert in creating data base. So list all labs equipment are recorded
Lap attractions	12-13th week	LDC	Partially done	The labs are too small for creating attractive working space.

Activating not used labs	6 to 10 week	LDC	Partially Done	The (Electronics workshop lab) is partially active one of the reason is the delay in training in CNC machine that is considered as the core of the lab.
Lab cleaning	1st week	LDC	Done	This is regularly done
Equipment Sorting	1st week	LDC	Done	This is regularly done
Preparing a brochure or short handbook including main quality information needed for faculty members	W4 FS	QC	50%	Due to the periodic update of the quality procedures by the deanship of quality.
Organizing A lecture "Why we need to be accredited?"	W8 FS	QC	9	
Encouraging committees to prepare their Annual report based on quality standards and rules	W 3 FS	QC	100%	
Update and completing the consistency matrices	W5 FS	QC	100%	
Update the course specification file to the new template	W3 SS	QC	70%	Some courses that were not offered during this academic year
KPI evaluation report	SS	QC	100%	

Report on the consistency of EE program with NQF	**SS**	**QC**	**100%**	
Updating the course learning outcomes	**SS**	**QC**	**100%**	
Preparing the quality evidence file	**SS**	**QC**	**100%**	
Helping all the members to participate in the program	**Oct 2015**	**RC**	**Achieved**	
Updating the researchers with the different sources of the research funds programmers (locally and nationally)	**Nov 2015**	**RC**	**Achieved**	
Create A website	**Feb 2016**	**RC**	**(The draft has been created but the RC is waiting for the approval of the research center in order to publish the website)**	
Helping the research groups l present a proposal	**Feb 2016**	**RC**	**Achieved on Feb 1st 2016**	
By conducting a seminar on recent topics.	**June 2016**	**RC**	**Achieved on March the 8th**	

Presentation of different ways to improve the communication skills	**June 2016**	**RC**	**Achieved on March the 8th**	
Assisting the Exhibition organizers by the department research results	**April 2016**	**RC**	**Achieved**	
Giving the assistance to the faculty members to t participate in this program	**May 2016**	**RC**	**Achieved**	
Offering the updated ISI conferences in the kingdom and in the other gulf countries	**May 2016**	**RC**	**Achieved**	
Workshop "Understanding the senior design process"	**W2 FS & SS**	**SDC**	**100%**	**25 out of 28 students attended the workshop (consult appendix).**
Workshop on "report writing"	**W6 FS & SS**	**SDC**	**100%**	**23 out of 28 students attended the workshop (consult appendix)**
Supervisors were requested to propose SD projects which are useful for community needs.	**W11**	**SDC**	**7 proposals**	**Most of the proposals are fulfilling community needs**
Department council approved two external examiners (from EE department) instead of one along with SD supervisor	**W9**	**SDC**	**100%**	**All the SD final defenses were evaluated by two examiners from the department along with SD supervisor**

Senior Design proposals were evaluated by SD subcommittee proposed by HoD	**W12**	**SDC**	**100%**	**3 out of 7 proposals were approved**
Senior Design proposals for next semester accepted by SD committee were presented in front of department council for approval	**W13**	**SDC**	**100%**	**All of those proposals which were initially approved by SD subcommittee were approved by the Department Council**
Checking the plagiarism in the final reports of students	**W14**	**SDC**	**100%**	**All the reports were free from plagiarism**
Organizing the final presentation with the supervisor and examiners	**W15**	**SDC**	**100%**	**Final presentations for all the SD projects were successfully arranged in week 15**
A workshop "Teaching strategies and their effect on the performance of graduates"	**W4/FS**	**TQAC**	**Encourage faculty members to use correctly active methods of teaching**	**The workshop was attended by all faculty members.**
Following and encouraging the progress of using D2L system	**W0/SS**	**TQAC**	**The most of faculty members of the department participated on the E-learning Courses**	**The most E-learning courses are completed New courses will be proposed with coordination with e-learning deanship**
A workshop "Nature of Science"	**W10/SS**	**TQAC**	**Encourage faculty members to use correctly active methods of teaching**	**The workshop was attended by all faculty members.**
A workshop "Learning Objectives"	**W11/SS**	**TQAC**	**Encourage faculty members to use correctly active methods of teaching**	**The workshop was attended by all faculty members.**

A workshop "Teaching effectiveness"	W12/FS	TQAC	Encourage faculty members to use correctly active methods of teaching	The workshop was attended by all faculty members.
To encourage faculty members to assign micro-projects for the courses been taught by them	SECOND SEMESTER	URC	43	
Establishing an innovation group to support students to start their own projects and to meet with the students to appraise them of the importance of research in their life		URC		
Exhibition of Micro-Projects	12-10-2015	URC		
Organizing short-term training programs	Last week of second semester	URC	5	Due to exams and other activities on the scheduled time two of the planned training program is postponed to the first semester of next academic year
Improving the EE curriculum based previous UPC annual report	W13/FS	UPC	Done	
A workshop "The technical aspects of the EE curriculum"	W6/SS	UPC	Postponed	
Analyzing and studying feedback reports (2014/2015)	-	UPC	Done	

Reviewing curriculum internally and externally.	**W1/SS**	**UPC**	**Done**	
Arranging visits for different companies	**13th week**	**UCC**	**100%**	
Committee meetings	**-**	**UCC**	**100%**	
Seminar	**-**	**UCC**	**100%**	
-	**-**	**UCC**	**100%**	
Meeting with the senior students	**-**	**UCC**	**100%**	**……………………..**
Meeting with all EE Students		**UCC**	**70 ~ 80 %**	**……………………..**

Program Chair/ Coordinator Name: **Dr. Abdullah Almuhaisen**

Signature: ....   **Date Report Completed:**   30-8-2016................

Received by: ....   ~~Dean/~~Department Head

Signature: ....   **Date:** ......31./.8/.20.6................

Appendix 1

Appendix 2

Appendix 3

Appendix 4