



Annual Program Report (APR)

College: Academic Department: Program: Report Approval Date: College of Sciences and Human Studies at Howtat Sudair Department of Mathematics Mathematics

20/11/ 1437 H

Muharram 1437 H

This form compatible with NCAAA Edition



Annual Program Report

1. Institution: Majmaah U	Iniversity	Dateof Report:	20 \ 11 \ 1437H
2. College / Department:	College of Sci Department of	ences and Human Studie Mathematics	es at Howtat Sudair /
3. Dean: Dr. Youssef Mohan	ned Al-Mohaws		
4. List all branches/location	s offering thi	is program:	
Campus Branch/Location	Apr	oroval by	Date
Main Campus			
1: College of Sciences and Human Studies at Howtat Sudair			
2:			

A. Program Identification and General Information

1. Program title: Mathematics	Code:	(MATH)
Name and position of person completing the APR		
Dr. Mahmoud Hassan Shehata, Head of the dep	partment	
Academic year to which this report applies.		
1436/1437 H		





B. Statistical Information

1. Number of students who started the program in the year concerned: 32					
2. (a) Number of students who completed the program in the year concer	med:	7			
Completed the final year of the program:					
Completed major tracks within the program (if applicable)					
TitleNa	No <mark>Na</mark>				
TitleNa	No Na				
TitleNa	No Na				
Title	No <mark>Na</mark>				
2. (b) Completed an intermediate award specified as an early exit point (if any)	Na			
3. Apparent completion rate:					
(a) Percentage of students who completed the program,		Na			
 (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 student intake) 	') in that	Na			
Comment on any special or unusual factors that might ha	ve affect	ed the			
apparentcompletion rates (e.g. Transfers between intermediate and full program, transfers to or from other programs).					
•••••••••••••••••••••••••••••••••••••••	•••••	•••••			
•••••••••••••••••••••••••••••••••••••••	•••••	•••			
•••••••••••••••••••••••••••••••••••••••	•••••	•••			
4. Enrollment Management and Cohort Analysis (Table1) Cohort Analysis refers to tracking a specific group of students who begin a given year in a program they graduate (How many students actually start a program and stay in the program until completion)	and following	them until			

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)								
Years								
Student Cat	egory	*PYF /	2 4 Years Ago 33/34	3 Years Ago 34/35	2 Years Ago 35/36	1 Year Ago 36/37	Current year 3738	
1. Total cohort	enrollment	Na	88	109	121	154		
2. Retained till	year end	Na	70	79	117	121		
3. Withdrawn		Na	3	9	1	1		
4. Cohort Grad successfully	uated	Na	11	12	3	7		
5. Total Gradua successfully	ated	Na	Na	Na	3	10		
 * 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 20 / 7/ 1437 								
Number Surv	veyed	7	Number Ro	esponded	7 Respon	se Rate %	9⁄0	
	Not Avail	lable for	r Employment	Av	ailable for Er	nployment		
Destination	Further S	Study	Other Reasons	Employed in Subject Field	n Other d Employn	Other Employment Une		
Number	0		0	7	0	0		
Percent of Respondents	Percent of Respondents00100 %00							
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.

a-Move to thenew college building

b- The participation of all faculty members in the work quality

c- Department faculty members qualified to assume the responsibility of teaching the program section which helped the diversity of different schools, which serve the educational process.

d- There is encouragement from the administration of the college faculty members who work for the unity of the quality program.

Implications for the program

1-The focus was on he use ofe-learningsuch as smartblackboard

2- Add some sub-specialties that are compatible with the labor market.

3- Attempt to rehabilitate the students in terms of field training in community institutions that fit the specialties of the program.

4- Continuous communication between the program and various social institutions to learn new until they have can be taken into account in the plan for the new school.

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

a-High demand of university education and the increasing relative year after year.

b- Establishment of new schools in the Kingdom, which absorbs a lot of graduates.

Implications for the program

- 1- Courses and lectures continuing between faculty members and program various social institutions which works out to graduates of the program can be updated even their teachers and inform them of what is new in the program.
- 2- 2- Add your decision field training in the new plan, which helps to increase job opportunities for graduates of the program.



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 *(eg. Analysis of course completion rates, grade distributions, and trend studies.)*

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

Exams results and statistics of the first and the second two semesters 1436-1437 are attached.

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

(i.) Completion rate analysis:

Na

(ii.) Grade distribution analysis:

Na.....

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

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	Na
Significant result or variation	
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	
b. Course	Na
Significant result or variation	
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	
b. Course	Na
Significant result or variation	
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	

6

(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.Na

Course title and code	Explanation	Compensating action if required
Nothing	Nothing	Nothing

(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	Na					
Unit of work						
Reason						
Compensating action if required						
Course	Na					
Unit of work						
Reason						
Compensating action if required						
Course	Na					
Unit of work						
Reason						
Compensating action if required						
Course	Na					
Unit of work						
Reason						
Compensating action if required						

7

E. Program Management and Administration



List difficulties (<i>if any</i>) encountered in management of the program	Impact of difficulties on the achievement of the program objectives	Proposed action to avoid future difficulties in Response
The small number offaculty members	Affect the performance of a faculty memberinthe educational process	To attractmoremember
There no budget allowance for the quality	Weaken the results of the application of the quality of the program	Program Management and Administration credence budget allowance for the quality for the program
Failure to provide computers for students of the program.	Failure to provide computers for students of the program.	Must provide computers for students of the program.
Extreme weakness of students in English and Mathematics as a direct result of the weakness of public education.	Extreme weakness of students in English and Mathematics as a direct result of the weakness of public education.	Extreme weakness of students in English and Mathematics as a direct result of the weakness of public education.

F. Summary Program Evaluation

1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken)						
Date of Survey	20 / 7 / 1437.					
<u>Attach : survey report</u>	<u></u>					
a. List most important	a. List most important Analysis					
recommendations for improvement, strengths and suggestions	(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.

-The development of the English language to students in the first years

- Add your decisions will help them in the private labor market.

- Try to raise the level of students in different materials such as human development: communication skills - negotiation skills - Leadership and Governance - Specification successful teacher.

-The need to use modern methods in education which is based on problem solving and the need to urge the students on the initiatives to solve a problem being introduced to them. In addition, there is a need to give more attention to summer training and giving it a credit hour and making it as a success and fail subject. Follow-up action to the students during that period is necessary. That is what is being recommended in the new plan being prepared recently.

		Sales and and a second s					
2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review)							
Need to stud	Need to study graduate courses in quantitative methods.						
Describe e	valuation proces	S .					
	1						
Surveying the	e employment organi	izations					
Attach rev	iew/survey repor	rt					
a. List mos	t important recom	mendations	for e.g.Analysis of recommendations for				
improveme	ent, strengths and	suggestions	for improvement: (Are recommendations valid and when				
improveme	ent.		action will be taken, action already taken, or othe considerations?)				
b. Change	es proposed in the	program (if	any) in response to this feedback.				
3. Rating	s on Sub-Standa	rds of Stand	dard 4 by program faculty and teaching staf				
3. Ratings 4.1 to 4.10	s on Sub-Standa	rds of Stand	dard 4 by program faculty and teaching staf				
3. Ratings 4.1 to 4.10 (a)Standar	s on Sub-Standa d 4 Sub-Standar	rds of Stand	dard 4 by program faculty and teaching staf "Best Practices" followed; Yes or No? Provid ard Indicate action proposed to improv				
3. Ratings 4.1 to 4.10. (a)Standar a revised performan	s on Sub-Standa .d 4 Sub-Standar rating for each ace (if any).	rds of Stand ds. Are the sub-stand	dard 4 by program faculty and teaching staf "Best Practices" followed; Yes or No? Provid ard. Indicate action proposed to improv				
3. Ratings 4.1 to 4.10. (a)Standar a revised performan Sub- Standards	s on Sub-Standa d 4 Sub-Standar rating for each ice (if any).	rds of Stand rds. Are the sub-stand	dard 4 by program faculty and teaching staft "Best Practices" followed; Yes or No? Provid ard. Indicate action proposed to improv List priorities for improvement.				
3. Ratings 4.1 to 4.10. (a)Standar a revised performan Sub- Standards 4.1	s on Sub-Standa rd 4 Sub-Standar rating for each ice (if any). Best Hollowed Best Hollowed Y	rds of Stand rds. Are the sub-stand sub-stand	dard 4 by program faculty and teaching staft "Best Practices" followed; Yes or No? Provid ard. Indicate action proposed to improv List priorities for improvement. See self-study reports				
3. Ratings 4.1 to 4.10. (a)Standar a revised performan Sub- Standards 4.1 4.2	s on Sub-Standa rd 4 Sub-Standar rating for each ice (if any). Hollowed Based Hollowed Y	rds of Stand rds. Are the sub-stand signal sub-stand	dard 4 by program faculty and teaching staft "Best Practices" followed; Yes or No? Provid ard. Indicate action proposed to improv List priorities for improvement. See self-study reports See self-study reports				
3. Ratings 4.1 to 4.10. (a)Standar a revised performan Sub- Standards 4.1 4.2 4.3	s on Sub-Standa rd 4 Sub-Standar rating for each ice (if any). Hollowed Based Logonowed Y Y Y	rds of Stand rds. Are the sub-stand "Sub-stand "Sub-stand "Sub-stand "Sub-stand "Sub-stand "Sub-stand "Sub-stand "Sub-stand	dard 4 by program faculty and teaching staft "Best Practices" followed; Yes or No? Provid ard. Indicate action proposed to improv List priorities for improvement. See self-study reports See self-study reports See self-study reports				
3. Ratings 4.1 to 4.10. (a)Standar a revised performan Sub- Standards 4.1 4.2 4.3 4.4	s on Sub-Standa rd 4 Sub-Standar rating for each ice (if any). Based Hollowed Y Y Y Y	rds of Stand rds. Are the sub-stand "Sub-stand "Sub-stand "Sub-stand "Sub-stand "Sub-stand "Sub-stand "Sub-stand "Sub-stand "Sub-stand" "Sub-stand	dard 4 by program faculty and teaching staft "Best Practices" followed; Yes or No? Provid ard. Indicate action proposed to improv List priorities for improvement. See self-study reports See self-study reports See self-study reports See self-study reports See self-study reports				
3. Ratings 4.1 to 4.10. (a)Standar a revised performan Sub- Standards 4.1 4.2 4.3 4.4 4.5	s on Sub-Standa rd 4 Sub-Standar rating for each ice (if any). Based Hollowed Y Y Y Y Y	rds of Stand rds. Are the sub-stand "Stand"" "Stand""" "Stand"" "Stand"" "Stand"" "Stand"" "Stand"" "Stand"" "Stand""" "Stand""" "Stand""" "Stand""" "Stand""" "Stand""" "Stand""" "Stand""" "Stand""" "Stand""" "Stand""" "Stand"""""" "Stand""""""""""""""""""""""""""""""""""""	dard 4 by program faculty and teaching staff "Best Practices" followed; Yes or No? Provid ard. Indicate action proposed to improv List priorities for improvement. See self-study reports				
3. Ratings 4.1 to 4.10. (a)Standar a revised performan Sub- Standards 4.1 4.2 4.3 4.4 4.5 4.6	s on Sub-Standa rd 4 Sub-Standar rating for each ice (if any).	rds of Stand rds. Are the sub-stand sub-stand sub-stand *** *** *** *** *** ***	dard 4 by program faculty and teaching staff "Best Practices" followed; Yes or No? Provid ard. Indicate action proposed to improv List priorities for improvement. See self-study reports				
3. Ratings 4.1 to 4.10. (a)Standar a revised performan Sub- Standards 4.1 4.2 4.3 4.4 4.5 4.6 4.7	s on Sub-Standa rd 4 Sub-Standar rating for each ice (if any).	rds of Stand rds. Are the sub-stand	dard 4 by program faculty and teaching staff "Best Practices" followed; Yes or No? Provid ard. Indicate action proposed to improv List priorities for improvement. See self-study reports See self-study reports				
3. Ratings 4.1 to 4.10. (a)Standar a revised performan Sub- Standards 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8	s on Sub-Standa rd 4 Sub-Standar rating for each ice (if any).	rds of Stand rds. Are the sub-stand	dard 4 by program faculty and teaching staft "Best Practices" followed; Yes or No? Provid ard. Indicate action proposed to improv List priorities for improvement. See self-study reports See self-study reports				
3. Ratings 4.1 to 4.10. (a)Standar a revised performan Sub- Standards 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9	s on Sub-Standa rd 4 Sub-Standar rating for each ice (if any).	rds of Stand cds. Are the sub-stand	dard 4 by program faculty and teaching staff "Best Practices" followed; Yes or No? Provid ard. Indicate action proposed to improv List priorities for improvement. See self-study reports See self-study reports				

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	Act Plar	tion Ined
	Yes	No	(specify)	Yes	No
Calculus 1	Yes		Measurement and Evaluation Committee	Yes	
The foundations of mathematics	Yes		Measurement and Evaluation Committee	Yes	
Calculus 2	Yes		Measurement and Evaluation Committee	Yes	
Analytical Geometry (flat and stereoscopic)	Yes		Measurement and Evaluation Committee	Yes	
Principles of Statistics and Probability	Yes		Measurement and Evaluation Committee	Yes	
Calculus in Several variables	Yes		Measurement and Evaluation Committee	Yes	
Statics	Yes		Measurement and Evaluation Committee	Yes	
linear algebra	Yes		Measurement and Evaluation Committee	Yes	
Principles of the theory of probability distributions	Yes		Measurement and Evaluation Committee	Yes	
Number Theory	Yes		Measurement and Evaluation Committee	Yes	
Numerical Analysis	Yes		Measurement and Evaluation Committee	Yes	
Real Analysis 1	Yes		Measurement and Evaluation Committee	Yes	
Mathematical Application	Yes		Measurement and Evaluation Committee	Yes	



Mathematics Laboratory	Yes	Measurement and Evaluation Committee	Yes
Introduction to topology	Yes	Measurement and Evaluation Committee	Yes
Mathematical methods	Yes	Measurement and Evaluation Committee	Yes
Introduction to Differential Equations	Yes	Measurement and Evaluation Committee	Yes
Vector analysis	Yes	Measurement and Evaluation Committee	Yes

(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.



Mathematics Program Study Plan Credit Hours:144

First Level						
	~	Ac	tivity Typ	e		Pre-
Course	Course Code	Theoretical	Practical	Training (Exercise	Hours	require d course
Educational Technology & Communicatio n Skills	EDU 116	2			2	
Foundation of Islamic Education	EDU 117	2			2	
System & Policy of Education at KSA	EDU 118	2			2	
General Physics (1)	PHYS11 1	1	2		2	
General Chemistry (1)	CHEM1 11	1	2		2	
Calculus (1)	MATH 111	1		2	2	
	12 Hours					

Second Level





	Course	A	ctivity Typ	e		Pre-
Course	Code	Theoretical	Practical	Training (Exercise)	Hours	required course
Developmental Psychology	EDU12 6	2			2	
Calculus (2)	MATH 121	3		2	4	MATH 111
Analytic Geometry	MATH 124	3		2	4	
Foundations of Mathematics	MATH 122	2		2	3	
Principles of Statistics and Probability	STAT 123	2		2	3	
Total						



	Third Level						
	Course	Ac	Activity Type			Pre-	
Course	Code	Theoretical Practical Training (Exercise)		Hours	required course		
Mental Health	EDU 216	2			2	ED126	
Principles of Educational Research	EDU 217	2			2		
Calculus in Several Variables	MATH 212	3		2	4	MATH 121	
Vector Analysis	MATH 213	3		2	4	Parallel to MATH 212	
Linear Algebra	MATH 214	3		2	4	MATH 122	
Total							









Fifth Level						
	Course	Activity Type			Pre-	
Course	Code	Theoretical	Practical	Training (Exercise)	Hours	required course
Administration & Educational Planning	EDU 316	2			2	
Production of E-Learning Resources	EDU 317	2			2	
Mathematical Applications	MATH 313	3		2	4	MATH 224
Real Analysis (1)	MATH 312	3		2	4	MATH 212
Numerical Analysis	MATH 311	3		2	4	MATH 214
Mathematics Lab	MATH 314	1		2	2	
Total 18 Hours						



Sixth Level						
Course	Course	Activity Type			Hours	Pre- required course
	Code	Theoretical	Practical	Training (Exercise)		
Teaching Strategies	EDU 326	2			2	
Educational Curricula	EDU 327	2			2	
Mathematical Methods	MATH 324	3		2	4	MATH 224
Introduction to Topology	MATH 323	3		2	4	MATH 312
Mathematical Applications on the Computer	MATH 327	2		2	3	MATH 311
Group Theory	MATH 322	2		2	3	MATH 222+ MATH 214
	18 Hours					



Seventh Level						
	Course	А	ctivity Type		Pre-	
Course	Code	Theoretic al	Theoretic al Practical Training (Exercise		Hours	required course
Modern Trends In Teaching Strategies	EDU 416	2			2	EDU 326
Educational Evaluation	EDU 417	2			2	
Introduction to Partial Differential Equations	MATH 415	3		2	4	MATH 324
Real Analysis (2)	MATH 412	3		2	4	MATH 312
Complex Analysis	MATH 413	2		2	3	MATH 312
Rings and Fields	MATH 414	2		2	3	MATH 322
Total						





	Eighth Level						
	Course	A	ctivity Typ	pe		Pre-	
Course	Code	Theoretical	Practica 1	Training (Exercise)	Hours	required course	
Practical Training	EDU 428			12	6	EDU 326 EDU 416	
Differential Geometry	MATH 421	3		2	4	MATH 224	
Functional Analysis	MATH 425	2		2	3	MATH 412	
Introduction to Statistical Inference	STAT 423	2		2	3	STAT 223	
Research Project	MATH 424	1		2	2		
		18 Hours					

University Requirements Group : Elective 1 (6 hours)						
		Ac	tivity Type	e		Pre-
Course	Course Code	Theoretical	Practical	Training (Exercise)	Hours	required course
Introduction to Islamic Culture	SALM 101	2			2	
Islam and Establishment Society	SALM 102	2			2	
Economic System in Islam	SALM 103	2			2	
Political System in Islam	SALM 104	2			2	
		Total			8 Hours	



University Requirements Group : Elective 2 (2 hours)						
	Course	Ac	tivity Type	e	**	Pre-
Course	Code	Theoretical	Practical	Training (Exercise)	Hours	required course
Language	ARAB	2			2	
Skills	101	2			2	
Arabic	ARAB	2			2	
Edition	103					
Total						
Total					Hours	



	University Requirements Group : Elective 3 (4 hours)					
	Course	Ac	tivity Type	e		Pre-
Course	Code	Theoretical	Practical	Training (Exercise)	Hours	required course
Contemporary	SOCI	2			2	
Societal Issues	101	۷			2	
English	ENG	2			2	
Language	101					
Entrepreneurship	ENT	2			2	
	101				2	
Family and	FCH					
Children	101	2			2	
	101					
Basics of Health	HAF	2			2	
and Fitness	101	2			2	
Regulations and	LHR	2			2	
Human Rights	101	Δ			Z	
Volunteer Work	VOW	2			2	
	101				2	
Total						



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	K	nowledge	
1.1	The department aims to provide educational and research outstanding service to undergraduate majoring in mathematics and promote scientific research in the field of mathematics and statistics		
1.2			
1.3			
1.4			
2.0	Cog	nitive Skills	
2.1	The ability to solve practical problems using mathematics		
2.2			
2.3			
2.4			
3.0	Interpersonal	Skills & Responsibility	
3.1	Working in groups, and the ability to express an opinion		
3.2			
4.0	Communication, Infor	mation Technology, Nume	erical
4.1	The ability to deal with the technological means and technical programs in mathematical problem solving		
4.2			



5.0	Ps	ychomotor	
5.1			
5.2			

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 datesprovided above (G.3). A key performance indicator (KPI) table is provided below. Each learning outcomeshould utilize a separate KPI table. Over the four (five/six) year cycle, all program learning outcomes are tobe assessed and reported in the Annual Program Report(s).

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

The KPI Assessment Table is used to document directly assessed program learning outcomes. Eachprogramlearning outcome should use a separate table. Direct assessments methods may include: nationalorinternational standardized test results, rubrics, exams and learning outcome grade analysis, or learningachievement using an alternative scientific assessment system (copy the KPI Assessment Table and paste to

make additional tables as needed).

KPI #:	Program KPI:					
Assessment Year:	Program Learning Outcome:					
•••••••••••••••••••••••••••••••••••••••						
NQF Learning Domain						
Target Benchmark						
KPI Actual Benchmark						
Internal Benchmark						
External Benchmark						
Analysis: (List strengths and recommendations)						

25

KPI Assessment Table

New Target Benchmark

1. Goals	2. Objectives for each	3. Performance	4. Target Benchmarks
Excellence in the preparation of specialized cadres able to compete in the labor market	Qualifying versed in the basic principles and theories in mathematics	 -Preparation of Graduates who are able to apply the mathematical theories. - Evaluation of the graduate study plan - add Graduates in the specified period of the program 	That is characterized by graduates of the Department of Mathematics competence and skill
	Prepare graduates to be highly capable of competing in the labor market	 Preparation of Graduates who are able to use modern technology in education. -add Graduates enrolled in the labor market 	Shall graduates proficient in math department using the latest technologies in the field of mathematics to be a strong competitor in the labor market
Leadership to keep up with scientific and research developments to serve the community	Prepare graduates to be able to continue scientific research.	Preparation of Graduates enrolled in graduate studies or scholarships abroad - The number of papers published in the field of specialization	- That can come out of all the mathematics department attend graduate programs, whether inside or outside
	Rehabilitation is a graduate Ghaderaly keep up with scientific developments in the field of mathematics	The number of graduates who use the electronic programs	That can come out of all the mathematics department perfecting the use of the latest technology in order to keep up with the continuous scientific development
	Contribute effectively	The number of	The most able

.



Saudi society		society.	research community	of Mathematics of the work quality of research serving the Saudi society
---------------	--	----------	--------------------	---





4. Orientation programs for new teaching staff

Orientation programs provided? Yes NO If offered how many participated ? All members a. Brief Description							
Weekly workshops at the college level as well as an introductory program for new staff introduced at the beginning of the academic year by the Quality and Skills development University Dean-shops.							
b. List recommendations for improvement by teaching staff.							
Very good							
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		
a. Activities i rovided	Teaching Staff	Other Staff	
Training on D2I LMS	30	-	
Smart Board	20	-	
Modern trends in teaching and evaluation	12	-	
Workshop on Digital Saudi Library	15	-	
Google Scholar	14	-	
Develop personal web site	13	-	

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

These courses had the benefits of the development of teachers in the processes of teaching and assessment, the use of modern technologies in education, such as Education based on problem solving, curriculum design and how to get the information through the digital Saudi library and other.

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						
2. Implications for Planning for the Program							



Program KPI and Assessment Table

الحد الادنة المستهدف في العام 38 37	العلامة المرجعية الخارجية	العلامة المرجعية الداخلية	القيمة للمؤشر في العام 37 36	الحد الأدنى المستهدف 37 36	وقت القياس	عنوان المؤشر	المونشر
4.8	غير متوفر	4	4.75	4	نمایة کا ، عام دراسی	تقييم معرفة اصحاب المصلحة لمنطوق الرسالة والاهداف للبرنامج .	
4.5	غير متوفر	4.5	4.3	4	نمایة کل فصل دراسی	تقبيم الاداريين و اعضاء هيئة التدريس لدليل السياسات و الهيكل التنظيمي والتوصيف الوظيفي بالبرنامج.	
4.2	3.5	3.5	4	4	نھایة کل فصل دراسی	التقييم الكلي للطلبة لجودة خبر ات التعلم في المؤسسة (متوسط تقدير ات الطلاب على مقياس سنوي تقديري من خمس نقاط لطلبة السنة النهائية)	
%)	%)	%)0	% 3	%)	نمایة کا فصل دراسی	نسبة المقرر ات التي يجرى فيها تقويم للطلاب خلال السنة	
12:1	10:1		15:1	12:1	بدایهٔ کا , عام دراسی	نسبة الطلاب لهيئة التدريس (بدوام كامل أو ما يعادله)	
4.6	3	4.5	4.5	4	نھایة کا فصل دراسی	تقدير الطلاب العام لجودة المقررات (متوسط تقديرات الطلاب على مقياس تقديري من خمس نقاط للتقييم الكلي للمقررات)	
%)0	%;	% 3	%)0	%)0	بدایهٔ کا , عام دراسی	نسبة أعضاء هيئة التدريس الذين يحملون مؤهلات دكتور اه مصادق عليها	
%)	غير متوفر	%;	% 3	-	نھایة کا , فصل دراسی	نسبة الطلاب الداخلين بالبر امج الذين أكملوا بنجاح السنة الأولى	
%)	غير متوفر	%)	% 3	-	نمایة کل فصل دراسی	نسبة الطلاب الداخلين في بر امج البكالوريوس الذين أكملوا في الحد الأدنى من المدة	
لاينطبق	غير متوفر	لاينطبق	لاينطبق	لاينطبق	نھایة کل فصل دراسی	نسبة الطلاب الداخلين في بر امج الدر اسات العليا الذين أكملوا في الوقت المحدد	
أ - 100% ب - 0% ج - 0%	أ - 42% ب - 5 % ج - 53%	أ - 20% ب - 0% ج - 80%	أ - 13% ب - 0% ج - 87%	أ - 70% ب- 0% ج- 30%	نحاية كل عام دراسي	نسبة الخريجين من برامج البكالوريوس الذين في مدة 6 أشهر من التخرج: أ- توظفوا ب- سجلوا في دراسة ج- لم يبحثوا عن توظيف أو دراسة	
5	غير متوفر	4	4.8	4	نھایة کل فصل دراسی	تقويم الطلاب للإرشاد المهني والأكاديمي (متوسط التقدير ات عن مدى مناسبة الإرشاد النفسي والمهني على مقياس تقديري سنوي من خمس نقاط لطلبة السنة النهائية)	
3.8	غير متوفر	4	3.4	3	نمایة کل فصل دراسی	تقييم المستفيدين لخدمات المكتبة و مركز الوسائط	
4	غير متوفر	4	3.8	3	نمایة کل فصل دراسی	تقييم المستفيدين لخدمات المكتبة الرقمية.	
لاينطبق	غير متوفر	غير متوفر	لاينطبق	لاينطبق	-	الإنفاق السنوي على تقنية المعلومات نسبة لعدد الطلاب	

4	غير متوفر	3.5	3.9	3.5	نمایة کل فصل دراسی	تقييم المستفيدين لخدمات تقنية المعلومات (توفر الخدمة –الامن -الصيانة الدعم الفني – البر امج و الاجهزة)
4	غير متوفر	3.5	4	3.5	نمایة کا فصل دراسی	تقييم المستفيدين من خدمات التعليم الالكتروني .
0%	%)	%)	0%	0%	نماية كل عام دراسي	نسبة هيئة الندريس الذين غادروا الجامعة في السنة السابقة لأسباب عدا النقاعد بسبب السن
%;	%)	%)	% 2	20%	نهایة کا عام دراسی	نسبة هيئة التدريس المشتركين في أنشطة التطوير المهني السنة الماضية
1.7	1.2	2	1.5	2	نھاية کا عام دراسي	عدد ما نشر في مجلات علمية محكمة في السنة السابقة لكل عضو هيئة تدريس بدوام كامل أو ما يعادله
1.75	2	1	1.25	2	نهایة کا عام دراسی	عدد الاستشهاداتالمرجعية فيلعام الماضى نسبة لاجمالي اعضاء هيئة تدريس.
%)	% 5	%)	% 2	%)	نهایة کا عام دراسی	نسبة أعضاء هيئة التدريس (بدوام كامل) الذين لديهم على الأقل بحث واحد محكم في السنبة السابقة
2	غير متوفر	10	0	2	نماية كل عام دراسي	عدد أوراق العمل أو الثقارير المقدمة للمؤتمرات خلال السنة الماضية لكل من أعضاء هيئة التدريس بدوام كامل أو ما يعادله
غير متوفر	غير متوفر	غير متوفر	غير متوفر	-	-	دخل البحث من مصادر خارجية في السنة السابقة نسبة لعدد أعضاء هيئة الندريس بدو ام كامل
40%	%)	%)	%)	20%	نهاية كل عام دراسي	نسبة أعضاء هيئة التدريس وغيرهم من الموظفين الذين قدموا أنشطة لخدمة المجتمع

NOTE Thefollowingdefinitions are provided to guide the completion of the above table for Program KPI and Assessment.

<u>KPI</u>referstothekeyperformanceindicatorstheprogramusedinitsSSRP.ThisincludesboththeNCAAAsuggestedKPIschosenandalladditional

KPIs determined by theprogram (including 50% of the NCAAA suggested KPIs and all others).

TargetBenchmark refers to the anticipated or desired outcome (goalor aim) for each KPI.

FindingBenchmark refers to the actual outcome determined when the KPI is measured or calculated.

*InternalBenchmarks*refertocomparablebenchmarks(actualfindings)frominsidetheprogram(likedataresultsfrompreviousyearsordata resultsfromother departments within the same college).

ExternalBenchmarksrefertocomparablebenchmarks(actualfindings)fromsimilarprogramsthatareoutsidetheprogram(likefromsimilar programsthatare nationalor international).

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

NewTargetBenchmark refers to the establishment of an ewanticipated 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.

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					
Applying new methods in courses teaching	During the year	All department staff	Completed	-					
Development of department labs and their software	12/1436	Labs committee	Completed	-					
Applying new methods in students evaluation.	During the year	All department staff	Completed	-					
Questionnaire to students about the new curriculum	6/1437	Academic guidance committee	Completed	-					

Program Chair/ Coordinator Name : Signature : Dr. Mahmoud Hassan Shehata Date Report Completed: 1437/11/20

Received by: Signature:

1437/11/20

Dean/Department Head Date:

Mahmoud Hassan Shehata

