



جامعة المجمعة
Majmaah University

Annual Program Report (APR)

College:	Faculty of Education (Girls Branches)
Academic Department:	Mathematics
Program:	Mathematics (Math).
Report Approval Date:	24 / 11 / 1437 H

Muharram 1437 H



This form compatible with NCAAA Edition

Annual Program Report

1. Institution:	Majmaah University	Date of Report:	24 / 11 / 1437 H
2. College / Department:	Faculty of Education (Girls Branches) / Mathematical Department		
3. Dean :	Dr. Rashid Homood Elthonian		
4. List all branches / locations offering this program:			
Campus Branch/Location	Approval by	Date	
Main Campus	Majmaah University	32-1433 H	
Main building - Zulfi			

A. Program Identification and General Information

1. Program title:	Bachelor of Mathematics	Code:	Math.
Name and position of person completing the APR			
Dr. Omima Elnour Saeed			
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:	22
2. (a) Number of students who completed the program in the year concerned:	9
Completed the final year of the program:	9
Completed major tracks within the program (<i>if applicable</i>)	Not applicable
	No : None
2. (b) Completed an intermediate award specified as an early exit point (<i>if any</i>)	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.)	40.9%
(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).	
<p>Number of graduates is low because it was the second year for starting the program; the program plan was not clear or ready for the students and there were no completed teaching staff in their first 2 years in the beginning, more of them were too late in the program plan..</p>	
4. Enrollment Management and Cohort Analysis (Table 1)	
<p>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).</p> <p>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.</p> <p>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.</p>	



Enrollment Management and Cohort Analysis (Table 1)

Student Category	Years					
	*PYP /	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	Not applicable	—	1 st semester = 19 2 nd semester = 3	22	17	1 st semester = 7 2 nd semester = 5
2. Retained till year end		—	15	17	1 st semester = 17 2 nd semester = 12	5
3. Withdrawn		—	0	0	1 st semester = 1 2 nd semester = 0	1 st semester = 0 2 nd semester = 3
4. Cohort Graduated successfully		—	0	0	0	5
5.Total Graduated successfully		—	0	0	10	9

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

The remaining students of the last year will graduated in the next term. The percentage of success will be 54.5% for this year (under study). That is because they were the second cohort entered the program and there was no study plan and low number of teaching staff.

* 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

Number Surveyed Number Responded Response Rate %

Note : This survey done by sending WhatsApp messages :

Destination	Not Available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed



Number	None	9	None	None	9
Percent of Respondents	0%	100%	0%	0%	100%

Analysis: List the strengths and recommendations

According to the survey our graduates are strong academically for the scientific data they have , but there is a lack in the sources of learning to make a future sight; because of this only three of them had passed the capacity exam of teachers for employment. Moreover they did not think about the postgraduate now. The program recommended to held training courses for them concerned teaching procedure.

C. Program Context

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

The institution applied the electronic courses and electronic lectures (D2L) .

Implications for the program

Help students as a different procedure in studying mathematics and solving the associated activities.

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

None

Implications for the program

None



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.

Their future suggestions for :

- 1.using the electronic sources and facilities to teach,
 - 2.training students to the scientific research procedure ;
- are helpful to improve the program

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

(i.) Completion rate analysis:

Completion rate is between 55% and 100% in many courses because the standard points for success are clear to both students and teaching staff from the tests internal Commission.

(ii.) Grade distribution analysis:

Grade distribution is suitable ; all courses approximately the rate of success above 60% (from A+ to D) because the tests internal Commission of the program control the grade distribution when the staff preparing the exam and give them main guides to take care of grade distribution

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

This year the program plan was clear to the students, they already know what to do .Also the electronic study and the workshops (how to learn Math , program outcomes, discussion in training course) improve their skills to learn Math and increase the rate of success..

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.

There is no course in the program has a significant results or variations

a. Course	None
Significant result or variation	Not exist
Investigation undertaken	—
Reason for significant result or variation	—
Action taken (if required)	—

(Attach additional summaries if necessary)

No significant result or variation in students' results because teaching staff are applying courses specification which are given in the beginning of the term to every student; then they already know what are the related activities to be done and how to pass the exam.

4. Delivery of Planned Courses

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

Course title and code	Explanation	Compensating action if required
None	—	—

(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	None
Unit of work	—
Reason	—
Compensating action if required	—

Note : Teaching staff are applying the courses' specifications in teaching their courses because of this there is no a course unit that not taught. Also all courses planed for the program are taught; no course was left.

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
Few members of teaching staff deal with the quality needs and requirements	Certain members prepare the quality documents, this leads to be tired and late in sending what the quality center need	Different directed quality training courses and workshops for all staff
Students did not applied the computer software courses 100%	NO computer laboratory for the program	Specify certain time for our student in computer science Lap
Weakness of students in English and Mathematics as a direct result of the weakness of public education.	Has a severe impact on the level of graduates.	The program going on to publish. Mathematical dictionary

F. Summary Program Evaluation

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

Date of Survey

24 / 4 / 1437 --- 3 / 2 / 2016

Attach : survey report (see page 27)

a. List most important recommendations for improvement, strengths and suggestions

Analysis

(e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)

To be interested on :

1. Learning resources and library.
2. Reviewing courses specifications continuously.

1. For learning resources and library ; the library capacity is not suitable for all students
2. About reviewing courses specifications continuously most courses information are repeated every year without refreshment

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

1. For learning resources and library the program established library which contain the references of all courses till level 8.
2. About reviewing courses specifications continuously this due to the institution plan of improvement.

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

Describe evaluation process .

Attach review/survey report : (see page 29)

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?)*

1. Modify the form of the program objectives and mission.
2. Change the form of the English Self Study.

1. The program mission is so long comparing with King Saud University
2. The form of the English self study is changed to a new one as showed by Science College / Majmaah University

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

1. We held on many committees to modify the form of the program mission.
2. We prepare the English Self Study in the new forms.

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	***	1. Meet the National Qualifications Framework Requirements after counting them and awareness. 2. Satisfy the requirements of professional practice in the relevant fields ,
4.2	Y	***	1. Form a committee of teaching staff from all disciplines to study the content of the program , and ways to implement them more effectively 2. form an advisory committees to monitor the academic areas and / or professional - which prepares students - continuously , and taking the necessary adjustments in programs
4.3	Y	****	1. Establish comprehensive records on completion rates of students of all courses and for the program, and placed them within the quality indicators. 2. Activate cooperation between the departments in comparisons to the quality indicators of various programs and to benefit from mutual experiences
4.4	Y	****	1. Find appropriate mechanisms to verify the academic progress of the students in the programs 2. Provide methods for feedback for students and training teaching staff to activate them
4.5	Y	****	Provide a package of mechanisms to monitor student progress and provide treatment programs if necessary
4.6	Y	****	Clarify the results of the assessment decisions to the teaching staff and emphasized the need to provide a report on what has been achieved in the light of courses reports .
4.7	Y	****	The continuation of the formal recognition and appreciation for outstanding performance in teaching procedures, and encouraging creativity and innovation.
4.8	Y	***	ease the burden of teaching to encourage teaching staff to participate in scientific and research activities of faculty members

4.9	Y	***	1.To be Attention on the training course activities and interested on developing them ,increases the efficiency of the graduate. 2.The visit of students and supervisors to training appropriate place ensure the nature of their work and provide modern strategies in it
4.10	N	**	Establish partnership agreements with the local society and counterpart institutions in Saudi Arabia and international universities

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

The strengths :

- 1.The academic progress of the students in the programs is found.
2. Few members of teaching staff participate scientific research activities of faculty members.
3. Few partnership agreements with the local society are made

Recommendations :

1. Find appropriate mechanisms to verify the academic progress of the students in the programs
2. ease the burden of teaching to encourage teaching staff to participate scientific research activities of faculty members
3. Establish partnership agreements with the local society and counterpart institutions in Saudi Arabia and international universities

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
Analytic Geometry - MATH 124	√		None	√	
Calculus (2) - MATH 121	√		None	√	
Calculus in Several Variables- MATH 212	√		None	√	
Complex Analysis- MATH 413	√		None	√	
Differential Geometry- MATH 421	√		None	√	
Introduction in Functional Analysis- MATH 423	√		None	√	



Introduction to Partial Differential Equations- MATH 415	√		None	√	
Introduction to statistical inference- STAT 421	√		None	√	
Mathematical Applications - MATH 313	√		None	√	
Numerical Analysis – MATH 311	√		None	√	
Principles of Probability Distribution Theory STAT 223	√		None	√	
Principles of Statistics and Probability – STAT 123	√		None	√	
Real Analysis (1) – MATH 312	√		None	√	
Rings and Fields – MATH 414	√		None	√	
Vector Analysis – MATH 213	√		None	√	

(Add items or attach list if necessary)

Note : Students Evaluation is made for all courses in the program.

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	University / College or Department
Level 1	SALM 101	Introduction to Islamic Culture (elective)	1	2	University
	ARAB 101	Arabic language skills (elective)	1	2	University
	SOCI101	Contemporary Social Issues (elective)	1	2	University
	EDU 116	Teaching techniques and Communication skills	1	2	College
	EDU 117	Fundamentals of Islamic Education	1	2	College



Level	Course Code	Course Title	Number of sections	Credit Hours	University / College or Department
	EDU 118	The System and Policy of Education in KSA	1	2	College
	MATH 111	Calculus (1)	1	2 (1+2)	Department
	PHYS 111	General physics(1)	1	2 (1+2)	Department
	Chem111	General chemistry (1)	1	2 (1+2)	Department
Level 2	SALM102	Islam and Society (elective)	1	2	University
	EDU126	Developmental Psychology	1	2	College
	MATH 121	Calculus (2)	1	4(3+2)	Department
	MATH 124	Analytic Geometry	1	4(3+2)	Department
	MATH 122	The Foundations of Mathematics	1	3(2+2)	Department
	STAT 123	Principles of Statistics and Probability	1	3(2+2)	Department
Level 3	LHR101	Voluntary Work (elective)	1	2	University
	EDU216	Psychological Health	1	2	College
	EDU217	Principles of Educational Research	1	2	College
	MATH 212	Calculus in Several Variables	1	4(3+2)	Department
	MATH 214	Linear Algebra	1	3(2+2)	Department
	MATH 213	Vector Analysis	1	4(3+2)	Department
Level 4	SALM 103	Economic System in Islam	1	2	University

Level	Course Code	Course Title	Number of sections	Credit Hours	University / College or Department
		(elective)			
	EDU226	Educational Psychology	1	2	College
	STAT 223	Principles of Probability - Distribution Theory	1	3(2+2)	Department
	MATH 224	Introduction to ordinary Differential Equations	1	4(3+2)	Department
	MATH 225	Statics	1	4(3+2)	Department
	MATH 222	Number Theory	1	3(2+2)	Department
Level 5	EDU316	Administration and Educational Planning	1	2	College
	EDU317	Production of E-learning resources	1	2	College
	MATH 311	Numerical Analysis	1	4(3+2)	Department
	MATH 313	Mathematical Applications	1	4(3+2)	Department
	MATH 312	Real Analysis (1)	1	4(3+2)	Department
	MATH 314	Mathematics Lab	1	2(1+2)	Department
Level 6	EDU326	Teaching Strategies	1	2	College
	EDU327	Curricula	1	2	College
	MATH324	Mathematical Methods	1	4(3+2)	Department
	MATH 327	Mathematical Applications on the Computer	1	3(2+2)	Department
	MATH 322	Group Theory	1	3(2+2)	Department
	MATH 323	Introduction to Topology	1	4(3+2)	Department



Level	Course Code	Course Title	Number of sections	Credit Hours	University / College or Department
Level 7	EDU416	Modern Trends in Teaching Strategies	1	2	College
	EDU417	Educational Evaluation	1	2	College
	MATH413	Complex Analysis	1	3(2+2)	Department
	MATH 414	Rings and Fields	1	3(2+2)	Department
	MATH 415	Introduction to Partial Differential Equations	1	4(3+2)	Department
	MATH 412	Real Analysis (2)	1	4(3+2)	Department
Level 8	EDU 428	Training course (Math)	2	6(0+6)	College
	MATH 421	Differential Geometry	1	4(3+2)	Department
	MATH 422	Introduction in Functional Analysis	1	3(2+2)	Department
	MATH 425	Research project	1	2(0+2)	Department
	STAT 421	Introduction to statistical inference	1	3(2+2)	Department

Include additional Levels if needed

Note : University courses are 13 courses ; student select 6 of them to complete the program total load (144 hours).

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
A	Knowledge		



a.1	The ability to understand fundamentals of mathematics in different fields	Lectures and collaborative work.	All over the term
a.2	Whole knowledge about the latest developments in mathematic by overviewing modern scientific researches, which interested in issues and solutions	discussions and tutorial	
a.3	Preparation of students in the professional practice programs so that graduates are aware of the regulations , regulations of the profession , its technical requirements and how to improve it over time in response to changes in surrounded conditions	Training course (Math).	
B	Cognitive Skills		
b.1	Giving students the ability to solve exercises, tutorials and mathematical issues.	1. written or oral Tests, 2. Courses related research and research projects in the final year. 3. Home works	- Mid term, final exam and quizzes.
b.2	The student can use logical and creative thinking and has the ability to face and solve problems		
b.3	Making survey, understand and evaluation of the information , concepts and new evidence from different sources		
C	Interpersonal Skills & Responsibility		
c.1	The student is responsible for her self-learning by using books, references, and scientific journals.	.1. Discussions and dialogues in tutorial lectures 2. Ask a hypothetical issues and note how the student deal with it	All over the term
c.2	Practice of group's leadership in different situations which requiring innovative responses		
c.3	The ability of students to configure communication skills with others		
D	Communication, Information Technology, Numerical		
d.1	Determination of the relevant statistical and mathematical methods when examining issues and problems, and applying them creatively in interpretation of information and suggesting solutions	- discussions - homework - questions with long answers	All over the term
d.2	Preparing students to participate in seminars and workshops related to the		



	specialization to exchange information with others		
d.3	Effective communication : verbally and in writing and presentation of different issues for different cautious properly		
5.0	Psychomotor		
5.1	N.A	N.A	N.A

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

Note : When the student has the ability to understand fundamentals of mathematics in different fields , the ability to use technology in data analysis and presentation of results and participate seminars and workshops related to the specialization to exchange information with others she will be very qualified and the program will satisfy the institution mission .

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).

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

The KPI Assessment Table is used to document directly assessed program learning outcomes. Each program learning outcome should use a separate table. Direct assessments methods may include: national or international standardized test results, rubrics, exams and learning outcome grade analysis, or learning achievement using an alternative scientific assessment system (copy the KPI Assessment Table and paste to make additional tables as needed).

KPI Assessment Table

KPI # : KPI 4	Program KPI : Beneficiaries Evaluation to the IT services (availability -security -technical support maintenance - software and hardware)
Assessment Year : 1436 / 1437	Program Learning Outcome : Whole knowledge about the latest developments in mathematic by overviewing modern scientific researches, which interested in issues and solutions



NQF Learning Domain	Knowledge (a.2)
Target Benchmark	100%
KPI Actual Benchmark	100%
Internal Benchmark	100%
External Benchmark	100%
Analysis: (List strengths and recommendations)	
Whole knowledge about the latest developments in mathematic leads to continuous revision of curriculum and its progression because of this this KPI is 100% interested	
New Target Benchmark	100%

KPI #: KPI 5	Program KPI: Ratio of students to teaching staff(full time staff or equivalent members)
Assessment Year : 1436 / 1437	Program Learning Outcome : Participation of students in seminars and workshops related to the specialization to exchange information with others
NQF Learning Domain	Communication, Information Technology, Numerical (d1)
Target Benchmark	11:1
KPI Actual Benchmark	11:1
Internal Benchmark	11:1
External Benchmark	12:1
Analysis: (List strengths and recommendations)	
When students Participate in seminars and workshops related to the specialization to exchange information with others we guarantee a qualified graduate for jobs or postgraduate	
New Target Benchmark	17:1

KPI # : KPI 7	Program KPI :
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Proportion of teaching staff with verified doctoral qualifications	
Assessment Year: 1436 / 1437	Program Learning Outcome: The ability to understand fundamentals of mathematics in different fields
NQF Learning Domain	Knowledge (a.1)
Target Benchmark	60%
KPI Actual Benchmark	50%
Internal Benchmark	78%
External Benchmark	93%
Analysis: (List strengths and recommendations) Qualified staff give quality and success , we recommended that other members have the Ph.D certificate	
New Target Benchmark	64%

KPI # : KPI 12	Program KPI : Students evaluation to the professional and academic supervision (average estimates of how appropriate psychological and vocational guidance on an annual estimated five-point scale for students in the final year.
Assessment Year : 1436 / 1437	Program Learning Outcome : Preparation of students in the professional practice programs so that graduates are aware of the regulations , regulations of the profession , its technical requirements and how to improve it over time in response to changes in surrounded conditions
NQF Learning Domain	Knowledge (a.3)
Target Benchmark	100%



KPI Actual Benchmark	100%
Internal Benchmark	100%
External Benchmark	100%
Analysis: (List strengths and recommendations) Academic supervision is in focus of learning and teaching process it has 100% of interest	
New Target Benchmark	100%

KPI # : KPI 14	Program KPI : Beneficiaries Evaluation to the IT services (availability -security -technical support maintenance - software and hardware)
Assessment Year : 1436 / 1437	Program Learning Outcome: The student is responsible for her self-learning by using books, references, and scientific journals
NQF Learning Domain	Interpersonal Skills & Responsibility (c1)
Target Benchmark	85%
KPI Actual Benchmark	80%
Internal Benchmark	100%
External Benchmark	100%
Analysis: (List strengths and recommendations) Students can using books, references, and scientific journals from net but the library capacity is not enough ; the program establish their own library contains books and references for all courses till 8 level	
New Target Benchmark	85%

KPI # : KPI 15	Program KPI : Proportion of teaching staff participating in professional development activities last year
Assessment Year : 1436 / 1437	Program Learning Outcome : Giving students the ability to solve exercises, tutorials and mathematical issues.



NQF Learning Domain	Cognitive Skills (b1)
Target Benchmark	100%
KPI Actual Benchmark	100%
Internal Benchmark	100%
External Benchmark	—
Analysis: (List strengths and recommendations) Teaching process cores are teaching staff, student and curricula. This KPI is 100% important for quality of learning.	
New Target Benchmark	100%

KPI # : KPI 19	Program KPI : Proportion of teaching staff and other employees who provided activities to the society service
Assessment Year : 1436 / 1437	Program Learning Outcome: The ability of students to configure communication skills with others
NQF Learning Domain	Interpersonal Skills & Responsibility (c3)
Target Benchmark	60%
KPI Actual Benchmark	50%
Internal Benchmark	100%
External Benchmark	—
Analysis: (List strengths and recommendations) Although there is no clear plan from the unit of society service in the college to attend activities, 50% of teaching staff attend activities as a personally effort.	
New Target Benchmark	50%

4. Orientation programs for new teaching staff

Orientation programs provided ?	Yes <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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If offered how many participated ?

3

a. Brief Description

Orientation programs provided for new teaching staff are D2L programs, teaching procedures and techniques all staff of the program participate but the new ones are 4, then 3 out of 4 were attended.

b. List recommendations for improvement by teaching staff.

- 1.Be strong at the scientific knowledge mainly the current related topics of their specification.
- 2.Make confidence with the students to understand the subject.

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

The orientation programs were provided mainly D2L training courses and teaching techniques .

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

a. Activities Provided	How many Participated	
	Teaching Staff	Other Staff
How to learn mathematic	3	3
Mathematics seminars	3	4
scientific research seminars	4	20
D2L training courses and workshops	8	All faculties
Quality training courses and workshops	6	All faculties
Intelligent board training course	6	All faculties

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

- All activities in D2L and Quality are available for the staff experience.
- Seminars and academic research papers were very important and available.

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
<p>1.The program mission is not known by the beneficiaries</p> <p>2.Low interest about the scientific research</p> <p>3. Few activities geared to local society services.</p>	<p>1. We distributed questionnaires of mission , goals and objectives.</p> <p>2.Teaching staff have full work load ; there is no time for them to publish papers.</p> <p>3.Three members associated local society activities</p>
<p>2. Implications for Planning for the Program</p>	
<p>1. Employer will ignore our graduate or refuse her if he did not know about the program mission and objectives.</p> <p>2.Any shortage in scientific research and local society activities will affect on the staff growing and actually on the objectives of the academic research unit.</p>	



Program KPI and Assessment Table

Note : All program PKIs in attachments (see page 30)

KPI #	KPIS	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmark s	KPI Analysis	KPI New Target Benchmark
KPI 4	Proportion of courses in which student evaluations were conducted during the year.	100 %	100 %	100 %	100 %	It leads to continuous revision of curriculum and its progression	100 %
KPI 5	Ratio of students to teaching staff(full time staff or equivalent members)	11 : 1	11 : 1	11 : 1	12 : 1	Number of students will increase	17 : 1
KPI 7	Proportion of teaching staff with verified doctoral qualifications	60 %	50 %	78 %	93 %	Qualified staff give quality and knowledge	64 %
KPI 12	Students evaluation to the professional and academic supervision (average estimates of how appropriate psychological and vocational guidance on an annual estimated five-point scale for students in the final year	100 %	95 %	100 %	—	Academic supervision is the focus of the teaching process	100 %
KPI 14	Beneficiaries Evaluation to the IT services (availability - security -technical support maintenance - software and hardware)	85 %	80 %	100 %	100 %	Our rate is low because we have no computer lap to apply math software programs, besides the internet services is weak in Zulfi	85 %

KPI 15	Proportion of teaching staff participating in professional development activities last year	100 %	100 %	100 %	—	improvement is very important in teaching process	100 %
KPI 19	Proportion of teaching staff and other employees who provided activities to the society service	60 %	50 %	100 %	—	No clear plan from the unit of the society service in the college to attend activities	50 %

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

The program plan is interested on the three cores of teaching process and this is good, but there is a lack in the scientific research and scientific papers. We recommended that :

1. Continuous revision for courses specification
2. Existence of postgraduate programs
3. Activation of the academic supervision
4. Increasing the library capacity
5. Encourage new staff to attend professional practice programs
6. Held a price for the excellent activity in society services.

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	Continuous revision for courses specification	1.Courses evaluation questionnaire 2.Courses annual reports	1. The questionnaire 2.Courses annual reports	Quality coordinator	14 th week	15 th week
2	Existence of postgraduate programs	Link with the responsible university	Record in a postgraduate program	Scholarship coordinator	All over the term	The end of the year
3	Activation of the academic supervision	Determine the academic Supervision table time	Academic supervision questionnaire	Academic supervision coordinator	14 th week	15 th week
4	Increasing the library capacity(books, building, tools)	1.Establish the program library 2.Have credit hours in Computer Science program lap	1. the program library 2.the program student time table	Academic supervision coordinator	2 nd week	15 th week
5	Encourage new staff to attend professional practice programs	Registration in professional practice programs	Appreciation certificates	Teaching staff affairs coordinator	1 st week	16 th week
6	Held a price for the excellent activity in society services	1.Prepare researches 2. Society services activities	1. researches or paper 2. activities photos	Society services coordinator	3 rd week	13 th week

Action Plan Analysis (List the strengths and recommendations for improvement of the Program Action Plan).

1 Increasing the capacity of the library or establish the program library leads to variety of using text books and reference and help the continuous evaluation of the curriculum.

2. Registration in postgraduate program increase qualified Ph.D. holders ,this leads to focusing their researches in the society services.

3. Registration of teaching staff in professional practice programs help them to know the requirements of the profession mainly the academic supervision and her role as a divisor to increase the student scale.

By these three cores the program certainly applied the institution mission.

I. Action Plan Progress Report

1. Progress on Implementation of Previous Year's Action Plans				
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
a. Renovation of the program plans in light of its objectives and mission	4 th week	Plans unit coordinator	Yes
b. Illustration of the importance of the target learning outcomes, courses contents and strategies of teaching and assessment for the students	2 nd week	Teaching staff	Yes
c. Activation of Academic supervision	All over the term	Academic supervision coordinator	Yes

d. activation of the students participation in scientific and research activities	Monthly all over the term	Academic supervision coordinator	Yes
e. study of the shortage and the extent of the needs of books and references in the program	2 nd week	Program coordinator	Yes	

Program Chair/ Coordinator Name : Dr. Nadia Ali Soultan

Signature : *Nadia*

Date Report Completed: 24 / 11 / 1437 H

Received by: Quality Centre

Dean/Department Head

Signature:

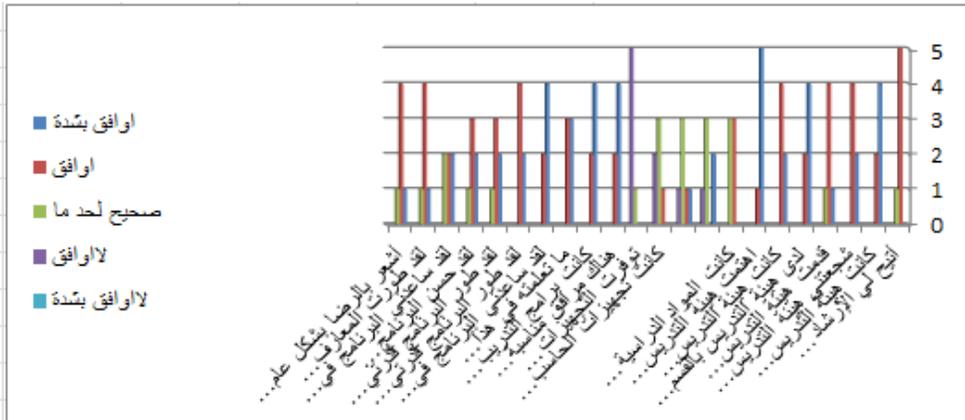
Date: 24 / 11 / 1437 H

Attachments:

1. Graduates Evaluation :

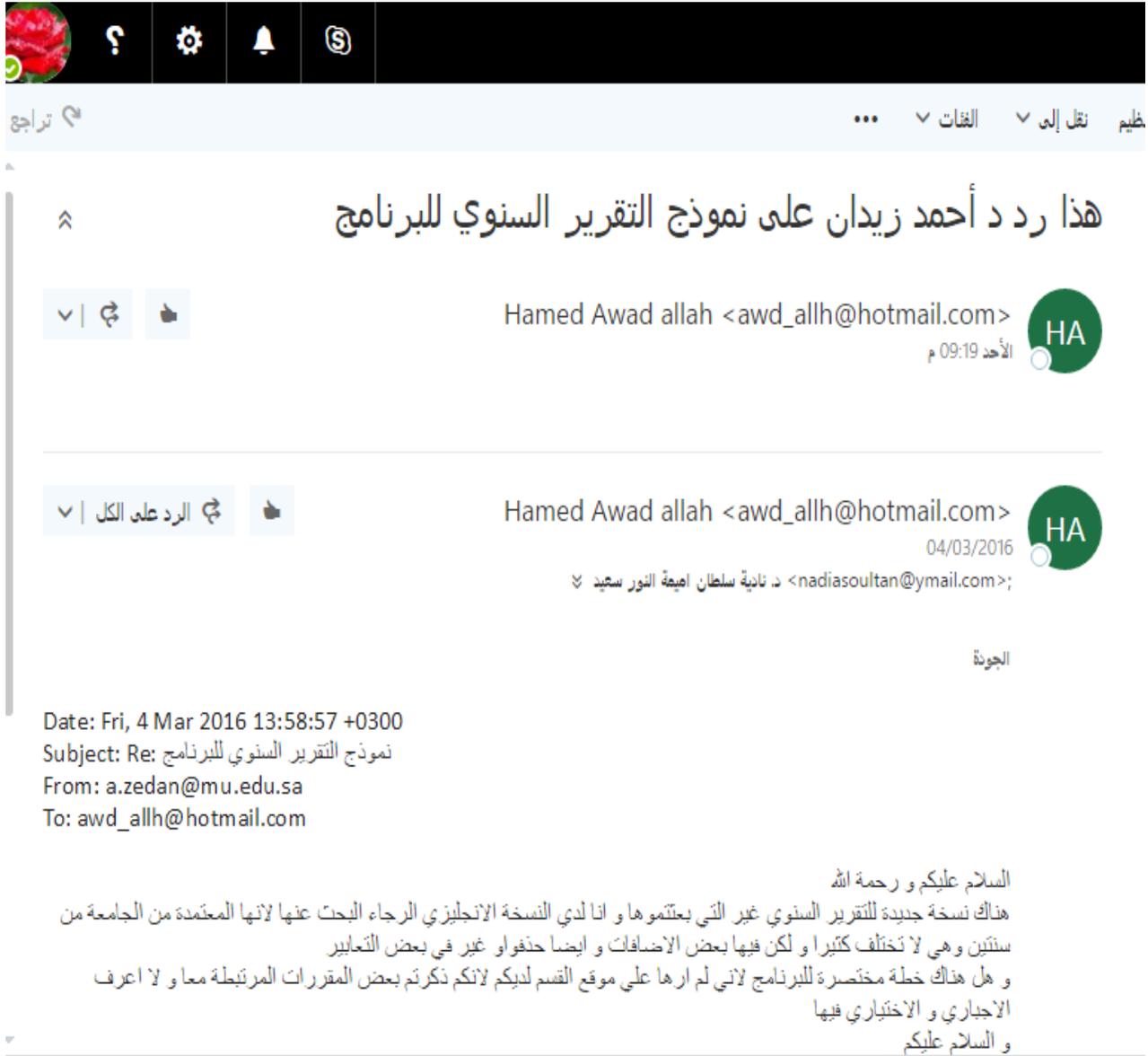
تقويم البرنامج 36/37 رياضيات							
G	F	E	D	C	B	A	
	لاوافق بشدة	لاوافق	صحيح لحد ما	وافق	وافق بشدة	تقويم البرنامج 36/37 رياضيات	1
			1	5		أتيح لي الإرشاد الأكاديمي والمهني المناسب خلال فترة دراستي بالبرنامج	2
				2	4	كانت هيئة التدريس متاحة للإرشاد والمشورة عندما كنت أحتاج للتحدث	
				4	2	أنتي هيئة التدريس بالقسم على أن أفضل ما عندي .	27
			1	4	1	قدمت هيئة التدريس بالقسم تغذية راجعة على عملي.	5
				2	4	لدى هيئة التدريس بالقسم معرفة كبيرة بمحتوى المقررات التي يدرسونها.	6
				4	2	كانت هيئة التدريس بالقسم متحمسة للعمل.	7
				1	5	اهتمت هيئة التدريس بمدى تقدم طلبتهم..	8
			3	3		كانت المواد الدراسية المساعدة بالمقررات حديثة ومفيدة.	9
		1	3		2	كانت مصادر المكتبة مناسبة ومتاحة كلما كنت أحتاج لها.	10
		1	3	1	1	اتسمت تجهيزات القاعات (للمحاضرات، والمعامل، والدروس) بالجودة	11
		2	3	1		كانت تجهيزات الحاسب كافية لاحتياجاتي...	12

G	F	E	D	C	B	A
		5	1			توفرت التجهيزات المناسبة للأنشطة اللامنهجية (بما في ذلك التجهيزات الخاصة بالرياضة والترفيه).
				2	4	هناك مرافق مناسبة لأداء الشعائر الدينية.
				2	4	كانت برامج التدريب الميداني (أو سنة الامتياز) فعالة في تطوير مهاراتي
			3	3	3	ما تعلمته في هذا البرنامج (القسم) سيكون مهماً لمستقبلي.
				2	4	لقد ساعدني البرنامج في تطوير الاهتمام الكافي لدي للسعي في الاستمرار في تحديث معلوماتي حسبما يستجد في مجال دراستي.
				4	2	لقد طور البرنامج قدرتي على استقصاء وحل المشكلات الجديدة.
			1	3	2	لقد طور البرنامج قدرتي على العمل بفاعلية مع المجموعات.
			1	3	2	لقد حسن البرنامج مهاراتي في الاتصال .
			2	2	2	لقد ساعدني البرنامج في تطوير مهاراتي الأساسية في استخدام التقنية لدراسة القضايا والتعبير عن النتائج
			1	4	1	لقد طورت المعارف والمهارات اللازمة لمهنتي التي اخترتها.
			1	4	1	أشعر بالرضا بشكل عام عن مستوى جودة خبرتي التعليمية في الجامعة.



2. Another evaluation process (review) :

a.



هذا رد د أحمد زيدان على نموذج التقرير السنوي للبرنامج

Hamed Awad allah <awd_allh@hotmail.com> الأحد 09:19 م

Hamed Awad allah <awd_allh@hotmail.com> 04/03/2016
<nadiasoultan@ymail.com> د. نادية سلطان امبيعة النور سعيد

الجودة

Date: Fri, 4 Mar 2016 13:58:57 +0300
Subject: Re: نموذج التقرير السنوي للبرنامج
From: a.zedan@mu.edu.sa
To: awd_allh@hotmail.com

السلام عليكم ورحمة الله
هناك نسخة جديدة للتقرير السنوي غير التي بعثتموها وانا لدي النسخة الانجليزي الرجاء البحث عنها لانها المعتمدة من الجامعة من سنتين وهي لا تختلف كثيرا و لكن فيها بعض الاضافات و ايضا حذفوا غير في بعض التعابير و هل هناك خطة مختصرة للبرنامج لاني لم ارها على موقع القسم لديكم لانكم ذكرتتم بعض المقررات المرتبطة معا و لا اعرف الاجباري و الاختياري فيها و السلام عليكم

b.

3-2-1 صيغة الرسالة واضحة بشكل كاف بحيث تكون محكاً لتقويم التقدم نحو تحقيق غايات البرنامج وأهدافه.

نعم *****

4

التقويم العام

ملاحظات:

أولويات التحسين:
وضع خطط داخل القسم لتنفيذ رسالة الكلية مع مرونة هذه الخطط من حيث استراتيجياتها

4

الرأي المستقل

ملاحظات:

أعتقد أنه يوجد خطط بالفعل للتحسين والتطوير ولكن عند وضع هذه الخطط يجب أن ينطلق صانع القرار من رسالة البرنامج كما أن الصيغة (التعريفية) للرسالة مفيدة في توجيه التخطيط وصنع القرارات المتعلقة بالبرنامج.

3-1 وضع الرسالة ومراجعتها هل هذا صحيح؟ ما مدى الجودة؟ نعم/لا/لا ينطبق أدخل نجوماً

يجب أن يتم وضع رسالة البرنامج من خلال عمليات استشارية، كما يجب أن

3. All key performance indicator (KPI) of Math program :

مؤشر	مؤشر الاداء	القيمة المستهدفة	القيمة الحالية	قيمة المقارنة المرجعية الداخلية	قيمة المقارنة المرجعية الخارجية	تحليل مؤشر الاداء	المستهدف الجديد
KPI 1	Evaluation of the knowledge of beneficiaries about the program mission and objectives	% 90	% 80	% 100	% 100	The program did not distribute the questionnaire to the employment field	% 90
KPI 2	Employees and teaching staff evaluation to the polices indicator of the program organizational structure and job descriptions.	% 85	% 80	-	-	No handbook for polices indicator	% 85
KPI 3	Students overall evaluation on the quality of their learning experiences.	% 100	% 100	% 100	% 100	Questionnaire survey is all student of the program	100 %

100 %	It leads to continuous revision of curriculum and its progression	%100	%100	% 100	% 100	Proportion of courses in which student evaluations were conducted during the year.	KPI 4
1 : 17	Number of students will increase	1 : 12	1 : 11	1 : 11	1 : 11	Ratio of students to teaching staff(full time staff or equivalent members)	KPI 5
% 98	Not all students know the quality standards	-	-	% 95	% 98	Students overall rating on the quality of their courses.	KPI 6
% 64	Qualified staff give quality and knowledge	% 93	% 78	% 50	% 60	Proportion of teaching staff with verified doctoral qualifications	KPI 7
100 %	Full academic supervision	-	-	% 94	% 97	Percentage of students entering the program and successfully complete first year.	KPI 8
% 50	First cohort in the program the plan of math courses was not clear in the beginning they have many math courses in one term ; more of them fail	-	-	% 33	% 42	Proportion of students entering the program undergraduate and complete in minimum time.	KPI 9
	Not applicable	-	-	-	-	Proportion of postgraduates who complete in the certain time	KPI 10
100 % 30 -أ % -ب %40 -ج %30	1.Approximately more of them fail in the teaching exam 2.No postgraduate program is open	-	% 88 %1 -	% 100 % 0 -أ	% 100 % 20 -أ 20 -ب % %80-ج % 60 -ج	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.	KPI 11
100 %	Academic supervision is the focus of the teaching process	-	% 100	% 95	% 100	Students evaluation to the professional and academic supervision (average estimates of how appropriate psychological and vocational guidance on an annual estimated five-point scale for students in the final year)	KPI 12
% 85	library capacity is small for all student	-	-	% 75	% 80	Beneficiaries evaluation to the library .services and documentation center	KPI 13
% 85	Our rate is low because we have no computer lap to apply math software programs, besides the internet services is weak in Zulfi	% 100	% 100	% 80	% 85	Beneficiaries Evaluation to the IT services (availability -security -technical support maintenance - software and hardware)	KPI 14

100 %	improvement is very important in teaching process	-	% 100	% 100	% 100	Proportion of teaching staff participating in professional development activities last year	KPI 15
6	Only 4 member concerned on papers publishing and reports submitted	-	-	1	4	Number of papers published in the scientific journals in the previous year for each teaching staff (full-time or equivalent member)	KPI 16
% 66		-	-	% 50	% 50	Proportion of teaching staff (full-time) who have at least one scientific research in the previous year	KPI 17
4		-	-	1	5	Number of scientific papers or reports submitted to conferences for teaching staff (full-time or equivalent members) last year	KPI 18
% 50	No clear plan from the unit of the society service in the college to attend activities	-	% 100	% 50	% 60	Proportion of teaching staff and other employees who provided activities to the society service	KPI 19

يعتمد مشرفة القسم ،،،
الاسم: د. أميمة النور سعيد
التوقيع: **أميمة**

اعتماد التقرير السنوي بمجلس القسم
رقم الجلسة : (الثانية)
تاريخ الجلسة : 1438 / 2 / 27 هـ