جامعة المجمعة
Majmaah University

VISION رؤيـــة
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

ANNUAL PROGRAM REPORT
(APR)
Ramadan 1438 H , June 2017

Institution: ....

Academic Department : ....

Programme : ....

Report Approved Date : ..…/ … / …… H

Annual Program Report

1. Institution	**Date:**
2. College/ Department	
3. Dean	

4. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education).

Campus Branch/Location	Approval By	Date
Main Campus:		
1:		
2:		
3:		
4:		

A. Program Identification and General Information

Program title and code
Name and position of persons completing the APR
Academic year to which this report applies.

B Statistical Information

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

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

Completed the final year of the program: ____

Completed major tracks within the program (if applicable)

Title…………………………………………………………No ____

Title…………………………………………………………No ____

Title…………………………………………………………No ____

Title………………………………………………………… .No ____

2. (b) Completed an intermediate award specified as an early exit point (if any)

3. Apparent completion rate.

(a) Percentage of students who completed the program, [   ]
(Number shown in 2 (a) as a percentage of the number that started the program in that student intake.)

(b) Percentage of students who completed an intermediate award (if any) [   ]
(e.g. Associate degree within a bachelor degree program)

(Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that student intake).

Comment on any special or unusual factors that might have affected the apparent completion rates (e.g. Transfers between intermediate and full program, transfers to or from other programs).

4. Enrollment Management and Cohort Analysis (Table 1)

Cohort Analysis refers to tracking a specific group of students who begin a given year in a program and following them until they graduate (How many students actually start a program and stay in the program until completion).

A **cohort** here refers to the total number of students enrolled in the program at the beginning of each academic year, immediately after the preparatory year. No new students may be added or transfer into a given cohort. Any students that withdraw from a cohort may not return or be added again to the cohort.

Cohort Analysis (Illustration): **Table 1** provides complete tracking information for the most recent cohort to complete the program, beginning with their first year and tracking them until graduation (students that withdraw are subtracted and no new students are added). The report is to cover the past four years. Update the years as needed.

Enrollment Management and Cohort Analysis Table 1.

Years Student Categories	*PYP	4 Years Ago	3 Years Ago	2 Years Ago	1 Year Ago	Current Year
1. Total cohort enrollment	*PYP					
2. Retained till year end						
3. Withdrawn						
4. Cohort graduated successfully						
5. Total graduated successfully						

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

* PYP - Preparatory Year

7. Destination of graduates as shown in survey of graduating students (Include this information in years in which a survey of employment outcomes for graduating students is conducted).

Date of Survey

Number Surveyed   Number Responded   Response Rate %

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

Analysis: List the strengths and recommendations.

C. Program Context

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

Implications for the program

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

Implications for 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.

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

    i.   Completion rate analysis:

    ii.   Grade distribution analysis:

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

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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	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	

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

c. Course	Significant result or variation
Investigation undertaken Reason for significant result or variation	
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

(b) Compensating Action Required for Units of Work Not Taught in Courses that were Offered. (Complete only where units not taught were of sufficient importance to require some compensating action)		
Course	**Unit of work**	**Reason**
Compensating action if required:		
Course	**Unit of work**	**Reason**
Compensating action if required:		
Course	**Unit of work**	**Reason**
Compensating action if required:		
Course	**Unit of work**	**Reason**
Compensating action if required:		

E Program Management and Administration

List difficulties (if any) encountered in management of the program.	Impact of difficulties on the achievement of the program objectives.	Proposed action to avoid future difficulties in response.

F. Summary Program Evaluation

1. Graduating Student Evaluations (surveys)

Date of Surveys		Number of Participants	

Attach survey reports.

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.

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

Describe evaluation process.

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?)

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.

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).			
Standard 4 Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
4.1			
4.2			
4.3			
4.4			
4.5			
4.6			
4.7			
4.8			
4.9			
4.10			
Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices.			

G. Program Course Evaluation

Course Title/Course Code	Student Evaluations		Other Evaluation (specify)	Action Planned	
1. List all program 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.					
	Yes	No		Yes	No

(Add items or attach list if necessary)

1. **List courses taught by this program this year and for this program that are in other programs.**

Level	Course Code	Course Title	Number of Sections	Credit Hours	College or Department
Level 1					
Level 2					
Level 3					
Level 4					
Level 5					
Level 6					
Level 7					
Level 8					
Include additional levels if needed					

3. Program Learning Outcomes 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			
1.2			
1.3			
1.4			
2.0	**Cognitive Skills**		
2.1			
2.2			
2.3			
2.4			
3.0	**Interpersonal Skills & Responsibility**		
3.1			
3.2			
4.0	**Communication, Information Technology, Numerical**		
4.1			
4.2			
5.0	**Psychomotor**		
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 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 Code # …………… Program KPI:

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Assessment Year ……………….. Program Learning Outcome:

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

NQF Learning Domain	
KPI Target Benchmark	
KPI Actual Benchmark	
Last year's Benchmark (Internal Benchmarks)	
New Target Benchmark	
Analysis: (List strengths and recommendations)	

4. Orientation programs for new teaching staff

Orientation programs provided? Yes [   ] No [   ]   If offered how many participated? [   ]

a. Brief Description

b. List recommendations for improvement by teaching staff.

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

5. Professional Development Activities for Faculty, Teaching and Other Staff	How many Participated	
a. Activities Provided	Teaching Staff	Other Staff
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	Comments by Program Coordinator
2. Implications for Planning for the Program	

Program KPI and Assessment Table

KPI #	KPI	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
1							
2							
3							
4							
5							
6							
Whole Program Analysis of KPIs and Benchmarks: (list strengths and recommendations)							

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.

Actual 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						
2						
3						
4						
5						
6						

Action Plan Analysis (List the strengths and recommendations for improvement of the Program 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	Proposed action
a.					
b.					
c.					
d.					

Program Chair / Coordinator Name : ………………………………………………………………….

Signature : …………………………… **Date Report Completed :** ……………………………..

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

…………………………….

Signature : …………………………… **Date :** …………………………………………………...