



## Annual Program Report

<b>Program Name:</b>	Mechanical Maintenance Engineering Technology (MMET)
<b>Qualification Level:</b>	Graduate Diploma Degree (GD)
<b>Department:</b>	Mechanical Engineering Technology (MET)
<b>College:</b>	College of Applied Industrial Technology (CAIT)
<b>Institution:</b>	<b>Jazan University</b>
<b>Academic Year:</b>	2020/2021
<b>Main Location:</b>	<b>Alhaquo/Baysh</b>
<b>Branches offering the Program:</b>	<ul style="list-style-type: none"><li>No Branches</li></ul>

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## A. Implementation of Previous Action Plan

Considering the recommendations of previous year annual report, list the planned actions and their status.

Planned Actions	Responsibility of Action	Planned Completion Date	Level of Completion		If Not Completed	
			Completed	Not Completed	Reasons	Proposed Actions
1. Complete the Student's Handbook	QAU/CAIT	April 2021	✓		completed	
2. Establish a college and departmental libraries	Dean	Sep 2020		✓	In progress	Sep 2021
3. Allocate Budget for extracurricular activities	Dean	Sep 2020		✓	In progress	Sep 2021
4. Allocate Budget for Graduation Project	Dean	Sep 2020		✓	In progress	Sep 2021
5. Engage the teaching staff in community services.	Dean	March 2021		✓	Pandemic	March 2022
6. Moving to a permanent headquarters in the college, and preparing classrooms suitable for preparing students, as well as workshops and laboratories	JU	Aug 2020		✓	Partially Completed In progress	Sep 2021
7. Make adequate publicity for the college, inform the community about it, and it is a technical college	Dean	Aug 2020		✓	Partially Completed In progress	Sep 2021

## B. Program Statistics

### 1. Students Statistics (in the year concerned)

No.	Item	Results
1	Number of students who started the program	44
2	Number of students who graduated	25
3	Number of students who completed major tracks within the program (if applicable)	
	a. Not Applicable	NA
4	a. Number of students who completed the program in the minimal time	6
5	a. Percentage of students who completed the program in the minimal time (Completion rate)	24%
6	Number of students who completed an intermediate award specified as an early exit point (if any)	NA
7	Percentage of students who completed an intermediate award specified as an early exit point (if any)	NA
<p><b>Comment on any special or unusual factors that might have affected the completion rates:</b></p> <p>The low completion rate may be arisen from those struggled students who graduated in 20211 and 20212</p>		

## 2. Cohort Analysis of Current Graduate Batch

Student Categories		Total cohort enrollment	Withdrawn	Retained till year end	Not passed	Passed	Passing rate
Years							
Last Year	M	36	0	36	27	9	25.00%
	F	--	--	--	--	--	--
	<b>Total</b>	36	0	36	27	9	25.00%
Current Year	M	44	4	19	19	25	56.82%
	F	--	--	--	--	--	--
	<b>Total</b>	44	4	19	19	25	56.82%

**Comments on the results:**  
The passing rate of pass is higher due to “online exam”

\* add more rows for further years ( if needed )

\*\* attach separate cohort analysis report for each branch

## 3. Analysis of Program Statistics

(including strengths, areas for improvement, and priorities for improvement)

<b>Strengths :</b>
Low number of students
<b>Areas for Improvement:</b>
Increase the average passing rate to exceed (~60.00%)
<b>Priorities for Improvement:</b>
Improve the quality of the enrolled students to be appropriate to the intended level of study

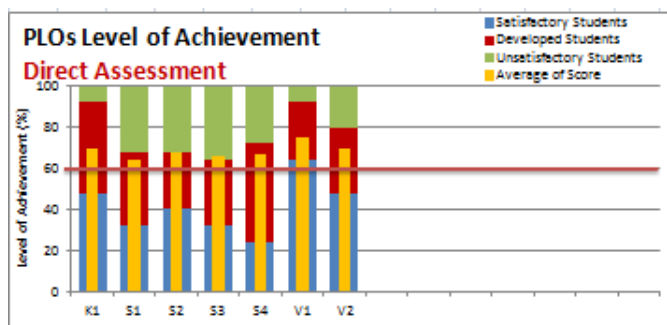
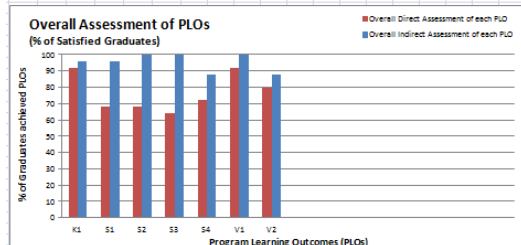
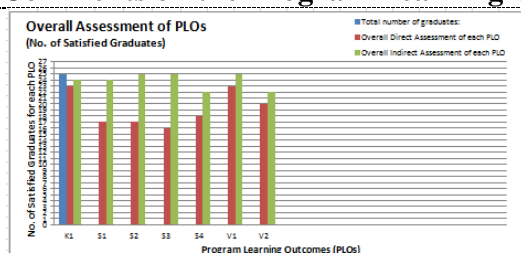
## C. Program Learning Outcomes Assessment

### 1. Program Learning Outcomes Assessment Results.

#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Performance Target	Results
<b>Knowledge</b>				
K1	An ability to demonstrate a broad and coherent body of knowledge, with depth in the underlying principles and concepts in the discipline,	% Satisfaction (Direct)	60%	92.0%
		Average Score (Direct)	0.6	0.693
		% Satisfaction (InDirect)	60%	96%
		Average Score (InDirect)	3.0 out of 5.0	3.77
<b>Skills</b>				
S1	An ability to apply knowledge, techniques, skills, and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline	% Satisfaction (Direct)	60%	68.0%
		Average Score (Direct)	0.6	0.644
		% Satisfaction (Direct)	60%	96%
		Average Score (Direct)	3.0 out of 5.0	3.85
S2	An ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline,	% Satisfaction (Direct)	60%	68.0%
		Average Score (Direct)	0.6	0.680
		% Satisfaction (InDirect)	60%	100%
		Average Score (InDirect)	3.0 out of 5.0	4.25

S3	An ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature	% Satisfaction (Direct)	60%	64.0%
		Average Score (Direct)	0.6	0.661
		% Satisfaction (InDirect)	60%	100%
		Average Score (InDirect)	3.0 out of 5.0	4.28
S4	An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results	% Satisfaction (Direct)	60%	72.0%
		Average Score (Direct)	0.6	0.667
		% Satisfaction (InDirect)	60%	88%
		Average Score (InDirect)	3.0 out of 5.0	3.90
<b>Values</b>				
V1	An ability to function effectively as a member of a technical team, a commitment to quality, timeliness, and continuous improvement	% Satisfaction (Direct)	60%	92.0%
		Average Score (Direct)	0.6	0.753
		% Satisfaction (InDirect)	60%	100%
		Average Score (InDirect)	3.0 out of 5.0	3.97
V2	An ability to engage in self-directed continuing professional development	% Satisfaction (Direct)	60%	80.0%
		Average Score (Direct)	0.6	0.697
		% Satisfaction (InDirect)	60%	88%
		Average Score (InDirect)	3.0 out of 5.0	3.97

### Comments on the Program Learning Outcome Assessment results.



- The PLOs are updated to comply with ABET, and at the same time it follows the NQF
- The spread sheet had been developed by QAU/CAIT to evaluate the updated PLOs, given the results of the key courses selected by the program committee
- The direct assessment of all PLOs need development except V1 which is satisfactory

\* Include the results of measured learning outcomes during the year of the report according to the program plan for measuring learning outcomes

\*\* Attach a separate report on the program learning outcomes assessment results for male and female sections and for each branch (if any)

## 2. Analysis of Program Learning Outcomes Assessment

(including strengths, Areas for Improvement:, and priorities for improvement)

<b>Strengths :</b>
<ul style="list-style-type: none"> <li>The accurate assessment of the PLOs helps to find and detect the point of weakness in the academic program</li> <li>The CLOs of the key courses are revised but more revision may be needed</li> </ul>
<b>Areas for Improvement:</b>
<ul style="list-style-type: none"> <li>Conduct a lecture for all the students in the final year about the PLOs</li> </ul>
<b>Priorities for Improvement:</b>
<ul style="list-style-type: none"> <li>Revise CLOs for key courses with paying more attention while delivering these CLOs to improve PLOs assessment</li> </ul>

## D. Summary of Course Reports

### 1. Teaching of Planned Courses/Units

List the courses / units that were planned and not taught during the academic year, indicating the reasons and compensating actions.

Course	Units/Topics	Reasons	Compensating Actions
--	--	--	--

### 2. Courses with Variations

List courses with marked variations in results that are stated in the course reports, including: (completion rate, grade distribution, student results, etc.), and giving reasons for these variations and actions taken for improvement.

Course Name & Code	variation	Reasons for variation	Actions taken
All courses	Online teaching via internet, but all Labs in present	Pandemic	BlackBoard

### 3. Result Analysis of Course Reports

(including strengths, Areas for Improvement:, and priorities for improvement)

<b>Strengths :</b>
<ul style="list-style-type: none"> <li>All courses had been taught as scheduled with nearly no variation</li> <li>The successful implementation of online learning via BB</li> <li>The successful conducting of labs in present with taking all the precautions</li> <li>The experiences added to students and teaching staff in teaching via BB</li> </ul>
<b>Areas for Improvement:</b>
<ul style="list-style-type: none"> <li>Provide students with tools which help them in online learning (iPad, SIM for internet)</li> <li>Labs need more attention (several courses have no appropriate labs)</li> <li>Department library and study room are required</li> <li>Study room for the students with supported IT preference</li> </ul>
<b>Priorities for Improvement:</b>
<ul style="list-style-type: none"> <li>Prepare Labs for better graduates</li> <li>Establish a departmental library with associated study room, both equipped with PC and printers, and connected to the internet</li> <li>Approve the Student's Handbook and make it in place and publish through the college webpage.</li> </ul>

## E. Program Activities

### 1. Student Counseling and Support

Activities Implemented	Brief Description*
Orientation for first year students	Introduction to their study plan; course assessment; progression; student responsibilities; student expectations; college rules and regulations
Orientation for post first year students	Effectiveness of progression; timely graduation in accordance with the study plan, Maintenance of an appropriate level of academic achievement, and Improvement in the student's autonomous decision-making skills. Provide students with at least one tour of programs' facilities and relate the function of each workshop/lab in the programs
Two advising sessions at least	Student advisors will address all student concerns that relate to an area identified in the orientation. They must meet assigned students at least twice for each semester. Student advisors are responsible for: 1- Exceptional cases for the students 2- Adding/Dropping course is the responsibility of the Academic Advisor 3- Major Selection is the responsibility of the Academic Advisor Provide the student a Questionere about the session
<b>Comment on Student Counseling and Support**</b>	
The link: <a href="https://www.jazanu.edu.sa/bcc/academic-advising/">https://www.jazanu.edu.sa/bcc/academic-advising/</a>	
The average score of Academic Advising as given in PES is 4.25/5	

\* including action time, number of participants, results and any other statistics.

\*\* including performance evaluation on these activities

### 2. Professional Development Activities for Faculty and Other Staff

Activities Implemented	Brief Description*
Staff members attended workshops regarding preparing reports and accreditation	During semester 2020/1, however pandemic hold these workshops
Dean, Vice dean, and some HoDs attended workshops regarding leadership and accreditation	During semester 2020/1, however pandemic hold these workshops
<b>Comment on Professional Development Activities for Faculty and Other Staff**</b>	
Pandemic hold professional development activities	

\* including action time, number of participants, results and any other statistics.

\*\* including performance evaluation on these activities

### 3. Research and Innovation

Activities Implemented	Brief Description*
7 refereed papers	Academic year 2020/2021 Dr Sundaresan Dr Anil
0 conference papers	Pandemic hold research activities
<b>Comment on Research and Innovation**</b>	
Pandemic hold research activities	

\* including action time, number of participants, results and any other statistics.

\*\* including performance evaluation on these activities

#### 4. Community Partnership

Activities Implemented	Brief Description*
School Visit	Pandemic hold community activities
<b>Comment on Community Partnership**</b>	
More activities is required such as visiting the Economic City. Make an open day and invite all persons who are concerned to the college	

\* including action time, number of participants, results and any other statistics.

\*\* including performance evaluation on these activities

#### 5. Analysis of Program Activities

(including strengths, Areas for Improvement:, and priorities for improvement)

<b>Strengths :</b>
Direct and indirect assessment for every LO is performed via a spreadsheet for accurate assessment and instant feedback
<b>Areas for Improvement:</b>
<ul style="list-style-type: none"> <li>• Revise CLOs for key courses to improve the assessment values of PLOs</li> <li>• Students extracurricular activities need more attention</li> <li>• Labs for better delivering courses</li> <li>• Libraries and study rooms supported with IT means</li> </ul>
<b>Priorities for Improvement:</b>
<ul style="list-style-type: none"> <li>• Labs for better delivering courses</li> <li>• Libraries and study rooms supported with IT means</li> <li>• Students extracurricular activities need more attention</li> <li>• Allocate budget for FYP</li> <li>• Revise CLOs for key courses to improve the assessment values of PLOs</li> </ul>



## F. Program Evaluation

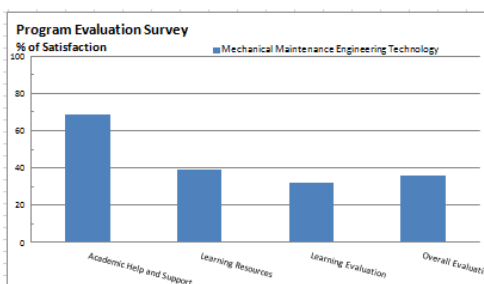
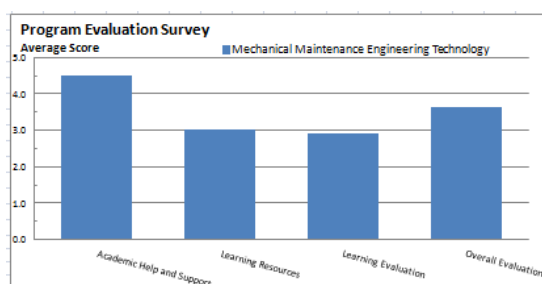
### 1. Evaluation of Courses

Course Code	Course Title	Student Evaluation (Yes-No)	Other Evaluations (specify)	Developmental Recommendations
231MMET	Metrology and Quality Control	Yes	CLO Survey	Developing labs
241MMET	Machine Elements	Yes	CLO Survey	Revising topics
251MMET	Plant Maintenance	Yes	CLO Survey	Add more practical assignments and developing the lab
232MMET	Hydraulics and Pneumatics	Yes	CLO Survey	Revising topics
233MMET	Welding and Inspection	--	--	Add more practical topics and developing labs
261MMET	Power Generation Systems	--	--	Revising topics
271MMET	Refrigeration and Air Conditioning Technology	Yes	CLO Survey	Revising topics
291MMET	Final Year Project	Yes	CLO Survey	Fund the projects

### 2. Students Evaluation of Program Quality

Evaluation Date: (PES – April 2012)	Number of Participants: 25
Students Feedback	Program Response
<b>Strengths:</b> <ul style="list-style-type: none"> <li>Academic help and support</li> </ul>	<u>Academic help and support</u> % of satisfied students (68.6%) Average Score (4.51)
<b>Areas for Improvement:</b> <ul style="list-style-type: none"> <li>Learning Evaluation</li> <li>Library resources were available and suitable</li> </ul>	<u>Learning Resources</u> % of satisfied students (38.9%) Average Score (3.02) <u>Learning Evaluation</u> % of satisfied students (32%) Average Score (2.932)
<b>Suggestions for improvement:</b> <ul style="list-style-type: none"> <li>Libraries and study rooms supported with IT means</li> </ul>	

\* Attach report on the students evaluation of program quality



### 3. Other Evaluations

(e.g. Evaluations by independent reviewer, program advisory committee, and stakeholders (e.g., faculty members, alumni, and employers))

<b>Evaluation method:</b> PLO Survey Graduates 20211 & 20212	<b>Date:</b> During FYP 20211 and 20212	<b>Number of Participants:</b> 25
Summary of Evaluator Review		Program Response
<b>Strengths:</b> <ul style="list-style-type: none"> <li>All PLOs attributes are clear to the students</li> </ul>		% of satisfied students (95%) Average Score (4.00) For all PLOs
<b>Points for Improvements::</b> <ul style="list-style-type: none"> <li>The students give the same score to all items              “Attributes” – Students fade up surveying</li> </ul>		
<b>Suggestions for improvement</b> <ul style="list-style-type: none"> <li>A word should be given to the students before taking the survey, so they pay more attention</li> </ul>		

\* Attach independent reviewer’s report and stakeholders’ survey reports ( if any)

#### 4. Key Performance Indicators (KPIs)

List the results of the program key performance indicators (including the key performance indicators required by the National Center for Academic Accreditation and evaluation)

No	KPI	Target Benchmark	Actual Value	Internal Benchmark	Analysis	New Target Benchmark
S1.1	Average rating on how well the mission is known to teaching staff, and undergraduate students, on a five- point scale in an annual survey	3	<b>5</b>	N/A	Survey (Satisfactory)	<b>5</b>
S2.1	Average rating on the adequacy of the Policy Handbook on a five- point scale	3	--	N/A	Still in progress	<b>3</b>
S3.1	Average rating of the overall quality on a five point scale in an annual survey	3	<b>3.53</b>	N/A	Survey (Satisfactory)	<b>3.5</b>
S3.2	Proportion of courses in which student evaluations were conducted during the year.	1	<b>1</b>	<b>1</b>	Survey (Satisfactory)	<b>1</b>
S4.1	Ratio of students to teaching staff. (Based on full time equivalents)	18/1	<b>15/1</b>	N/A	Satisfactory	<b>18/1</b>
S4.2	Average rating of students on a five point scale on overall evaluation of courses	3.5	<b>3.7</b>	N/A	Satisfactory	<b>3.75</b>
S4.3	Proportion of teaching staff with verified doctoral qualifications.	4/1	<b>4/1</b>	N/A	Unreliable, low number of staff	<b>4/1</b>
S4.4	Retention Rate; Percentage of students entering programs who successfully complete first year	70%	<b>32%</b>	N/A	Students struggled	<b>70%</b>
S4.5	Graduation Rate for Undergraduate Students: Proportion of students entering undergraduate programs who complete those programs in minimum time.	70%	<b>24%</b>	N/A	Students struggled	<b>70%</b>
S4.7	Proportion of graduates from undergraduate programs who within six months of graduation are: (a) employed (b) enrolled in further study (c) not seeking employment or further study	0.6	--	N/A	No Alumni Unit In progress (Pandemic)	<b>0.6</b>
S5.3	Average rating on the adequacy of academic and career counselling on a five- point scale in an annual survey of final year students	4	<b>4.51</b>	N/A	PES Satisfactory	<b>4.0</b>

S6.1	<p>Average overall rating of the adequacy of the library &amp; media center, including:</p> <ul style="list-style-type: none"> <li>a) Staff assistance,</li> <li>b) Current and up-to-date</li> <li>c) Copy &amp; print facilities,</li> <li>d) Functionality of equipment,</li> <li>e) Atmosphere or climate for studying</li> <li>f) Availability of study sites, and</li> <li>g) Any other quality indicators of service on a five- point scale of an annual survey</li> </ul>	3	--	N/A	<p>Need Improvement</p> <p>No Libraries</p>	3
S.6.3	<p>Average overall rating of the adequacy of the digital library, including:</p> <ul style="list-style-type: none"> <li>a) User friendly website</li> <li>b) Availability of the digital databases,</li> <li>c) Accessibility for users,</li> <li>d) Library skill training and</li> <li>e) Any other quality indicators of service on a five- point scale</li> </ul>	3	3.02	N/A	Students rarely use digital library	3.5
S7.1	<p>Annual expenditure on IT budget, including:</p> <ul style="list-style-type: none"> <li>a) Percentage of the total Institution, or College, or Program budget allocated for IT;</li> <li>b) Percentage of IT budget allocated per program for institutional or per student for programatic;</li> <li>c) Percentage of IT budget allocated for software licences;</li> <li>d) Percentage of IT budget allocated for IT security;</li> <li>e) Percentage of IT budge allocated for IT maintenance.</li> </ul>	--	--	N/A	Not Applicable	60%

S7.2	Average overall rating of the adequacy of: a) IT availability, b) IT Security, c) IT Maintenance, d) IT Accessibility e) IT Support systems, f) Software and up-dates, g) Age of hardware, and h) Other viable indicators of service on a five- point scale of an annual survey	4	<b>3.02</b>	N/A	PES Need Development	<b>4</b>
S7.3	22. Stakeholder evaluation a) Websites, b) e-learning services c) Hardware and software d) Accessibility e) Learning and Teaching f) Assessment and service g) Web-based electronic data management system or electronic resources (for example: institutional website providing resource sharing, networking & relevant information, including e-learning, interactive learning & teaching between students & faculty On a five- point scale of an annual survey).	3	<b>3.02</b>	N/A	Survey	<b>3</b>
S9.1	Proportion of teaching staff leaving the department in the past year for reasons other than age retirement	0.1	<b>0</b>	N/A	Satisfactory	<b>0.0</b>
S9.2	Proportion of teaching staff participating in professional development activities during the past year	0.7	<b>0.7</b>	N/A	Satisfactory	<b>0.7</b>
S10.1	Number of refereed publications in the previous year per full time equivalent teaching staff. (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)	0.5/1	<b>2/1</b>	N/A	Need Improvement	<b>2/1</b>
S10.2	Number of citations in refereed journals in the previous year per full time equivalent faculty members.	5/1	--	N/A	Not counted	<b>5/1</b>
S10.3	Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	0.7	<b>0.2</b>	N/A	Not Satisfactory	<b>0.7</b>

S10.4	Proportion of papers or reports presented at academic conferences during the past year per full time equivalent faculty.	0.7	0.0	N/A	Not Satisfactory (Pandamic)	0.7
S10.5	Research income from external sources in the past year as a proportion of the number of full time faculty.	--	--	N/A	Not Applicable	--
S11.1	Proportion of full time teaching and other staff actively engaged in community service activities.	0.6	0	N/A	Unsatisfactory	0.6
<b>Comments on the Program KPIs and Benchmarks results :</b>						
There are some KPIs do not evaluated, a committee should be created for KPIs evaluation and surveys						

## 5. Analysis of Program Evaluation

(including strengths, Areas for Improvement:, and priorities for improvement)

<p><b>Strengths :</b></p> <ul style="list-style-type: none"> <li>• Average rating on how well the mission is known</li> <li>• Proportion of courses in which student evaluations were conducted during the year.</li> <li>• Ratio of students to teaching staff.</li> <li>• Average rating of students for courses</li> <li>• Retention Rate; Percentage of students entering programs who successfully complete first year</li> <li>• the adequacy of academic and career counseling</li> <li>• the adequacy of IT</li> <li>• teaching staff leaving the department for reasons other than age retirement</li> <li>• teaching staff participating in professional development activities</li> <li>• teaching staff leaving the department in the past year for reasons other than age retirement</li> </ul>
<p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>• A committee should be created for KPIs evaluation and surveys</li> <li>• Graduation Rate</li> <li>• Finish the Policy Handbook with survey afterword</li> <li>• Establish Alumni Unit to follow and monitor graduates and stakeholders</li> <li>• Create departmental and central libraries, and provide study rooms for students equipped with computers and printers</li> <li>• Finish the English language website of the college</li> <li>• Encourage teaching and other staff actively engaged in community service activities</li> <li>• papers or reports presented at academic conferences</li> <li>• teaching staff with at least one refereed publication</li> </ul>
<p><b>Priorities for Improvement:</b></p> <ul style="list-style-type: none"> <li>• Establish Alumni Unit to follow and monitor graduates and stakeholders</li> <li>• A committee should be created for KPIs evaluation and surveys</li> <li>• Encourage teaching and other staff actively engaged in community service activities</li> <li>• Encourage teaching and other staff actively engaged in conferences</li> <li>• Publications</li> </ul>

## G. Difficulties and Challenges Faced Program Management

Difficulties and Challenges	Implications on the Program	Actions Taken
The new site of the college needs labs, libraries, sitting areas, study rooms, etc	Distract the students study during their stay in the college	Start to establish labs, libraries, sitting areas, study rooms, etc
Lack of sufficient numbers of faculty members	The use of faculty members from outside the college, and they are not aware of the goals and mission of the college	Appoint faculty members for the college, and transfer the goals and mission of the college to them
The college is new, and there is not enough publicity about it	The weak turnout at the college, which causes the acceptance of students who are not qualified to accommodate technical courses, and thus the level of graduates	Make adequate publicity for the college, inform the community about it, and it is a technical college

\*Internal and external difficulties and challenges

## H. Program Improvement Plan

No.	Priorities for Improvement	Actions	Action Responsibility	Date		Achievement Indicators	Target Benchmark
				Start	End		
2	Create departmental and central libraries, and provide study rooms for students equipped with computers and printers	Create departmental and central libraries, and study rooms	JU	Aug 2020	Feb 2021	Satisfaction of stakeholders for libraries	3.5
3	Make adequate publicity for the college, inform the community about it, and it is a technical college	Make publicity for the college	JU and CAIT	Aug 2020	Feb 2021	Survey the community about the publicity of CAIT	3.5

## I. Report Approving Authority

Council / Committee	<b>MET DEPARTMENT COUNCIL</b>
Reference No.	<b>04/07/41/1442</b>
Date	<b>9<sup>TH</sup> OF JUNE 2021</b>

## J. Attachments :

- A separate cohort analysis report for male and female sections and for each branch

المقر : التطبيقات الصناعية ببينش

الكلية : كلية التطبيقات الصناعية ببينش

التخصص : تقنية هندسة الصيانة الميكانيكية

النسبة المئوية للذين تموا المستوى	عدد الذين تموا المستوى	العدد الذي بدأ	مخرج	مقصود كادهميا	منقطع عن الدراسة	معتذر	منتظم	متابعة الدفعة المقبولة 20161
43%	3	7				1	6	الفصل الاول 1438/1437
0%	0	11					11	الفصل الثاني 1438/1437
0%	0	13					13	الفصل الاول 1439/1438
0%	0	13	3				10	الفصل الثاني 1439/1438
100%	10	10	2			1	7	الفصل الاول 1440/1439
100%	8	8	4		1		3	الفصل الثاني 1440/1439
100%	3	3	1				2	الفصل الاول 1441/1440
100%	3	3	1				2	الفصل الثاني 1441/1440
100%	2	2		1			1	الفصل الاول 1442
100%	1	1		1				الفصل الثاني 1442

عدد الطلاب الذين تخرجوا : 11

عدد الطلاب المتوقع تخرجهم : 0

المقر : التطبيقات الصناعية ببينش

الكلية : كلية التطبيقات الصناعية ببينش

التخصص : تقنية هندسة الصيانة الميكانيكية

النسبة المئوية للذين تموا المستوى	عدد الذين تموا المستوى	العدد الذي بدأ	مخرج	معتذر	منتظم	متابعة الدفعة المقبولة 20162
0%	0	1			1	الفصل الثاني 1438/1437
0%	0	2			2	الفصل الاول 1439/1438
0%	0	2			2	الفصل الثاني 1439/1438
0%	0	2			2	الفصل الاول 1440/1439
100%	2	2	1	1		الفصل الثاني 1440/1439
100%	1	1			1	الفصل الاول 1441/1440
100%	2	2			2	الفصل الثاني 1441/1440
100%	2	2	1		1	الفصل الاول 1442
100%	1	1	1			الفصل الثاني 1442

عدد الطلاب الذين تخرجوا : 2

عدد الطلاب المتوقع تخرجهم : 0



المقر : التطبيقات الصناعية ببيش

الكلية : كلية التطبيقات الصناعية ببيش

التخصص : تقنية هندسة الصيانة الميكانيكية

النسبة للذين اتموا المستوى	عدد الذين اتموا المستوى	العدد الذي بدأ	متخرج	منقطع عن الدراسة	منتظم	متابعة الدفعة المقبولة 20171
50%	2	4			4	الفصل الاول 1439/1438
0%	0	4			4	الفصل الثاني 1439/1438
0%	0	4	1		3	الفصل الاول 1440/1439
0%	0	3	1		2	الفصل الثاني 1440/1439
100%	2	2			2	الفصل الاول 1441/1440
100%	2	2	1	1		الفصل الثاني 1441/1440

عدد الطلاب الذين تخرجوا : 3

عدد الطلاب المتوقع تخرجهم : 0

المقر : التطبيقات الصناعية ببيش

الكلية : كلية التطبيقات الصناعية ببيش

التخصص : تقنية هندسة الصيانة الميكانيكية

النسبة للذين اتموا المستوى	عدد الذين اتموا المستوى	العدد الذي بدأ	متخرج	معتذر	منتظم	متابعة الدفعة المقبولة 20172
25%	1	4			4	الفصل الاول 1439/1438
25%	1	4			4	الفصل الثاني 1439/1438
0%	0	6		1	5	الفصل الاول 1440/1439
0%	0	8			8	الفصل الثاني 1440/1439
0%	0	7	2		5	الفصل الاول 1441/1440
100%	5	5	3		2	الفصل الثاني 1441/1440
100%	1	1	1			الفصل الاول 1442

عدد الطلاب الذين تخرجوا : 7

عدد الطلاب المتوقع تخرجهم : 0

المقر : التطبيقات الصناعية ببيش

الكلية : كلية التطبيقات الصناعية ببيش

التخصص : تقنية هندسة الصيانة الميكانيكية

النسبة للذين اتموا المستوى	عدد الذين اتموا المستوى	العدد الذي بدأ	مخرج	متنظم	متابعة الدفعة المقبولة 20181
60%	3	5		1	الفصل الأول 1440/1439
0%	0	6		2	الفصل الثاني 1440/1439
0%	0	7	1	6	الفصل الأول 1441/1440
0%	0	9	3	6	الفصل الثاني 1441/1440
100%	6	6	2	1	الفصل الأول 1442
100%	4	4		4	الفصل الثاني 1442

عدد الطلاب الذين تخرجوا : 6

عدد الطلاب المتوقع تخرجهم : 0

المقر : التطبيقات الصناعية ببيش

الكلية : كلية التطبيقات الصناعية ببيش

التخصص : تقنية هندسة القوى الكهربائية

النسبة للذين اتموا المستوى	عدد الذين اتموا المستوى	العدد الذي بدأ	مخرج	متنظم	متابعة الدفعة المقبولة 20182
0%	0	4		4	الفصل الثاني 1440/1439
36%	4	11	3	8	الفصل الأول 1441/1440
0%	0	8	1	7	الفصل الثاني 1441/1440
0%	0	7	2	5	الفصل الأول 1442
100%	5	5	3	2	الفصل الثاني 1442

عدد الطلاب الذين تخرجوا : 9

عدد الطلاب المتوقع تخرجهم : 0

المقر : التطبيقات الصناعية ببيش  
 الكلية : كلية التطبيقات الصناعية ببيش  
 التخصص : تقنية هندسة الصيانة الميكانيكية

النسبة للذين اتموا المستوى	عدد الذين اتموا المستوى	العدد الذي بدأ	مخرج	معتذر	منتظم	متابعة الدفعة المقبولة 20191
0%	0	4		1	3	الفصل الاول 1441/1440
0%	0	6			6	الفصل الثاني 1441/1440
0%	0	6	3	1	2	الفصل الاول 1442
0%	0	3			3	الفصل الثاني 1442

عدد الطلاب الذين تخرجوا : 3  
 عدد الطلاب المتوقع تخرجهم : 0

المقر : التطبيقات الصناعية ببيش  
 الكلية : كلية التطبيقات الصناعية ببيش  
 التخصص : تقنية هندسة الصيانة الميكانيكية

النسبة للذين اتموا المستوى	عدد الذين اتموا المستوى	العدد الذي بدأ	مخرج	معتذر	منتظم	متابعة الدفعة المقبولة 20192
0%	0	2			2	الفصل الاول 1441/1440
75%	3	4			4	الفصل الثاني 1441/1440
0%	0	6	3	1	2	الفصل الاول 1442
0%	0	4		1	3	الفصل الثاني 1442

عدد الطلاب الذين تخرجوا : 3  
 عدد الطلاب المتوقع تخرجهم : 0

المقر : التطبيقات الصناعية ببيش  
 الكلية : كلية التطبيقات الصناعية ببيش  
 التخصص : تقنية هندسة الصيانة الميكانيكية

النسبة للذين اتموا المستوى	عدد الذين اتموا المستوى	العدد الذي بدأ	متخرج	منقطع عن الدراسة	معتذر	منتظم	متابعة الدفعة المقبولة 20201
25%	2	8			1	7	الفصل الثاني 1441/1440
41%	7	17		1	4	12	الفصل الاول 1442
0%	0	18	5	1	3	9	الفصل الثاني 1442

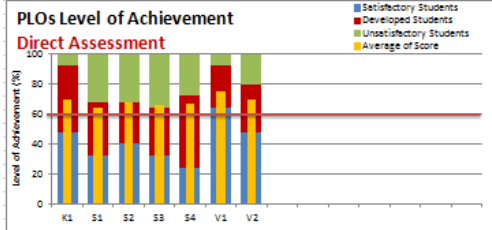
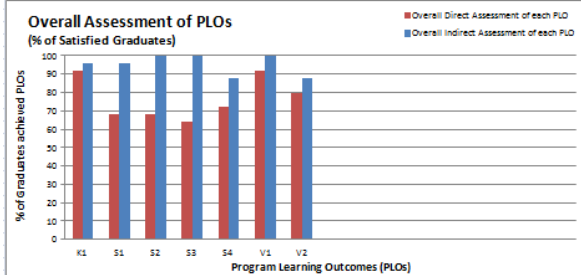
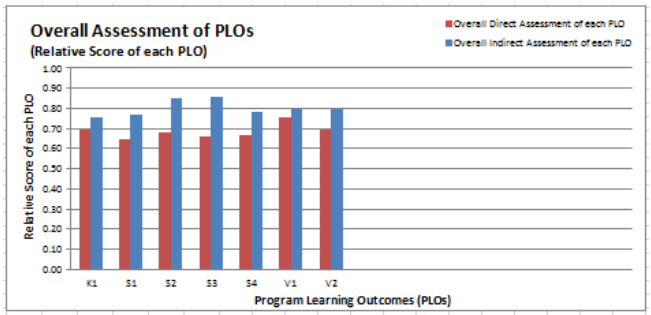
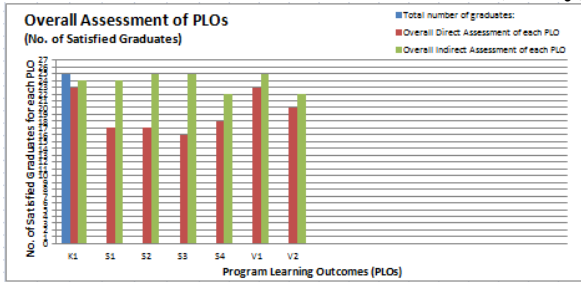
عدد الطلاب الذين تخرجوا : 5  
 عدد الطلاب المتوقع تخرجهم : 0

المقر : التطبيقات الصناعية ببيش  
 الكلية : كلية التطبيقات الصناعية ببيش  
 التخصص : تقنية هندسة الصيانة الميكانيكية

النسبة للذين اتموا المستوى	عدد الذين اتموا المستوى	العدد الذي بدأ	متخرج	منقطع عن الدراسة	معتذر	منتظم	متابعة الدفعة المقبولة 20202
45%	5	11				11	الفصل الثاني 1441/1440
36%	5	14		1	2	11	الفصل الاول 1442
67%	10	15	5	1	1	8	الفصل الثاني 1442

عدد الطلاب الذين تخرجوا : 5  
 عدد الطلاب المتوقع تخرجهم : 0

- A report on the program learning outcomes assessment results for male and female sections and for each branch (if any)



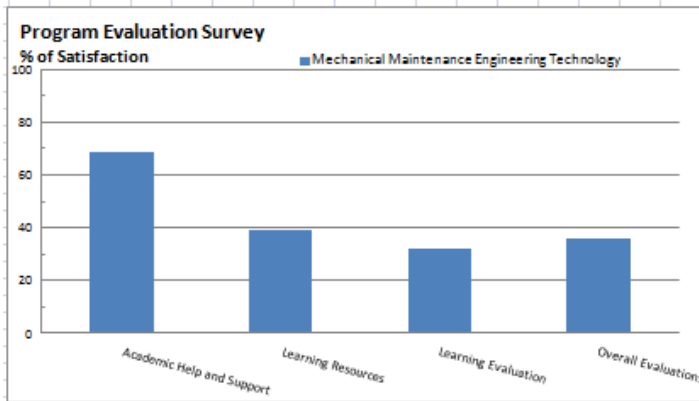
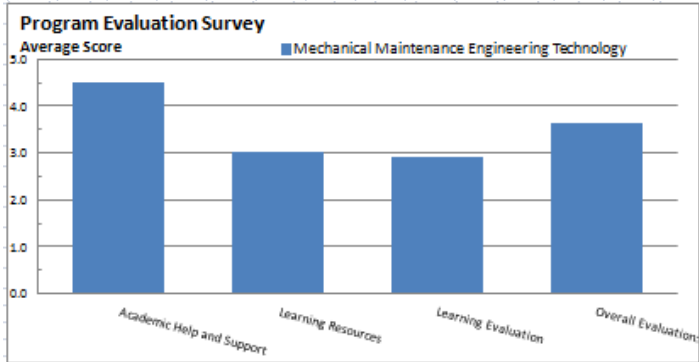
	Overall Direct Assessment of each PLO							Overall
	K1	S1	S2	S3	S4	V1	V2	
No. of Graduates achieved each PLO	23	17	17	16	18	23	20	19
% of Graduates achieved each PLO	92.0	68.0	68.0	64.0	72.0	92.0	80.0	76.0
Average of each PLO	0.693	0.644	0.680	0.661	0.667	0.753	0.697	0.685

	Sat >= 70%	Dev 60 - 69	UnSat < 60%											
Sat	48	32	40	32	24	64	48	--	--	--	--	--	--	--
Dev	44	36	28	32	48	28	32	--	--	--	--	--	--	--
Un Sat	8	32	32	36	28	8	20	--	--	--	--	--	--	--
Aver	69.3	64.4	68.1	66.1	66.7	75.3	69.7	--	--	--	--	--	--	--

Red cell means that this PLO has not been evaluated for this student

- A report on the students evaluation of program quality

Note: The students who are not taken the survey are assumed "Neutral"					
Criteria Evaluated for Program (Department) Evaluation Survey (PES)	Score (out of 5)	Relative Score (out of 5)	% of Satisfaction	Av Relative Score (out of 5)	Av % of Satisfaction
	Academic Help and Support	4.51	4.51	68.6	3.53
Learning Resources	3.02	3.03	38.9		
Learning Evaluation	2.93	2.93	32.0		
Overall Evaluation:	3.65	3.65	36.0		



- **Independent reviewer's report and other survey reports (if any)**

**Not Exist**