



Annual Program Report

Program Name:	Physics
Qualification Level:	Bachelor
Department:	Physics
College:	University College- Al Ardah
Institution:	Jazan University
Academic Year:	2019/2020
Main Location:	Main City campus
Branches offering the Program:	Ardha University college

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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. Assign qualified lab technician	Dean of college and Head of department	end of academic year		✓	University provided a chemistry technician, but the department also need a physicist	
2. Develop activity with equal chances of the students from all levels of the department	HOD and Activity Unit	end of academic year	✓			
3. Enhance communications and cooperation with the community (To do some activity with schools)	HOD and Community service Unit	end of academic year	✓			
4. Improve students' skills in the domain of IT, English language and oral presentation (Give activity and workshop in the related field)	HOD and activity Unit	end of academic year		✓	education system has turned into distance education	
5. Follow up the performance of every student and work on attracting talented ones and develop an effective mechanism to deal with students with sub-satisfactory performance.	HOD, Activity and excellence Unit	end of academic year	✓			
6. Improve the quality of lab references according to the course specification	HOD and lab committee	end of academic year		✓	education system has turned into distance education	

B. Program Statistics

1. Students Statistics (in the year concerned)

No.	Item	Results
1	Number of students who started the program	70
2	Number of students who graduated	57
4	a. Number of students who completed the program in the minimal time	27
5	a. Percentage of students who completed the program in the minimal time (Completion rate)	38%

Comment on any special or unusual factors that might have affected the completion rates:

In general, the factors that govern the students' progress in their studies

- The availability of job opportunities and the needs of the labor market.
- The extent of student satisfaction with the program.
- The willingness of the student in his specialty.
- The need for the student to study the university.

Therefore, this point need to be analyzed starting from the admission criteria

These factors hinder the student's motivation to continue their progress and complete the program requirement in minimum time.

2 . Cohort Analysis of Current Graduate Batch

Student Categories		Total cohort enrollment	Withdrawn	Retained till year end	Not passed	Passed	Passing rate
Years							
Three Years Ago	M	---	---	---	----	---	----
	F	100	1	76	40	36	47%
	Total	100	1	76	40	36	47%
Two Years Ago	M	---	----	---	---	---	---
	F	80	3	66	5	61	92%
	Total	80	3	66	5	61	92%
Last Year	M	---	---	---	---	----	----
	F	66	2	54	6	48	88%
	Total	66	2	54	6	48	88%
Current Year	M	--	---	---	---	---	--
	F	57	1	50	1	49	98%
	Total	57	1	50	1	49	98%

Comments on the results:

- 47% of the student's enrollment in 20171 was successfully graduated on time after 4 years of study. That is a low percentage of completion may be because of the difficulty since the acceptance standards for the department is not high so they faced during their study they transfer to another major and some students move to live in another city after marriage.
- Passing rate is enhanced compared with previous patches

* 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)

Strengths :

- High passing rate in the preparatory year (92%).
- Less number of Withdrawn / Dropped students and more number of students were retained till the year end.
- Pass percentage is getting slightly enhanced

Areas for Improvement:

- Improving the students in English language skills.
- Improving the students in mathematics skills
- Motivate the increase of retention rate

Priorities for Improvement:

- Recommendation for extra English language courses.
- Sophisticated assessment for the completion/ graduation rates in the program
- Recommendation for extra mathematics courses



C. Program Learning Outcomes Assessment

1. Program Learning Outcomes Assessment Results.

#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Performance Target	Results	
Knowledge				Ardah	
K1	Demonstrate knowledge on various fundamental concepts and theories of physics and their effect in different fields of science and technology	Direct: From direct assessment of all courses Indirect: from all surveys of CLOs, CES, EES, PES	Two KPIs 1. Score out of 5 2. % of students exceeded 60%	Direct: Score:3.6 %: 86.56 Indirect: Score:4.3 %: 97.8	
K2	Describe physics phenomena using physics principles and scientific reasoning	Direct: From direct assessment of all courses Indirect: from all surveys of CLOs, CES, EES, PES	Two KPIs 1. Score out of 5 2. % of students exceeded 60%	Direct: Score:4.1 %: 83.43 Indirect: Score:4.36 %: 97.8	
S1	Apply mathematical concepts, strategies and procedures to solve problems in various fields of physics.	Direct: From direct assessment of all courses Indirect: from all surveys of CLOs, CES, EES, PES	Two KPIs 1. Score out of 5 2. % of students exceeded 60%	Direct: Score:3.61 %: 82.26 Indirect: Score:4.38 %: 97.6	
S2	Demonstrate analytical skills and competencies to formulate drive and analyze physics concepts.	Direct: From direct assessment of all courses Indirect: from all surveys of CLOs, CES, EES, PES	Two KPIs 1. Score out of 5 2. % of students exceeded 60%	Direct: Score:4.67 %:84.40 Indirect: Score:4.45 %: 98.6	
S3	Conduct scientific research on certain fields of Physics.	Direct: From direct assessment of all courses Indirect: from all surveys of CLOs, CES, EES, PES	Two KPIs 1. Score out of 5 2. % of students exceeded 60%	Direct: Score:3.66 %: 86.87 Indirect: Score:4.35 %: 100	
S4	Perform experiments in various fields of Physics, analyze, interpret the scientific data, and write reports	Direct: From direct assessment of all courses	Two KPIs 1. Score out of 5	Direct: Score:3.8 %: 88.46	



		Indirect: from all surveys of CLOs, CES, EES, PES	2. % of students exceeded 60%	Indirect: Score:4.3 %:93.6	
C1	Develop skills of team work, bear individual responsibility and ethical standards on assigned tasks	Direct: From direct assessment of all courses Indirect: from all surveys of CLOs, CES, EES, PES	Two KPIs 1. Score out of 5 2. % of students exceeded 60%	Direct: Score:4.12 %:93 Indirect: Score:4.36 %:97.6	
C2	Apply practices of life-long learning in various physics and scientific disciplines for their professional career	Direct: From direct assessment of all courses Indirect: from all surveys of CLOs, CES, EES, PES	Two KPIs 1. Score out of 5 2. % of students exceeded 60%	Direct: Score:4.15 %: 95.99 Indirect: Score:4.44 %: 97.7	
C3	Illustrate awareness of risk assessment and safety observation when dealing with various equipments at various fields	Direct: From direct assessment of all courses Indirect: from all surveys of CLOs, CES, EES, PES	Two KPIs 1. Score out of 5 2. % of students exceeded 60%	Direct: Score:4.09 %: 95.4 Indirect: Score:4 %: 95.2	
C4	Locate, retrieve, analyze, report and present scientific information using latest technology	Direct: From direct assessment of all courses Indirect: from all surveys of CLOs, CES, EES, PES	Two KPIs 1. Score out of 5 2. % of students exceeded 60%	Direct: Score:3.65 %: 87.50 Indirect: Score:4 %: 83.5	
C..	Deliver scientific information clearly, concisely and effectively, both orally and in writing	Direct: From direct assessment of all courses Indirect: from all surveys of CLOs, CES, EES, PES	Two KPIs 1. Score out of 5 2. % of students exceeded 60%	Direct: Score:3.85 %: 93.97 Indirect: Score:4.3 %: 97.2	
CLO analysis was arranged for both direct and indirect assessments. The indirect assessment was adopted for all courses via surveys specified mainly for CLOs for all courses so that it is not only obtained from CES, PES and EES surveys which was difficult to extract for exact PLOs					

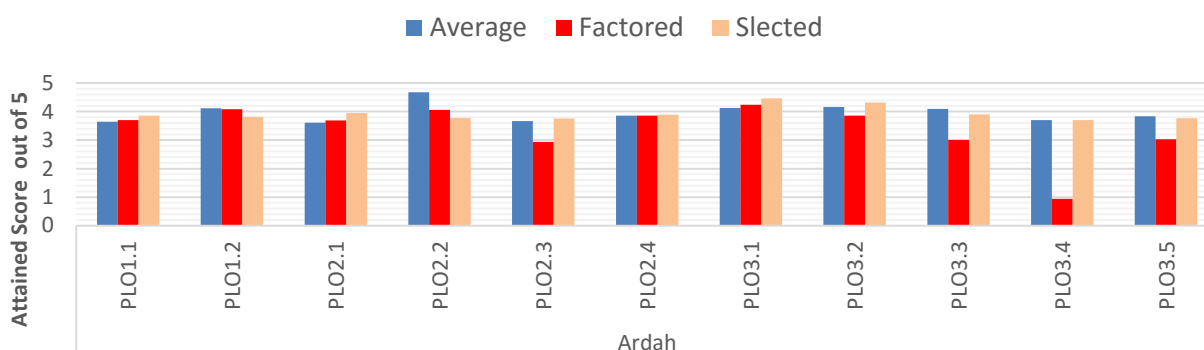
As it was emphasized earlier in the assessment plan of Physics Program, three mechanisms to analyze the **PLO's** assessment directly and indirectly will be considered based on the assessment of courses.

Physics Program has implemented the following methods:

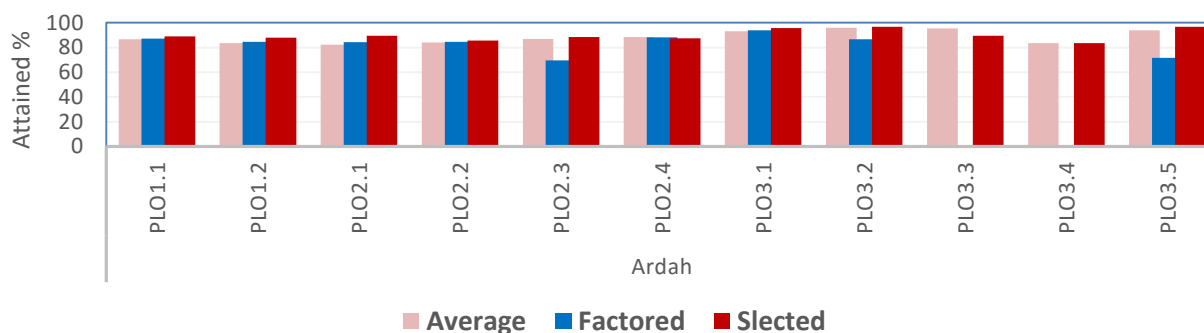
- 1- Method of equal contributions of all courses (crude analysis): this is done every Semester
- 2- Method of factoring contribution of all courses (Wight % to course based on the level of learning domain and level of the program): it is the most accurate and consistent with % of learning domains in the program but it is somehow a cumbersome method
- 3- Method of selective contribution from some high level course (specifically final year course

a. Direct assessment

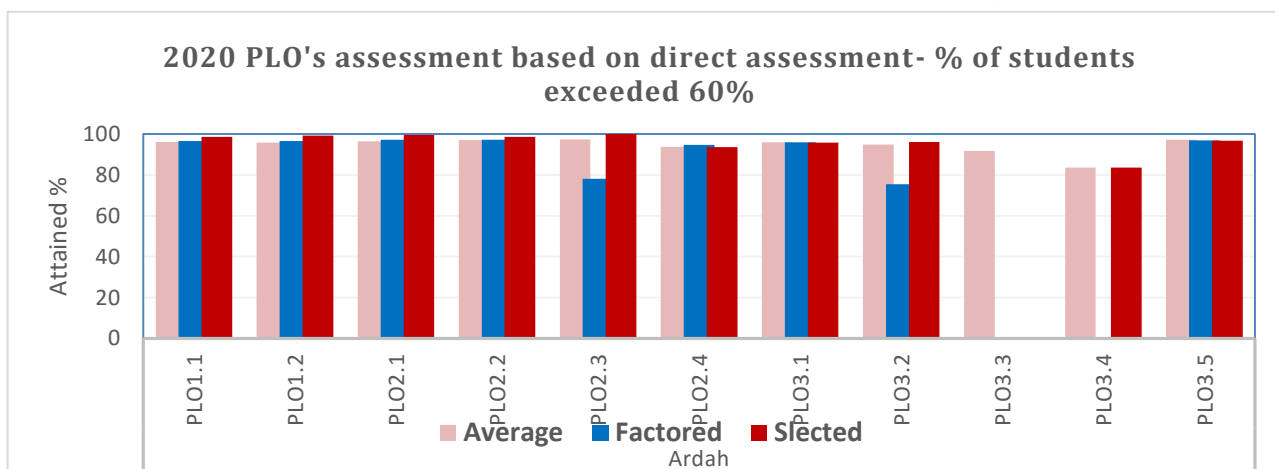
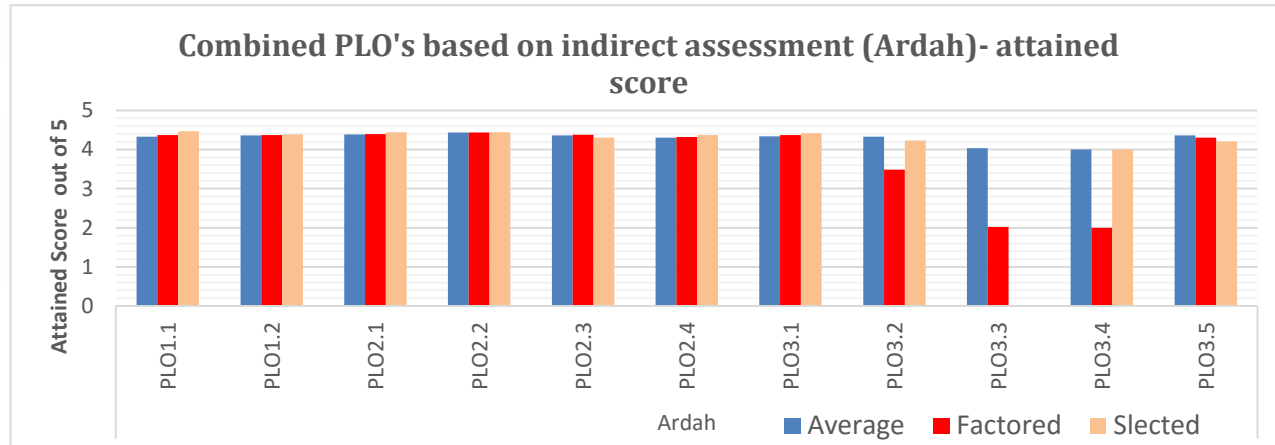
2020 PLO's based on direct assessment (Ardah)- attained score



2020 PLO's assessment based on direct assessment- % of students exceeded 60%



a. Indirect assessment



Comments on the Program Learning Outcome Assessment results.

There was a significant difference between the students achievements in the domain skills. The Direct L.C.O

Communication, IT, Numerical had little higher achievement (Direct 94.54%) followed by Interpersonal Skills & Responsibility (Direct 85.39%) and knowledge skills (Direct 84.96%)

Indirect LOC

All LOC assessment have almost same percentage

* 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)

Strengths :

- All PLOs were measured **directly** via all courses and **indirectly** via survey of all courses
- The CLOs are aligned with all PLOs
- The program monitors the commitment of the teaching staff to the learning and teaching strategies and assessment methods included in the program and course specifications through specific mechanisms.
- The faculty members in the program level are training for measuring the program learning outcomes.
- Increases the quality of education and improves the level of students

Areas for Improvement:

- The program curriculum mapping not organized with courses specification
- Curriculum of the program should reviewing every year with advisory committee, alumni students etc., based on the labor market requirements.
- Advisory committee and curriculum committee of the program must suggest a new courses in the curriculum for the coming academic year as per the professional requirements.
- The teaching staff must using effective teaching and learning strategies and assessment methods.
- Organize workshops for staff to explain how to prepare assessment that measures all learning outcomes in the course description
- Modification of PLOs to reduce the number of PLOs and remove some PLOs that were not easy to align with courses (very few PLOs were covered by courses).
- All course should be analyzed the CLOs using the same system.
- More indirect assessment should be implemented (such as focus group and/or exit survey).
- Using the actual results and improve the CLOs that had low performance results

Priorities for Improvement:

- Language and common courses were teaching by the other departments to all programs under the university.
- Conduct workshop in the program level for sensitizing the faculty members about the blue print of program for measuring program learning outcomes.
- Collect program learning outcomes report forms from each course coordinator strictly in time bound manner.
- Faculty members need to revise the cognitive learning outcomes and contents of courses in program and course level
- Assessment frequency, PLOs should be analyzed frequently and it is better not all the PLOs were assessed every time, the evidence will be more reliable
- The CLOs alignment should be revised again to associated with PLOs
- Blueprint orientation lectures should be conducted frequently

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
None	None	None	None

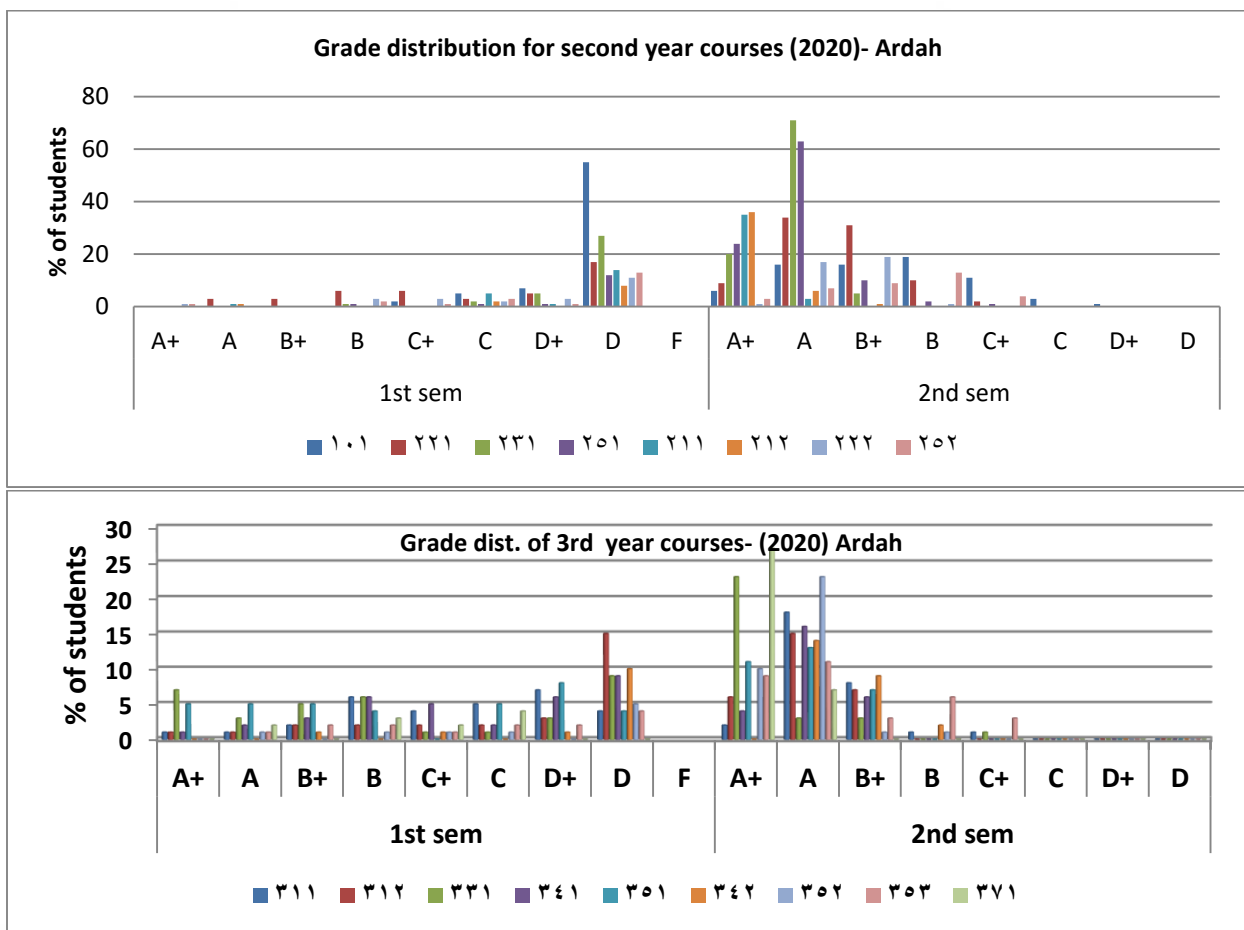
2. Courses with Variations

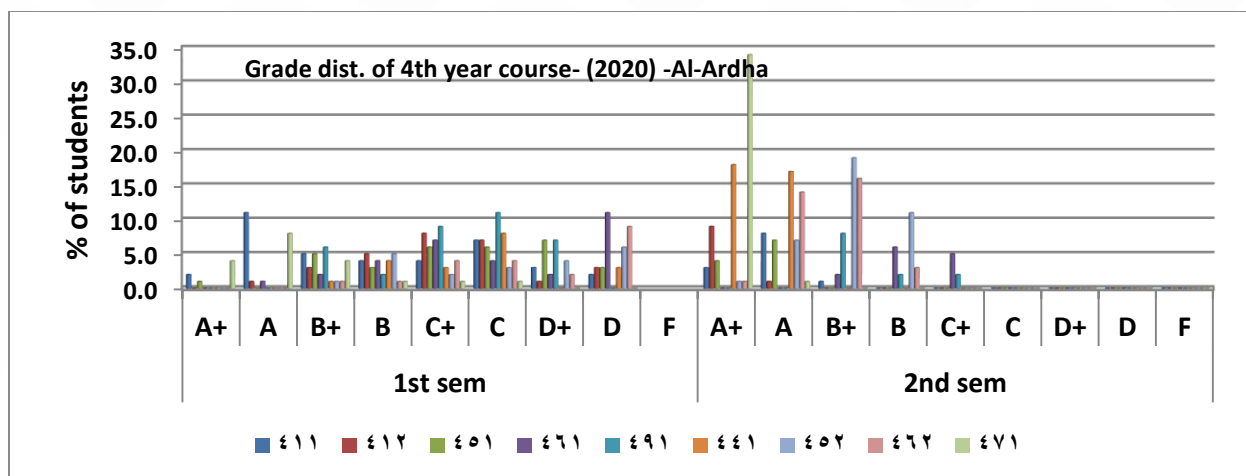
List courses with marked variations in results that are stated in the course reports, including: (completion rate, grade distribution, student results, etc.), and giving reasons for these variations and actions taken for improvement.

Pass rate:

The second semester rate is higher than that of first which was affected by the pandemic circumstances and the easiness of the learning process. The second semester during the pandemic the students got some flexibility and the achieve better than 1st semester

The grades





The specific variations on course level can be on grades or pass rate of some courses as follows

a. First semester

Course Name & Code	variation	Reasons for variation	Actions taken
PHYS 101	pass % <60	<ul style="list-style-type: none"> Weakness in English and basics of mathematics with low motivation. Some students are very poor in basic physics due to that they didn't study well general physics course in level Less motivation of students to study hard 	More exercises and examples are to be given in the lectures and tutorial sessions. -More office hours are afforded by the instructor to give students higher opportunity for individual contact.
211 PHYS	pass % <60		
231 PHYS	pass % <60		
312 PHYS	pass % <60		
342 PHYS	pass % <60		

b. Second semester

all course achieved high pass rate with high grades in most of them as the situation of the pandemic and handling the e-learning was somehow easy to enable students continue their study during the hard time

3. Result Analysis of Course Reports

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

Strengths : <ul style="list-style-type: none"> All courses have clear course specifications formulated All coordinators deliver their CR In 2nd. Semester after Covied19 pandemic, staff change mode of study to on-line successfully. Success % in the program is the highest in 2nd semester CES and analysis was done for all courses. Most of the course reports have been written properly. The course reports editing has improved compared with previous year.
Areas for Improvement: <ul style="list-style-type: none"> Enhance analysis in CR and make reasonable improvement plans Using assessment and Survey results for feedback to students and further improvements

- Some course reports need to be revised with the course coordinators.
- Study the differences between male and female in completion rate, pass percentage and grades.

Priorities for Improvement:

- Increase the level of the assessment target to 3
- Verification of students work
- The attendance policy in the program should be improved to solve the absent issues during midterm exams.
- The courses that have low completion rate and high withdraw percentage should be evaluated.

E. Program Activities

1. Student Counseling and Support

Activities Implemented	Brief Description*
Orientation program for new students Presented by Dr kawther hessen Dr hajer Adem Dr shadlea Manaa	Duration : 2:30 Hours , Almost All new students participated
Academic counseling (Office hour)	2 Hours (for one subject) / week
Academic support for weak students	1 Hour/week for each student
Orientation program for new students	Duration : 1 Hour , 30 students participated
Comment on Student Counseling and Support**	
Performance evaluation for counseling activities: No of students participated: Overall Rating 4.14/5 Place and counseling services 4/5 Academic counselor 4.22/5 Counseling program 3.97/5 System of study and exams 4.29/5	

* 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*
Workshop on How to make a good Exam paper By Dr. Mohammad fathallah	Date : 23 october 2019, Duration: 30 Mins 10 Participants, Venue: University college Al Ardah Presented by : Dr. Mohammad fathallah
Workshop on how to used infographics in education Presented by : Dr. rabab hejezy	Date : 26 November 2019, Duration: 60 Mins 10 Participants, Venue: University college Al Ardah Presented by : Dr. rabab hejezy
Training on the use of the latest laboratory equipment By Dr. Mohammad Arafa	Date : 16 February 2020, Duration: 180 Mins 10 Participants, Venue: University college Al Ardah Presented by : Dr. Mohammad Arafa
Comment on Professional Development Activities for Faculty and Other Staff**	
These activities had the benefits of the development of teachers in the processes of teaching and assessment, the use of modern technologies in education, such as Education based on problem solving, curriculum design and how to get the information through the digital Saudi library and other. Also they were very useful in improving faculty skills in teaching and research domain as well as orienting new staff with the available facilities was helpful for them	

3. Research and Innovation

Activities Implemented	Brief Description*
Lecture title : Introduction on Quantitative and Qualitative research Presented by : Dr. sasi Florence	Date : 5 November 2019, Duration: 60 Mins 12 Participants, Venue: University college Al Ardah Presented by : Dr. Sassi Florence
Workshop on how to particepet in researsh competence Presented by : Dr. shadlea Manaa	Date : 16 october 2019, Duration: 60 Mins 8 Participants, Venue: University college Al Ardah Presented by : Dr. shadlea Manaa
Workshop on how to prepare good resersrh project Presented by : Dr. shadlea Manaa	Date : 30 september 2019, Duration: 60 Mins 16 Participants, Venue: University college Al Ardah Presented by : Dr. shadlea Manaa
Workshop on how to write the references in 7 minutes. Presented by : Dr. Mohamad Fathallah.	Date :12 February 2020 , Duration: 10 Mins 9 Participants, Venue: Activity room Presented by : Dr. Mohamad Fathallah.
Comment on Research and Innovation**	
These activities had the benefits of the development of teachers in the processes of teaching and assessment, curriculum design and how to get the information through the digital Saudi library and other. Also they were very useful in improving faculty skills in teaching and research domain as well as orienting new staff with the available facilities was helpful for them. And also this activities had very good benefits of the development of student skills in research	

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

** including performance evaluation on these activities

4. Community Partnership

Activities Implemented	Brief Description*
Training the teachers of schools to some of experiments in different lab	Date: 07 Nouvenber 2019, Duration: 90 Mins, Participants: 16Teachers of Ardha School (16 students school) Venue: Ardha college. Presented by :M.shaima abdel hamed, M.Faten Adel
Online meeting with students in the department	An online meeting was held for the department head with the students on Sep. 25, 2020
Communicating with students and seeking their opinions	A questionnaire was presented to students who are expected to graduate, in order to obtain their opinions.
Comment on Community Partnership**	
Precautionary measures have limited the activities of the committee, especially with regard to meetings with employers and training bodies, as well as social activities such as educational trips and periodic gatherings for the department's faculty members.	

* 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)

Strengths :
<ul style="list-style-type: none"> • Meetings and discussions of all aspects of the Department have been continued using online means • Spreading a blackboard culture of e-learning for new students and faculty members. • Development of the personal, social and technical skills of staff members. • Training of teaching staff for all specifications, reporting and assessment processes
Areas for Improvement:
<ul style="list-style-type: none"> • Research and innovation. • Performance evaluation should be included in all activities. • Encouraging the publication of scientific research in scientific journals • Distributing training courses at times that do not conflict with the teaching staff • Research involvement should be increase and more faculty staffs commitment in research implementation and the program management should support this issue by encourage international conferences participation and conduct scientific sessions.
Priorities for Improvement:
<ul style="list-style-type: none"> • Motivating faculty members and students for research and innovation. • Recommendation for including research as a partial fulfillment for Physics program. • Recommendation for assigning an administrative staff for performance evaluation. • Establish advanced research lab • More engagement with employers and alumni • Increase the faculty/students communication channels

F. Program Evaluation

1. Evaluation of Courses

Course Code	Course Title	Student Evaluation (Yes-No)	Other Evaluations (specify)	Developmental Recommendations
101PHYS	General Physics	Yes	Cross check marking within program	in related CR
221PHYS	Properties of Matter and Heat	Yes	Cross check marking within program	in related CR
231PHYS	Electricity and Magnetism	Yes	Cross check marking within program	in related CR
251PHYS	Classical Mechanics	Yes	Cross check marking within program	in related CR
211PHYS	Geometrical Optics	Yes	Cross check marking within program	in related CR
212PHYS	Waves and Vibrations	Yes	Cross check marking within program	in related CR
222PHYS	Thermodynamic	Yes	Cross check marking within program	in related CR
252PHYS	Mathematical Physics	Yes	Cross check marking within program	in related CR
311PHYS	Electronics (1)	Yes	Cross check marking within program	in related CR
312PHYS	Physical Optics	Yes	Cross check marking within program	in related CR
331PHYS	Electrodynamics	Yes	Cross check marking within program	in related CR
341PHYS	Modern Physics (1)	Yes	Cross check marking within program	in related CR
351PHYS	Analytical Mechanics	Yes	Cross check marking within program	in related CR
342PHYS	Atomic Physics & Spectroscopy	Yes	Cross check marking within program	in related CR
352PHYS	Quantum Mechanics (1)	Yes	Cross check marking within program	in related CR
353PHYS	Statistical Physics	Yes	Cross check marking within program	in related CR
371PHYS	Solid State Physics (1)	Yes	Cross check marking within program	in related CR
411PHYS	Electronics (2)	Yes	Cross check marking within program	in related CR
412PHYS	Laser & Its Applications	Yes	Cross check marking within program	in related CR
451PHYS	Quantum Mechanics (2)	Yes	Cross check marking within program	in related CR
461PHYS	Nuclear Physics (1)	Yes	Cross check marking within program	in related CR
491PHYS	Graduation Project	Yes	Cross check marking within program	in related CR
441PHYS	Modern Physics (2)	Yes	Cross check marking within program	in related CR
452PHYS	Plasma Physics	Yes	Cross check marking within program	in related CR
462PHYS	Nuclear Physics (2)	Yes	Cross check marking within program	in related CR
471PHYS	Solid State Physics (2)	Yes	Cross check marking within program	in related CR

2. Students Evaluation of Program Quality

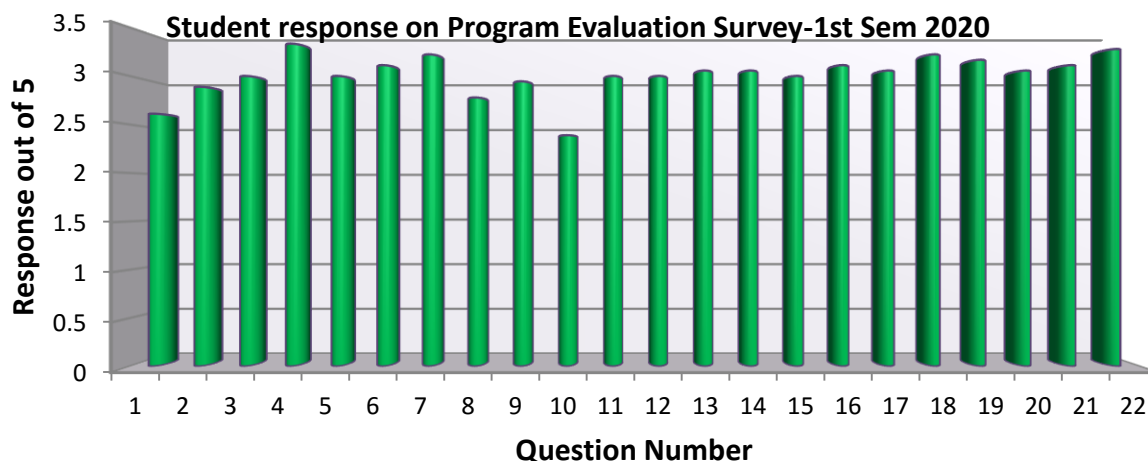
Evaluation method :Program Evaluation Survey (PES)- Paper based	Date: 1 st semester 2020	Number of Participants :18
Summary of Evaluator Review		Program Response
Strengths: <ul style="list-style-type: none"> Students were satisfied with the special resources supporting the education. The students appear to be satisfied more with the quality and availability of extracurricular facilities. The students appear to be more satisfied with the situations or items related to what they have learnt in the program. 		<ul style="list-style-type: none"> Physics Program should improve the infrastructure in the female section to be parallel to male section level.
Points for Improvements:: <ul style="list-style-type: none"> Overall rating of the program quality should be improved The catering services should be increased to meet the students demands. Library and learning resources should be integrated as one of the most learning strategy in the program. 		<ul style="list-style-type: none"> The program will consider these points in its improvement plan
Suggestions for improvement <ul style="list-style-type: none"> Improving the available resources for the students Improving the academic support Improving the following: faculty evaluation performance plans, internal program reviews, observations of instruction, course/instructor surveys, program improvement surveys and plans, advisory committee evaluations and General Education Assessment Plans 		<ul style="list-style-type: none"> The program will consider these points in its improvement plan

PES Survey Questions (see annexes)

The over satisfaction **3.1 out of 5 or 62% on average**

The Q8,9&10 seems students are not satisfied with the current facilities such as classrooms etc. Q14 is about field experience programs such as internship and visits which is currently not implemented in Physics Program but it is important and might be implemented in future.

Ardah responses:



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

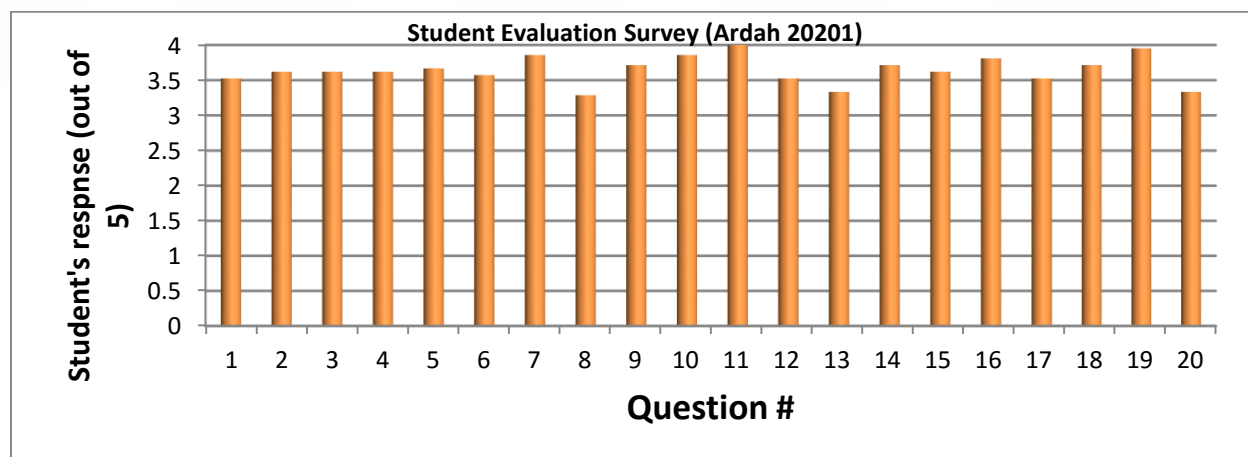
* Attach report on the students evaluation of program quality

Evaluation method :Experience Evaluation Survey (EES)- Paper based	Date: 1 st semester 2020	Number of Participants : 21
Summary of Evaluator Review		Program Response
Strengths: <ul style="list-style-type: none"> - Students are more satisfied with the situations or items related to their relations with professors. Particularly, their reaction to the program particularly with items related to arousal of further education, communication skill and degree of their motivation is comparatively better. - The satisfaction level of the students about their learning to work in the form of groups is higher. - The students are generally satisfied with the interest of the faculty members in their progress. - The students are comparatively more satisfied with the facilities provided for religious activities 		Taking this into consideration and build on it
Points for Improvements:: <ul style="list-style-type: none"> - The availability of facilities to support their education, mainly, computing facilities and opening hours of the library. - The information prior to registration and after that in the form of orientation. - Make the classrooms and laboratories more attractive and/or comfortable. - Enhance the facilities provided in the college library. 		The program will consider these points in its improvement plan
Suggestions for improvement		The Program has to call for reform and this reform has to include all the program aspects: academic,

- The program should make overall improvement on all weak points to make the study environment attractive

learning/teaching strategy, services and activities and all stakeholders should be involved actively to design a short term plan for program improvement

Ardah



3. Other Evaluations

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

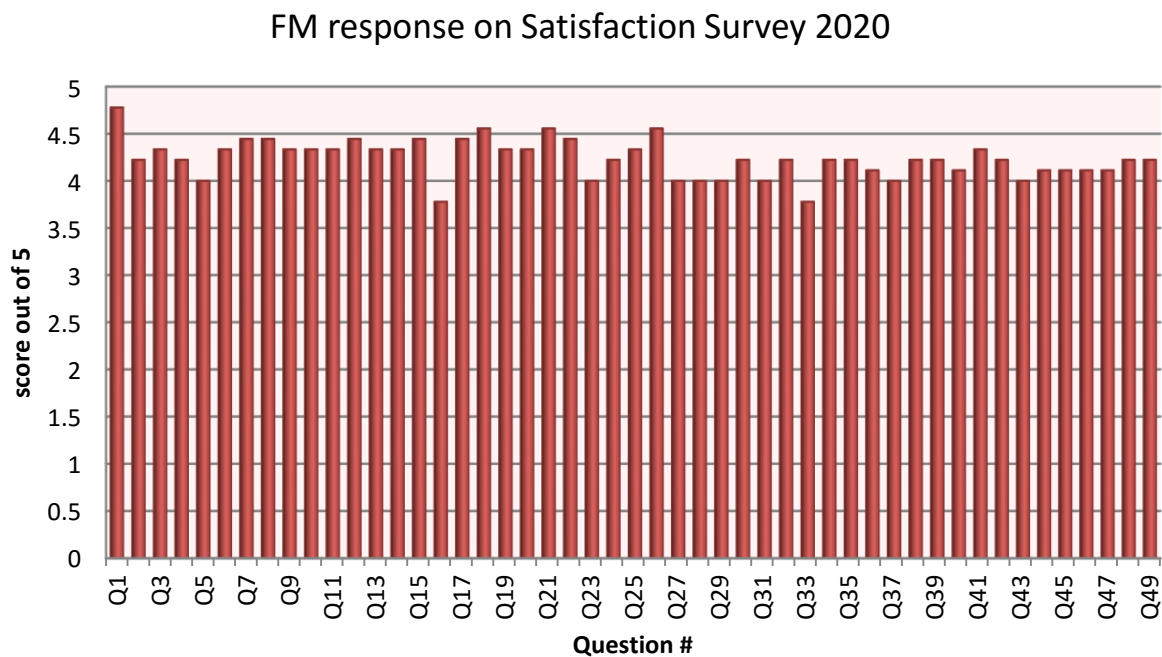
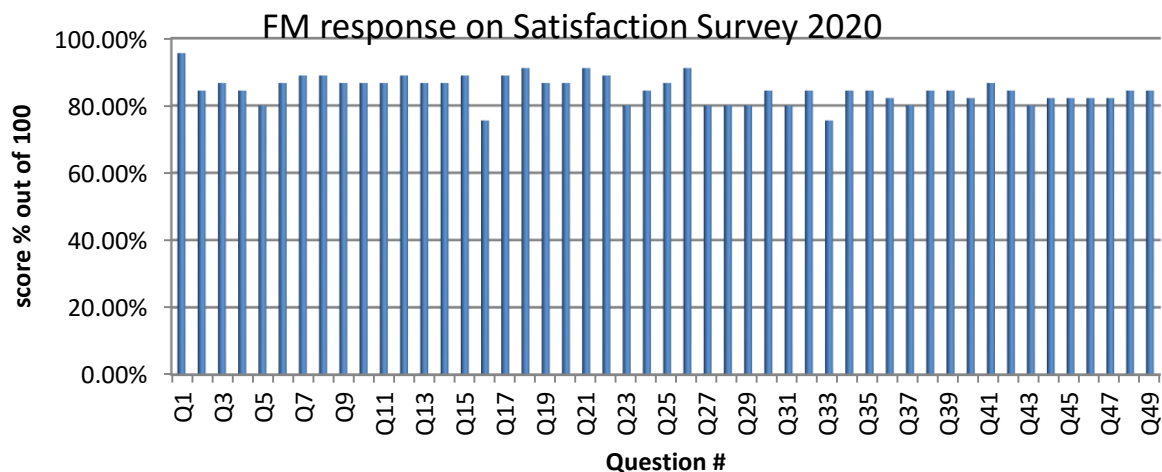
Teaching staff satisfaction survey

Evaluation Date : 1 st semester 2020	Number of Participants: M=2 F=7
Students Feedback	Program Response
Strengths: <ul style="list-style-type: none"> - The overall response of the academic staffs shows that their awareness about the policies, vision, mission and objectives of the department is encouraging. - When compared to other categories, the perception about administration of the department is also encouraging. - The best response about the awareness of the college mission and objectives as well as the program's mission, vision and objective. 	
Areas for Improvement: <ul style="list-style-type: none"> - The physical resource allocated for research - The English skill of the students is not good enough to follow lectures. - The process by which research funding is secured is not transparent. - The research funding they are getting from the University is not sufficient. - The facility rendered by the library to them is not good enough. The University website does not provide necessary information	Arrange a plan to address those issues and discuss it in all possible levels

Suggestions for improvement:

- Based on the response of the academic staffs, the department in collaboration with the university officials may need to look into the possibility of improving the way research and its funding is administered.
- The department may need to setup a mechanism by which it can enhance the procedure and the means of facilitating the support and facility for research.
- The department may need to think about the English fluency of its students and teachers.

The department management should consider these suggestion for further improvements

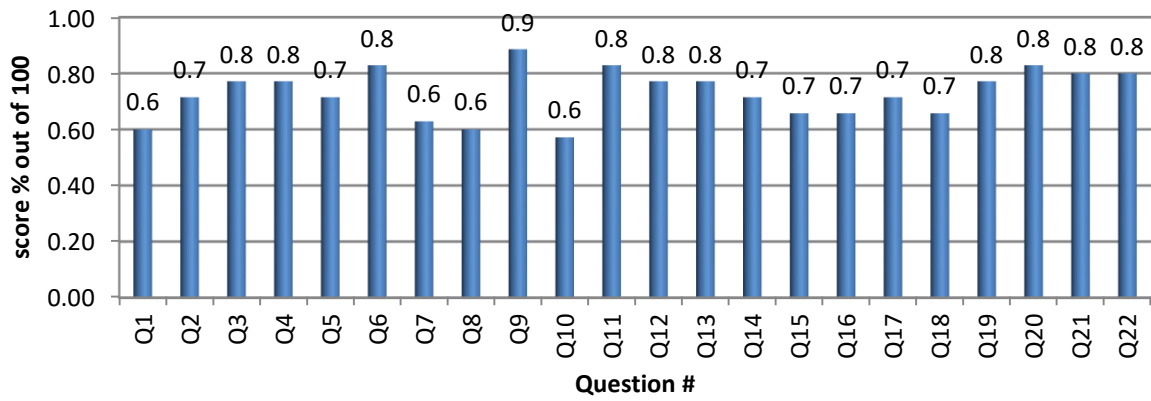


Program Alumni Survey

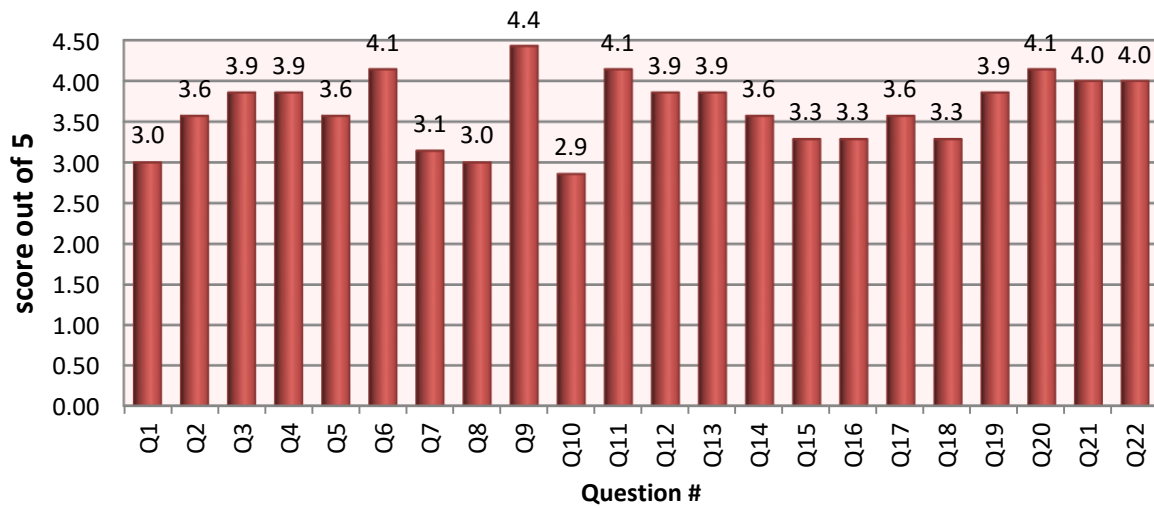
Evaluation Date : 2nd semester 2020	Number of Participants: 7
Students Feedback	Program Response
Strengths: <ul style="list-style-type: none"> The overall response of the Alumni shows that the perception of the alumni about the way the department provides guidance specially in building their career is very good. When compared to other categories, the alumni think that the complaining students are not retaliated by their professors. When compared to other categories, the alumni think that their interaction with their professors especially the enthusiasm of their professor is very good. 	Consider the reinforcement
Areas for Improvement: <ul style="list-style-type: none"> The alumni think that the services they were getting and facilities available at their disposal (particularly for students with special needs) were not adequate. The alumni also think that the way the department takes the feedback of its students or graduate is dissatisfying. 	Arrange a plan to address those issues and discuss it in all possible levels
Suggestions for improvement: <ul style="list-style-type: none"> Based on the response of the alumni, the department in collaboration with administration may need to look into the way of improving the facilities provided to the students with special needs, and the quality and accessibility of the lounge. According to the data provided in ASS table and figure, the alumni think that does not use their feedback. So the department may need to establish a mechanism by which the graduates can contribute in the improvement of the program it offers 	The department management should consider these suggestion for further improvements



Alumni response on Satisfaction Survey 2020



Alumni response on Survey 2020



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
1	Percentage of achieved indicators of the program operational plan objectives	75%	75%	70%	Target achieved	80%
2	Students' Evaluation of quality of learning experience in the program.	4.5	3.7	4.1	Target not achieved	4.5
3	Students' evaluation of the quality of the courses.	4.5	4	4.2	Target not achieved	4.5
4	Completion rate	40%	38%	36%	Target not achieved	40%
5	First-year students retention rate	35%	30%	32%	Target not achieved	75%
6	Students' performance in the professional and/or national examinations	60%	19%	-	Target not achieved	60%
7	Graduates' employability and enrolment in postgraduate programs	60%	2%	8.3%	Target not achieved	60%
8	Average number of students in the class	30	30	25	Target achieved	30
9	Employers' evaluation of the program graduates proficiency	4.5	4.5	4.5	Target achieved	4.7
10	Students' satisfaction with the offered services	4	3.5	3.9	Target not achieved	4
11	Ratio of students to teaching staff	25	37	38	Target not achieved	25

12	Percentage of teaching staff distribution (Gender)	M:F = 20%:80%	M:F = 20%:80 %		Target not achieved	M:F = 20%:80%
	Percentage of teaching staff distribution (PhD holder)	60%	36%	36%	Target not achieved	60%
13	Proportion of teaching staff leaving the program	5%	1%	0%	Target not achieved	5%
14	Percentage of publications of faculty members	60%	7.6%	40%	Target not achieved	60%
15	Rate of published research per faculty member	1.00	0.23	0.4	Target not achieved	1.00
16	Citations rate in refereed journals per faculty member	1.0	0.31	0.13	Target not achieved	1.0
17	Satisfaction of beneficiaries with the learning resources	4	3.5	3.9	Target not achieved	4.5
18	Direct assessment of knowledge	3.0	3.85	-	Target achieved	4
19	Indirect assessment of knowledge	3.0	4.3	-	Target achieved	4.5
20	Direct assessment of skills	3.0	3.9	-	Target achieved	4
21	Indirect assessment of skills	3.0	4.37	-	Target achieved	4.5
22	Direct assessment of competence	3.0	3.94	-	Target achieved	4.5
23	Indirect assessment of competence	3.0	4.12	-	Target achieved	4.5

Comments on the Program KPIs and Benchmarks results :

KPIs demonstrating good standards:

1. KPI-P-01: Percentage of achieved indicators of the program operational plan objectives
2. KPI-P-02: Students' Evaluation of quality of learning experience in the program.
3. KPI-P-03: Students' evaluation of the quality of the courses.
4. KPI-P-05: First-year students retention rate
5. KPI-P-08: Average number of students in the class.
6. KPI-P-09: Employers' evaluation of the program graduates proficiency
7. KPI-P-10: Students' satisfaction with the offered services.
8. KPI-P-11: Ratio of students to teaching staff.

9. KPI-P-12: Percentage of teaching staff distribution.
10. KPI-P-13: Proportion of teaching staff leaving the program.
11. KPI-P-17: Satisfaction of beneficiaries with the learning resources.

KPIs needing urgent improvement:

1. KPI-P-04: Completion rate
2. KPI-P-06: Students' performance in the professional and/or national examinations.
3. KPI-P-14: Percentage of publications of faculty members.
4. KPI-P-15: Rate of published research per faculty member.
5. KPI-P-16: Citations rate in refereed journals per faculty member.

5. Analysis of Program Evaluation

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

Strengths :

Program Learning Outcomes (PLOs) have been revised and modified with the help of stakeholders

All of our PLOs were assessed, and they had achieved and exceeded the targets.

All required survey were conducted on time.

Our Alumni and Employer participate in program evaluation

Advisory committee has been taking part in the enhancement of program context

Areas for Improvement:

Establish Advisory committee

Arrange for Exit exam Exam.

Update course references

Update program activities

Priorities for Improvement:

Determine a budget for scientific publishing

Activate our Alumni committee and Alumni data

G. Difficulties and Challenges Faced Program Management

Difficulties and Challenges	Implications on the Program	Actions Taken
Covid-19 pandemic	Change study mode to 100% on- line.	Instructor teach through Black Board system and communication with staff through Microsoft team.
Facilities and equipment in labs	Affecting running all Lab experiment	We use the available materials
Lack of the program administrative staffs	Many Faculty staffs did the program administrative work	Employ 4 specialized administrative staffs
Inadequate faculty members	More number of courses for each faculty member. Difficulty in involving all aspects of academic administrative and quality work.	Request was given to recruit new faculty members.

*Internal and external difficulties and challenges

H. Program Improvement Plan

No.	Priorities for Improvement	Actions	Action Responsibility	Date		Achievement Indicators	Target Benchmark
				Start	End		
1	Program evaluation	Program Strategic Plan Evaluation	All committees in the Department	At the beginning of 20201	End of 2021	Design a new action plan Reports of achievement	60%
2	Faculty staffs evaluation	Faculty Members Best-Practice Evaluation and Reward System.	Head of Department	At the beginning of each sem	By the end of each semester	Approved Evaluation system	80%
3	Accreditation Status	Finalizing all the required documents	Quality Unit	At the beginning of the 20201 semester	At the end of the academic year 2021	Program determination process	90%
4	Learning outcomes Evaluation	All the courses learning outcomes should be evaluated based on rubrics and blueprint	All instructors	Continuous process		Complete course reports with all related analysis to every section	100%
5	Program committees Activation	All the OC. Should be activated and play a role in program development each by its term of references.	Chairs of all committees	Continuous process Includes activities during the academic year.		progress. report	100%

I. Report Approving Authority

Council / Committee	
Reference No.	
Date	

J. Attachments :

- A separate cohort analysis report for male and female sections and for each branch
- A report on the program learning outcomes assessment results for male and female sections and for each branch (if any)
- A report on the students evaluation of program quality PES