



ATTACHMENT 4.

T3. ANNUAL PROGRAM REPORT (APR) For Computer Science Department

Program Eligibility: The program is to submit the two most recent APRs as part of the requirements for program eligibility using the NCAAA Template.

Post Accreditation: The program is required to annually complete an APR. The APR is to document a complete academic year.

APR's are prepared by the program coordinator in consultation with faculty teaching in the program. The reports are submitted to the head of department or college, and used as the basis for any modifications or changes in the program. The APR information is used to provide a record of improvements in the program and is used in the Self Study Report for Programs (SSRP) and by external reviews for accreditation.

Annual Program Report

1. Institution	Jazan University	Date:	2/9/1438
2. College/ Department	Sabya University College / Computer department		
3. Dean	Dr. Zakarya Golfan		
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: Computer Science
Name and position of persons completing the APR: Manal Alkhamash, Quality Assurance Coordinator in Computer Department
Academic year to which this report applies: 1437-1438

B Statistical Information

1. Number of students who started the program in the year concerned:	88
2. (a) Number of students who completed the program in the year concerned:	Not available
Completed the final year of the program:	Not available
Completed major tracks within the program (if applicable)	
Title.....Not Available.....No	<input type="checkbox"/>
Title.....No	<input type="checkbox"/>
	<input type="checkbox"/>

Title.....No						
Title.....No	<input type="text"/>					
2. (b) Completed an intermediate award specified as an early exit point (if any)	<input type="text" value="Not Available"/>					
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.)	<input type="text" value="Not Available"/>					
(b) Percentage of students who completed an intermediate award (if any) (e.g. Associate degree within a bachelor degree program)	<input type="text" value="Not Available"/>					
(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)						
<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). The report is to cover the past four years. Update the years as needed.</p>						
Enrollment Management and Cohort Analysis Table 1.						
Years	*PYP	4 Years Ago	3 Years Ago	2 Years Ago	1 Year Ago	Current Year
Student Categories						
1. Total cohort enrollment	*PYP		2	54	122	91
2. Retained till year end			0	55		
3. Withdrawn						
4. Cohort graduated successfully				1	1	1

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	No Graduates					
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

<p>1. Significant changes within the institution affecting the program (if any) during the past year.</p> <p>Implications for the program</p> <ul style="list-style-type: none">• E-learning requirements• Skills development requirements
<p>2. Significant changes external to the institution affecting the program (if any) during the past year.</p> <p>Implications for the program</p> <ul style="list-style-type: none">• The development of an urban youth city that led to an increase in population and thus increased the chance of female students to participate in the program.• Increase employment opportunities and the need for computer specialization in Sabya.• Increasing the number of schools in all stages in the Jazan area has increased the number of students on the program to provide employment opportunities.• Competition between universities• Increasing the number of private schools in Sabya.

D. Course Reports Information Summary

<p>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.)</p> <p>(a.) Describe how the individual course reports are used to evaluate the program.</p> <p>(b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement.</p> <ul style="list-style-type: none">i. Completion rate analysis:ii. Grade distribution analysis:iii. Trend analysis (a study of the differences, changes, or developments over time; normally several

years):

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 MATH 201	Significant result or variation High numbers of failure
Investigation undertaken Discuss with the faculty members concerned and explain the reasons for this number of failure as well as the opinion of the students Reason for significant result or variation <ul style="list-style-type: none"> • Weak academic level in general • General difficulty in establishing the student in the mathematics course • Some students have already studied the course and fail again. 	
Action taken (if required)	
b. Course INFS 221	Significant result or variation High success rate for 90%
Investigation undertaken Discuss with the faculty members concerned and explain the reasons for this number of failure as well as the opinion of the students Reason for significant result or variation <ul style="list-style-type: none"> • The scientific level of female students is very good • Limited number so that some of the weaknesses (if they exist) can be focused on and overcome by some students. • Discipline of female students to attend lectures and carry out all the tasks they are required to do, such as reports, research and duties 	
Action taken (if required)	
c. Course COMP231	Significant result or variation High success rate for 90%
Investigation undertaken Discuss with the faculty members concerned and explain the reasons for this number of failure as well	

as the opinion of the students

Reason for significant result or variation

- The scientific level of female students is very good
- Limited number so that some of the weaknesses (if they exist) can be focused on and overcome by some students.
- Discipline of female students to attend lectures and carry out all the tasks they are required to do, such as reports, research and duties

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
Not Available		

(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:		

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.
Deficiency in the number of faculty members	Teaching more than one course at the same level by the same member. High load of working hour for existing teacher	Ask for the cooperation of specialized members of some faculties to cover some courses that are not available for specialists to teach
Lack of sufficient equipment to manage the program (desktop computers with printers, storage cabinets and file cabinets)	Difficulty storing and organizing the files of the department to facilitate access to them.	Provide these necessary equipment by the College

F. Summary Program Evaluation

1. Graduating Student Evaluations (surveys)	
Date of Surveys	<input type="text" value="Not Available"/> Number of Participants <input type="text"/>
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.	

<p>2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review)</p> <p>Describe evaluation process.</p> <p>Attach review/survey report.</p>	
<p>a. List most important recommendations for improvement, strengths and suggestions for improvement.</p>	<p>(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?)</p>
<p>b. Changes proposed in the program (if any) in response to this feedback.</p>	
<p>3. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.</p>	

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		***	No graduates
4.2		***	-Work on the coordination between the content and the strategies that have been developed in the characterization of the courses and are actually applied to ensure progressive and effective progress of learning in all areas of learning in each program. -The academic and professional areas in which the students are should be monitored on an ongoing basis, with the necessary adjustments in the program, in the content of the courses and in the prescribed references, to ensure continuity of quality and consistency.
4.3		***	-Work on the evaluation and reporting of courses and programs on an annual basis. These reports include sufficient information on the effectiveness of planned strategies and the extent to which targeted learning outcomes are achieved - To conduct a comprehensive evaluation of the program at least once every four years in addition to the annual evaluations. The procedures for conducting the reassessments should be consistent with the policies and procedures of the University. -Benefiting when reviewing the program from students' opinions on the quality of the program in question through surveys and discussions with faculty.
4.4		****	- Using matrices or any other means when correcting students' tests, assignments, and projects to ensure that all areas of planned student learning outcomes are covered -Effective procedures are used to verify that the work the students are providing is already the work of the students themselves.
4.5		****	Adequate arrangements are made to provide assistance to students on a regular basis
4.6		****	Appropriate adjustments are made to the teaching plans if necessary based on what is shown in the course reports.
4.7		***	The faculty is encouraged to develop appropriate strategies to improve their teaching performance.
4.8		***	To encourage scientific research in the field of specialization and increase their experience and refining them.

4.9		***	Students and supervisors visit the training venue to ensure that they are appropriate for the nature of their work
4.10		***	Not available
Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices.			

G. Program Course Evaluation

1. List 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.

Course Title/Course Code	Student Evaluations		Other Evaluation (specify)	Action Planned	
	Yes	No		Yes	No

(Add items or attach list if necessary)

- 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
	MATH 001	Mathematics	1	3	

Level 1	COMP 101	Introduction To Computer	1	3	
Level 2	Comp 011	Programming Language -I	2	3	
	MATH 011	Matrices & Algebra	1	3	
Level 3	INFS 111	Introduction to Information System	2	3	
	COMP 112	Programming Language - II	2	3	
	PHYS 104	Principles of Physics	1	4	
Level 4	COMP 114	Programming of Statistics and Probability	2	3	
	COMP 151	Computational Geometry	1	3	
	MATH 012	Calculus	2	3	
	MATH 425	Discrete Mathematics	2	3	
Level 5	CNET 213	Computer Organization & Architecture	2	3	
	COMP 213	Object oriented Programming	2	3	
	COMP 221	Algorithms & Data Structures I	2	3	
	INFS 221	Database Systems I	2	3	
	COMP 252	Data Modeling & Simulation	2	3	
	CNET 111	Digital Logic	1	3	

Level 6	COMP222	Algorithms & Data Structures 2	1	3	
	COMP 231	Operating Systems	1	3	
	COMP241	Algorithms & Data Structures 2	1	3	
	INFS 241	Internet Technology	1	3	
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).

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 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
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Orientation programs provided? Yes * No If offered how many participated? 1

a. Brief Description

- Academic Advising
- University and college regulations in general
- Training on quality work
- E-learning system

b. List recommendations for improvement by teaching staff.

- Increase awareness and benefit to members through self-practice during academic guidance and identify the most important problems facing students in registration and deletion and addition and how to deal with the system
- Dealing with the academic system and follow-up students through and use it as a means of communication with them
- Members are able to do some quality work after training and practice

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

Not available

5. Professional Development Activities for Faculty, Teaching and Other Staff a. Activities Provided	How many Participated	
	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: _Samar mansour

Signature: _____ **Date Report Completed:** _____

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

Signature: _____ **Date:** _____