



هيئة تقويم التعليم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 4.

T3. ANNUAL PROGRAM REPORT (APR)

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: 29 /08/1438																		
2. College : community college in sabya Department : Accounting																			
3. Dean Dr. zakria Ghalfen																			
4. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education).																			
<table border="1"> <thead> <tr> <th>Campus Branch/Location</th> <th>Approval By</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>Main Campus:</td> <td></td> <td></td> </tr> <tr> <td>1:</td> <td></td> <td></td> </tr> <tr> <td>2:</td> <td></td> <td></td> </tr> <tr> <td>3:</td> <td></td> <td></td> </tr> <tr> <td>4:</td> <td></td> <td></td> </tr> </tbody> </table>		Campus Branch/Location	Approval By	Date	Main Campus:			1:			2:			3:			4:		
Campus Branch/Location	Approval By	Date																	
Main Campus:																			
1:																			
2:																			
3:																			
4:																			

A. Program Identification and General Information

Program title and code :Accounting (ACCT)
Name and position of persons completing the APR Ms omayma radhwen
Academic year to which this report applies.: 1437-1438H

B Statistical Information

1. Number of students who started the program in the year concerned:	123
2. (a) Number of students who completed the program in the year concerned:	
Completed the final year of the program:	0
Completed major tracks within the program (if applicable)	
Title... level 1and level 2 No	123
Title... level 3 and level 4No	120



Title ... level 5 and level 6.....No	<input style="width: 50px;" type="text" value="48"/>					
2. (b) Completed an intermediate award specified as an early exit point (if any)	<input style="width: 50px;" type="text"/>					
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 style="width: 50px;" type="text" value="0"/>					
(b) Percentage of students who completed an intermediate award (if any) (e.g. Associate degree within a bachelor degree program)	<input style="width: 50px;" type="text" value="0"/>					
(Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that student intake). none						
Comment on any special or unusual factors that might have affected the apparent completion rates (e.g. Transfers between intermediate and full program, transfers to or from other programs).						
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			48	120	123
2. Retained till year end	4			44	138	109
3. Withdrawn				-	-	-
4. Cohort graduated successfully				4	2	4
5. Total graduated successfully				0	0	0
Provide a summary cohort analysis for each of the above cohorts by listing strengths and						



recommendations for improvement.

*** PYP - Preparatory Year**

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

Date of Survey

Number Surveyed Number Responded Response Rate %

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

Analysis: List the strengths and recommendations.



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C. Program Context

1. Significant changes within the institution affecting the program (if any) during the past year. (none)

Not found

Implications for the program

2. Significant changes external to the institution affecting the program (if any) during the past year. (none)

Not found

Implications for the program

D. Course Reports Information Summary

1. Course Reports Results. Describe and analyze how the individual NCAAA course reports are utilized to assess the program and to ensure ongoing quality assurance (eg. Analysis of course completion rates, grade distributions, and trend studies.)

(a.) Describe how the individual course reports are used to evaluate the program.

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

i. Completion rate analysis:

ii. Grade distribution analysis:

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



2. Analysis of Significant Results or Variations (25% or more).	
List any courses where completion rates, grade distribution, or trends are significantly skewed, high or low results, or departed from policies on grades or assessments. For each course indicate what was done to investigate, the reason for the significant result, and what action has been taken.	
a. Course	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	
b. Course	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	
c. Course	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	

(Attach additional summaries if necessary)



4. Delivery of Planned Courses

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

(b) Compensating Action Required for Units of Work Not Taught in Courses that were Offered.
(Complete only where units not taught were of sufficient importance to require some compensating action)

Course	Unit of work	Reason
-	-	-
Compensating action if required:		
Course None	Unit of work -	Reason -
Compensating action if required:		
Course None	Unit of work -	Reason -
Compensating action if required:		
Course None	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.
The program is in English	Increase the rate of faiful	Change the program in arabic

F. Summary Program Evaluation

1. Graduating Student Evaluations (surveys)	
Date of Surveys <input type="text" value="-"/>	Number of Participants <input type="text" value="-"/>
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. -	



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



Standard 4 Sub-Standards. Are the "Best Practices" followed; Yes or No? Provide a revised rating for each sub-standard. Indicate action proposed to improve performance (if any).			
Standard 4 Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
4.1	yes	*****	
4.2	yes	*****	
4.3	yes	****	
4.4	yes	*****	
4.5	yes	*****	
4.6	yes	****	
4.7	yes	****	
4.8	yes	****	
4.9	yes	***	
4.10	yes	***	
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
Hygienic culture 101 hedu-2		X			X
Introduction to Computer 101CSC-3		X			X
Islamic Culture (1) 101 SLM-2		X			X
Arabic Language skills 101 ARB-2		X			X
English (1) 107 ENG-6		X			X
Islamic Culture (2) 102 SLM-2		X			X
Edit Arabic 102 ARB -2		X			X
English (2) 108 ENG -6		X			X
Development of thinking skills 101 PSY-3		X			X



Research Methodology102 PSY-2		X			X
Introduction to Business 211 ADMN -3	X			X	
Business Communications 212 ADMN-2	X			X	
Introduction to Economics251EC	X			X	
IT skills 271MGIS-2	X			X	
Mathematics and Statistics 114 MATH -3	X			X	
Basics of Accounting Acct221	X			X	
Human Resource Management 241 HRMT-2	X			X	
Principles and management applications 213 ADMN-3	X			X	
Managerial Economics 252 ECON-2	X			X	
Management information systems 272MGIS-2	X			X	
Marketing Management231 MRKT-2	X			X	
Islamic Culture 103 SLM-2	X			X	
Financial Accounting Actt222	X			X	
organizational behavior 242 HRMT-2	X			X	
Islamic culture 4 104 SLM-2	X			X	
financial management 104 SLM-2	X			X	
Computer Accounting Acct322	X			X	
Companies accounting (1) Acct323	X			X	
Cost Accounting (1) Actt324	X			X	
Auditing (1) Acct325	X			X	
Business Environment in the Ksa 314 ADMN-3	X			X	
Strategic management 315 ADMN-2	X			X	
Accounting Information Systems Acct326	X			X	

Companies accounting (2) Acct 327	X			X	
Cost Accounting (2) Acct328	X			X	
Auditing (2) Acct329	X			X	

(Add items or attach list if necessary)

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

Level	Course Code	Course Title	Number of Sections	Credit Hours	College or Department
Level 1	101 hedu-2	Hygienic culture	1	2	College of Science
	101CSC -3	Introduction to Computer	1	2	Computer Science Department
	101 SLM-2	Islamic Culture (1)	1	6	Department of Islamic Culture / Faculty of Education
	101 ARB-2	Arabic Language skills	1	2	Department of Arabic Language / Faculty of Arts and Humanities
	107 ENG-6	English (1)	1	2	English Language Center
Level 2	102 SLM -2	Islamic Culture (2)	1	6	English Language Center
	102 ARB -2	Arabic Writing	1	3	Department of Arabic Language / Faculty of Arts and Humanities
	108 ENG -6	English (2)	1	2	English Language Center



	101 PSY-3	Development of thinking skills	1	3	Faculty of Education
	102 PSY-2	Research Methodology	1	2	Faculty of Education
Level 3	211 ADMN-3	Introduction to Business	1	2	Business administration
	212 ADMN-2	Business Communications	1	2	Business administration
	251EC ON-2	Introduction to Economics	1	3	Business administration
	271MG IS-2	IT skills	1	2	MIS
	114 MATH-3	Mathematics and Statistics	1	2	
	Acct221	Basics of Accounting	1	3	Accounting department
	241 HRMT-2	Human Resource Management	1	2	Business administration
Level 4	213 ADMN-3	Principles and management applications	1	2	Business administration
	252 ECON-2	Managerial Economics	1	2	Business administration
	272MG IS-2	Management information systems	1	2	MIS
	231 MRKT-2	Marketing Management	1	3	Marketing department
	103 SLM-2	Islamic Culture	1	2	
	Actt222	Financial Accounting	1	2	Accounting department
	242 HRMT-2	organizational behavior	1	3	Business administration
Level 5	104 SLM-2	Islamic culture 4	1	3	
	104 SLM-2	financial management	1	3	Financial department
	Acct322	Computer Accounting	1	3	Accounting department



	Acct323	Companies accounting (1)	1	3	Accounting department
	Acct324	Cost Accounting (1)	1	3	Accounting department
	Acct325	Auditing (1)	1	2	Accounting department
Level 6	314 ADMN-3	Business Environment in the Ksa	1	3	
	315 ADMN-2	Strategic management	1	2	
	Acct326	Accounting Information Systems	1	2	
	Acct 327	Companies accounting (2)	1	3	
	Acct328	Cost Accounting (2)	1	3	
	Acct329	Auditing (2)	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	Method of	Date
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	and Learning Outcomes	Assessment for LOs	of Assessment
1.0	Knowledge		
1.1	Building strong technical knowledge of basic Accounting, that prepares them to read, to interpret, analysis an understanding and scientific knowledge in accounting practice	Written Examinations, Class Test, Quiz Research and Assignments.	1st, 2nd midterm, Research evaluations & final exam.
2.0	Cognitive Skills		
2.1	Case studies impart the knowledge that is needed to develop the necessary mental skills. Students are able to calculate, justify etc.	Professional ethics And teamwork Group Discussions in the classrooms.	1st, 2nd midterm, Research evaluations & final exam
2.2	Applying Concepts, bases and theories. Creative thinking and problem solving	Oral Presentation and Case Studies	
3.0	Interpersonal Skills & Responsibility		
3.1	Responsibility for learning	Lecture and Role plays	1st, 2nd midterm, Research evaluations & final exam
3.2	Collective participation and leadership	Debate Competition	
3-3	Respond responsibly in personal and professional attitude	Power Point Presentations	
3-4	Ethical standards of conduct		
4.0	Communication, Information Technology, Numerical		
4.1	Oral communication	Group Discussions	1st, 2nd midterm, Research evaluations & final exam
4.2	Use of IT	E-Learning, Active learning	
4-3	Mathematics and Statistics	Practical Examinations	
5.0	Psychomotor		
5.1	Motor skills		
5.2	Emotional Skills		

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	
Orientation programs provided? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If offered how many participated? <input type="text" value="3"/>	
a. Brief Description	
b. List recommendations for improvement by teaching staff.	



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

5. Professional Development Activities for Faculty, Teaching and Other Staff	How many Participated	
	Teaching Staff	Other Staff
a. Activities Provided		
Training	4	
workshop	1	
Activities	1	
b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.		
Not apply		



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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 NCAAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAAA 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	Provide the opportunity to make adjustments to the vision and message in the service of the program	Work on making amendments in the council of the department and the college council	Vision and Mission	Msomyama radhwane	26/08/1438	29/08/1438
2	Providing the opportunity for administrative leadership to develop and improve the plans and plans of the department	Conduct periodic meetings for improvement and development	Power and administration	Msomyama radhwane	26/08/1438	29/08/1438
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: Ms Omyama ra dhwan

Signature: *Messera Abdhwan* Date Report Completed: 10/02/1439

Received by: _____ Deand: Dr zakria Ghalfen
Department Head Ms Omyama rahwan

Signature: *[Signature]* Date: _____