

T3. ANNUAL PROGRAM REPORT (APR) التقرير السنوي للبرنامج

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

أهلية البرنامج: يجب على البرنامج تقديم أحدث تقريرين من التقارير السنوية للبرنامج كجزء من متطلبات أهلية البرنامج للتقدم للاعتماد، وذلك باستخدام نموذج المركز الوطني للتقويم والاعتماد الأكاديمي.

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

ما بعد الاعتماد: يجب على البرنامج إتمام تقرير البرنامج سنوياً، ويجب أن يوثق تقرير البرنامج عاماً دراسياً كاملاً.

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.

يجب أن تعد تقارير البرنامج السنوية من قبل منسق البرنامج بالتشاور مع أعضاء هيئة التدريس في البرنامج. وتسلم هذه التقارير إلى رئيس القسم أو عميد الكلية وتستخدم كأساس لأي تعديلات أو تغييرات في البرنامج. يتم استخدام المعلومات الواردة في تقرير البرنامج لتوفير سجل حول التحسينات في البرنامج وتستخدم في تقرير الدراسة الذاتية للبرامج وكذلك من قبل المراجعات الخارجية للاعتماد.

Annual Program Report

1. Institution المؤسسة: Najran University		Date التاريخ: ٢ nd Semester 1437/1438H
2. College/ Department أو القسم: Engineering/ Civil		
3. Dean العميد: Dr. Abdullah S. Alwadie		
4. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education). أدرج قائمة بجميع فروع / مواقع "المقر الجامعي" (التي وافقت عليها وزارة التعليم أو المجلس الأعلى للتعليم).		
Campus Branch/Location فرع/ موقع "المقر الجامعي"	Approval By الموافقة من	Date التاريخ
Main Campus: المقر الجامعي الرئيس		
1: Najran University main campus	Ministry of Higher Education	
2:		
3:		
4:		

A. Program Identification and General Information التعريف بالبرنامج ومعلومات عامة عنه

Program title and code <small>اسم ورمز البرنامج</small>	Civil Engineering program/ CE
Name and position of persons completing the APR <small>اسم ومنصب الشخص الذي أعد تقرير البرنامج</small>	Dr. Abdulnoor Ghanim / Program coordinator
Academic year to which this report applies <small>السنة الأكاديمية التي أعد فيها هذا التقرير</small>	1437 H 2 nd semester

B. Statistical Information معلومات إحصائية

1. Number of students who started the program in the year concerned: <small>عدد الطلبة الذين بدأوا البرنامج في السنة المعنية.</small>	27
2. (a) Number of students who completed the program in the year concerned: <small>عدد الطلاب الذين أتموا البرنامج في السنة المعنية.</small>	11
Completed the final year of the program <small>الذين أتموا السنة النهائية من البرنامج</small>	11
Completed major tracks within the program (if applicable) <small>الذين أتموا مسارات رئيسية ضمن البرنامج (إن وجد)</small>	N.A
Title <small>اسم المسار</small> العدد No	<input type="text"/>
Title <small>اسم المسار</small> العدد No	<input type="text"/>
Title <small>اسم المسار</small> العدد No	<input type="text"/>
Title <small>اسم المسار</small> العدد No	<input type="text"/>
2. (b) Completed an intermediate award specified as an early exit point (if any) <small>الذين أتموا مرحلة متوسطة تمنح بها شهادة , و تعتبر أحد مخارج البرنامج المبكرة (إن وجد)</small>	N.A

3. Apparent completion rate معدل الإتمام الظاهري 42 %
(a) Percentage of students who completed the program, 42% r shown in 2 (a) as a percentage of the number that started the program in that student intake.)
النسبة المئوية للطلبة الذين أتموا البرنامج (العدد المبين في ٢ (أ) كنسبة مئوية من العدد الذي بدأ البرنامج من الدفعة نفسها)
(b) Percentage of students who completed an intermediate award (if any) N A
(e.g. Associate degree within a bachelor degree program)
(Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that student intake).
النسبة المئوية للطلاب الذين أتموا المرحلة المتوسطة (إن وجدت) (مثال: شهادة الدبلوم ضمن برنامج درجة البكالوريوس) (العدد المبين في ٢ (ب) كنسبة مئوية من العدد الذي بدأ البرنامج المؤدي إلى تلك الشهادة من الدفعة نفسها).
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).
قدم تعليق حول أية عوامل خاصة أو غير عادية قد أثرت على معدلات الإتمام الظاهري (مثل التحويلات بين البرنامج المتوسط والكامل، والتحويلات من وإلى برامج أخرى).

4. Enrollment Management and Cohort Analysis (جدول ١) (Table 1):

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

تحليل الدفعة يشير إلى تتبع مجموعة محددة من الطلبة الذين بدأوا في سنة معينة في البرنامج وتتبعهم حتى تخرجهم (كم عدد الطلاب الفعلي الذي بدأوا البرنامج وظلوا فيه حتى أكملوه).

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.

الدفعة هنا تشير إلى العدد الإجمالي للطلبة المسجلين في البرنامج في بداية كل عام دراسي مباشرة بعد السنة التحضيرية، لا يمكن إضافة أي طالب جديد أو نقله إلى هذه الدفعة، أي طالب أراد أن ينسحب من الدفعة لا يعود أو يضاف مرة أخرى إلى الدفعة.

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.

تحليل الدفعة (التوضيحات): يقدم **الجدول ١** تتبع المعلومات الكاملة لأحدث دفعة أكملت البرنامج، بدءاً من السنة الأولى وتتبعهم حتى التخرج (الطلاب الذين انسحبوا يتم طرحهم ولا يتم إضافة أي طالب جديد) **التقرير هو لتغطية السنوات الأربع الماضية.** تحديث السنوات حسب الحاجة.

Enrollment Management and Cohort Analysis (Table 1)
إدارة التسجيل وتحليل الدفعة (جدول ١)

						Current Year
Years → السنوات Student Categories فئات الطلبة	*PYP السنة التحضيرية	4 years ago منذ ٤ سنوات مضت	3 years ago منذ ٣ سنوات مضت	2 years ago منذ سنتين ماضيتين	1 year ago منذ سنة مضت	
1. Total cohort enrollment أعداد الدفعة الملتحقة	*PYP	27	26	24	26	15
2- Retained till year end الذين تبقوا الى نهاية العام		26	24	25	15	-
3- Withdrawn المنسحبين		1	2	-	-	
4- Cohort graduated successfully الدفعة التي تخرجت بنجاح		-	-	-		-
5- Total Graduated successfully مجموع الذين تخرجوا بنجاح		-	-	-	11	-

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

قدم تحليل موجز لكل من الدفعات أعلاه من خلال سرد نقاط القوة والتوصيات للتحسين .

* PYP - Preparatory Year Program
برنامج السنة التحضيرية

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).
وجهة الخريجين كما هو مبين في استبيانات الطلبة الخريجين (أرفق هذه المعلومات عن السنوات التي جرى الاستبيان فيها حول نتائج التوظيف للخريجين).

Date of Survey تاريخ استطلاع الرأي **25/ 05 /1437**

Number Surveyed **16**

Number Responded **9**

Response Rate % **56.25**

عدد المشاركين في الاستطلاع

عدد الاستجابات

نسبة الاستجابات

Destination الوجهة	Not Available for Employment ليس جاهزاً للتوظيف		Available for Employment جاهزاً للتوظيف		
	Further Study بسبب استكمال الدراسة	Other Reasons أسباب أخرى	Employed in Subject Field توظف في تخصص الدراسة	Other Employment توظف في غير التخصص	Unemployed لا يعمل
Number العدد	-	-	8	-	-
Percent of Respondents نسبة % المستجيبين	-	-	56.25	-	-

Analysis: List the strengths and recommendations التحليل: اذكر مواطن القوة والتوصيات

Strenght:

1. All responded graduates get jobs within their field of study.
- 2- Most graduates get jobs, quickly, after graduation
- 3- Most graduates stated that they practice what they learnt during the program

Recommendations:

1. The survey must cover a wide range of graduating students.
2. Increase communications with alumni to increase the number of responded.
3. Include more assignments and presentations in various courses

C. Program Context بيئة عمل البرنامج

Significant changes within the institution affecting the program (if any) during the past year.
التغيرات المهمة داخل المؤسسة التي تؤثر في البرنامج (إن وجدت) ، وذلك خلال العام الماضي.

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

Najran University is currently working on its “Accreditation Project” which demands improvement in Quality assurance, international collaboration at program level and improvement in the program itself to be at par with international requirements.

Implications for the program الآثار المترتبة على البرنامج.

- 1- To be in line with University policies and initiatives, civil engineering strengthened its collaborative/ consultative relationship with University of Technology Petronas (UTP), Malaysia. A team from UTP University visited the department during the past year. The team reviewed all academic processes, like teaching, learning and assessment, and made recommendations which will be taken into consideration.
- 2- Quality works are improved where monitoring, of course files, reports and specifications have been achieved, causing increases in the accuracy of the assessment process.
- 3- University should take into consideration increasing faculty and administrative positions for the program. College
- 4- Specifications have been achieved, causing increases in the accuracy of the assessment process.
- 5- Concerns paid to site visits for the civil engineering students.

2. Significant changes external to the institution affecting the program (if any) during the past year.
التغيرات المهمة خارج المؤسسة التي تؤثر في البرنامج (إن وجدت) ، وذلك خلال العام الماضي.

Increasing of labor market demand to civil engineering graduates in different fields of specialization.

Implications for the program الآثار المترتبة على البرنامج.

The high percentage of graduates who successfully find a job quickly upon their graduation will encourage the new students to select the program in the future. This will impose a pressure on the department to maintain its quality.

D. Course Reports Information Summary ملخص معلومات تقارير المقررات الدراسية

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.)

نتائج تقارير المقررات. صف وحلل كيف استخدمت التقارير الفردية للمقررات في تقييم البرنامج لتأكيد استمرارية ضمان الجودة (تحليل نسب إكمال المقررات و توزيع الدرجات و دراسة الاتجاهات).

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

صف كيف تستخدم التقارير الفردية للمقررات في تقييم البرنامج

- By the end of each semester, The instructors submit course reports that contain the achievements of program outcomes with suggested recommendations to quality coordinator, who submit it to curriculum committee via program council. The program steering committee prepares the achievements of all program outcomes.
- Further, the curriculum committee reviews the recommendations and meets with the academic staffs to discuss the recommendations and comments. Then, the curriculum committee approves the minor changes to be implemented. The curriculum committee will forward the major comments and improvements to the program steering committee to be discussed again each assessment cycle (1-3 years).

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

حلل نسبة الإكمال وتوزيع الدرجات والاتجاهات لتحديد نقاط القوة وتوصيات التحسين.

(1.) Completion rate analysis تحليل نسبة اكمال المقررات الدراسية :

(2.) Grade distribution analysis تحليل توزيع الدرجات : **2nd semester of the year 1437-1438**

Course Code	A	B	C	D	F	Percentage of passing students
GE 101-3	15	11	9	1	1	97%
CE 241-3	3	5	5	2	1	94%
CE 371-3	5	9	7	14	3	92%
CE 261-3	2	8	9	9	0	100%
CE 211-3	0	4	3	3	1	91%
GE 205-3	1	2	3	8	4	78%
CE 251-3	2	2	4	3	1	92%
CE 312-3	0	6	7	10	1	96%
CE 313-3	1	4	6	13	3	89%
CE 352-3	3	3	4	1	0	100%
CE 342-3	1	0	1	3	1	83%
CE 353-3	5	5	4	3	1	94%
CE 354-3	4	9	1	0	0	100%
CE 355-3	3	6	8	6	2	92%
CE 381-3	5	15	5	0	0	100%
CE 462-3	1	3	0	0	0	100%
CE 431-3	0	4	5	7	2	84%
CE 491-2	34	11	0	0	0	100%
CE 414-3	3	2	4	1	0	100%
CE 432-3	1	5	2	1	0	100%
CE 472-3	4	4	4	0	0	100%
CE 492-3	23	13	1	0	0	100%
CE 433-3	3	4	2	1	0	100%

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

تحليل الاتجاهات (دراسة الاختلافات والتغيرات او التطورات خلال فترة زمنية ؛ عادة خلال عدد من السنوات.

SO Attainment Data 1st semester for PSC 60%

1 st semester for P: 60%											
Student Outcome (SO)	a	b	c	d	e	F	G	h	i	j	k
Average %	78%	80%	79%	83%	78%	88%	89%	77%	82%	84%	80%
Maximum %	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%

SO Attainment Data 2nd semester for PSC 60%

2 nd semester for P: 60%											
Student Outcome (SO)	a	b	c	d	e	f	g	h	i	j	k
Average %	81%	86%	80%	88%	81%	90%	88%	85%	84%	87%	83%
Maximum %	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%

*PSC: program satisfaction criteria

Comparison Between 1st and 2nd semesters for SOs Attainment

2. Analysis of Significant Results or Variations (25% or more).

تحليل النتائج أو الاختلافات المعنوية (٢٥% أو أكثر)	
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. اذكر أي مقررات تبدو بياناتها الخاصة بمعدلات الاكمال أو توزيع الدرجات أو الاتجاهات منحرفة بشكل كبير أو مرتفعة أو منخفضة أو منحرفة عن سياسات توزيع الدرجات أو التقويم، ثم وضح ما تم فعله في كل مقرر دراسي للكشف عن أسباب ظهور هذه النتائج وما تم اتخاذه من إجراءات.	
a. Course المقرر الدراسي a. Graduation project (1) CE-491.	Significant result or variation (غير المعتادة) النتائج/ الاختلافات المعنوية -80% of students attain 80% of course degree and hence attain 80% of course learning outcomes.
Investigation undertaken إجراءات فحص الحالة 97% of students attain 80% of course degree and hence attain 80% of course learning outcomes. Reason for significant result or variation سبب النتائج أو الاختلافات المعنوية The grade inflation has been too high with the Graduation Projects (1) and (2).	
Action taken (if required) الاجراء الذي تم اتخاذه (اذا تطلب الامر) The implementation of the new Graduation Project Assessment will be applied in the next semester.	
b. Course المقرر الدراسي Graduation project (2) CE-492.	Significant result or variation (غير المعتادة) النتائج/ الاختلافات المعنوية - 80% of students attain 80% of course degree and hence attain 80% of course learning outcomes.
Investigation undertaken إجراءات فحص الحالة 80% of students attain 80% of course degree and hence attain 80% of course learning outcomes. Reason for significant result or variation سبب النتائج أو الاختلافات المعنوية The grade inflation has been too high with the Graduation Projects (1) and (2).	
Action taken (if required) الاجراء الذي تم اتخاذه (اذا تطلب الامر) The implementation of the new Graduation Project Assessment will be applied in the next semester.	
b. Course المقرر الدراسي	Significant result or variation (غير المعتادة) النتائج/ الاختلافات المعنوية
Investigation undertaken إجراءات فحص الحالة	
Reason for significant result or variation سبب النتائج أو الاختلافات المعنوية	
Action taken (if required) الاجراء الذي تم اتخاذه (اذا تطلب الامر)	

The implementation of the new Graduation Project Assessment will be applied in the next semester.

(أرفق ملخصات إضافية لو اقتضى الأمر ذلك) (Attach additional summaries if necessary)

4. Delivery of Planned Courses تدريس المقررات الدراسية المخطط لها

(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.
أذكر أي مقررات دراسية تم التخطيط لها ولكن لم يتم تدريسها خلال العام الأكاديمي الحالي واذكر السبب، وما ينبغي اتخاذه من إجراءات في حال تطلب الأمر عملاً تعويضياً.

Course title and code اسم ورمز المقرر الدراسي	Explanation الشرح	Compensating action if required العمل التعويضي إن لزم الأمر
No courses.	N.A.	N.A.

(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)

العمل التعويضي المطلوب للوحدات التي لم يتم تدريسها في المقررات الدراسية المقدمة. (أكمل المعلومات فقط اذا كانت الوحدات التي لم يتم تدريسها على قدر من الأهمية بحيث تتطلب عملاً تعويضياً).

Course المقرر الدراسي No courses.	Unit of work الوحدة N.A.	Reason السبب N.A.
Compensating action if required العمل التعويضي إن لزم الأمر		
N.A.		

Course المقرر الدراسي	Unit of work الوحدة	Reason السبب
-----------------------	---------------------	--------------

Compensating action if required إن لزم العمل التعويضي		
Course المقرر الدراسي	Unit of work الوحدة	Reason السبب
Compensating action if required إن لزم العمل التعويضي		
Course المقرر الدراسي	Unit of work الوحدة	Reason السبب
Compensating action if required إن لزم العمل التعويضي		

إدارة البرنامج و تنفيذE Program Management and Administration

List difficulties (if any) encountered in management of the program. أذكر الصعوبات التي تم مواجهتها في إدارة البرنامج (إن وجدت)	Impact of difficulties on the achievement of the program objectives. أثر الصعوبات على تحقيق أهداف البرنامج	Proposed action to avoid future difficulties in response الإجراء المقترح لتفادي الصعوبات المستقبلية.
The lack of the technical and administrative teams who can achieve administrative and technical work.	Wasting of the time of faculty members in the administrative, clerical and technical works which was sufficient to carry out scientific research or to improve their teaching.	Provide a request of the necessary number of administrative and technical staff to do managerial and technical jobs instead of faculty members
The lack of licensed copies of the civil engineering software programs.	Reducing the offered applications in civil engineering.	Provide a request of the required civil engineering software programs.
Lack of financial allocations for the department to manage administrative matters.	Difficulties in communication with other institutions and parties and limited reaction with community and employers to achieve the objectives and mission of the program	Provide financial allocation to the department of civil engineering
Deficiency of the faculty members in the department	Increase the burden on the faculty members as a results limit their contribution in scientific research and community services activities	Providing additional faculty members
Technicians	Working in the labs and delays in conducting some experiments	The department should hire permanent technician to work in lap

F. Summary Program Evaluation ملخص تقييم البرنامج:

<p>1. Graduating Student Evaluations (surveys) (الاستطلاعات) تقييم البرنامج من خلال الطلبة المتخرجين</p> <p>Date of Surveys تاريخ الاستطلاعات 24/12/1437</p> <p>Attach survey reports. أرفق تقارير الاستطلاع.</p>	
<p>a. List most important recommendations for improvement, strengths and suggestions أذكر أهم توصيات التحسين، ونقاط القوة، والمقترحات</p> <ul style="list-style-type: none"> - Graduates possess the knowledge and skills necessary for the values of his job and his ability to carry the burden of work. - Different fields for a training should be offered. 	<p>Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.) التحليل (مثلاً: التقييم، الإجراءات التي تم اتخاذها بالفعل، اعتبارات أخرى، مواطن القوة وتوصيات التحسين)</p> <ul style="list-style-type: none"> - Provide contacts with different companies worked in different fields. - The data in the table 1. below are used to compare the SO attainments of two semesters i.e, the first and second Semester 2014 – 2015. The table is provided in the annex and illustrate an example of SO attainment obtained from exit survey
<p>b. Changes proposed in the program (if any) in response to this analysis and feedback. التغييرات المقترحة على البرنامج (إن وجدت) استجابة لهذا التحليل والتغذية الراجعة.</p> <p>NA</p>	

<p>2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review) تقييمات أخرى (مثال: تقييمات من قبل أرباب العمل أو أطراف معنية أخرى، وكذلك المراجعة الخارجية)</p> <p>Describe evaluation process صف عمليات التقييم</p> <p>a. The program had recognized a meeting with program advisory board to review vision, mission, student outcomes and program educational objectives.</p> <p>b. The consultants of the development and quality deanship made a visit to the program to follow the plan of quality for academic year 1435-1436H.</p> <p>Attach review/survey report ارفق تقرير المراجعة/استطلاع الرأي .</p>	
<p>a. List most important recommendations for improvement, strengths and suggestions for improvement. أذكر أهم توصيات التحسين، ونقاط القوة، والمقترحات</p> <ul style="list-style-type: none"> Revise program educational objectives . Revise the student outcomes to be according to ABET student outcomes. 	<p>(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?) (مثل: تحليل التوصيات للتحسين : هل التوصيات صحيحة أو فعالة ؟ ما هي الإجراءات المزمع اتخاذها أو التي سبق اتخاذها أو أي اعتبارات أخرى؟)</p> <p>- Program educational objectives had been revised to be five instead of six.</p> <p>- Student outcomes objectives had been revised to be eleven outcomes according to ABET student outcomes and it is reformulated according to NQF.</p>
<p>b. Changes proposed in the program (if any) in response to this feedback. التغييرات المقترحة على البرنامج (إن وجدت) استجابة لهذه التغذية الراجعة.</p> <ul style="list-style-type: none"> Mapping between courses learning outcomes and student outcomes are revised. Assessment methods had been revised. 	
<p>3. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10. تقييم المعايير الفرعية للمعيار ٤ من أعضاء هيئة التدريس بالبرنامج وطواقم التدريس . ٤-١ حتى ٤-١٠</p>	
<p>(a) 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). المعايير الفرعية للمعيار الرابع، هل "أفضل الممارسات" متبعة، أجب بنعم أو لا ؟ ثم أعط تقييماً منقحاً لكل معيار فرعي، ثم بين الإجراءات المقترحة لتنفيذه لتطوير الأداء (إن وجد).</p>	

Standard 4 Sub-Standards المعيار الفرعية للمعيار الرابع	Best Practices Followed (Y/N) طبقت أفضل الممارسات نعم أم لا	5 Star Rating التقييم من ٥ نجوم	List priorities for improvement. اذكر أولويات التحسين
4.1 Student Learning outcomes.	√	****	<ul style="list-style-type: none"> • Formulate specific learning outcomes for the program. • Mapping of courses to learning outcomes must be reviewed regularly. • The program should develop an external benchmarking strategy to assess student learning outcomes. • Setting out performance indicators for some student o
4.2 Program Development Processes.	√	***	<ul style="list-style-type: none"> • Educate all staff members on the processes and procedures concerned with Program development.
4.3 Program Evaluation and Review Processes.	√	****	<ul style="list-style-type: none"> • External evaluations are required. • Students need to be more aware about the importance of surveys in the program improvement process. • An annual and comprehensive evaluation must be done at least every five years.
4.4 Student Assessment.	√	****	<ul style="list-style-type: none"> • Develop a plan to monitor the implementation of action or improvement plan. • Requesting direct access and privilege to the student records and registration system to obtain data related to program. • Develop a plan to obtain detailed information about the student learning outcomes from the chosen external benchmark. • The comparison between direct and indirect assessment shows that some surveys should be added. • The program have to develop a comprehensive and consistent mechanism to monitor whether teaching staff follow the guidelines and mechanisms related to teaching and learning standard.

4.5 Educational Assistance for Students.	√	****	<ul style="list-style-type: none"> • Activating the academic guidance and means of electronic communication between students and the academic advisor. • Tutorial classes should be included in student's time table. • The program must make the program handbook (hard and soft copies) available to students. •
4.6 Quality of Teaching.	√	****	<ul style="list-style-type: none"> • Implementation of training sessions for new faculty members. • Update textbooks and references for students. • Using of effective systems for evaluating courses and teaching. • Developing appropriate mechanisms for reviewing the effectiveness of various used teaching strategies. • Encourage quality in teaching by giving a Teaching Excellence Award for the outstanding teacher.
4.7 Support for Improvements in Quality of Teaching.	√	****	<ul style="list-style-type: none"> • Encouraging faculty members to develop appropriate strategies to improve their performance teaching.
4.8 Experience of Teaching Staff.	√	****	<ul style="list-style-type: none"> • NA.
4.9 Field Experience Activities.	√	****	<ul style="list-style-type: none"> • Different field training should be considered. • Connections with more companies and consultant offices are required. • Follow up the remarks of the training company on the program's student should be done.
4.10 Partnership Arrangements With Other Institutions.	√	****	<ul style="list-style-type: none"> • NA.

Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices.

4.1 Student Learning Outcomes

- The program adopted ABET a-k outcomes after taking the opinions of stakeholders.
- The learning outcomes of the program are taken from and meet the local needs. Also they fall into three domains of learning (Cognitive skills, Interpersonal Skills & Responsibility, Communication, Information Technology, Numerical) in the National Qualification Framework(NQF).
- The program uses direct and indirect methods to assess the learning outcomes.
- Student learning outcomes needs be benchmarked.

4.2 Program Development Processes:

- Course Specification for all courses are approved by the curriculum committee and program council.
- Any change in the course specification must be reviewed by the curriculum committee.
- The program is divided into knowledge areas each of which contains courses in the same area.
- The college and university provide training related to the best educational practices and strategies in outcomes based education.

4.3 Program Evaluation and Review Processes:

- The records of students are not always available.
- The program uses various direct and indirect assessment methods to evaluate the attainments of student outcomes and prepare improvement plans.
- The data are always collected using a very well designed assessment planning data collection.
- Since the student records and registration is a central system, some difficulties in obtaining quality assurance data for program report are faced.

4.4 Student Assessment:

- The program uses various direct and indirect assessment methods to evaluate student learning outcomes.
- Currently, the program uses internal benchmarking to improve the achievements of student learning outcomes.
- 8-hours office hours are reserved to answer questions of students about exams and other issues related to their courses.
- Each instructor has to develop an assessment plan to assess and evaluate course learning outcomes.
- The program provides several training related to assessment of student learning outcomes.
- If the student did not achieve the desired outcomes, then an improvement plan must be prepared. This improvement plan may affect anything in the program including the assessment itself.

4.5 Educational Assistance for Students:

- New students are offered an orientation meeting at the beginning of the semester.
- Each student is assigned to an advisor once he has admitted to the program.
- Staff members have assigned at least 8-hours for office hours.
- The students can give their opinions through surveys about the appropriateness and effectiveness of educational assistance provided by the program.
- The Deanship of Student Affairs at the university level provides several educational assistances for students.
- The process of academic advising system is implemented electronically among academic advisors, not between students and advisors.
- Students are not coming/ attending to the tutorial classes.

4.6 Quality of Teaching:

- By the end of each semester, every student must fill out an online course survey to evaluate the quality of teaching in the course.
- All course reports are reviewed by the program curriculum committee and overall report is prepared.
- Course Syllabus including learning outcomes, assessment methods, etc. must be distributed to students in the first lecture.
- The university provides a very effective system to monitor the attendance and absence of students.
- Specifically, each instructor has to fill out the absence and attendance of students with 48 hours from the lecture date. Students receive SMS message in the percentage of their absences.
- The quality of full-time staff members is continuously evaluated by online course survey (students) and observations of the program's chair and head's of development and quality unit.
- Sometimes it's very difficult to cover everything in course syllabus.

4.7 Support for Improvements in Quality of Teaching:

- The Development Skills Unit (DSU) at the university level provides programs to faculty members to improve the quality of their teaching.
- A professional development survey is used to develop plans for professional development.
- Teaching staff have reasonable teaching load.
- The dean of the college and the head of the program meet individually with teaching staff who are facing difficulties. They provide the appropriate assistance to solve problems.

4.8 Qualifications and Experience of Teaching Staff:

- Courses are distributed among faculty members as per their specialization and interest.
- The time table of each staff member consider the title of each member in teaching load.
- Contact between training companies and training supervisor to follow trainer to arrange training field.

G. Program Course Evaluation تقييم مقررات البرنامج

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.

ضع في قائمة جميع المقررات الدراسية للبرنامج التي تم تدريسها خلال العام. بين لكل مقرر ما إذا كان قد تم تقييمه من الطلبة أم لا و/أو قد تمت تقييمات أخرى لجودة التدريس. وبين لكل مقرر ما إذا كان قد التخطيط لتحسين التدريس.

Course Title/Course Code اسم ورمز المقرر الدراسي	Student Evaluations تقييمات الطلبة للمقرر		Other Evaluation (specify) (اذكرها)	Action Planned تم التخطيط لإجراءات تحسين	
	Yes نعم	No لا		Yes نعم	No لا
Statics/ 101GE	√		NA		√
Strength of Materials/ CE241	√		NA		√
Surveying (1)/ 261CE	√		NA		√
Soil Mechanics (1)/ 221CE	√		NA		√
Fluid Mechanics/ 211CE	√		NA		√
Dynamics/ 205GE	√		NA		√
Structural Analysis (1)/ 251CE	√		NA		√
Hydraulics/ 312CE	√		NA		√
Reinforced Concrete (1)/ 352CE	√		NA		√
Properties and Testing of Materials/ 342CE	√		NA		√
Structural Analysis (2)/ 353CE	√		NA		√

√Hydrology/ 313CE	√		NA		√
Sanitary Engineering/ 371CE	√		NA		√
Reinforced Concrete (2)/ 354CE	√		NA		√
Computer Applications in Civil Engineering/ 381CE	√		NA		√
Steel Structures/ 355CE	√		NA		√
Soil Mechanics (2)/ 322CE	√		NA		√
Surveying (2)/ 462CE	√		NA		√
Highway Engineering/ 431CE	√		NA		√
Foundation Engineering/ 423CE	√		NA		√
Water Resources Planning and Management/ 414CE	√		NA		√
Transportation and Traffic Engineering/ 432CE	√		NA		√
Environmental Engineering/ 472CE	√		NA		√
Construction Equipment and Methods/ 433CE	√		NA		√
Reinforced Concrete (1)/ 352CE	√		NA		√
Properties and Testing of Materials/ 342CE	√		NA		√

(أضف بنوداً أو أرفق قائمة إذا اقتضى الأمر) (Add items or attach list if necessary)
List courses taught by this program this year and for this program that are in other programs.
اذكر كل المقررات التي درست بواسطة هذا البرنامج لهذا العام وتلك التي درست بواسطة برامج أخرى للبرنامج

Level المستوى	Course Code كود المقرر	Course Title اسم المقرر	Number of Sections عدد الشعب	Credit Hours الساعات المعتمدة	College or Department الكلية أو القسم
Level 1 المستوى ١	140TEC	Computer Skills		3	Prep. Year
	140MATH	Introduction of Mathematics		2	Prep. Year
	140SKL	Learning, Thinking and Research Skills		2	Prep. Year
	140ENGG	English Language :Reading Skills		2	Prep. Year
	141ENGG	English Language :Writing Skills		2	Prep. Year
	142ENGG	English Language :Listening and Speaking Skills		2	Prep. Year
	143ENGG	English Language :Grammars		2	Prep. Year
Level 2 المستوى ٢	150MAN	Occupational Ethics		1	Prep. Year
	150MATH	Algebraic Sciences		4	Prep. Year
	150SKL	Communication Skills		2	Prep. Year
	150ENGG	English Language: Speaking		3	Prep. Year
	151ENGG	Report Writing		2	Prep. Year
Level 3 المستوى ٣	101CHM	General Chemistry		3	College
	104PHIS	Principles of Physics		4	College
	106MATH	Introduction to Integration		3	College
	107MATH	Algebra & Analytical Geometry		3	College
	107ENG	Technical Writing		3	College
Level 4 المستوى ٤	111ISL	Introduction to Islamic Culture 1		2	College
	101GE	Statics		3	College
	203MATH	Advanced Calculus		3	College
	102GE	Introduction to Engineering Design		3	College
	108ENG	Communication Skills for Engineers		3	College
	105PHIS	Advanced Physics		3	College
Level 5	112ISL	Introduction to Islamic Culture 2		2	College
	204MATH	Differential Equations		3	College

المستوى ٥	GE204	Computer Programming for Engineers		3	College
	CE241	Strength of Materials		3	College
	261CE	Surveying (1)		3	College
	203GE	Engineering Drawing		3	College
Level 6 المستوى ٦	221CE	Soil Mechanics (1)		3	Program
	211CE	Fluid Mechanics		3	Program
	324STAT	Probabilities and Engineering Statistics		3	College
	201ARAB	Arabic Language Skills		2	College
	205GE	Dynamics		3	College
	251CE	Structural Analysis (1)		3	Program
Level 7 المستوى ٧	312CE	Hydraulics		3	Program
	352CE	Reinforced Concrete (1)		3	Program
	254MATH	Numerical Methods		3	College
	342CE	Properties and Testing of Materials		3	Program
	353CE	Structural Analysis (2)		3	Program
	306GE	Engineering Economy		2	College
Level المستوى	Course Code كود المقرر	Course Title اسم المقرر	Number of Sections عدد الشعب	Credit Hours الساعات المعتمدة	College or Department الكلية او القسم
Level 8 المستوى ٨	313CE	Hydrology		3	Program
	371CE	Sanitary Engineering		3	Program
	354CE	Reinforced Concrete (2)		3	Program
	381CE	Computer Applications in Civil Engineering		2	Program
	355CE	Steel Structures		3	Program
	322CE	Soil Mechanics (2)		3	Program
	391CE	Cooperation Field Training		0	Program
Level 9 المستوى ٩	462CE	Surveying (2)		3	Program
	431CE	Highway Engineering		3	Program
	423CE	Foundation Engineering		3	Program
	113ISL	Islamic Culture (3)		2	College
	407GE	Management of Engineering Projects		2	College
	202ARAB	Arabic Writing		2	College
	491CE	Graduation Project (1)		2	Program
	114ISL	Islamic Culture (4)		2	College

Level 10 المستوى 10	414CE	Water Resources Planning and Management		3	Program
	432CE	Transportation and Traffic Engineering		3	Program
	472CE	Environmental Engineering		3	Program
	433CE	Construction Equipment and Methods		2	Program
	492CE	Graduation Project (2)		2	Program
Include additional levels if needed أضف مستويات أخرى عند الحاجة					

3. Program Learning Outcomes Assessment. Provide a report on the program learning outcomes assessment plan using an assessment cycle (a Four to Six years 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 outcomes will be assessed and recorded using a separate KPI assessment table (see below):

تقييم مخرجات تعلم البرنامج: قدم تقريراً حول خطة قياس مخرجات تعلم البرنامج باستخدام دورة تقييم (ينصح بدورة من أربع إلى ست سنوات). جميع مخرجات تعلم البرنامج يجب أن تقيم بطريقة مباشرة مرة واحدة على الأقل خلال الدورة. وفي نهاية الدورة يكون قد تم تقييم كل مخرجات تعلم البرنامج وسجلت باستخدام جدول تقييم منفصل لمؤشرات أداء نواتج التعلم (انظر بالأسفل).

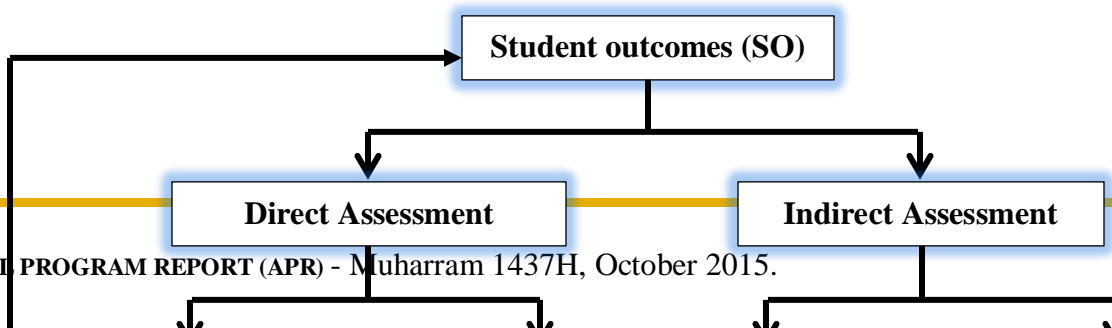
KPI # رمز مؤشر الأداء	NQF Learning Domains and Learning Outcomes مجالات التعلم ومخرجات التعلم وفقاً للإطار الوطني للمؤهلات	Method of Assessment for Los طريقة التقييم مخرجات تعلم البرنامج	Date of Assessment تاريخ التقييم
1.0	Knowledge المعرفة		
1.1	To recognize the broad education necessary to understand the impact of engineering solutions to economic, environmental and society and to improving quality of life. (h)	Direct Methods: 1. Course Learning Outcomes assessment (Each Semester) 2. Graduation project assessment (Each semester). Indirect Methods: 1. Exit Survey (Each Semester) 2. Course learning outcomes (Student Survey) (Each Semester).	1 st and 2 nd Semesters
1.2	To recognize the knowledge of contemporary issues in planning, designing, constructing, and rehabilitating civil engineering infrastructures. (j)		
1.3	To develop and use techniques and skills using modern engineering methods and		

	tools needed in civil engineering practices. (k).		
1.4			
2.0	Cognitive Skills المهارات الإدراكية		
2.1	To identify and apply knowledge of mathematics and sciences and engineering in civil engineering problems (a)	<u>Direct Methods:</u> 1. Course Learning Outcomes assessment (Each Semester) 2. Graduation project assessment (Each semester). <u>Indirect Methods:</u> 1. Exit Survey (Each Semester) 2. Course learning outcomes (Student Survey) (Each Semester). <u>Direct Methods:</u> 1. Course Learning Outcomes assessment (Each Semester) 2. Graduation project assessment (Each semester).	1 st and 2 nd Semesters
2.2	To design and conduct experiments, as well as to analyze and interpret data required for solving civil engineering projects. (b)		
2.3	To design optimum system/component of civil engineering facilities/infrastructures to meet desired needs using realistic constraints. (c)		
2.4	To identify and apply knowledge of mathematics and sciences and engineering in civil engineering problems (a)		
3.0	Interpersonal Skills & Responsibility مهارات التعامل مع الآخرين وتحمل المسؤولية		
3.1	To act professionally and ethically and recognize the impact of liability issues in civil engineering projects and constructions. (f)	<u>Direct Methods:</u> 1. Course Learning Outcomes assessment (Each Semester) 2. Graduation project assessment (Each semester). <u>Indirect Methods:</u> 1. Exit Survey (Each Semester) 2. Course learning outcomes (Student Survey) (Each Semester).	1 st and 2 nd Semesters
3.2	To recognize the need in life-long learning and to engage in continuing education of professional/engineering skills. (i)		
4.0	Communication, Information Technology, Numerical مهارات الاتصال و تقنية المعلومات والمهارات العددية		
4.1	To function effectively in multi-disciplinary construction project/civil engineering teams. (d)	<u>Direct Methods:</u> 1. Course Learning Outcomes assessment (Each Semester) 2. Graduation project assessment (Each semester). <u>Indirect Methods:</u> 1. Exit Survey (Each Semester) 2. Course learning outcomes (Student Survey) (Each Semester).	1 st and 2 nd Semesters
4.2	To communicate effectively prepare professional written materials, graphical communications and deliver professional oral and written presentations. (g)		
5.0	Psychomotor المهارات النفسحركية		
5.1	N.A.		

5.2			

Provide “direct assessments” for the current year’s program learning outcomes, according to the dates provided above (G.2). A **KPI Assessment 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)**.

قدم تقييم مباشر لمخرجات تعلم البرنامج للعام الحالي وفقاً للتواريخ المحددة عالية (G.2). يوجد في الأسفل جدول لتقييم مؤشرات الأداء. لكل مخرج تعلم يجب استخدام جدول منفصل لمؤشر الأداء. على مدى دورة الأربع (خمس أو ست) سنوات يجب أن تكون جميع مخرجات تعلم البرنامج قد تم تقييمها وتسجيل نتائجها في التقارير السنوية للبرنامج.



Assessment Cycle

Strengths:

- 1 - Direct and direct assessment executed each semester.
- 2 - Variety of assessment methods.

Recommendations:

Indirect assessment needs more surveys to be included, such as Alumni Survey. Provide “direct assessments” for the current year’s program learning outcomes, according to the dates provided above (G.2). A **KPI Assessment 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)**. Normally a program has 6 to 8 program learning outcomes. Therefore 1 to 3 learning outcomes are directly assessed each year.

The KPI table is used to document directly assessed program learning outcomes. Assessments methods may include: national or international standardized test results, rubrics, exams and grade analysis, or learning achievement using an alternative scientific assessment system (copy the **KPI Assessment Table** and paste to make additional tables as needed).

Note: Programs are to provide their own KPIs for directly measuring student performance.

ملحوظة: على البرنامج تقديم مؤشرات الأداء الخاصة به للقياس المباشر لأداء الطلبة.

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).

يستخدم جدول مؤشرات الاداء لتوثيق القياس المباشر لمخرجات تعلم البرنامج . لكل مخرج تعلم من مخرجات تعلم البرنامج يجب استخدام جدول منفصل. أساليب القياس المباشر يمكن أن تتضمن نتائج الاختبارات المعيارية المحلية أو العالمية –سلاسل التقدير اللفظي (الروبركس) – والاختبارات و تحليل درجات مخرجات التعلم – أو انجازات التعلم باستخدام أي نظام علمي بديل للتقييم (انسخ جدول تقييم مؤشرات الاداء والصقه لإنشاء جداول اضافية وفق الاحتياج)

KPI Assessment Table

KPI Code # 1 رمز مؤشر الأداء Program KPI: مؤشر أداء البرنامج Apply knowledge of mathematics, science, and engineering
Assessment Year سنة التقييم 2016/2017 Program Learning Outcome مخرج تعلم البرنامج Identify and apply knowledge of mathematics and sciences and engineering in civil engineering problems

NQF Learning Domain مجال التعلم وفقاً للاطار الوطني	Cognitive Skills
KPI Target Benchmark قيمة المؤشر المستهدف	60%
KPI Actual Benchmark القياس الفعلي للمؤشر	79.5%
Internal Benchmark المقارنة الداخلية	60%
External Benchmark المقارنة الخارجية	NA

التحليل (اذكر نقاط القوة والتوصيات) (Analysis: (List strengths and recommendations)

- Although the percentage of KPI is high but the new target bench mark will face some difficulties.
- Some courses have inflation in assessing grades.

% Students getting 60% or better					a		b		c		d		e		f		g		h		i		j		k	
▶	Course ID	Sections	CH	NS	M(a)	P(a)	M(b)	P(b)	M(c)	P(c)	M(d)	P(d)	M(e)	P(e)	M(f)	P(f)	M(g)	P(g)	M(h)	P(h)	M(i)	P(i)	M(j)	P(j)	M(k)	P(k)
1	221CE	1	3	10	30.8	85	7.5	93	0	0	0	0	30.8	85	0	0	0	0	0	0	0	0	0	0	30.8	85
2	241CE	1	3	16	29.5	78	0	0	0	0	0	0	29.5	78	0	0	0	0	0	0	0	0	0	0	41	90
3	312CE	1	3	33	30.8	57	13.8	51	0	0	0	0	30.8	57	0	0	0	0	0	0	0	0	0	0	24.8	56
4	313CE	1	3	14	42.1	47	11.8	68	4.5	75	2.8	79	5.1	67	0	0	0	0	5.1	67	4.5	71	4.5	71	19.6	55
5	322CE	1	3	11	30.8	71	7.5	97	0	0	0	0	30.8	71	0	0	0	0	0	0	0	0	0	0	30.8	71
6	342CE	1	3	29	0	0	50	78	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	78
7	352CE	1	3	9	14.3	88	0	0	14.3	88	0	0	14.3	88	14.3	88	0	0	14.3	88	14.3	88	14.3	88	0	0
8	353CE	1	3	23	33.3	88	0	0	0	0	0	0	33.3	88	0	0	0	0	0	0	0	0	0	0	33.3	88
9	354CE	1	3	36	33.3	78	0	0	33.3	78	0	0	0	0	0	0	0	0	0	0	0	0	0	0	33.3	78
10	355CE	1	3	18	14.3	58	0	0	14.3	58	0	0	14.3	58	14.3	58	0	0	14.3	58	14.3	58	0	0	14.3	58
11	371CE	1	3	35	26.3	65	16.8	64	7	58	.9	76	7	58	0	0	0	0	25.4	65	9.5	69	0	0	7	58
12	381CE	1	3	17	0	0	0	0	0	0	0	0	25	93	25	93	25	93	0	0	0	0	0	0	25	93
13	414 CE	1	3	6	13.1	84	0	0	0	0	10.6	80	13.1	84	2.5	99	10.6	80	13.1	84	13.1	84	13.1	84	10.6	80
14	423CE	1	3	9	53.2	91	0	0	20.2	84	0	0	0	0	0	0	0	0	11.7	68	0	0	0	0	15	93
15	431CE	1	3	5	35.7	68	23.3	68	22.3	67	0	0	6.7	62	0	0	0	0	0	0	0	0	0	0	12	99
16	432CE	1	3	8	36.7	84	0	0	8.7	83	0	0	28	69	0	0	0	0	0	0	0	0	0	0	26.7	82
17	433CE	1	2	14	14	97	0	0	5.7	96	0	0	14	97	14	97	14	97	0	0	14	97	0	0	14	97
18	462CE	1	3	7	25	75	0	0	0	0	25	75	25	75	0	0	0	0	0	0	0	0	0	0	25	75
19	491CE	1	2	4	4.3	69	14	79	16.3	69	6.5	77	9.3	75	13	77	14	64	2.3	99	6.5	77	2.3	99	9.3	75
20	491CE	1	2	4	4.3	99	14	99	17	99	6.5	99	9.3	99	13	99	14	99	3	99	6.5	99	3	99	9.3	99
21	492CE	1	2	6	4.3	99	13	99	11.3	97	5.5	92	8.7	99	13	97	12	99	5.5	64	5.5	92	5.5	64	15.7	97

SO Satisfaction Index	Student Outcomes (SO):	a	b	c	d	e	f	g	h	i	j	k
	Average	78	80	79	83	78	88	89	77	82	84	80

Outcome Analysis Type

☒ Direct Assessment

☐ Student Survey

☐ Faculty Survey

Export (.CSV)

Figure 4.29 SO Attainment results based on course wise CLOs assessment in semester

% Students getting 60% or better					a		b		c		d		e		f		g		h		i		j		k	
▶	Course ID	Sections	CH	NS	M(a)	P(a)	M(b)	P(b)	M(c)	P(c)	M(d)	P(d)	M(e)	P(e)	M(f)	P(f)	M(g)	P(g)	M(h)	P(h)	M(i)	P(i)	M(j)	P(j)	M(k)	P(k)
1	241CE	1	3	16	33.3	90	0	0	0	0	0	0	33.3	90	0	0	0	0	0	0	0	0	0	33.3	90	
2	251CE	1	3	12	50	84	0	0	0	0	0	0	50	84	0	0	0	0	0	0	0	0	0	0	0	
3	312CE	1	3	24	31.2	70	14.8	64	0	0	0	0	31.2	70	0	0	0	0	0	0	0	0	0	22.8	63	
4	313CE	1	3	27	42.5	65	12.5	69	4.8	60	3	73	4.5	74	0	0	0	0	4.5	74	4.8	67	4.8	67	18.8	73
5	322CE	1	3	32	31.7	50	5	97	0	0	0	0	31.7	50	0	0	0	0	0	0	0	0	0	31.7	50	
6	342CE	1	3	6	0	0	50	95	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	95	
7	352CE	1	3	11	14.3	92	0	0	14.3	92	0	0	14.3	92	14.3	92	0	0	14.3	92	14.3	92	14.3	92	0	0
8	353CE	1	3	19	33.3	79	0	0	0	0	0	0	33.3	79	0	0	0	0	0	0	0	0	0	33.3	79	
9	354CE	1	3	14	33.3	99	0	0	33.3	99	0	0	0	0	0	0	0	0	0	0	0	0	0	33.3	99	
10	355CE	1	3	25	14.3	78	0	0	14.3	78	0	0	14.3	78	14.3	78	0	0	14.3	78	14.3	78	0	14.3	78	
11	371CE	1	3	38	26.3	71	16	73	7	75	1	76	7	75	0	0	0	0	25.3	70	10.3	72	0	0	7	75
12	381CE	1	3	25	0	0	0	0	0	0	0	0	25	95	25	95	25	95	0	0	0	0	0	25	95	
13	414 CE	1	3	10	13.1	95	0	0	0	0	10.6	92	13.1	95	2.5	99	10.6	92	13.1	95	13.1	95	13.1	95	10.6	92
14	423CE	1	3	10	50.7	70	0	0	25.7	68	0	0	0	0	0	0	0	0	13.7	91	0	0	0	10	70	
15	431CE	1	3	19	14	69	16.7	94	50.7	61	0	0	5	68	0	0	0	0	0	0	0	0	0	13.7	94	
16	432CE	1	3	9	39.7	97	0	0	11.7	99	0	0	28	83	0	0	0	0	0	0	0	0	0	20.7	94	
17	433CE	1	2	13	15.2	74	0	0	8.7	76	0	0	15.2	74	15.2	74	15.2	74	0	15.2	74	0	0	15.2	74	
18	462CE	1	3	4	25	99	0	0	0	0	25	99	25	99	0	0	0	0	0	0	0	0	0	25	99	
19	491CE	1	2	6	4.3	85	14	99	17	78	6.5	79	9.3	79	13	99	14	99	3	93	6.5	79	3	93	9.3	79
20	491CE	1	2	3	4.3	77	14	86	17	80	5	99	9.3	79	13	85	14	71	3	74	5	99	3	74	9.3	79
21	492CE	1	2	4	4.3	99	13	99	11.3	99	5.5	99	8.7	99	13	99	12	99	5.5	99	5.5	99	5.5	99	15.7	99

SO Satisfaction Index	Student Outcomes (SO):	a	b	c	d	e	f	g	h	i	j	k
	Average ▼	81	86	80	88	81	90	88	85	84	87	83

Outcome Analysis Type

☒ Direct Assessment☐ Student Survey☐ Faculty Survey

Export (.CSV)

Figure 4.42 SO Attainment results based on course wise CLOs assessment in semester

	a	b	C	d	e	f	g	h	i	j	K
Sester1	78	80	79	83	78	88	89	77	82	84	80
Sester2	81	86	80	88	81	90	88	85	84	87	83
Average	79.5	83	79.5	85.5	79.5	89	88.5	81	83	85.5	81.5

New Target Benchmark
المستهدف الجديد

70% of student achieve 70% of CLO.

KPI Code # 2 رمز مؤشر الأداء Program KPI: مؤشر أداء البرنامج an ability to design and conduct experiments, as well as to analyze and interpret data

Assessment Year 2015/2016 سنة التقويم Program Learning Outcome مخرج تعلم البرنامج Design and conduct experiments, as well as to analyze and interpret data required for solving civil engineering projects

NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	Cognitive Skills
KPI Target Benchmark قيمة المؤشر المستهدف	60%
KPI Actual Benchmark القياس الفعلي للمؤشر	83%
Internal Benchmark المقارنة الداخلية	60%
External Benchmark المقارنة الخارجية	NA
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) <ul style="list-style-type: none"> Although the percentage of KPI is high but the new target bench mark will face some difficulties. Some courses have inflation in assessing grades. 	
New Target Benchmark المستهدف الجديد	70% of student achieve 70% of CLO.

KPI Code # 3 رمز مؤشر الأداء Program KPI: مؤشر أداء البرنامج an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability	
Assessment Year سنة التقييم 2016/2017 Program Learning Outcome مخرج تعلم البرنامج _design optimum system/component of civil engineering facilities/infrastructures to meet desired needs using realistic constraints	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	Cognitive Skills
KPI Target Benchmark قيمة المؤشر المستهدف	60%
KPI Actual Benchmark القياس الفعلي للمؤشر	79.5%
Internal Benchmark المقارنة الداخلية	60%

External Benchmark المقارنة الخارجية	NA
Analysis: (List strengths and recommendations) (التحليل (اذكر نقاط القوة والتوصيات) <ul style="list-style-type: none"> Although the percentage of KPI is high but the new target bench mark will face some difficulties. Some courses have inflation in assessing grades. 	
New Target Benchmark المستهدف الجديد	70% of student achieve 70% of CLO.

KPI Code # 4 رمز مؤشر الأداء Program KPI: مؤشر أداء البرنامج an ability to function on multidisciplinary teams	
Assessment Year سنة التقييم 2016/2017 Program Learning Outcome مخرج تعلم البرنامج Function on multidisciplinary teams	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	Communication, Information Technology, Numerical
KPI Target Benchmark قيمة المؤشر المستهدف	60%
KPI Actual Benchmark القياس الفعلي للمؤشر	85.5%
Internal Benchmark المقارنة الداخلية	60%
External Benchmark المقارنة الخارجية	NA
Analysis: (List strengths and recommendations) (التحليل (اذكر نقاط القوة والتوصيات) <ul style="list-style-type: none"> Although the percentage of KPI is high but the new target bench mark will face some difficulties. Some courses have inflation in assessing grades. 	
New Target Benchmark المستهدف الجديد	70% of student achieve 70% of CLO.

KPI Code # 5 رمز مؤشر الأداء Program KPI: مؤشر أداء البرنامج an ability to identify, formulate, and solve engineering problems	
Assessment Year سنة التقييم 2016/2017 Program Learning Outcome مخرج تعلم البرنامج <u>Identify, formulate, and solve civil engineering problems and to evaluate and synthesize information in order to provide best</u>	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	Cognitive Skills
KPI Target Benchmark قيمة المؤشر المستهدف	60%
KPI Actual Benchmark القياس الفعلي للمؤشر	79.5 %
Internal Benchmark المقارنة الداخلية	60%
External Benchmark المقارنة الخارجية	NA
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) <ul style="list-style-type: none"> Although the percentage of KPI is high but the new target bench mark will face some difficulties. Some courses have inflation in assessing grades. 	
New Target Benchmark المستهدف الجديد	70% of student achieve 70% of CLO.

KPI Code # 6 رمز مؤشر الأداء Program KPI: مؤشر أداء البرنامج an understanding of professional and ethical responsibility	
Assessment Year سنة التقييم 2016/2017 Program Learning Outcome مخرج تعلم البرنامج Act professionally and ethically and recognize the impact of liability issues in civil engineering projects and constructions.	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	Interpersonal Skills & Responsibility
KPI Target Benchmark قيمة المؤشر المستهدف	60%
KPI Actual Benchmark القياس الفعلي للمؤشر	89%
Internal Benchmark المقارنة الداخلية	60%
External Benchmark المقارنة الخارجية	NA
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) <ul style="list-style-type: none"> Although the percentage of KPI is high but the new target bench mark will face some difficulties. Some courses have inflation in assessing grades. 	
New Target Benchmark المستهدف الجديد	70% of student achieve 70% of CLO.

KPI Code # 7 رمز مؤشر الأداء Program KPI: مؤشر أداء البرنامج an ability to communicate effectively	
Assessment Year سنة التقييم 2016/2017 Program Learning Outcome مخرج تعلم البرنامج Communicate effectively prepare professional written materials, graphical communications and deliver professional oral and written presentations.	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	Communication, Information Technology, Numerical
KPI Target Benchmark قيمة المؤشر المستهدف	60%
KPI Actual Benchmark القياس الفعلي للمؤشر	88.5 %
Internal Benchmark المقارنة الداخلية	60%
External Benchmark المقارنة الخارجية	NA
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات)	
<ul style="list-style-type: none"> Although the percentage of KPI is high but the new target bench mark will face some difficulties. Some courses have inflation in assessing grades. 	
New Target Benchmark المستهدف الجديد	70% of student achieve 70% of CLO.

KPI Code # 8 رمز مؤشر الأداء Program KPI: مؤشر أداء البرنامج the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context	
Assessment Year سنة التقييم 2016/2017 Program Learning Outcome مخرج تعلم البرنامج Recognize the broad education necessary to understand the impact of engineering solutions to economic, environmental and society and to improving quality of life.	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	Knowledge
KPI Target Benchmark قيمة المؤشر المستهدف	60%
KPI Actual Benchmark القياس الفعلي للمؤشر	81 %
Internal Benchmark المقارنة الداخلية	60%
External Benchmark المقارنة الخارجية	NA
Analysis: (List strengths and recommendations) (التحليل (اذكر نقاط القوة والتوصيات) <ul style="list-style-type: none"> Although the percentage of KPI is high but the new target bench mark will face some difficulties. Some courses have inflation in assessing grades. 	
New Target Benchmark المستهدف الجديد	70% of student achieve 70% of CLO.

KPI Code # 9 رمز مؤشر الأداء Program KPI: مؤشر أداء البرنامج a recognition of the need for, and an ability to engage in life-long learning	
Assessment Year سنة التقييم 2016/2017 Program Learning Outcome مخرج تعلم البرنامج Recognize the need in life-long learning and to engage in continuing education of professional/engineering skills.	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	Interpersonal Skills & Responsibility
KPI Target Benchmark قيمة المؤشر المستهدف	60%
KPI Actual Benchmark القياس الفعلي للمؤشر	83 %
Internal Benchmark المقارنة الداخلية	60%
External Benchmark المقارنة الخارجية	NA
Analysis: (List strengths and recommendations) (التحليل (اذكر نقاط القوة والتوصيات) <ul style="list-style-type: none"> Although the percentage of KPI is high but the new target bench mark will face some difficulties. Some courses have inflation in assessing grades. 	
New Target Benchmark المستهدف الجديد	70% of student achieve 70% of CLO.

KPI Code # 10 رمز مؤشر الأداء: مؤثر أداء البرنامج a knowledge of contemporary issues	
Assessment Year 2016/2017 سنة التقييم: مخرج تعلم البرنامج Program Learning Outcome <u>Recognize the knowledge of contemporary issues in planning, designing, constructing, and rehabilitating civil engineering infrastructures.</u>	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	Knowledge
KPI Target Benchmark قيمة المؤشر المستهدف	60%
KPI Actual Benchmark القياس الفعلي للمؤشر	85.5 %
Internal Benchmark المقارنة الداخلية	60%
External Benchmark المقارنة الخارجية	NA
<p>التحليل (اذكر نقاط القوة والتوصيات)</p> <p>Analysis: (List strengths and recommendations)</p> <ul style="list-style-type: none"> Although the percentage of KPI is high but the new target bench mark will face some difficulties. Some courses have inflation in assessing grades. 	
New Target Benchmark المستهدف الجديد	70% of student achieve 70% of CLO.

KPI Code # 11 رمز مؤشر الأداء Program KPI: مؤشر أداء البرنامج an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice	
Assessment Year سنة التقييم 2016/2017 Program Learning Outcome مخرج تعلم البرنامج <u>Develop and use techniques and skills using modern engineering methods and tools needed in civil engineering practices.</u>	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	Cognitive Skills
KPI Target Benchmark قيمة المؤشر المستهدف	60%
KPI Actual Benchmark القياس الفعلي للمؤشر	81.5%
Internal Benchmark المقارنة الداخلية	60%
External Benchmark المقارنة الخارجية	NA
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) <ul style="list-style-type: none"> Although the percentage of KPI is high but the new target bench mark will face some difficulties. Some courses have inflation in assessing grades. 	
New Target Benchmark المستهدف الجديد	70% of student achieve 70% of CLO.

4. Orientation programs for new teaching staff برامج التهيئة لأعضاء هيئة التدريس الجدد

Orientation programs provided? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If offered how many participated? <input type="text"/>
هل قدمت برامج تهيئة ؟ نعم ... لا	في حال قدمت، كم عدد المشاركين بها
a. Brief Description موجز لبرامج التهيئة	
<ul style="list-style-type: none"> - All the new faculty members are given an effective orientation to the institution to ensure familiarity with the institution and its operating procedures, services and priorities for development through a meeting with the head of the department. - New teaching staff is given a thorough orientation to the program to ensure they have a thorough understanding of the program as a whole, of the contributions to be made to it through the courses they teach, and of the expectations for coordinated planning and delivery of courses and evaluation and reporting requirements through meeting with the head of the department. 	
b. List recommendations for improvement by teaching staff.	
اذكر توصيات التحسين من قبل أعضاء هيئة التدريس الذين اشتركوا في برنامج التهيئة	
N.A.	

c. If orientation programs were not provided, give reasons. اذكر الأسباب
N.A.

5. Professional Development Activities for Faculty, Teaching and Other Staff أنشطة التطوير المهني لأعضاء هيئة التدريس وطاقم التدريس وغيرهم	How many Participated كم عدد المشاركين	
a. Activities Provided الأنشطة التي قدمت	Teaching Staff اعضاء هيئة التدريس	Other Staff العاملون الآخرون
Attending training courses at the university to develop the staff's skills in electronic learning and get used to the modern teaching tools such as the smart data show.	4	-
Staff are participating in research projects funded by the "Engineering and Applied Sciences Centre"	3	-
Seminars	1	-
Participating in international conferences and workshops	1	-
Getting more books for the staff and students		
Site visits to industrial places	2	2 and Students

b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.

تحليل موجز حول مدى فائدة هذه الأنشطة من واقع تقييمات المشاركين فيها أو أساليب التقييم الأخرى.

The culture of quality assurance among the staff has been wildly increased upon their participation in the training course provided by the Quality Assurance and Developing Skills in Najran University

H. Independent Opinion on Quality of the Program (e.g. head of another similar department / program offering comment on evidence received and conclusions reached).

الرأي المستقل حول جودة البرنامج (مثال: رئيس قسم/برنامج آخر مشابه يقدم تعليقا على الأدلة والنتائج التي تم الوصول إليها).

1. Matters Raised by Evaluator Giving Opinion القضايا التي أثارها صاحب الرأي المستقل	Comments by Program Coordinator تعليق منسق البرنامج على ما أثير من قضايا
In Process	
2. Implications for Planning for the Program الآثار المترتبة على التخطيط للبرنامج	

Program KPI and Assessment Table
مؤشرات أداء البرنامج وجدول التقييم

KPI # رمز/ رقم مؤشر الأداء	مؤشر الأداء KPI	KPI Target Benchmark قيمة المؤشر المستهدف	KPI Actual Benchmark القياس الفعلي للمؤشر	KPI Internal Benchmarks المقارنة الداخلية للمؤشر	KPI External Benchmark المقارنة الخارجية للمؤشر	KPI Analysis تحليل مؤشر الأداء	KPI New Target Benchmark المستهدف الجديد للمؤشر
1							
2							
3							
4							
5							
6							
Whole Program Analysis of KPIs and Benchmarks: (list strengths and recommendations) التحليل الكامل لمؤشرات أداء البرنامج والمقارنة المرجعية: (اذكر نقاط القوة والتوصيات)							

NOTE The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.

ملحوظة: التعريفات التالية مقدمة للاسترشاد بها في تعبئة الجدول السابق لمؤشرات أداء البرنامج وتقييمها.

KPI refers to the key performance indicators the program used in its SSRP. This includes both the NCAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAA suggested KPIs and all others).

مؤشرات الأداء الرئيسية (KPIs): يشير اختصار KPI الى مؤشرات أداء البرنامج الرئيسية التي استخدمها البرنامج في تقرير الدراسة الذاتية. ويشمل هذا ما تم اختياره من مؤشرات الأداء المقترحة من الهيئة الوطنية وكل مؤشرات الأداء الإضافية التي حددها البرنامج (متضمنة ٥٠% من مؤشرات الأداء المقترحة من الهيئة الوطنية وجميع المؤشرات الأخرى).

Target Benchmark refers to the anticipated or desired outcome (goal or aim) for each KPI.

قيمة المؤشر المستهدف: يشير إلى المخرج المستهدف أو المأمول (غاية أو هدف) لكل مؤشر أداء.

Actual (Finding) Benchmark refers to the actual outcome determined when the KPI is measured or calculated.

القياس الفعلي للمؤشر: يشير إلى المخرج أو الناتج الفعلي الذي تحقق بعد قياس أو حساب مؤشر الأداء.

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).

المقارنات المرجعية الداخلية: تشير إلى المقارنات المرجعية (النتائج الفعلية) من داخل البرنامج (مثل: نتائج بيانات من سنوات سابقة، أو نتائج بيانات من أقسام علمية أخرى داخل الكلية نفسها).

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).

المقارنات المرجعية الخارجية: تشير إلى المقارنات المرجعية (النتائج الفعلية) من برامج مماثلة من خارج المؤسسة (مثل: برامج مشابهة وطنية أو دولية).

KPI Analysis refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.

تحليل مؤشرات الأداء: يشير إلى المقارنة والتباين بين النتائج الفعلية وقيم المؤشرات المرجعية، وذلك لتحديد نقاط القوة وتوصيات التحسين.

New Target Benchmark refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.

المستهدف الجديد للمؤشر: يشير إلى تحديد قيمة جديدة أو مأمولة لمؤشر الأداء بناءً على نتائج تحليل مؤشر الأداء.

Program KPI and Assessment Table
مؤشرات أداء البرنامج وجدول التقييم

KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmark	KPI External Benchmark	KPI Analysis	KPI New Target Benchmark
S01 Mission Goals and Objectives							
KPI-A01	The approval decision to adopt and document the vision and mission from program and college council	Minutes of meeting	Minutes of meeting	N.A	N.A	Completed	Not required
KPI-A02	Satisfaction rate of students, alumni, faculty members and the labour market for the vision and mission of each program separately	80%	78.5%	N.A	N.A	Satisfied and need to compare with benchmarks internally and externally	Not required
	a- Students	80%	72%	N.A	N.A	The level of satisfaction of student is below the target level, and this may be attributed to the transfer to the new campus and many facility in the campus still under construction	Not required
	b- Alumni	80%	70%	N.A	N.A	The level of satisfaction of alumni is below the target level, and this may be attributed to the transfer to the new campus and many facility in the campus still under construction	Not required

	c- Faculty members	80%	92%	N.A	N.A	Satisfied and need to compare with benchmarks internally and externally	Not required
	d-Labour market	80%	80%	N.A	N.A	Satisfied and need to compare with benchmarks internally and externally	Not required
KPI-A03	The proportion of alignment between the university, college and the program mission statement	90%	95%	N.A	N.A	Satisfied and need to compare with benchmarks internally and externally	Not required
KPI-A04	The number of decisions and decrees made by reference to the mission of the program	75%	5 decrees	N.A	N.A	Decrees of program council need to be related to the mission statement	Not required
S02 Program Administration							
KPI-A05	Documents that define the policies and authorities	Documents	Documents	N.A	N.A	Documented There are some required forms, letters and minutes (not provided till now)	Not required
KPI-A06	Satisfaction rate of faculty members and administrators for administrative and academic environment	70%	78%	N.A	N.A	Satisfied and need to compare with benchmarks internally and externally	Not required
S03 Management of Program Quality Assurance							
KPI-A07	Students overall evaluation on the quality of their learning experiences at the program. (Average rating of the overall quality of their program on a five-point scale in an annual survey final year students.)	80%	85%	N.A	N.A	Satisfied and need to compare with benchmarks internally and externally	Not required
KPI-A08	Proportion of courses and student in which student evaluations were conducted to evaluate courses and lecturer during the year.	80%	100%	N.A	N.A	Satisfied, all courses are evaluated by each students using online questioner	Not required
S04 Learning and Teaching							

KPI-A09	Ratio of students to teaching staff. (Based on full time equivalents) teaching based	1:25	1:12	N.A	N.A	The ratio of students to teaching staff is less than the targeted one. However, it is required to compare with benchmarks internally and externally.	Not required
KPI-A10	Ratio of students to teaching staff. (Based on program)	1:15	1:12	N.A	N.A	The ratio of students to teaching staff is less than the targeted one. However, it is required to compare with benchmarks internally and externally.	Not required
KPI-A11	Satisfaction of employment for professional and personal skills of the graduates of the program. (average)	75%	55%	N.A	N.A	According to the employer survey, the major unsatisfying points regarded the graduate communication and information technology skills.	60%
KPI-A12	Students overall rating on the quality of their courses. (Average rating of students on a five-point scale on overall evaluation of courses.)	80%	87%	N.A	N.A	The students overall rating on the quality of their courses is higher than the targeted one. However, it is required to compare with benchmarks internally and externally.	Not required
KPI-A13	Proportion of teaching staff with verified doctoral qualifications.	70%	86%	N.A	N.A	The proportion of teaching staff with verified doctoral qualifications is higher than the targeted one. However, it is required to compare with benchmarks internally and externally.	Not required
KPI-A14	Percentage of students entering programs whom successfully complete first year.	80%	100%	N.A	N.A	Satisfied	Not required
KPI-A15	Proportion of students entering undergraduate programs who complete those programs in minimum time.	70%	45.5%	N.A	N.A	Not Satisfied, action plan should consider this point.	50%

KPI-A16	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	≥ 30% ≥ 10% ≥ 10%	57% 0% 0%	N.A	N.A	The achieved proportion is higher than the targeted one. However, it is required to compare with benchmarks internally and externally.	Not required
S05 Student Administration and Support Services							
KPI-A17	Ratio of students to administrative staff	75:1	17:1	N.A	N.A	The ratio of students to administrative staff is more than the targeted one. However, there are some shortcoming in the quality of services offered to the students.	Not required
KPI-A18	Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five-point scale in an annual survey of final year students.	80%	40%	N.A	N.A	In general, about 40 % of the students are satisfy with the current practices of academic and career counselling on the department and this ratio is less than targeted. The point of the strength is that lot off student are highly satisfied with mechanism implemented by the department to help students getting the right academic advising. Another point of the strength shown with student's satisfaction on the level of helps and supports provided by their academic advisors during the registration period. Many students were not satisfy on the level of progress follow up by	50%

						their academic advisors. In addition, more students answered negatively when they asked about either their academic advisors were encouraging them to develop their thought and tendencies in their field of specialization. Analysis also shows that fewer efforts made by the academic advisors to clarify students on the relation between the courses and the detail curriculum of the department.	
KPI-A19	The percentage of students participating in non-curricular activities	40%	62%	N.A	N.A	The point of the strength is that more students show their interest in participating in non - curricula activities. This is more remarkable with the high percentage of student's involvements in non-curricula activities arrange by the department.	Not required
S06 Learning Resources							
KPI-A20	Student evaluation of library services. (Average rating on adequacy of library services on a five-point scale in an annual survey of final year students.)	75%	60%	N.A	N.A	Need improvements	Not required
KPI-A21	Number of book titles held in the library as a proportion of the number of students.	1:10	1:20	N.A	N.A	Need improvements	Not required
S07 Facilities and Equipment							

KPI-A22	Number of accessible computer terminals per student.	1:25	1:6	N.A	N.A	Satisfied	Not required
KPI-A23	Average overall rating of adequacy of facilities and equipment in a survey of teaching staff.	80%	49%	N.A	N.A	Need improvements	50%
KPI-A24	The percentage of students satisfied with their classrooms and laboratories rate	85%	43%	N.A	N.A	Need improvements	50%
S08 Financial Planning and Management							
KPI-A25	The percentage of teaching staff satisfaction with financial management system and the adequacy of the available budget for the program	80%	58%	N.A	N.A	Need improvements	65%
S09 Employment Processes							
KPI-A26	Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.	≤ 10%	7%	N.A	N.A	Satisfied	Not required
KPI-A27	Proportion of teaching staff participating in professional development activities during the past year.	1:1	1:0.60	N.A	N.A	All new staff members need to attend workshops.	Not required
S10 Research							
KPI-A28	Number of refereed publications (journal and conferences) in the previous year per full time equivalent member of teaching staff.	1:2	1:1.625	N.A	N.A	Satisfied	Not required
S11 Relationships with the Community							
KPI-A29	Number of community education programs, consultancy, and training provided by the program.	3	3	N.A	N.A	Satisfied	Not required
Analysis of KPIs and Benchmarks: (list strengths and recommendations)							

S01 Mission Goals and Objectives

Strength:

- The mission and goals are established to cover the need of all stakeholders and the mission was analysed and related to the mission of faculty and university the relationship is one to one supporting the main key component of the university mission.
- The mission is published through the program website, procures, posters, and files. Also all the mission were explained to all the stakeholders.
- The level of satisfaction of stakeholders about the mission statement is acceptable in compare with the KPI target.

Recommendations:

- Further publicity of the mission statement is needed through workshops and seminars.
- More involvement of student and alumni in reviewing the mission statement.

S02 Program Administration

Strength:

- Documents that define the policies and authorities are available.
- Satisfaction rate of faculty members and administrators for administrative and academic environment is higher than targeted.

Recommendations:

- Some documents need approval from the department and faculty council

S03 Management of Program Quality Assurance

Strength:

- All of the student evaluate all the courses through online courses evaluation.
- There is a peer review questioner.

Recommendations:

- Implement the peer review in all courses in the program.

S04 Learning and Teaching

Strength:

- Ratio of students to teaching staff is within the target level
- Students overall rating on the quality of their courses is higher than the target level
- The ratio of teaching staff with verified doctoral qualifications to the total teaching staff is higher than targeted.
- The ratio of graduates from undergraduate programs who within six months have employed is higher than targeted.

Recommendations:

- Improve the satisfaction rate of the employers about the professional and personal skills of the civil engineering program graduates.
- Increase the percentage of the students who entering the civil engineering program and complete in the minimum time for graduation.

S05 Student Administration and Support Services

Strength:

- The ratio of students to administrative staff is more than the targeted one.
- More students show their interest in participating in non-curricula activities.
- Lot off student are highly satisfied with mechanism implemented by the department to help students getting the right academic advising.
- Student's satisfaction on the level of helps and supports provided by their academic advisors during the registration period.

Recommendations:

- The role of administrative staff should be more effective in helping students. The tasks of the administrative staff should be reviewed and reconsider from the administration. The tasks should be plan in such a way that it should touch the students need. In general, the quality of services offered to the students must be improve.
- More efforts should be done in order to improve the quality of academic and career counselling offered in the department. More focus must be directed toward progress follow up of the students and toward narrowing the gap between students and their academic advisors. Effective academic advising should be provided to the students throughout the academic semester and the academic advisors should always be available for helping students during the counselling hours.
- Non-curricula should by diversify and should not be restricted to the scientific and recreational activities. Students should be encourage to intensify their involvement in diverse Non-curricula activities, i.e., sports, cultural and creative activities.

S08 Financial Planning and Management

Strength:

- The results of the questionnaire showed good satisfaction for the financial management system and the adequacy of the available budget for the program and the level of satisfaction were greater than 50%.

Recommendations:

- Mechanisms are needed to allocate a proportion of the budget for departmental operation per academic year.
- The coordinator of department or head of department must submit annual budget proposals for the program
- Detailed annual reports on the program budget should be prepared by the program administration

S09 Employment Processes

Strength:

- The achieved value is within the target but a comparison with benchmark internally and externally is required.
- Some of staff has attended more than one workshop.

Weakness:

- No encouragement to attend foreign staff any international conferences or external scientific events .

Recommendations:

- All new staff members need to attend workshops.
- A plan for workshops should be declared before starting the academic year.
- Participate in business networks.
- Maintain contacts with employers after job has ended.

Attract best high quality staff by giving more benefits such as giving them high salary and best recommendations.

S10 Research

Strength:

- Presence of a research plan for Civil Engineering Department established on a study of different research needs for different scientific disciplines of the department.
- The research plan was made in light of the available possibilities taking into account an attempt to development.
- The presence of a university research funding unit which supports the research projects in the university in competitively and clear manner and trying to develop the various sources of funding for scientific research.
- The Funding Research Unit (FRU) has a database for researches.
- The department uses a variety of styles to encourage joint scientific research and to participate in research projects.
- The department encourages the development of basic skills for staff members and their assistants through a certified and applied programs made by college and university to the development their capacity.
- The effective participation of staff members at local and international conferences, seminars, and symposiums.
- The presence of researchers in the department and the College from many countries of the world.

Recommendations:

- Funding allocations of researches and expenses to participate in scientific conferences.

- The research plan requires further improvement and detail. The research choice depends in most cases on the following factors: Researcher personal vision and what is available from funding capabilities to cover the expenses of search.
- Provide enough financial and moral incentive to support researchers.
- Establish a specific system for measuring revenue of financial allocations spent on scientific research.
- Increase the access of scientific research in the educational process as well as in the practical application for beneficiaries from scientific research in the field of civil engineering.
- Establishment of a mechanism for the development of local and international sources of funding for scientific research.
- Increased public and institutional awareness about the importance of scientific research in the development.

S11 Relationships with the Community

Strength:

- Graduate Unit has been established in the College and an office has been chosen for it beside a secretary.
- Database is available for all graduated students.
- Civil Engineering Industrial Advisory Council has been established with different sectors in the region of Najran.
- Students can be trained during their field-training course in the different public and private sectors such as electricity corporation of Saudi and Ministry of Water and Electricity.
- Community Contribution of College of Engineering in different fields of Engineering and Sciences and these fields has been covered by different workshops and seminars by the Scientific and Engineering Center in the College through lectures held by different staff members.

Recommendations:

- Activation the role of the Graduate Unit in the faculty to effectively contact with graduates periodically through their phone numbers, e-mails and meeting.
- Establish a database for the employers from deferent public and private sectors, which our graduate could work so it is able to contact with them easily to get the feedback about our graduates.
- Seminars and workshops should be declared for the local community of Najran to attend and cooperate during these seminars.

Program Action Plan Table جدول الخطة التنفيذية للبرنامج

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.
ارشادات: استنادا الى تحليل مؤشرات الأداء والمقارنات المرجعية التي وردت بجدول تقييم مؤشرات أداء البرنامج عالية, ادرج التوصيات المحددة وابدأ في وضع الخطة التنفيذية للتحسين المستمر.

No.	Recommendations التوصيات	Actions الاجراءات	Assessment Criteria معايير التقييم	Responsible Person الشخص المسئول	Start Date تاريخ البدء	Completion Date تاريخ الانتهاء
1						
2						
3						
4						
5						
6						
Action Plan Analysis (List the strengths and recommendations for improvement of the Program Action Plan). تحليل الخطة التنفيذية: (اذكر نقاط القوة وتوصيات التحسين للخطة التنفيذية للبرنامج).						

I. Action Plan Progress Report تقرير التقدم في خطة عمل العام السابق

1. Progress on Implementation of Previous Year's Action Plans ما تم من تقدم في تنفيذ خطط عمل العام السابق

Actions Planned الاجراء المخطط له	Planned Completion Date التاريخ المخطط للإتمام	Person Responsible الشخص المسئول	Completed تم الانتهاء منه	If Not Complete, Give Reasons إذا لم يتم, اذكر الأسباب
a. Evaluate CLOs for all courses	End of each semester.	Instructors	yes	
Actions Planned الاجراء المخطط له	Planned Completion Date التاريخ المخطط للإتمام	Person Responsible الشخص المسئول	Completed تم الانتهاء منه	If Not Complete, Give Reasons إذا لم يتم, اذكر الأسباب
b. Apply exit survey	End of each semester.	Development and Quality unit	yes	
Actions Planned الاجراء المخطط له	Planned Completion Date التاريخ المخطط للإتمام	Person Responsible الشخص المسئول	Completed تم الانتهاء منه	If Not Complete, Give Reasons إذا لم يتم, اذكر الأسباب
c. Prepare the requirements of ABET Accreditation	Dec. 2015	Development and Quality unit		Not all requirements were completed because the plan is to submit the initial SSR in Jan 2015

Actions Planned الاجراء المخطط له	Planned Completion Date التاريخ المخطط للإتمام	Person Responsible الشخص المسئول	Completed تم الانتهاء منه	If Not Complete, Give Reasons إذا لم يتم, اذكر الأسباب
d. Prepare some mechanisms (orientation program, evaluation of performance) related to faculty	June 2015	Development and Quality unit	yes	
e. Meeting with the advisory board.	May 2015	Development and Quality unit	yes	
f. Constructing the program quality corner.	Oct. 2015	Development and Quality unit	yes	

2. Proposals for Program Development

a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other)

The assessment process and the assessment feedback mechanism have resulted in numerous actions to be taken. Specific changes including the curriculum, the assessment processes, academic advisement, facilities, graduation project quality and assessment, etc. The whole process of improvement itself is being improved to obtain a highly sustainable system of assessment, evaluation and improvement. Below is a detail of how the results of the assessment process have been systematically used in the continuous improvement of the program.

Curriculum:

There is a need to make some modifications on the curriculum, such as:

- + Separate labs from courses, which have experimental part, to be with different course ID, that there is a conflict in measuring student outcomes by knowledge and skills.
- + There are some courses we have to modify its prerequisite, such as :
 - Reinforced concrete (1) (CE 352) needs properties and testing of material (CE 342) as prerequisite.
 - Computer applications in Civil Engineering (CE 381) needs structure analysis (2) (CE 353) as prerequisite.
 - High way engineering (CE 431) needs transportation and traffic Engineering (CE 432) as prerequisite.
- + Specifications and Quantity Surveying course should be added to the curriculum to improve the measure of SO (f) (an understanding of professional and ethical responsibility), Also Introduction to Engineering Design (GE 102) course should include the code of ethic of the American Society of Civil Engineering.
- + Mini-project subject should be included in the Curriculum for the next semesters to help the student in conducting research activities in any branch of Civil Engineering and help them in making presentations.

Academic advisement:

The indirect assessment shows that there is a need to make advising to students and graduates to well understand the importance of the surveying to raise the quality of the program to increase the quality of the graduates.

Facilities:

The department should raise the efficiency of labs by making technical and maintenance contracts. Where the courses containing labs reflect some problems of labs.

Graduation project:

Graduation projects assessment plan that has already been implemented will be modified so that all graduation projects go through a uniform assessment of all SOs.

b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc.)

✚ **There are some courses we have to modify its prerequisite, such as :**

- **Reinforced concrete (1) (352CE) needs properties and testing of material (342CE) as prerequisite.**
- **Computer applications in Civil Engineering (381CE) needs structure analysis (2) (353CE) as prerequisite.**
- **High way engineering (431CE) needs transportation and traffic Engineering (432CE) as prerequisite.**

Assessment processes:

- The direct assessment shows that some SOs are in need to be revised in a way similar to the revisions of PEOs., where alumni survey and employer survey should be added:

Alumni Survey :

Alumni survey should be done at an interval of 4 years. A questionnaire should be sent to a set of randomly selected alumni. The questionnaire should measure the satisfaction about the student out comes.

Employer Survey :

Employers' survey should also be done at an interval of 4 years. Questionnaires should be sent to a set of randomly selected employers. The questionnaire should measure the satisfaction about the student out comes as used for the Alumni survey, so the employers may indicate how well they found our graduates that they employed in abilities concerning each SO.

Program satisfaction criteria indicator (PSC) should be raised to reach 70% to make the overall picture promising and give a good opportunity to make essential improvement.

- The indirect assessment needs advising of students and graduates to be reliable.
- The department intended to using a software package called CLOSO marketed by www.smart-accredit.com . The department decided to use a software package to achieve the following goals:
 - a) To cut down the instructor's time and effort in preparing the course file and data collection.
 - b) To increase the reliability of the collected data.
 - c) To allow error-free processing of large amount of data and thus enable the department to analyze and evaluate all courses within a week after obtaining the data files from the instructors.

<p>d) To obtain faculty's opinions on a number of issues that may help improve the CLO and SO attainments.</p>
<p>e) To identify any course that has an issue and to take corrective measures. f) To enable the chairman of the department, the ABET coordinator to re-view the SO attainments and "Loop-closing" in each semester. g) To maintain a unified database for syllabi of all courses. h) To make the assessment and evaluation system highly sustainable. The software CLOSO will be licensed because it satisfied all the above requirements. The software will be extensively used by the instructors in preparing the course files and by the ABET coordinator in getting data. The details of the software are available at the following link of the Software developer's site: http://www.smart-accredit.com.</p>
<p>c. Development Activities for Faculty and Teaching Staff</p> <ol style="list-style-type: none"> 1. Develop a plan for training and professional development of faculty members 2. Collaborate with the Deanship of Development and Quality at the university level to provide a set of training programs on best practices related to learning and teaching. 3. More IT facilities (printer, scanner, membership of professional bodies and photocopy machine) are needed to help faculty members in achieving their educational, professional and research goals. 4. Educate all faculty members at the program on the processes and procedures related to the evaluation and improvement of the program. 5. Provide orientation program to new faculty member. 6. Develop a policy to ensure that each expatriate faculty member has the right to attend at least one conference per year.

Program Chair/ Coordinator Name اسم رئيس / منسق البرنامج :__ Dr.Abdulnoor Ghanim

Signature التوقيع: Abdulnoor

Date Report Completed تاريخ اتمام التقرير 28/11/2017

Received by مستلم التقرير : _____ Dean/Department Head العميد/ رئيس القسم : _____

Signature: التوقيع _____ Date: التاريخ _____