

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: 20/12/1438H		
2. College/ Department القسم أو الكلية: College of Science & Arts, Department of Chemistry (Girls)		
3. Dean العميد: Dr. Mansur Al-Otaibi		
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: Community College in the University City (Girls)		

A. Program Identification and General Information

<p>اسم ورمز البرنامج Program title and code</p> <p>Chemistry (Chem)</p>
<p>اسم ومنصب الشخص الذي أعد تقرير البرنامج Name and position of persons completing the APR</p> <p>1- Dr / AmalFathiSelim 2- Dr / Naglaa Salah El –Deen 3- Dr/ HanaaFarag 4- Dr/ Aida YoussifHabib 5- NasemSaleh Ali</p>
<p>السنة الأكاديمية التي أعد فيها هذا التقرير Academic year to which this report applies</p> <p>1437-1438H</p>

B. Statistical Information

<p>1. Number of students who started the program in the year concerned: عدد الطلبة الذين بدأوا البرنامج في السنة المعنية.</p>	<p>45</p>
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2. (a) Number of students who completed the program in the year concerned:
عدد الطلاب الذين أتموا البرنامج في السنة المعنية.

الذين أتموا السنة النهائية من البرنامج:

الذين أتموا مسارات رئيسية ضمن البرنامج (if applicable)

Title اسم المسار العدد No

Title اسم المسار العدد No

Title اسم المسار العدد No

Title اسم المسار العدد No

2. (b) Completed an intermediate award specified as an early exit point (if any)
الذين أتموا مرحلة متوسطة تمنح بها شهادة , و تعتبر أحد مخارج البرنامج المبكرة (إن وجد)

3. Apparent completion rate معدل الإتمام الظاهري

(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.)

النسبة المئوية للطلبة الذين أتموا البرنامج (العدد المبين في 2 (أ) كنسبة مئوية من العدد الذي بدأ البرنامج من الدفعة نفسها)

(b) Percentage of students who completed an intermediate award (if any)
(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 للطلبة الذين أتموا المرحلة المتوسطة (إن وجدت) (مثال: شهادة الدبلوم ضمن برنامج درجة البكالوريوس) (العدد المبين في 2 (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 (Table 1)(جدول 1): إدارة التسجيل وتحليل الدفعة

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** therefore 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 1** 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 1)

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.

Graduates of the first semester of the year 1437-1438H

	second Term	First Term	second Term	First Term	second Term	First Term	second Term	First Term
Student Category	332	341	342	351	352	361	362	371
Total cohort enrollment	45	45	44	36	31	29	30	29
Retained till year end	42	40	31	30	23	19	27	28
Withdrawn during the year and re-enrolled the following year	3	4	6	1	7	9	2	1
Withdrawn for good	--	1	7	5	1	1	1	-
Graduated successfully	13	6	4	4	4	4	4	2

Program performance indicators by student progress rates

At its meeting on 1/3/1438, the Board of the Chemistry section approved the list of performance indicators for the rates of progress his request so that the management of the program can verify the results of the students ' progress according to the target and the performance indicators are as follows:

- The proportion of students in the first level to the second level is not less than 60% per annum.
- The student withdrawal from the program does not exceed 2% of the total level of students.
- The student-to-level progression rates are at least 70% of the total students at the lower level.
- The percentage of students converting from the program is no more than 2%

The results of monitoring student progress rates and comparing them with the target indicator are as follows:

1. The rate of progress of students from level I to level II is at least 60% per annum.

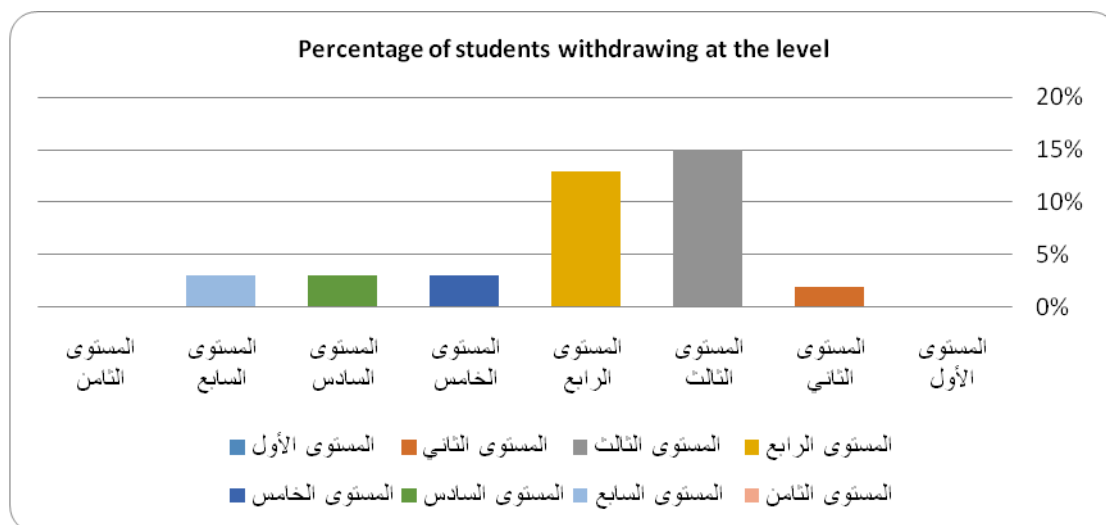
NOTES: The first-to-second level student progress was 46%, down from the target of 60%, compared with the results of the first level progression to II in the year 1436/1437 the ratio was 63% therefore, the reason for the decline in learning outcomes for students in pre-university education is due to conditions The region and the southern border problem that affected the learning outcomes for students.

Recommendations:

- a test was done for the first level students on the basics of chemistry to identify the weaknesses in students ' skills.
- the addition of lectures for the first level students, which are based on the weaknesses that have emerged in students ' skills and are shared by teaching staff by specialization.

2. Students ' withdrawal from the program does not exceed 2% of the total level of students

Educational levels	Percentage of students withdrawing at the level
Level I	0%
Level 2	2%
Level 3	15%
Level 4	13%
Level 5	3%
Level 6	3%
Level 7	3%
Level 8	0%



NOTES:

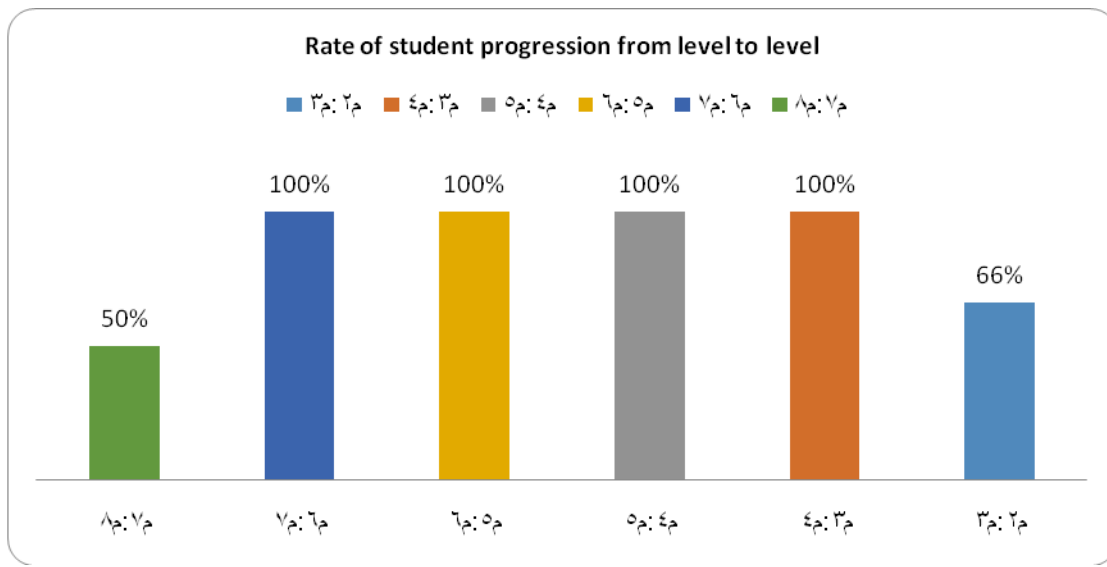
3. The student withdrawal rate was lower than the target at levels 1 and 2 and the student withdrawal at the eighth level was zero, which is a good indicator of program performance at these levels.
4. The rate of withdrawal of students has risen slightly above the target level at the sixth and seventh levels.
5. The student withdrawal rate was higher than the target at levels 3 and 4, with a 15%-13% rating in order and this was due to begin the study of the specialized chemistry courses at these levels, leading to the withdrawal of students because of their low potential and ability to continue and should be noted Also to lower the rate and then return to normal at subsequent levels, suggesting that lower levels of students at the first level the second is that their skills are reduced from general education owing to the southern border problem, which has affected the output of pre-university learning.

6. Recommendations for improvement:

The same as the recommendations for improvement on the first indicator.

- Students' progression from a level to a level of less than 70% of the total students at the lower level.

Rate of student progression from level to level	Educational levels
66%	L2:L3
100%	L3:L4
100%	L4:L5
100%	L5:L6
100%	L6:L7
50%	L7:L8



NOTES:

- The student progress rate is higher than the target and well at all levels from the third to the seventh.
- The rate of student progress has decreased markedly from level VII to VIII to 50%, owing to a decrease in the number of students at the eighth level reaching number (4) students, two of whom requested postponement at the beginning of the study for family circumstances. This indicates that the low indicator is not due to the low level of schooling. However, it is due to the fact that half of the total number (2) has been postponed.

Recommendations for improvement:

No

4-The percentage of students converting from the program is no more than 2%.

NOTES:

Student conversion rate from program = 0%

They fall below target 2% and this reflects the good performance of the program.

Recommendations for improvement:

No

Graduates of the second semester of the year 1437-1438H

1. Number of students who started the program in the year concerned:

67

عدد الطلبة الذين بدأوا البرنامج في السنة المعنية.

2. (a) Number of students who completed the program in the year concerned:

8

عدد الطلاب الذين أتموا البرنامج في السنة المعنية.

Completed the final year of the program:

8

الذين أتموا السنة النهائية من البرنامج

3. Apparent completion rate معدل الإتمام الظاهري.

11%

(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.)

11%

النسبة المئوية للطلبة الذين أتموا البرنامج (العدد المبين في 2(أ) كنسبة مئوية من العدد الذي بدأ البرنامج من الدفعة نفسها)

	First Term	second Term	First Term	second Term	First Term	second Term	First Term	second Term
Student Category	341	342	351	352	361	362	371	372
Total cohort enrollment	67	67	66	60	53	54	53	51
Retained till year end	62	57	50	49	32	51	50	37
Withdrawn during the year and re-enrolled the following year	7	5	8	8	21	3	3	6
Withdrawn for ُgood		1	7	1				
Graduated successfully	40	25	16	16	0	0	3	8

From the tables above it is clear that

1. Decrease in the number of female students enrolled in the program in the second semester as well as their completion rates in their progression from one level to another payments to the program in the first semester that makes sense because the second semester is where students with the lowest total are enrolled in Secondary level and not accepted by the program in the first semester.

2. Notes that the number of female students starting each level is much higher than that of female

students who have completed the previous level because the female students are not committed to recording the courses of each semester according to the program's study plan and the number of female students in some courses such as calculus (1) and integration decision Differential equations that cause many female students to stumble at the second and third level, so we find the difference between female students who have completed the level and students who have started the next level are higher at these levels than the rest of the levels

3. The number of women withdrawing, apologizing and folded is higher at the first level and is lower than the level of another, because the female students who complete the first levels on time, their level of study is good and they want to finish their studies at the minimum duration and are more careful about time and achievement. And more committed to getting out into the labor market and realizing their dreams in working life the faculty members of the program are doing a lot of work to improve the skills of female students from one level to another and increased communication and understanding between the teacher and the student that has an impact on the improvement in the level of collection of the student during You make it from one level to another.

4. It is noticeable that the proportion of female students who have completed the level (all school levels) and the proportion of female graduates at the eighth level have decreased for the number that began at the first level for the following reasons:

A)-the withdrawal, transfer or failure of some female students from the program because of the disproportionate level of their science to the nature of the study in the program, as female students enroll in the program at a low rate.

(b) Some female students have been bogged down in some courses for more than once

(c) Postponement of some female students to courses or classes due to early marriage and frequent childbearing

D)-After the university site, which will waste some time and effort on the female students

e). Conditions in the region in the recent period of war, instability and the irregular attendance of female students in lectures negatively affected the percentage of female graduates in the program

Strengths

1. Statistical analysis of student completion rates for 100% of programme courses from one semester to another

2. Statistical analysis of student completion rates for programme levels

3. Follow the rates of advancement of programme students from one level to another and give a complete picture of the rate of completion of the levels, the programme as a whole and the percentage of those who have withdrawn, delayed and folded and are academically dismissed at each level

Weaknesses

1. High rates of withdrawals, apologizing and postponements at the general level

2. Twice the overall completion rate for all levels

3. Double the proportion of female graduates relative to the number that started the first level

Improvement proposals

1. Mandatory enrolment of female students in the school plan when registering decisions for each level

2. Provision of additional lectures to some of the decisions in which female students are more bogged

- down, such as virtuous and integrated
3. Re-activation of the deprivation in the study list to oblige female students to attend lectures
 4. Completion of university accommodation to be available to all female students to save time and effort for female students, especially those whose places of residence are far from university.

* PYP - Preparatory Year Program do not apply

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 1439 H

Number Surveyed عدد الاستجابات 75 Number Responded عدد المشاركين في الاستطلاع 22 Response Rate % 29%

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 توظيف في غير التخصص	Unemployed لا يعمل
Number العدد	-	-	-	1	21
Percent of Respondents نسبة المستجيبين %	-	-	-	5%	95%

التحليل: اذكر مواطن القوة والتوصيات

- Analysis: List the strengths and recommendations
- By tracking the enrolment of female graduates in the past years on the labour market, the low and delayed enrolment of women in government jobs in the field of specialization is explained by the following:
 - late entry of female graduates into the labour market due to social and economic reasons in the region, especially the current situation and the southern border problem. This is illustrated by the table above.

- The real rate of employment is evident in one or two years of graduation, as we have noted from the follow-up of female graduates in previous years, especially if female graduates were women, and the monitoring of the employment ratio of graduates directly after graduation gives an extremely unreal proportions as the recruitment procedures in some budget Government functions may take up to 8 to 12 months.

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.

- Continuation of the university in granting students the opportunity to register for theoretical courses in e-learning system

Implications for the program الآثار المترتبة على البرنامج.

- The lack of attendance of students for theoretical lectures, which led to a decline in the rate of achievement of learning outcomes program.
- Low rates of progress of students from level to level of another result of the withdrawal / postponement / apology of students to complete courses.
- A decline in the percentage of female students with A (excellent) / (B) compared to the years before the southern limit crisis.
- The low rate of achievement of Knowledge and cognitive learning outcomes on the same values in the years preceding the southern limit crisis

2. Significant changes external to the institution affecting the program (if any) during the past year.

Continuation of the southern limit crisis.

Implications for the program الآثار المترتبة على البرنامج.

The continuation of the university in granting students the opportunity to register to attend the theoretical courses in the e-learning system, which led to a decline in the attendance rate of female students and resulted in what was stated in (C.1). Poor communication with some female students due to the lack of access to Internet services for them in the home.

D. Course Reports Information Summary ملخص معلومات تقارير المقررات الدراسية

1. Course Reports Results .Describe and analyze how the individual NCAA 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

- Identify factors that affect virtual completion rates.
- -The position of courses from the use of self-learning strategy.
- -The position of courses on the measurement of learning outcomes.

- -The effectiveness of teaching strategies and the classification of effective and ineffective strategies.
 - -Studying the results of students and analyzing their trends.
 - -Evaluation of the student for the performance of teaching in the courses and identify the strengths and weaknesses and points of improvement.
 - -Measurement of students' satisfaction with the conduct of final tests of practical courses.
 - -Measuring the satisfaction of female students with the practical courses of the faculty members.
 - -Measuring the satisfaction of students with the theoretical courses of the faculty members.
 - -Identify the overall best practices in the program to strengthen them.
 - -Identify best practices in field training in the program to strengthen them.
 - -definition the weaknesses that need improvement.
 - -definition continuous improvement plans for courses in general.
 - -Studying the completion rates of the courses.
 - -Identification of coverage (75%) and identification of causes (if any.)
 - -Recognize the achievement of learning outcomes and the effectiveness of assessment methods and identify trends.
 - -Identify the percentage of students who have achieved success in the study.
- Difficulties encountered by students and faculty members in providing learning resources, equipment and administrative issues.
- (b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement.

حل نسبة الإكمال وتوزيع الدرجات والاتجاهات لتحديد نقاط القوة والتوصيات. (Attachment No1)

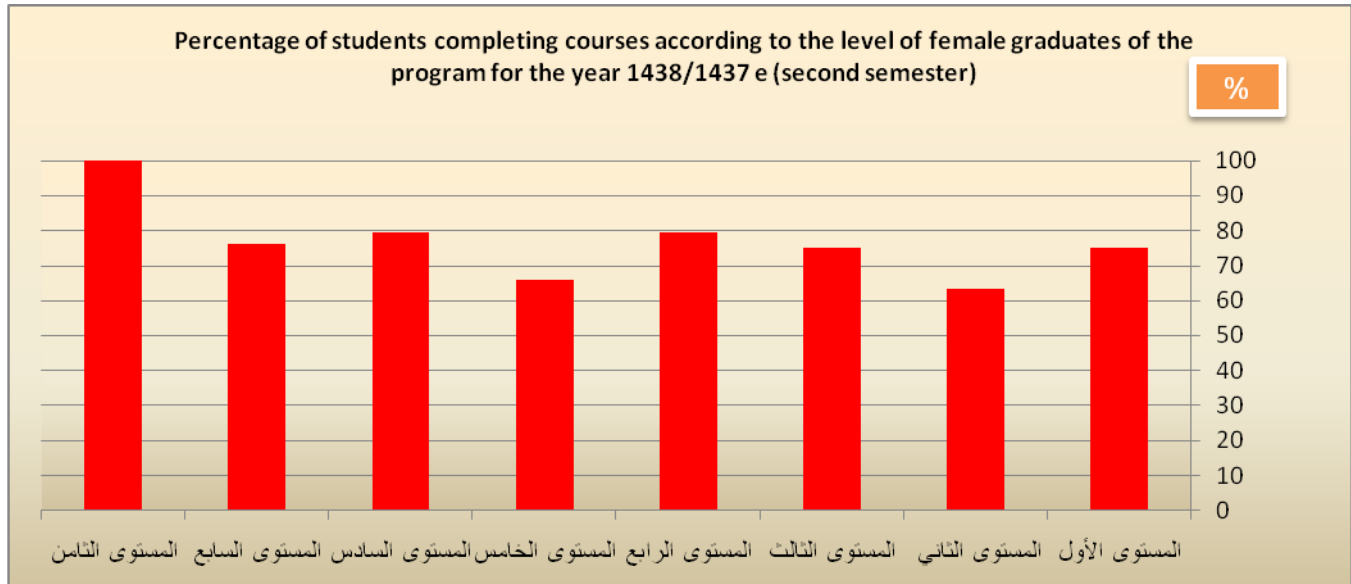
(1.) تحليل نسبة إكمال المقررات الدراسية Completion rate analysis :

From the analysis of the table and the graph of the completion rates, it is clear that:

- The final levels in the first ranking in terms of the percentage of completion of students for courses, where the rates ranged from the sixth level to the eighth between (90.3% - 100%).
- The percentage of completion of courses in the first level increased by 91.4%, due, of course, to the decisions of this level are general preparation courses.
- The percentage of completion of female students in the second, third, fifth and sixth levels is due to the intensification of specialized courses at these levels.
- The completion rate in the eighth level is 100% due to the absence of the class of withdrawals near graduation and the desire to end the study as well as the lack of access to the student rewards.

Table of Completion Rates by Levels for Students (372)

%Completion percentage	Level
91.4	Level1
85.2	Level2
87.5	Level3
94.2	Level4
82.9	Level5
94.2	Level6
90.3	Level7
100.0	Level8



(2.)Grade distribution analysis تحليل توزيع الدرجات:

By analyzing the distribution table of 372 students according to the rates, levels and form (), the following is shown:

Students with an average of (A)

- The highest percentage of students (A) in the sixth level was 11.1% due to the near graduation and the drop in the number of female students in the sixth level due to the withdrawal of female students during the previous levels. The lowest percentage was in the first and second levels. After their transition to university life, which emphasizes the need to pay attention to the programs of academic preparation and guidance at this stage.

Students with an average (B)

-The disparity in the proportion of students with this rate is at the highest level at 22.6%, while the second level is 5.8% below. This is due to the result of the Course calculus of 101 math- 3 and will be directed to the Department of Mathematics to hold enrichment lectures for students of the course.

Students with an average of (C)

- The percentage of students who achieved this level was similar in most of the levels, reaching a maximum of 25.7% in the fourth level and 16.8% in the second level. This is due to the same reason for the Course calculus of 101 math- 3.

Students with average (D)

-The ratio of students to this rate is the most stable and the largest number among all rates at all levels ranging between 25.1% in the first level and 39.4% in the second level.

Students with an average (E)

-The percentage of students in this category is the most unstable among all levels at all levels, ranging from 5.8% in the fifth and sixth levels to 17.4% and 14.8% respectively. This increase is due to the beginning of the southern limit crisis which Some of the parents were forced to leave Najran and were accompanied by children. The Department also required students to attend practical lectures at these two levels (because there were no virtual laboratories on Black board), although the university allowed distance education during war conditions ,All this led to higher withdrawal rates.

Students with an average (F)

- Note the relative stability of the students of this rate, except their proportion in the second level, reaching a maximum of 21.9% due to the reason mentioned above (the Course calculus of 101 math- 3).

Distribution of students' grades 372 according to the levels and levels (%)

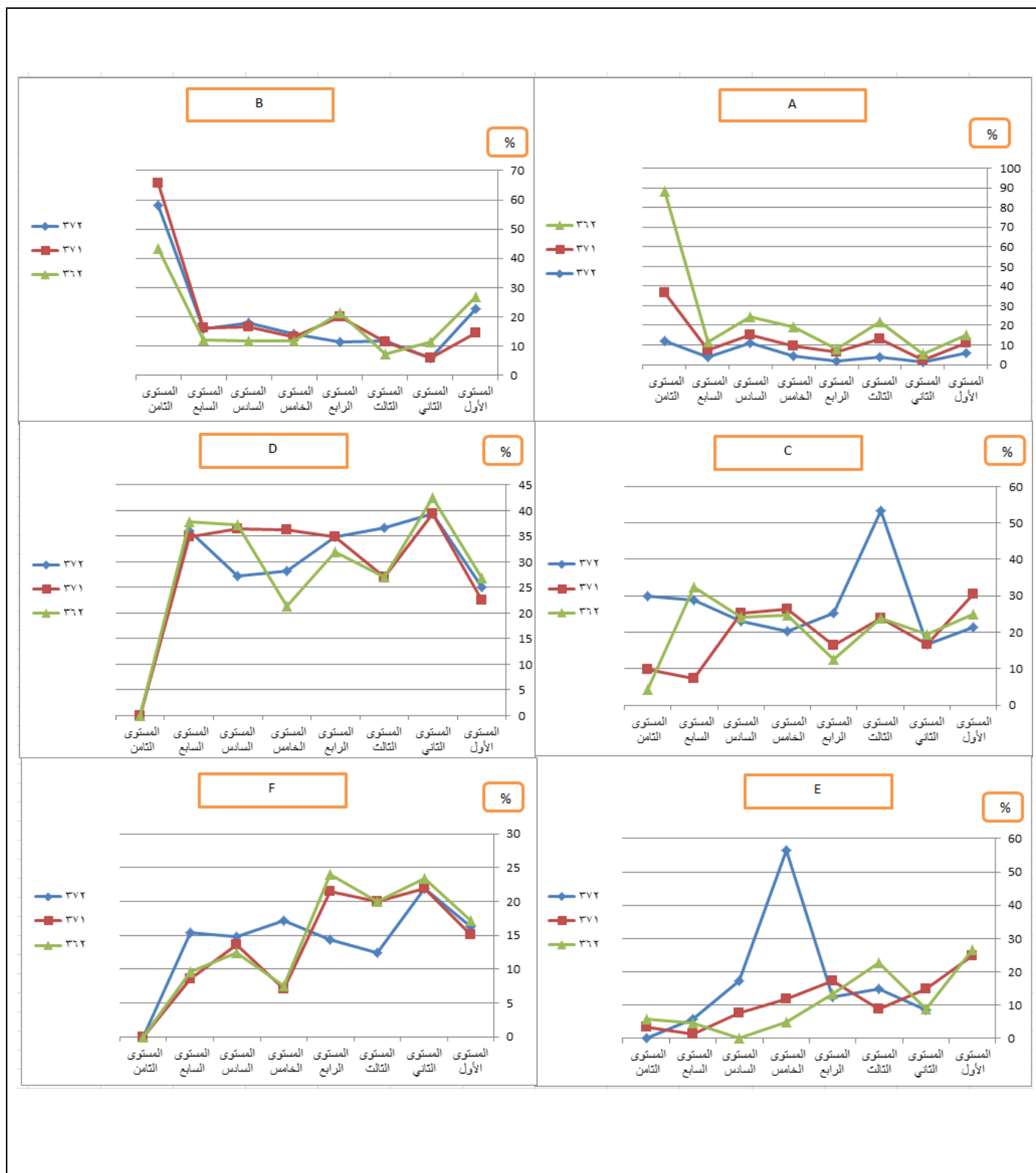
F	E	D	C	B	A	Level
16.3	8.6	25.1	21.4	22.6	6.0	Level 1
21.9	14.8	39.4	16.8	5.8	1.3	Level 2
12.5	12.5	36.6	22.4	11.9	4.1	Level 3
14.7	5.8	35.6	25.7	11.5	6.8	Level 4
17.1	17.1	28.1	20.2	14.0	3.5	Level 5
14.8	5.8	27.2	23.0	18.1	11.1	Level 6
13.9	9.7	32.6	25.9	14.2	3.6	Level 7
0.0	0.0	0.0	30.3	57.6	12.1	Level 8



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

Analysis of trends (study differences, changes or developments over a period of time; usually over several years) By analyzing students' scores and estimations using curves to measure direction and change, the following are shown - The proportion of female students who have obtained the rate of (A) last rank among the percentage of female students and their percentage decline regularly during the period (362 / 371/372). This is due, of course, to the conditions of moving to the university city, Despite the university's efforts to prepare and train academics and students on the skills of dealing with e-learning. The noticeable increase in the proportion of female students who obtained the same rate in the eighth level is due to the nature of the study in the eighth level, field training.

- The percentage of female students who obtained the (B) rate in the penultimate grade in terms of percentage should be noted that their level of instability from one level to another during the period of study (362/371/372) and the same observation is shown for the significant increase in the proportion of female students who have the same The rate at the eighth level is due to the same reason as mentioned above.
- The percentage of female students at the level of (C) in the second rank in terms of percentage was very close during the time period (362/371/372) between the percentage of female students in all levels except the third level (372) The beginning of the study of specialized courses in chemistry and reveals at this level the outcome of the scientific level of female students in chemistry from pre-university education has been achieved by the management of the program by testing the level of the first level students, and note the low proportion of students who obtained the same rate in the eighth level to normal rates of proportion Long That rate.
- The percentage of female students who received the D rate was the first in terms of the percentage of female students and despite the strong convergence in their percentage during the period (362/371/372), however, Tracking from (362 / 371/372) in the eighth level where they reached (zero)
- It should be noted that the drop in the percentage of female students has declined since the period of study varied from level 1 to level 4, while falling steadily to reach the lowest level in the eighth level (0).



- strength point :
 - Analysis of completion rates and the distribution of grades and trends shows the discipline of methods and methods of evaluation program. - Availability of data and information in the management of the program which allowed it to be able to complete this analytical part of the program report.
- Priorities for improvement:
 - Addressing the Deanship of e-learning to provide virtual laboratories on the Blackboard to overcome the high rates of withdrawal in the fifth and sixth levels as a result of mandatory management of the program for students the inevitability of attendance for practical lectures.
 - - Addressing the Department of Mathematics to improve performance in the course 101 math-3
 - Intensifying the training of new students in addition to the academic guidance in the first and second levels to improve the percentage of female students with the rate of (A).

<p>2. Analysis of Significant Results or Variations (25% or more).</p> <p>تحليل النتائج أو الاختلافات المعنوية (25% أو أكثر)</p> <p>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.</p> <p>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.</p> <p>Not found</p>	
<p>a. Course المقرر الدراسي</p> <p>Not found</p>	<p>Significant result or variation (غير المعتادة) النتائج/ الاختلافات المعنوية</p> <p>Not found</p>
<p>Investigation undertaken إجراءات فحص الحالة</p> <p>Reason for significant result or variation سبب النتائج أو الاختلافات المعنوية</p> <p>Action taken (if required) الاجراء الذي تم اتخاذه (إذا تطلب الامر)</p>	
<p>b. Course المقرر الدراسي</p>	<p>Significant result or variation (غير المعتادة) النتائج/ الاختلافات المعنوية</p>
<p>Investigation undertaken إجراءات فحص الحالة</p> <p>Reason for significant result or variation سبب النتائج أو الاختلافات المعنوية</p> <p>Action taken (if required) الاجراء الذي تم اتخاذه (إذا تطلب الامر)</p>	
<p>b. Course المقرر الدراسي</p>	<p>Significant result or variation (غير المعتادة) النتائج/ الاختلافات المعنوية</p>
<p>Investigation undertaken إجراءات فحص الحالة</p> <p>Reason for significant result or variation سبب النتائج أو الاختلافات المعنوية</p> <p>Action taken (if required) الاجراء الذي تم اتخاذه (إذا تطلب الامر)</p>	

(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
-	-	-

(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 103chem-4General Chemistry (practical part)	Unit of work الوحدة 1- Molecular structures of some compounds 2- Preparation of sodium bicarbonate and sodium carbonate .	Reason السبب 1- Unavailability of possibilities 2-Non-availability of the devices
Compensating action if required العمل التعويضي إن لزم الأمر No compensatory work is required		

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

إدارة البرنامج و تنفيذ E 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 to the difficulties. الإجراء المقترح لتفادي الصعوبات المستقبلية.
<p>- The weakness of the response of some of the coordinators of the courses from outside the specialization to the quality systems committed by the specialists in the program such as:</p> <p>- Coordinators of Islamic culture courses 1,2,3, 4.</p> <p>- Course of differentiation and integration 1(101math-3), integration and differential equations(114math-3). The most important quality models that are not used for these courses are that they do not measure learning outcomes.</p>	<p>- There is no monitoring of the performance indicators of these decisions and therefore this results in incomplete completion of the quantitative assessment map of the learning outcomes of the program.</p>	<p>- The senior management of the faculty and quality management at the university obligates all members of the faculty to abide by the quality systems and their models.</p>

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 25/7/1438</p> <p>Attach survey reports. أرفق تقارير الاستطلاع. Attachment No. 2</p>	
<p>a. List most important recommendations for improvement, strengths and suggestions أذكر أهم توصيات التحسين، ونقاط القوة، والمقترحات</p> <p><u>Strengths:</u></p> <ol style="list-style-type: none"> 1. Provide appropriate academic and professional guidance during the study period of the programme 2. The teaching staff of the section has a great knowledge of the content of the courses taught and performed enthusiastically, providing guidance and advice to female students and helping female students to provide the best they have. 3. The study materials assisted with the courses were recent and useful. <p><u>Improvement proposals:</u></p> <ol style="list-style-type: none"> 1. Address the competent authorities to provide a computer laboratory for female students in education and research 2. Addressing the administrative authorities to activate the library in the college 3. Address the competent authorities to make recreational programmes available at the College 	<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> <ol style="list-style-type: none"> 1. Address the competent authorities to provide a computer laboratory for female students in education and research 2. Addressing the administrative authorities to activate the library in the college 3. Address the competent authorities to make recreational programs available at the College

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.

Not found

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) تقييم رسالة البرنامج من أرباب العمل .

Describe evaluation process. صف عمليات التقييم.

1 - questionnaire the views of faculty members on their satisfaction with leadership and management of the program.

2-questionnaire of students' views on the systems and methods of assessment

3 - questionnaire the views of faculty members on the systems and methods of assessment for the academic year

4- questionnaire extent of verification the health and safety requirements of facilities and equipment within the program

5 – questionnaire the satisfaction of faculty members and students in the efficiency of the system of academic guidance

Attach review/survey report. ارفق تقرير المراجعة/استطلاع الرأي. (3) attachment

a. List most important recommendations for improvement, strengths and suggestions for improvement.

أذكر أهم توصيات التحسين، ونقاط القوة، والمقترحات:
نقاط القوة:

Strengths:

The student performs the tasks assigned to her in the best way - Committed to instructions, administrative orders and work regulations - The student is committed to the dates of attendance and departure.

- 1/ The letter describes the current activities of the Section for which it was established
- 2/. The formulation of the message gives a sufficiently broad scope for the exercise of various activities and progress.
- 3/ The wording of the letter shall include the ways in which the Section shall pursue this message.

(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 او فعالة ؟ ما هي الإجراءات المزمع اتخاذها أو التي سبق اتخاذها أو أي اعتبارات أخرى؟).

Recommendations:

- 1 - Attendance of students qualifying courses held by the College with the beginning of the semester to introduce students to the objectives of field training and the importance and responsibilities of supervisors and expected of female students
- 2 - Develop the English language curriculum at all levels of female students to strengthen the language of female students
3. Self-development courses

b. Changes proposed in the program (if any) in response to this feedback.

التغييرات المقترحة على البرنامج (إن وجدت) استجابة لهذه التغذية الراجعة.

3. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.
تقييم المعايير الفرعية للمعيار 4 من أعضاء هيئة التدريس بالبرنامج وطاقم التدريس . 4-1 حتى 4-10

(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 الإجراء المقترح تنفيذه لتطوير الأداء (إن وجد)

Standard 4 Sub-Standards المعيار الفرعية للمعيار الرابع	طبقت أفضل الممارسات نعم ام لا Best Practices Followed (Y/N)	التقييم من 5 نجوم 5 Star Rating	List priorities for improvement. اذكر أولويات التحسين
4.1	Y	***	
4.2	Y	***	
4.3	Y	***	
4.4	Y	***	Work twinning agreements with one of the peer colleges at the distinguished universities to make a comparative comparison of student achievement.
4.5	Y	***	Develop a system to assess the effectiveness of academic guidance through electronic means (through admission and registration) and to provide facilities and computer labs suitable for individual study.
4.6	Y	***	
4.7	Y	***	Develop a mechanism for formal recognition of outstanding performance in teaching and encourage creativity and innovation.
4.8	Y	***	
4.9	Y	***	
4.10		NA	

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

تحليل المعايير الفرعية. اذكر نقاط القوة وتوصيات تحسين التقييم الذاتي للبرنامج بتطبيق أفضل الممارسات.

- The outcomes of the targeted learning were determined after the opinion of the relevant academic and professional experts was examined. A questionnaire was designed to take the opinion of the labor market on the learning outcomes, the content of the program, to ascertain the suitability and quality of the contents of its courses, and to analyze and report on the form. Learning outcomes on external evaluator from King Abdul-Aziz University in the same specialization. The graduates and those who were appointed in the academic and vocational fields were surveyed in the learning outcomes of the program.
- Some modifications were made to the learning outcomes of the program based on the results from the academic standards project of the program in which the University of San Jose was selected for reference comparison. This project is one of the strategic plan projects that has been presented to the department's board and adopted. A matrix has been established to ensure consistency Learning outcomes with the national qualifications framework as well as a matrix showing the consistency of learning outcomes with the requirements of professional practice in Saudi Arabia.
- A matrix has been developed to demonstrate the compatibility of the content of the courses, the teaching strategies used and the evaluation methods to determine the extent to which the strategies used and evaluation methods contribute to the achievement of the learning outcomes of the courses and learning outcomes of the program, as well as the work of a matrix demonstrating the extent to which the learning outcomes of the program learning outcomes have been achieved. There is a matrix showing how the learning outcomes are consistent with the characteristics of the graduate.
- There is a system for the evaluation of the program approved by the Council of the Department and is periodically applied annually to evaluate and evaluate the program, including surveys of the views of graduate students and employment data of graduates and views of the employers to prepare plans to improve the negative results contained in the results of the surveys.
- Learning outcomes are measured for all courses periodically at the end of each term. Learning outcomes that measure the program's learning outcomes score (60%) are identified. Indicators that do not meet the indicator are also identified and suggestions for improvement are made. Section for discussion.
- There is an approved description of the program that includes knowledge, skills, learning strategies and evaluation methods. There are also descriptions of the approved courses prepared in the light of the program description. The program description and description of the courses were reviewed by the development and quality unit and a report was presented to the department council.
- Methodological matrix matrices have been prepared for all program decisions to illustrate the compatibility between course content and teaching strategies used.

- The audit officers followed several methods to ensure that the faculty members are familiar with the strategies specified in the program descriptions and the courses and are able to apply them through the documents that activate them and are included and documented in the course file and through the results of the visits to evaluate the counterpart of the performance of faculty members, The report of each decision is reviewed. The review of all the reports of the courses is reviewed by the Program and Curriculum Committee of the program, which ensures that faculty members adhere to the strategies included in the description and prepare a comprehensive report of all the reports of the decisions. Section Council for discussion.
- Job seekers in both the academic and professional fields are consulted to obtain data on their satisfaction with the level of graduates and to make the necessary adjustments in the program and in the content of the courses and in the referees, which ensure their continuity and quality.
- A follow-up advisory group was formed to advise on the content and quality of the program.
- Proposals and substantive amendments to the program are accepted or rejected by the Higher Academic Committee (College Council - University Council).
- Course and program reports are prepared at the end of each semester, which includes information on the effectiveness of the planned strategies. Learning outcomes are measured and reported on their achievement of the program's target score (60%). The Development and Quality Unit reviews the program report and the overall report of the Committee's decisions The curriculum and plans in the program, has been made some modifications in some of the descriptions of the courses through the change or add some parts of the content has been identified and the amendments and the reasons called for and presented to the Council of the section for discussion, The program is based on the results obtained from the evaluations of the program files and the decisions that are periodically prepared at the end of each term.
- Students' academic records are kept in an electronic database and in the academic guidance files of the academic advisor as a paper copy. Monitoring the completion rates of the students in the performance indicators of the program is monitored annually and presented to the department's board.
- The evaluation procedures for the students are explained in the introductory lecture, in addition to the distribution of briefings for the short description of each of the program's decisions by the faculty members showing the evaluation method. In the light of the verification of the levels of student achievement at the internal level, the proposed mechanism was applied by the Development and Quality Unit by reviewing the correction of random samples of test papers for students by a teaching faculty of the same specialization or the closest to the specialization, and making comparisons with the levels of achievement achieved by students, Feedback for results.
- The specifications tables for each program decision have been prepared to ensure that all areas of planned learning outcomes have been covered and specification tables are used during correction of the tests

- The Skills Development Unit at the Deanship of Development and Quality at the University and the Development and Quality Unit at the College will hold training courses for the members of the teaching staff on evaluation methods in order to ensure that everyone is aware of the targeted information.
- The university's study regulations include a mechanism for correcting the test paper. The student has the right to request a re-correction of the test paper, The Rubrix system has been applied to correcting the practical and theoretical test paper and students' work. Many classroom activities are implemented in courses such as: (research discussion - worksheets - PowerPoint presentations by the students themselves) and evaluation is done through the observation card.
- It is provided by the faculty members of the program feedback to the students about their performance and the results of their evaluation after the tests.
- There are committees according to the specialization to evaluate the work of students in the practical courses in the program and evaluation is not done individually to ensure that the evaluation of the work of students fairly and objectively.
- The academic grievances are presented and clarified through the introductory meeting of the students, the academic guidance lectures and the student guide. The student has the right to request a re-correction of the test which is felt unfairly.
- A survey of students' satisfaction with evaluation methods and analysis of the results of the survey is presented and presented to the department council.
- The program includes the academic guidance system that is approved and implemented to provide advice and guidance to the students. All the female students are distributed to the academic mentors at the beginning of the semester and the allocation of office hours in the tables of faculty members.
- The effectiveness of academic guidance is verified by submitting monthly guidance reports by mentors accompanied by the expectations of the students, as well as through the distribution of questionnaires that measure students' satisfaction with academic guidance. Based on the results of the questionnaires, a comprehensive report including the pros and cons of the guidance was presented. And take their views to develop proposals for improvement.
- A meeting is held at the beginning of each semester to prepare female students for the higher education environment in which the university's systems are presented in general such as the
- terms of transfer between colleges and conversion between programs and others. The Student Handbook and the Program Guide are also distributed to students.
- The program guides the program by monitoring the academic burden of students, coordinating and monitoring the progress of their performance individually, providing assistance, the progress rates of female students from year to year, and the rates of successful completion of the program, providing feedback to students about their performance, Without delay, additional lectures are given to female students in some parts of the courses for their high relative importance, and female students are restricted by academic mentors to students who face learning difficulties and assistance is provided through the scheduling of additional lectures When required to achieve the mechanism of obstacles adopted and is committed to evaluate the satisfaction of students about the services

- provided to them periodically with feedback.
- The program organizes a program to prepare new members at the beginning of the semester to familiarize them with the program's systems and familiarize them with the quality, development and quality requirements of the program, and to familiarize them with their role in the academic guidance and hold training workshops for the members to train them on how to prepare the course description and formulate the learning outcomes.
- A program matrix was developed to demonstrate the suitability of course learning outcomes with the strategies used in the program. A committee was formed to conduct a periodic review of the commitment of faculty members to the strategies included in the description of the courses through the report of the course and the review of the documents attached to the course files. By characterizing and writing reports.
- The members of the faculty are committed to provide an introductory lecture to the students for each course, in which the brief description of the course was presented, as well as the definition of the students with the learning outcomes of the course and the methods of evaluation.
- The required books will be provided in sufficient quantity before the start of the study, by submitting lists of references and required books before the beginning of the semester. The new books will also be available in the central library of the university.
- The attendance and absence of female students is recorded electronically on the university website to monitor the students' commitment to attend the lectures so that the student is denied the opportunity to attend the final exam when the absentee rate exceeds 25% of the total lectures. To the circumstances in which the region is passing.
- The completion rates are monitored as well as a report for each course by the faculty members to evaluate the courses and the teaching. In addition, the evaluation is done by the students electronically on the university website.
- The program coordinator is provided with course files, including course reports. These reports include the details of the contents of the courses planned and not taught, as well as the difficulties encountered by faculty members in implementing the teaching strategies that were planned in the course description. Amendments to the plans for teaching the courses by faculty members and presenting them to the department council for approval.
- The University provides a variety of specialized training courses by the Skills Development Unit in the Deanship of Development and Quality, which is developed in light of the training needs of the members.

- A matrix has been created to limit the special courses for faculty members and to inform the members of the training courses provided by the Skills Development Unit. Which he needs.
- The new faculty members are nominated to participate in the Tamkeen program. This program prepares the new faculty members to use quality standards in teaching within the framework of training activities aimed at improving the outstanding performance of the members and members of the faculty.
- A number of training courses that contribute to the professional and academic development of the faculty members are also offered through the Development and Quality Unit. At the end of each semester, the training courses attended by the members of the program will be limited and the impact of the training courses will be measured.
- The extent to which faculty members participate in professional development activities is included in the performance evaluation of faculty members. It is also recognized and appreciated by the officials of the program and thanking the members of the official councils of the department. The strategies to improve the quality of education should include improving the quality of the educational aids and the educational strategies that they include to keep abreast of the scientific development by providing and raising the requirements for the laboratory courses of the chemistry program.
- The members of the faculty are selected according to the academic qualifications in the field of specialization, , taking into account the selection of teaching members to be at least one level higher than the level at which they study, and all members of the program working full-time. The faculty members participate in research activities in their fields of specialization through conducting scientific research and attending conferences and seminars to ensure that they remain familiar with the latest scientific developments in their fields of specialization. A report is being prepared to limit the professional development activities of the members. In a research-related database, the research member participation index was 1: 1.
- Targeted learning outcomes from field experience were presented to the eighth-level students and recorded in a meeting minutes with the program coordinator. Presentations were also distributed during the meeting, including program learning outputs and field learning learning outcomes.
- At the beginning of the semester, a meeting was held for the field training supervisor in order to acquaint the field supervisors with the precise nature of the work entrusted to them and the relationship of the field experience activities in the program as a whole. The faculty members in charge of the field training provide observations and advice to students and field supervisors through field visits For training venues.
- The students were trained to participate in the field training through the introductory meetings held at the college with the field training supervisor.
- A meeting was held with the field training students to discuss the effectiveness of the field training and the

- A meeting was held with the field training students to discuss the effectiveness of the field training and the difficulties they faced. Their satisfaction was also measured through opinion polls evaluating the student's experience, evaluating the program and evaluating the field experience.
- The Field Training Supervisor of the College has identified field expertise to deliver targeted learning outcomes for both field experience and program outputs.
- The evaluation of students has been standardized through standardized and approved forms. These forms are accurately explained to the field training supervisors. To evaluate the field experience activities, forms were distributed to students, field training supervisors and faculty members. The results of the surveys were used to identify the risks to which they were exposed. And plans to reduce these risks when exposed in the coming years.

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
201-2 Linguistic skills	✓		none	✓	
101Chem-4General Chemistry (1)	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests	✓	
101- 4General Biology	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests	✓	
102-3Linguistic texts	✓		none	✓	
110-2Educational Foundations	✓		none	✓	
112-2 Islamic Culture 2	✓		none	✓	
202- 2Arab liberation	✓		none	✓	
101 Phys-4Introduction to Physics	✓		none	✓	
101 Math- 3Calculus1	✓		none	✓	

103Chem-4 General Chemistry (2)	✓		-Evaluation of the test paper -Student satisfaction survey on theoretical and practical tests	✓	
151-2Educational Evaluation	✓		none	✓	
113-2 Islamic Culture 3	✓		none	✓	
221Chem-2Main Group Chemistry	✓		-Evaluation of the test paper -Review random samples of student response papers	✓	
245Chem- 4Organic Chemistry (1)	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests	✓	
251 Chem-3 Descriptive Analytic Chemistry	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests -Review random samples of student response papers.	✓	
114Math-3Integration and Differential Equations	✓		none	✓	
221-Educational Psychology	✓		none	✓	
114-2Islamic Culture 4	✓		none	✓	
245 Chem -4 Organic Chemistry (2)	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests	✓	
230 Chem -3Physical Chemistry (1)	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests	✓	

253 Chem -4 Quantum Analytic Chemistry	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests -Review random samples of student response papers.	✓	
230-2Curriculums	✓		none	✓	
369-2Guidance and counseling	✓		none	✓	
352-2School Administration	✓		none	✓	
211-2Computers in Education	✓		none	✓	
231Chem -2Physical Chemistry (2)	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests	✓	
343Chem -2Physical Organic Chemistry (3)	✓		-Evaluation of the test paper -Student satisfaction survey on theoretical tests	✓	
334Chem -2Practical Physical Chemistry	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests	✓	
321Chem -4Chemistry of transition elements	✓		-Evaluation of the test paper	✓	
211Chem -2Quantum Chemistry	✓		-Evaluation of the test paper	✓	
360-3 Bio Chemistry (1)	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests	✓	

322 Chem -2Lanthanides and Nuclear Chemistry	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests -Review random samples of student response papers.	✓	
331 Chem -3Basics of kinetic chemistry	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests	✓	
333 Chem -2Chemistry OF photo and Radiation	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests	✓	
344 Chem -2Organic Chemistry (4)	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests	✓	
345 Chem -2Practical preparation of organic compounds	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests	✓	
353-2Educational Supervision	✓		none	✓	
341-3The technical means of education	✓		none	✓	
332Chem -2Physical Chemistry (3)	✓		-Evaluation of the test paper	✓	
346 Chem -2Practical of organic compounds	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests	✓	
421 Chem -2Metal Organic Chemistry	✓		-Evaluation of the test paper -Student satisfaction survey on theoretical and practical tests	✓	

423Chem -2General Chemistry spectra	✓		-Evaluation of the test paper	✓	
444Chem -2 Organic Chemistry (5) Mechanical organic reactions	✓		-Evaluation of the test paper	✓	
451Chem -3Instrumental Analysis	✓		-Evaluation of the test paper -Self-assessment of learning outcomes -Student satisfaction survey on theoretical and practical tests -Review random samples of student response papers.	✓	
360-2Environmental Education	✓		none	✓	
354-3Methods of teaching science	✓		none	✓	
476-8Educational field operation	✓		none	✓	

(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	Course Code	Course Title	Number of Sections	Credit Hours	College or Department
Prep Year		None			
Level 1	111	Introduction to Islamic Culture	7	2	Islamic Studies Department
	201	Linguistic skills	5	2	Arabic Department
	101 Chem	General Chemistry (1)	3	4	Chemistry Department
	101	General Biology	4	4	Chemistry department
	102	Linguistic texts	5	3	English Department
	110	Educational Foundations	5	2	Education College
Level 2	112	Islamic Culture 2	5	2	Islamic Studies Department
	202	Arab liberation	5	2	Arabic Department
	101Phys	Introduction to Physics	5	4	physics department

	101 Math	Calculus1	4	3	Mathematical Department
	103 Chem	General Chemistry (2)	1	4	Chemistry Department
	151	Educational Evaluation		2	Education College
Level 3	113	Islamic Culture 3	6	2	Islamic Studies Department
	221 Chem	Main Group Chemistry	1	2	Chemistry Department
	245 Chem	Organic Chemistry (1)	2	4	Chemistry Department
	251 Chem	Descriptive Analytic Chemistry	2	4	Chemistry Department
	114 Math	Integration and Differential Equations	2		Mathematical Department
	221	Educational Psychology	3	3	Education College
	114	Islamic Culture 4		2	Islamic Studies Department
Level 4	246 Chem	Organic Chemistry (2)	2	4	Chemistry Department
	230 Chem	Physical Chemistry (1)	1	3	Chemistry Department
	253 Chem	Quantum Analytic Chemistry	2	4	Chemistry Department
	230	Curriculums	4	2	Education College
	369	Guidance and counseling	3	2	Education College
	252	School Administration	3	2	Education College
Level 5	211	Computers in Education	3	2	Education College
	231 Chem	Physical Chemistry (2)	1	2	Chemistry Department
	343 Chem	Physical Organic Chemistry (3)	2	2	Chemistry Department
	334 Chem	Practical Physical Chemistry	1	2	Chemistry Department
	321 Chem	Chemistry of transition elements	1	4	Chemistry Department
	211 Chem	Quantum Chemistry	1	2	Chemistry Department
	360 Chem	Bio Chemistry (1)	1	3	Chemistry Department
	322 Chem	Lanthanides and Nuclear Chemistry	1	2	Chemistry Department
Level 6	331 Chem	Basics of kinetic chemistry	1	3	Chemistry Department
	333Chem	Chemistry OF photo and Radiation	2	2	Chemistry Department
	344 Chem	Organic Chemistry (4)	2	2	Chemistry Department
	345Chem	Practical preparation of organic compounds	1	2	Chemistry Department
	353	Educational Supervision	3	2	Education College
	341	The technical means of education	3	3	Education College

Level 7	332 Chem	Physical Chemistry (3)	1	2	Chemistry Department
	346 Chem	Practical of organic compounds	2	2	Chemistry Department
	421Chem	Metal Organic Chemistry	1	2	Chemistry Department
	423 Chem	General Chemistry spectra	1		Chemistry Department
	444 Chem	Organic Chemistry (5) Mechanical organic reactions	1	2	Chemistry Department
	451 Chem	Instrumental Analysis	2	3	Chemistry Department
	360	Environmental Education	3	2	Education College
	354	Methods of teaching science	3	3	Education College
Level 8	476	Educational field operation	5	8	Education College

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):

تقديم 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).

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)**.

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	Mentioned the basic knowledge of educational, Language and religious decisions	-Exit test - self evaluation - Labor market representatives	1437-1438
1.2	determines the types and properties of organic compounds and the mechanics of their reactions and methods of preparation and detection		
1.3	Explanation the theories and the properties of reactions, methods of preparation, nomenclature, separation and quantification of inorganic compounds.		
1.4	Mentioned the basic scientific knowledge OF sciences physics , mathematics, Biology and related to science of chemistry		
2.0	Cognitive Skills المهارات الإدراكية		
2.1	Uses educational and linguistic		

	concepts and information acquired in the field of specialization	Exit test Field Training self evaluation Labor market representatives	1437-1438
2.2	Explains spectral measurements, physical and chemical properties, mechanical interaction, scientific theories related to organic and inorganic compounds, analysis and methods of separation		
2.3	apply the laws and nomenclature rules of the different types of reactions organic and inorganic in a proper and safe manner		
2.4	Applied knowledge and theories in physics, biology and mathematics in the field of chemistry		
3.0	Interpersonal Skills & Responsibility مهارات التعامل مع الآخرين وتحمل المسؤولية		
3.1	depend on himself and has the ability to self-learning and personal and professional development	Observation of the activities of the classroom and practical	1437-1438
3.2	works in groups and teams in a cooperative and effective manner with others		
3.3	Committed to duties and responsibilities in the ethics of the profession.		

4.0	Communication, Information Technology, Numerical مهارات الاتصال و تقنية المعلومات والمهارات العددية		
4.1	Communicates effectively with others, with team or colleagues	Observation of the activities of the classroom and practical	1437-1438
4.2	Uses modern technology and best practices in the field of teaching and research chemistry		
4.3	Using statistical and statistical software in chemistry to analyze data, obtain results and write reports		
5.0	Psychomotor المهارات النفسحركية		
5.1	NA		
5.2			
Provide an analysis of the Program Learning Outcome Assessment Cycle (List strengths and recommendations for improvement). قدم تحليل لدورة قياس نواتج تعلم البرنامج (اذكر مواطن القوة وتوصيات التحسين).			
<div>KPI # _____ Program KPI: _____ _____</div>			
Assessment Year 1437-1438 Program Learning Outcome:			
NQF Learning Domain		Output of knowledge	
Target Benchmark		60% of the students acquire 60% of the Knowledge's LOs	
KPI Actual Benchmark			
Mentioned the basic knowledge of educational, Language and religious decisions		- About 80.66 % of students achieved 60 of learning outcome.	
. determines the types and properties of organic compounds and the mechanics of their reactions and methods of preparation and detection.		- About 75.68 % of students achieved 60 of learning outcome.	
Explanation the theories and the properties of reactions, methods of		- About 79.33% of students achieved 60 of learning outcome.	

preparation, nomenclature, separation and quantification of inorganic compounds.	
Mentioned the basic scientific knowledge OF sciences physics , mathematics, Biology and related to science of chemistry	- About 83.64 % of students achieved 60% of learning outcome.
Internal Benchmark	---
External Benchmark	---
New Target Benchmark	60% of the students acquire 60% of the LOs
Analysis: (List strengths and recommendations)	
NQF Learning Domain	Cognitive Skills
Target Benchmark	60% of the students acquire 60% of the Cognitive LOs
KPI Actual Benchmark	
Uses educational and linguistic concepts and information acquired in the field of specialization	- About 82.2% of students achieved 60 of learning outcome.
Explains spectral measurements, physical and chemical properties, mechanical interaction, scientific theories related to organic and inorganic compounds, analysis and methods of separation	- About 81.22% of students achieved 60 of learning outcome.
apply the laws and nomenclature rules of the different types of reactions organic and inorganic in a proper and safe manner	- About 77.38 % of students achieved 60 of learning outcome.
Applied knowledge and theories in physics, biology and mathematics in the field of chemistry.	- About 81.2 % of students achieved 60 of learning outcome.
Internal Benchmark	---
External Benchmark	---
New Target Benchmark	60% of the students acquire 60% of the LOs
Analysis: (List strengths and recommendations)	

NQF Learning Domain	Interpersonal Skills & Responsibility
Target Benchmark	60% of the students acquire 60% of the LOs
KPI Actual Benchmark	
depend on himself and has the ability to self-learning and personal and professional development	About 86.5 % of students achieved 60% of learning outcome.
works in groups and teams in a cooperative and effective manner with others.	About 88.25 % of students achieved 60% of learning outcome.
Committed to duties and responsibilities in the ethics of the profession.	About 92.83 % of students achieved 60% of learning outcome.
Internal Benchmark	
External Benchmark	
New Target Benchmark	60% of the students acquire 60% of the LOs
Analysis: (List strengths and recommendations)	
NQF Learning Domain	Communication, Information Technology, Numerical
Target Benchmark	60% of the students acquire 60% of the LOs
KPI Actual Benchmark	
Communicates effectively with others, with team or colleagues	About 84.34% of students achieved 60% of learning outcome.
Uses modern technology and best practices in the field of teaching and research chemistry	About 87% of students achieved 60% of learning outcome.
Using statistical and statistical software in chemistry to analyze data, obtain results and write reports	About 85.4% of students achieved 60% of learning outcome.
Internal Benchmark	---

External Benchmark	---
New Target Benchmark	60% of the students acquire 60% of the Los
Analysis: (List strengths and recommendations) .By analyzing the results of cognitive skills verification from the table, it is clear that: Cognitive skills: By analyzing the results of knowledge skills achieved in the table, it is clear that: 1- Knowledge skills achieved a good level of verification, with a 60% increase in the rate of achievement of outputs. 2-Cognitive skills: By analyzing the results of cognitive skills achievement from the table, it is clear that: Knowledge skills achieved a good level of verification, with a 60% increase in the rate of achievement of outputs	

قدم تقييم مباشر لمخرجات تعلم البرنامج للعام الحالي وفقا 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.

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 وتحليل درجات مخرجات التعلم – أو انجازات التعلم باستخدام أي نظام علمي بديل للتقييم (انسخ جدول تقييم مؤشرات الأداء والصقه لإنشاء جداول اضافية وفق الاحتياج)

KPI Assessment Table

KPI Code #مؤشر الأداء _____ Program KPI: مؤشر أداء البرنامج _____	
Assessment Year سنة التقييم 1437-1438 H Program Learning Outcome مخرج تعلم البرنامج:	
Output of knowledge1	
NQF Learning Domain مجال التعلم وفقا للآطار الوطني	" Mentioned the basic knowledge of educational, Language and religious decisions"
KPI Target Benchmark	60% of the students acquire 60% of the Knowledge's Los

قيمة المؤشر المستهدف	
KPI Actual القياس الفعلي للمؤشر	80.66%
Internal Benchmark المقارنة الداخلية	Due to the absence of an internal counterpart, the results of the program learning outcomes for the previous academic year 1436-1437 were compared 60% of the students acquire 60% of the Knowledge's Los of the previous academic year 1436-1437 = 8.33 % 60% of the students acquire 60% of the Knowledge's Los of Current academic year 1437-1438 = 80.66%
External Benchmark المقارنة الخارجية	
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) High percentage of output for the previous year There is a difference in percentages between the past and the current years because last year we only took the assessment of achieve percentages of Exit test , but the current year includes the assessment of achieve percentages of Exit test, self evaluation, Labor market representatives and Observation of the activities of the classroom and practical	
New Target Benchmark المستهدف الجديد	

KPI Code # _____ رمز مؤشر الأداء Program KPI: _____ مؤشر أداء البرنامج _____ _____	
Assessment Year _____ سنة التقييم 1437-1438 H Program Learning Outcome _____ مخرج تعلم البرنامج	
Output of knowledge 2	
NQF Learning Domain _____ مجال التعلم وفقا للاطار الوطني	"determines the types and properties of organic compounds and the mechanics of their reactions and methods of preparation and detection"
KPI Target Benchmark قيمة المؤشر المستهدف	60% of the students acquire 60% of the Knowledge's Los
KPI Actual Benchmark القياس الفعلي للمؤشر	75.68%
Internal Benchmark المقارنة الداخلية	Due to the absence of an internal counterpart, the results of the program learning outcomes for the previous academic year 1436-1437

	were compared 60% of the students acquire 60% of the Knowledge's Los of the previous academic year 1436-1437 = 83.33 % 60% of the students acquire 60% of the Knowledge's Los of Current academic year 1437-1438 = 75.68%
External Benchmark المقارنة الخارجية	
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) A decline in the percentage of output from the previous year, but still above 60% of the KPI Target Benchmark There is a difference in percentages between the past and the current years because last year we only took the assessment of achieve percentages of Exit test , but the current year includes the assessment of achieve percentages of Exit test, self evaluation, Labor market representatives and Observation of the activities of the classroom and practical	
New Target Benchmark المستهدف الجديد	60%

KPI Code # _____ رمز مؤشر الأداء _____ Program KPI: مؤشر أداء البرنامج _____	
Assessment Year _____ سنة التقييم _____ 1437-1438 H Program Learning Outcome _____ مخرج تعلم البرنامج _____	
Output of knowledge 3	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	"Explanation the theories and the properties of reactions, methods of preparation, nomenclature, separation and quantification of inorganic compounds."
KPI Target Benchmark قيمة المؤشر المستهدف	60% of the students acquire 60% of the Knowledge's Los
KPI Actual Benchmark القياس الفعلي للمؤشر	79.33%
Internal Benchmark المقارنة الداخلية	Due to the absence of an internal counterpart, the results of the program learning outcomes for the previous academic year 1436-1437 were compared 60% of the students acquire 60% of the Knowledge's Los of the previous academic year 1436-1437 = 16.67 % 60% of the students acquire 60% of the Knowledge's Los of Current academic year 1437-1438 = 79.33%
External Benchmark	

المقارنة الخارجية	
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) High percentage of output for the previous year There is a difference in percentages between the past and the current years because last year we only took the assessment of achieve percentages of Exit test , but the current year includes the assessment of achieve percentages of Exit test, Field Training, self evaluation, Labor market representatives and Observation of the activities of the classroom and practical	
New Target Benchmark المستهدف الجديد	60%

KPI Code # _____ رمز مؤشر الأداء _____ Program KPI: _____ مؤشر أداء البرنامج	
Assessment Year _____ سنة التقييم _____ 1437-1438 H Program Learning Outcome مخرج تعلم البرنامج	
Output of knowledge 4	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	"Mentioned the basic scientific knowledge OF sciences physics , mathematics, Biology and related to science of chemistry"
KPI Target Benchmark قيمة المؤشر المستهدف	60% of the students acquire 60% of the Knowledge's Los
KPI Actual Benchmark القياس الفعلي للمؤشر	83.64%
Internal Benchmark المقارنة الداخلية	Due to the absence of an internal counterpart, the results of the program learning outcomes for the previous academic year 1436-1437 were compared 60% of the students acquire 60% of the Knowledge's Los of the previous academic year 1436-1437 = 50% 60% of the students acquire 60% of the Knowledge's Los of Current academic year 1437-1438 = 83.64%
External Benchmark المقارنة الخارجية	
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) High percentage of output for the previous year There is a difference in percentages between the past and the current years because last year we only took the assessment of achieve percentages of Exit test , but the current year includes the assessment of achieve percentages of Exit test, self evaluation, Labor market representatives and Observation of the activities of the classroom and practical	
New Target Benchmark المستهدف الجديد	60%

KPI Code # _____ Program KPI: _____ مؤشر أداء البرنامج	
Assessment Year _____ 1437-1438 H Program Learning Outcome _____ مخرج تعلم البرنامج	
Cognitive Skills 1	
NQF Learning Domain مجال التعلم وفقاً للاطار الوطني	"Uses educational and linguistic concepts and information acquired in the field of specialization"
KPI Target Benchmark قيمة المؤشر المستهدف	60% of the students acquire 60% of the Cognitive 's Los
KPI Actual Benchmark القياس الفعلي للمؤشر	82.19%
Internal Benchmark المقارنة الداخلية	Due to the absence of an internal counterpart, the results of the program learning outcomes for the previous academic year 1436-1437 were compared 60% of the students acquire 60% of the Cognitive 's Los of the previous academic year 1436-1437 = 16.67% 60% of the students acquire 60% of the Cognitive 's Los of Current academic year 1437-1438 = 82.19%
External Benchmark المقارنة الخارجية	
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) High percentage of output for the previous year There is a difference in percentages between the past and the current years because last year we only took the assessment of achieve percentages of Exit test , but the current year includes the assessment of achieve percentages of Exit test, Field Training, self evaluation, Labor market representative	
New Target Benchmark المستهدف الجديد	60%
KPI Code # _____ Program KPI: _____ مؤشر أداء البرنامج	
Assessment Year _____ 1437-1438 H Program Learning Outcome _____ مخرج تعلم البرنامج	
Cognitive Skills 2	

NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	Explains spectral measurements, physical and chemical properties, mechanical interaction, scientific theories related to organic and inorganic compounds, analysis and methods of separation
KPI Target Benchmark قيمة المؤشر المستهدف	60% of the students acquire 60% of the Cognitive's Los
KPI Actual Benchmark القياس الفعلي للمؤشر	81.22%
Internal Benchmark المقارنة الداخلية	Due to the absence of an internal counterpart, the results of the program learning outcomes for the previous academic year 1436-1437 were compared 60% of the students acquire 60% of the Cognitive's Los of the previous academic year 1436-1437 = 41.67% 60% of the students acquire 60% of the Cognitive's Los of Current academic year 1437-1438 = 81.22%
External Benchmark المقارنة الخارجية	
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) High percentage of output for the previous year There is a difference in percentages between the past and the current years because last year we only took the assessment of achieve percentages of Exit test , but the current year includes the assessment of achieve percentages of Exit test, Field Training, self evaluation, Labor market representatives	
New Target Benchmark المستهدف الجديد	60%

KPI Code # _____ رمز مؤشر الأداء # _____ Program KPI: _____ مؤشر أداء البرنامج _____	
Assessment Year _____ سنة التقييم _____ 1437-1438 H Program Learning Outcome _____ مخرج تعلم البرنامج _____ Cognitive Skills 3	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	apply the laws and nomenclature rules of the different types of reactions organic and inorganic in a proper and safe manner
KPI Target Benchmark قيمة المؤشر المستهدف	60% of the students acquire 60% of the Cognitive's Los
KPI Actual	77.38%

Benchmark القياس الفعلي للمؤشر	
Internal Benchmark المقارنة الداخلية	Due to the absence of an internal counterpart, the results of the program learning outcomes for the previous academic year 1436-1437 were compared 60% of the students acquire 60% of the Cognitive's Los of the previous academic year 1436-1437 = 83.33% 60% of the students acquire 60% of the Cognitive's Los of Current academic year 1437-1438 = 77.38%
External Benchmark المقارنة الخارجية	
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) A decline in the percentage of output from the previous year, but still above 60% of the KPI Target Benchmark There is a difference in percentages between the past and the current years because last year we only took the assessment of achieve percentages of Exit test , but the current year includes the assessment of achieve percentages of Exit test, Field Training, self evaluation, Labor market representatives	
New Target Benchmark المستهدف الجديد	60%

KPI Code # _____ Program KPI: مؤشر أداء البرنامج رمز مؤشر الأداء # _____	
Assessment Year _____ 1437-1438 H Program Learning Outcome مخرج تعلم البرنامج سنة التقييم _____	
Cognitive Skills 4	
NQF Learning Domain مجال التعلم وفقاً للاطار الوطني	Applied knowledge and theories in physics, biology and mathematics in the field of chemistry
KPI Target Benchmark قيمة المؤشر المستهدف	60% of the students acquire 60% of the Cognitive 's Los
KPI Actual Benchmark القياس الفعلي للمؤشر	81.2%
Internal Benchmark المقارنة الداخلية	Due to the absence of an internal counterpart, the results of the program learning outcomes for the previous academic year 1436-1437 were compared 60% of the students acquire 60% of the Cognitive 's Los of the previous academic year 1436-1437 = 33.33%

	60% of the students acquire 60% of the Cognitive 's Los of Current academic year 1437-1438 = 81.2%
External Benchmark المقارنة الخارجية	
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) High percentage of output for the previous year There is a difference in percentages between the past and the current years because last year we only took the assessment of achieve percentages of Exit test , but the current year includes the assessment of achieve percentages of Exit test, Field Training, self evaluation, Labor market representatives	
New Target Benchmark المستهدف الجديد	60%

KPI Code # _____ رمز مؤشر الأداء # _____ Program KPI: مؤشر أداء البرنامج _____	
Assessment Year _____ سنة التقييم _____ 1437-1438 H Program Learning Outcome _____ مخرج تعلم البرنامج _____	
Interpersonal Skills & Responsibility 1	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	depend on himself and has the ability to self-learning and personal and professional development
KPI Target Benchmark قيمة المؤشر المستهدف	60% of the students acquire 60% of the Interpersonal & Responsibility 's Los
KPI Actual Benchmark القياس الفعلي للمؤشر	86.5%
Internal Benchmark المقارنة الداخلية	Due to the absence of an internal counterpart, the results of the program learning outcomes for the previous academic year 1436-1437 were compared 60% of the students acquire 60% of the Interpersonal & Responsibility 's Los of the previous academic year 1436-1437 = 91.67% 60% of the students acquire 60% of the Interpersonal & Responsibility's Los 's Los of Current academic year 1437-1438 = 86.5%
External Benchmark المقارنة الخارجية	
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) A decline in the percentage of output from the previous year, but still above 60% of the KPI Target Benchmark	

There is a difference in percentages between the past and the current years because last year we only took the assessment of achieve percentages of Exit test , but the current year includes the assessment of achieve percentages of Exit test and Observation of the activities of the classroom and practical for this outcome	
New Target Benchmark المستهدف الجديد	60%
KPI Code # _____ رمز مؤشر الأداء # _____ Program KPI: مؤشر أداء البرنامج	
Assessment Year _____ سنة التقييم _____ H Program Learning Outcome مخرج تعلم البرنامج	
Interpersonal Skills & Responsibility 2	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	works in groups and teams in a cooperative and effective manner with others.
KPI Target Benchmark قيمة المؤشر المستهدف	60% of the students acquire 60% of Interpersonal & Responsibility 's Los
KPI Actual Benchmark القياس الفعلي للمؤشر	88.25%
Internal Benchmark المقارنة الداخلية	Due to the absence of an internal counterpart, the results of the program learning outcomes for the previous academic year 1436-1437 were compared 60% of the students acquire 60% of the Interpersonal & Responsibility 's Los of the previous academic year 1436-1437 = 91.67% 60% of the students acquire 60% of the Interpersonal & Responsibility 's Los of Current academic year 1437-1438 = 86.5%
External Benchmark المقارنة الخارجية	
Analysis: (List strengths and recommendations) (التحليل (اذكر نقاط القوة والتوصيات)	
A decline in the percentage of output from the previous year, but still above 60% of the KPI Target Benchmark There is a difference in percentages between the past and the current years because last year we only took the assessment of achieve percentages of Exit test , but the current year includes the assessment of achieve percentages of Exit test and Observation of the activities of the classroom and practical for this outcome	
New Target Benchmark المستهدف الجديد	60%

KPI Code # _____ Program KPI: مؤشر أداء البرنامج _____ _____	
Assessment Year _____ Program Learning Outcome مخرج تعلم البرنامج:	
Interpersonal Skills & Responsibility 3	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	Committed to duties and responsibilities in the ethics of the profession..
KPI Target Benchmark قيمة المؤشر المستهدف	60% of the students acquire 60% of the Interpersonal & Responsibility 's Los
KPI Actual Benchmark القياس الفعلي للمؤشر	92.83%
Internal Benchmark المقارنة الداخلية	Due to the absence of an internal counterpart, the results of the program learning outcomes for the previous academic year 1436-1437 were compared 60% of the students acquire 60% of the Interpersonal & Responsibility 's Los of the previous academic year 1436-1437 = 83.33% 60% of the students acquire 60% of the Interpersonal & Responsibility 's Los of Current academic year 1437-1438 = 92.83%
External Benchmark المقارنة الخارجية	
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) High percentage of output for the previous year There is a difference in percentages between the past and the current years because last year we only took the assessment of achieve percentages of Exit test , but the current year includes the assessment of achieve percentages of Exit test and Observation of the activities of the classroom and practical for this outcome	
New Target Benchmark المستهدف الجديد	60%

KPI Code # _____ Program KPI: مؤشر أداء البرنامج _____ _____	
Assessment Year _____ Program Learning Outcome مخرج تعلم البرنامج:	
Communication, Information Technology, Numerical1	

NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	Communicates effectively with others, with team or colleagues
KPI Target Benchmark قيمة المؤشر المستهدف	60% of the students acquire 60% of the Communication, Information Technology, Numerical 's Los
KPI Actual Benchmark القياس الفعلي للمؤشر	84.34%
Internal Benchmark المقارنة الداخلية	Due to the absence of an internal counterpart, the results of the program learning outcomes for the previous academic year 1436-1437 were compared 60% of the students acquire 60% of the Communication, Information Technology, Numerical 's Los of the previous academic year 1436-1437 = 100% 60% of the students acquire 60% of the Communication, Information Technology, Numerical 's Los of Current academic year 1437-1438 = 84.34%
External Benchmark المقارنة الخارجية	
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) A decline in the percentage of output from the previous year, but still above 60% of the KPI Target Benchmark There is a difference in percentages between the past and the current years because last year we only took the assessment of achieve percentages of Exit test , but the current year includes the assessment of achieve percentages of Exit test and Observation of the activities of the classroom and practical for this outcome	
New Target Benchmark المستهدف الجديد	60%

KPI Code # _____ رمز مؤشر الأداء _____ Program KPI: مؤشر أداء البرنامج _____ _____ _____	
Assessment Year _____ سنة التقييم _____ 1437-1438 H Program Learning Outcome مخرج تعلم البرنامج: Communication, Information Technology, Numerical2	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	Uses modern technology and best practices in the field of teaching and research chemistry
KPI Target Benchmark قيمة المؤشر المستهدف	60% of the students acquire 60% of the Communication, Information Technology, Numerical 's Los
KPI Actual Benchmark القياس الفعلي للمؤشر	87%

Internal Benchmark المقارنة الداخلية	Due to the absence of an internal counterpart, the results of the program learning outcomes for the previous academic year 1436-1437 were compared 60% of the students acquire 60% of the Communication, Information Technology, Numerical 's Los of the previous academic year 1436-1437 = 58.33% 60% of the students acquire 60% of the Communication, Information Technology, Numerical 's Los of Current academic year 1437-1438 = 87%
External Benchmark المقارنة الخارجية	
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) High percentage of output for the previous year There is a difference in percentages between the past and the current years because last year we only took the assessment of achieve percentages of Exit test , but the current year includes the assessment of achieve percentages of Exit test and Observation of the activities of the classroom and practical for this outcome	
New Target Benchmark المستهدف الجديد	60%

مؤشر أداء البرنامج : Program KPI: _____ رمز مؤشر الأداء # KPI Code _____ مخرج تعلم البرنامج : H Program Learning Outcome 1437-1438 _ :سنة التقييم Assessment Year Communication, Information Technology, Numerical 3	
NQF Learning Domain مجال التعلم وفقاً للآطار الوطني	Using statistical and statistical software in chemistry to analyze data, obtain results and write reports
KPI Target Benchmark قيمة المؤشر المستهدف	60% of the students acquire 60% of the Communication, Information Technology, Numerical 's Los
KPI Actual Benchmark القياس الفعلي للمؤشر	85.4%
Internal Benchmark المقارنة الداخلية	Due to the absence of an internal counterpart, the results of the program learning outcomes for the previous academic year 1436-1437 were compared 60% of the students acquire 60% of the Communication, Information Technology, Numerical 's Los of the previous academic year 1436-1437 = 100% 60% of the students acquire 60% of the Communication,

	Information Technology, Numerical 's Los of Current academic year 1437-1438 = 85.4%
External Benchmark المقارنة الخارجية	
Analysis: (List strengths and recommendations) (اذكر نقاط القوة والتوصيات) A decline in the percentage of output from the previous year, but still above 60% of the KPI Target Benchmark There is a difference in percentages between the past and the current years because last year we only took the assessment of achieve percentages of Exit test , but the current year includes the assessment of achieve percentages of Exit test and Observation of the activities of the classroom and practical for this outcome	
New Target Benchmark المستهدف الجديد	60%

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

Orientation programs provided? Yes ☐ No ☒ how many participated?

هل قدمت برامج تهيئة ؟ نعم ... لا

This year 37-38 H was not a meeting of the program guidance في حال قدمت، كم عدد المشاركين بها

This year 37-38 H was not a meeting of the program guidance

a. Brief Description موجز لبرامج التهيئة

There are complete files of meetings and orientation programs for new faculty members a special one for program and other for a private college. During which meetings Faculty Management, creditable Quality Assurance Unit, coordinators of programs, coordinators quality and Guides academics of various programs, responsible student activities faculty and administrators faculty, as well as the old members of the faculty to welcome new members and introduce them to the college of distasteful regimes and answer all questions.

And for the program is the work of meeting guideline to welcome new members program and work long relationship organ old and synopsis for: the content of program guide , file quality , file academic advising, file student activities and everything related to the process of teaching and learning resources and answer all of their questions

-(This year 37-38 H was not a meeting of the program guidance with new members (because there are no new members)

b. List recommendations for improvement by teaching staff.

اذكر توصيات التحسين من قبل أعضاء هيئة التدريس الذين اشتركوا في برنامج التهيئة

. There is no because this year 37-38 H was not a meeting of the program guidance with new members (because there are no new members)

c. If orientation programs were not provided, give reasons. اذكر الأسباب. **Orientation programs were provided.(but this year no new members)**

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 (Attachment inventory report professional development activities for faculty members for the program Chemistry the academic year 1437/1438 AH) Attachment No. 4	Teaching Staff اعضاء هيئة التدريس	Other Staff العاملون الآخرون
Research published in local and international journals	5	Research published in local and international journals
Research presented at conferences	-	Research presented at conferences
Attend conferences, training courses and workshops	12	Attend conferences, training courses and workshops
-Get a prize or certificates of appreciation -	5	-Get a prize or certificates of appreciation -
Membership in scientific societies:	1	Membership in scientific societies:
-Scientific activities that Harktefy completed (training course or workshop or):	9	-Scientific activities that Harktefy completed (training course or workshop or):

Supervision of the Theses:-	-	
Discuss scientific theses	-	
Writing books or translation books:	1	
Community participation and interaction:	1	

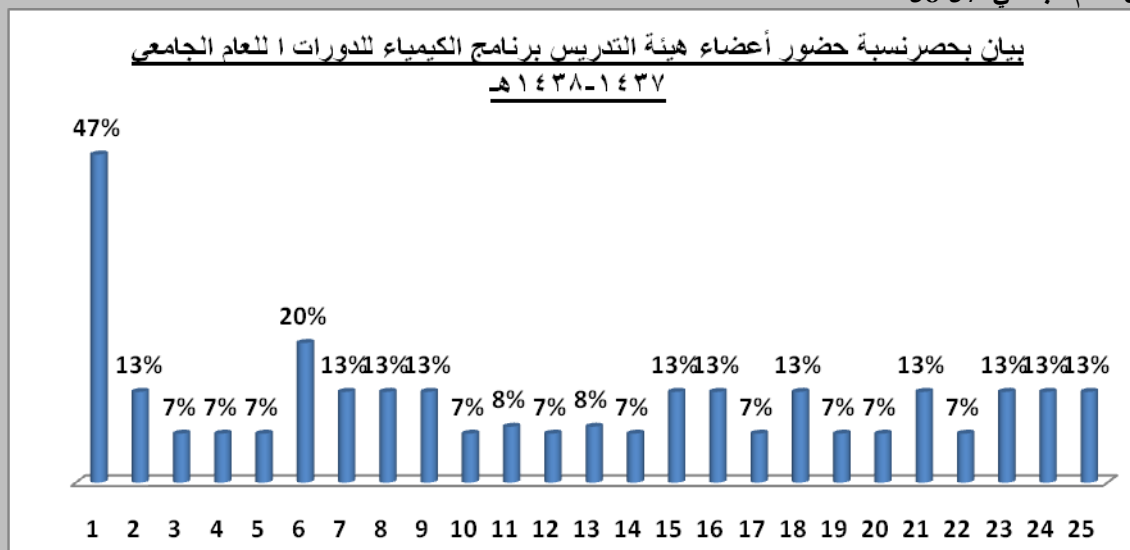
b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.

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

(Attachment statement limiting the presence of faculty members for training courses and measure the effect of extending her chemistry program for academic year 1437-1438h)

Attachment 5

المخططات البيانية التالية تبين النسبة المئوية لمشاركة أعضاء هيئة التدريس ومعاونيهم في الدورات التدريبية التي عقدت خلال العام الجامعي 37-38 هـ



Change that has occurred in the performance as a result of participation in the training program:

1. Address the negatives contained in the improvement plans
- 2 - How to write research or research project
- 3 - How to complete the items of the comprehensive report of the reports of the decisions in specific points and does not require elaboration
4. In writing the improvement plans in the overall report of the Directors at the end of the report, consider writing the unfinished plans
5. When writing the results in the comprehensive report of the reports of the courses, students who are withdrawn, absentees and other cases are not included in the evaluation of the assessment of the course
- 6- Knowledge of the old and modern methods in writing the research plan for letters
7. Knowledge of risk and crisis management and dealing with fire extinguishers
- 8 - Care to deal with colleagues in the work environment
- 9 - Writing tests in the right manner and high quality

The most important issues that need to be more training for the same area where the training programs involving or in other areas:

- 1- E-learning
2. The requirements of the teaching and learning standard
- 3- Building tests according to the specifications table
- 4- Courses in electronic tests
- 5- The latest developments in the self-study
6. Performance indicators

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).
Attachment No. 6.

Independent Opinion Report on the Chemistry Program Report For the academic year 1437/1438 AH

Based on the review of the program report and the attached documents, there are many strengths that indicate the outstanding performance of faculty members and program management, which created a good study environment that contributed to achieving the goals of the program and to achieve the students to high levels of learning outcomes as shown by some weaknesses caused by some internal factors The following are some of the main strengths, weaknesses and improvement proposals that have been developed to strengthen the strengths and try to avoid or mitigate the weaknesses as much as possible according to the powers and possibilities. Available to the program:

strength point	Weaknesses	Program Justifications About weaknesses As mentioned in the program report	Priorities for improvement
Provide reports, documents, information and data for students and graduates of the program	Low completion rates for graduates are low (percentage of students who completed the program in the minimum period of study	1 - the result of the problem of the southern limit has been established facilities for students represented in providing facilities for students, such as : a - open an apology for a semester or a course without restrictions as was the previous chapters . B - not to activate the deprivation in the courses for students whose percentage exceeds the absence of 25%.	1- The need to increase attention to preparation and the development of academic guidance and support students. 2 - The existence of procedures to ensure that students enrolled in the program have the skills and abilities that fit the field of chemistry.

strength point	Weaknesses	Program Justifications About weaknesses As mentioned in the program report	Priorities for improvement
	Low employment rate for female graduates.	<p>1. The period of time allowed for the survey to determine the employment rate is 6 months (the time specified for the completion of the program report) is insufficient to give a real percentage of employment, but the minimum time required to monitor the real percentage of employment is two to three years.</p> <p>2. Economic conditions that the Kingdom has undergone for two years.</p>	
The rates of completion of courses and the distribution of grades are good and emphasize the efficiency and fairness of evaluations.	Weakness of program management continues with coordinators of some courses taught outside the program management.	-----	The establishment of a mechanism to ensure good communication between the program and the coordinators of these decisions by the Deanship of the College and the Deanship of Development and Quality.

There are no deviations in the distribution of grades in most courses in the program	Students are less satisfied with their professional experience.	-----	The need to improve performance with regard to the professional skills of students.
- Effectiveness of the decisions reports and the management of the program procedures based on the recommendations of improvement.	-----	-----	-----
Quality of performance with regard to progress in achieving the practices of Standard IV.	-----	-----	-----
Program management commitment to corrective action based on student evaluations.	-----	-----	-----
Good diversity of assessment tools and tools in the program whether internal or external, direct and indirect.	-----	-----	-----
Program management commitment to using the performance indicators of the education evaluation Authority as well as its list of performance indicators for goals, learning outcomes and improvement plan.	-----	-----	-----

Name of the author of the report: Quality coordinator of the physics program
Dr. Zeinab Mohammed Ahmed

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
Increasing attention to preparation and developing academic guidance and student support.	Approval by the Program Department where the recommendation is consistent with the program's completion
The establishment of a mechanism to ensure good communication between the program and the coordinators of these decisions by the Deanship of the College and the Deanship of Development and Quality.	Approval by the Program Department where the recommendation is consistent with the program's completion
The need to improve performance with regard to the professional skills of students.	Approval by the Program Department where the recommendation is consistent with the program's completion

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 (Physics) (Program	KPI External Benchmarks المقارنة الخارجية للمؤشر (لاي وجد)	KPI Analysis تحليل مؤشر الأداء	KPI New Target Benchmark المستهدف الجديد للمؤشر
S1.1	Stakeholders' awareness ratings of the Mission Statement and Objectives (mission is known to teaching staff and undergraduate and graduate students points scale in annual survey). respectively, on a five	90%	88.1%	77.7%		<p>strength point:</p> <ul style="list-style-type: none"> - The academic program message is clear - Coordinate of the academic program's message is consistent with Islamic values <p>Improvement recommendations:</p> <p>Continue to spread the message in paper and electronically to raise awareness of it to reach the target next year God willing.</p>	90%

Chem1.1	The decision to adopt and document the vision and Message.	The decision to adopt and document the vision and Message	The decision to adopt the message after modification in accordance with the observations of the National Commission on 21/5/1437	The Vision and Message was approved and documented in 1432-1433H ,It was modified and the adoption of modification in 1436-1437 AH according to the mechanism modification of the message approved in 1432-1433 H		<u>strength point:</u> The message was modified in accordance with the observations of the National Commission	
Chem1.2	Percentage of satisfaction of students, faculty members, and labor market on the	95%	86%	85%		<u>strength point</u> -The message formula stimulates	90%

	vision and message of the program separately .					belonging and allegiance towards department in all who read it - The message format is focused and clear and easy to understand..	
Chem1.3	The Ratio of agreement between the college message and the program message.	90%	100%	100%			100%
Chem1.4	The Ratio of decisions taken by reference to the message of the program.	100%	97.5%	55%			100%
P1.1	Conduct an information exchange agreement and performance indicators for the program message with another university program	80%	Under implementation			<u>Improvement recommendations</u> Addressing officials to conclude an agreement with the programs -The formation of a committee to work of the Convention -Identification of performance indicators for exchange of	100%

						information between -programs - Prepare a report to compare performance indicators between programs -Display of the report to - the department council	
S2.1	Stakeholderevaluationoft hePolicyHandbook, includingadministrativefl owchartandjobresponsibi lities) Averageratingontheadeq uacyofthePolicyHandboo kon a five-pointscalein a annualsurveyofteachingst .(affandfinalyearstudents	90%	82%	74.6%		<u>strength point</u> - Officials in the units and committees of the organizational structure of their work according to the tasks approved by the Guide - Effectiveness of the organizational structure of the program - Policy leadership for the academic performance of the program.	85%

						<u>Improvement recommendations</u> - Increasing the means of publishing the organizational structure of the program and its tasks electronically and digitally to reach the target last year. - Adopting the academic decision of the program on policies.	
Chem2.1	The proportion of female representation on the boards of different departments and committees of the reality of the minutes of meetings	50%	56%	30%		<u>strength point</u> The high proportion of the representation of the female element in the boards of different departments and committees of the reality of the minutes of meetings of the target indicator	70%
Chem2.2	Internal audit of the Deanship of Development and Quality Report.	100%	94.4%			<u>strength point</u> Achieve an excellent completion rate of the quality support plan.	100%

P2.1	Follow up the completion of tasks and procedures published by the management of the program	80%	60%			<p><u>strength point</u></p> <p>The formation of a follow-up committee to complete the tasks and procedures published by the administration of the program the functions of this committee as follows Monitor all requirements and tasks for the top leadership of the program - Follow up the implementation of these tasks and requirements in light of the time frame for implementation</p> <p><u>Improvement recommendations</u></p> <p>Prepare a report that includes the level of achievement and the commitment to the implementation schedule - Submit the report to the management of the program to take</p>	80%
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						appropriate to give thanks to the privileged members and accounting for the members of the default	
P2.2	Plan for the risks that threaten the program	100%	100%			<u>strength point</u> limitation of risks that threaten the program Discussion of the plan - in Department Council Develop initiatives to - avoid risk	100%
S3.1	Students' overall evaluation on the quality of their learning experience .s) Average rating of the overall quality on a five point scale in an annual survey (.offinal year students	Not less than 80% per year	57%	78.8%		<u>Weaknesses point</u> There are not enough opportunities at the university to seek advice regarding the study and future of students - Computer facilities and equipment for students are insufficient for their needs. - No facilities available for non-curricular activities (including sports and recreational activities).	Not less than 80% per year

						<p><u>Improvement recommendations</u></p> <p>Talking the Graduate Unit (Deanship of Student Affairs) to provide training courses for graduates in relation to the development of professional skills of female graduates.</p> <p>- Focusing academic guidance on the formation of new students and holding frequent meetings with female students regarding the nature of the study and the future of female students graduates of the program</p> <p>- Talking the higher administrative bodies to provide the Internet to</p>	
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						<p>cover computer labs.</p> <ul style="list-style-type: none"> - Talking the higher administrative authorities to identify halls dedicated to non-systematic student activities (including artistic, cultural, sports and recreational activities). - Talking the higher administrative authorities to determine the times allocated for students to participate in sports activities (Sports Club at Najran University) 	
S3.2	Proportion of courses in which student evaluations were conducted during the year	100%	100%			<p>strength point</p> <p>Students' practice of their rights to evaluate teaching performance and interact with Program management in continuous improvement</p>	100%
Chem3.1	proportion of students surveyed during the year to evaluate courses and faculty performance	60%	66.15%	79%		<p>strength point</p> <p>Students' practice of their rights to evaluate</p>	60%

						teaching performance and interact with Program management in continuous improvement processes	
S4.1	Ratio of students to teaching staff.) Based on full time equivalents	1:25 for theoretical courses 1:20 Of practical decisions	1:20 for theoretical courses 1:18 Of practical decisions	1: 17.8		strength point: The program management achieved a distinguished level of the indicator, which confirms the university's keenness to distinguish the academic performance of the program	1:25 for theoretical courses 1:20 Of practical decisions
S4.2	Students overall rating on the quality of their courses. (Average rating of) student satisfaction on a five point scale on overall (.valuation of courses	Not less than 80% سنويا	77.4%	78.8%		Although the value of the indicator is lower than the target and the reference comparison, these aspects were high in the evaluation, such as: - clarity of the basic lines of the objectives of the course for most students. - Office hours for faculty Members were	Not less than 80% سنويا

						<p>announced and clear to students</p> <p>-The presence of faculty members during office hours.</p> <p>- The references and sources used in the course were clear and available.</p> <p>- knowing with faculty members with the content of the courses they are studying</p>	
S4.3	Proportion of teaching staff with verified doctoral qualifications	80%	60%	44.4%		<p><u>strength point:</u> The ratio is higher than the benchmark and achieved the target progressively.</p> <p><u>Improvement recommendations</u></p> <p>-Continuing support for students.</p> <p>-Continuation of the retention process to maintain the academic strength of the program.</p>	70%
S4.4	;Retention Rate Percentage of students entering	Not less than 50 %	16%	35.5%		<p><u>Improvement recommendations</u></p>	Not less than 35 %

	ngprogramswhosuccessfully .completefirstyear.	per year				Test the first level students on the basics of chemistry to identify weaknesses in students' skills	per year
S4.5	GraduationRateforUndergr aduateStudents: Proportionofstudentsenteri ngundergraduateprograms whocompletethoseprograms .inminimumtime	Not less than15%	4%	12%		<u>Improvement recommendations</u> Add enriching lectures and share the faculty members to provide students by specialization. - Activating e-learning and electronic communication with female students	Not less than10 %
Chem4.1	Percentage of students' progress from level 1 to level 2	Not less than 60%	46%			<u>Improvement recommendations</u> Same as the <u>mprovement recommendations</u> for the two indicators S4.5 , S4.5	Not less than 60%
Chem4.2	The percentage of students withdrawing from the program from the total	Not more than2%	L1 = 0% L 2 = 2% L3 = 15% L 4 = 13%			<u>strength point</u> The withdrawal of students below the target in the levels of the first	15%

	students at the level		<p>L 5 = 3%</p> <p>L 6 = 3%</p> <p>L7 =3%</p> <p>L8 = 0%</p>			<p>and second withdrawal rate of students stood at the eighth level zero is that a good indicator of performance in the program at these levels.</p> <p><u>Improvement recommendations</u></p> <p>Same as the improvements recommendations for the two indicators S4.5, S4.5</p>	
Chem4.3	Percentage of students' progress from level to level	Not less than 70%	<p>L1 to L2 = 46%</p> <p>L 2 to L 3 = 66%</p> <p>L 3 to L 4 = 100%</p> <p>L 4 to L 5 = 100%</p> <p>L 5 to L 6 = 100%</p> <p>L 6 to L 7 = 100%</p> <p>L7 to L8 = 50%</p>			<p><u>strength point:</u></p> <p>The percentage of students' progress is higher than the target and well at all levels from the third to the seventh</p> <p><u>Improvement recommendations</u></p> <p>Same as the mprovement recommendations for the two indicators S4.5 , S4.5</p>	60%

Chem4.4	The rate of conversion of students from the program	0%	0%			strength point: The rate of conversion of students from the program achieved the indicator	2%
Chem4.5	Satisfaction Ratio of employment for professional and personal skills of the graduates of the program points average year.	95%	71%	84%		strength point It became clear from the results of the survey satisfaction recruitment skills points: - The student performs the tasks entrusted to her in the best way - Committed to instructions, administrative orders and work regulations - The student is committed to instructions, administrative orders and work regulations - The student is committed to the dates and hours of attendance and departure Improvement recommendations	75%

						<ul style="list-style-type: none"> - the development of the English language curriculum at all levels to strengthen the language of the students - set up courses to strengthen the English language. - the establishment of self-development courses. 	
Chem4. 6	Percentage of courses whose learning outcomes were measured	85%	95.47%			<u>strength point</u> High proportion of courses whose learning outcomes were measured	100%
Chem4.7	External Auditor's report on the program and its compliance with efficiency and to achieve its message and objectives	100%	100%			<ul style="list-style-type: none"> - The message and objectives of the program are clear - The viability of the program objectives for measurement 	100%
Chem4.8	Percentage of students' success in Islamic culture courses	80%	70%				80%
P4.1	Percentage of the number of courses for the new plan, which was described in coordination between the	80%	75%			<u>strength point</u> -The formation of a committee to prepare a description of courses	80%

	Najran and Sharura programs					<p>- descriptions are set on the 2015 model</p> <p><u>Improvement recommendations</u></p> <p>- Review descriptions of the development unit and quality</p> <p>- View descriptions and audit report descriptions on the board of the department for approval</p>	
P4.2	Forming advisory committees for the program	100%	100%			<p><u>strength point</u></p> <p>- Discussion in the department Council: nomination of one of the experts of education in the field of chemistry</p> <p>And the nomination of an academic member with professional experience from a prestigious national university</p>	100%
P4.3	The decision to adopt the mechanism of communication with the	80%	50%			<p><u>strength point</u></p> <p>Discussion in the - department Council to</p>	100%

	graduates to benefit from their views					establish a mechanism for communication with graduates <u>Improvement recommendations</u> The adoption of a mechanism to communicate with the graduates to take advantage of their views	
P4.4	Develop a mechanism to encourage professional and academic excellence in which formal recognition of outstanding performance and promotion of creativity and innovation	100%	100%			<u>strength point</u> Develop a mechanism to - encourage professional and academic excellence Adoption of the - mechanism by the Program Council Prepare an annual - report on the professional and academic excellence of the program members - Submit the report to the Board of the program to take the	100%

						necessary to promote outstanding performance, creativity and innovation	
S5.3	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.	Not less than 90% per year	86%	89%		strength point The academic advisor will be in her office during the hours advertised for academic guidance. - I benefited from the group meetings held by the academic advisor. - The academic guide guides me on the consequences of absence on my level of achievement. - The academic advisor makes sure that there is no discrepancy in the schedule. - My academic advisor is interested in directing me in the process of registering courses.	Not less than 90% per year
Chem5.1	Percentage of students to administrative staff	75;1	49;1	58;1		strength point The percentage is higher	50:1

						than the indicator	
Chem5.2	Percentage of students participating in extracurricular activities	50%	6%	12.3%		<u>strength point</u> Allow students to participate in extracurricular activities <u>Improvement recommendations</u> Develop a plan for student activities to increase activating student activities	20%
Chem5.3	Percentage of students referred to in disciplinary councils	Less than 10%	6%			<u>strength point</u> The percentage achieved the indicator	Less than 10%
Chem5.4	A number of activities, seminars and workshops related to the promotion of Islamic culture among students through 3 courses during the year.	80%	50%			<u>strength point</u> Establishing a number of Islamic courses and activities <u>Improvement recommendations</u> Increase the number of Islamic courses and activities	60%
P5.1	Satisfaction of faculty members on the provision of security and safety	70%	60%			<u>strength point</u> Talking the authorities responsible for the	100%

	requirements in laboratories					<p>establishment of a medical unit in the college</p> <ul style="list-style-type: none"> - Water sprayers are available immediately in case of fire - Suitable and adequate fire alarms are available in buildings. <p><u>Improvement recommendations</u></p> <p>Addressing the College Administration:</p> <ol style="list-style-type: none"> 1. Provide and identify pool points after eviction 2 - placing warning plates in places of electrical hazard 3 - Training in the college on the steps of rapid and safe evacuation 4 - Training the staff of the College on the use of fire extinguishers. 	
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S.6.3	Stakeholder evaluation of the digital library.) Average overall rating of the adequacy of the digital library, including a) User friendly website b) Availability of the digital databases c) Accessibility for users d) Library skill training and e) Any other quality indicators of service on a five-point scale of an annual survey).	85 %	78%	76.6%		strength point -Data and information on the web pages are constantly updated, which can be used in all specialties - Easy and fast access to electronic services on the university portal Improvement recommendations Addressing the Deanship of Library Affairs to increase training sessions for students to introduce them to library services.	80%
Chem6.1	Student Assessment for Library Services (average grade of library services on an annual scale of five points for final year students)	Not less than 75%	The library has not done	80%		Improvement recommendations Talking the college administration to activate the library	75%
Chem6.2	Number of book titles in the library relative to the number of students.	1:10	The library has not done	1:36		Improvement recommendations Talking the college administration to	1:10

						activate the library	
Chem6. 3	Percentage of student satisfaction with learning resources.	75%	75%			<u>strength point</u> The percentage achieved the indicator	75%
S7.3	Stakeholder evaluation of facilities & equipment a) Classrooms b) Laboratories c) Bathrooms cleanliness maintenance. d) Campus security e) Parking & access f) Safety (first aid, fire extinguishers & alarm systems, secure chemicals) g) Access for those with disabilities or handicaps (ramps, lifts, bathroom furnishings), etc. h) Sporting facilities & equipment	83%	90%	82%		<u>strength point</u> High degree of student satisfaction with facilities, equipment, laboratories and efficiency of buildings. <u>Improvement recommendations</u> - Talking the competent authorities in the analysis of the questionnaire	85%
Chem7. 1	Number of computers	1:25	1:15	1:7		<u>Improvement</u>	25:1

	provided per student.					<u>recommendations</u> - Talking the higher administrative bodies to provide the Internet to cover computer labs.	
P7.1	Percentage of achievement in following up laboratory and laboratory maintenance requirements	100%	100%			<u>strength point</u> Forming a committee to prepare periodic reports on the state of the equipment and the laboratories - Reporting to the authorities responsible for maintenance when needed	100%
P7.2	Preparation of a five-year plan to meet the needs of faculty members of laboratories and equipment	100%	100%			<u>strength point</u> Inventory of the needs - of the faculty members of laboratories Preparation of the plan - by the program management and officials of the seventh and tenth standards based on the needs of faculty members	100%

						of the laboratories Review of the plan by - the development unit and .total quality - Presenting the plan to the department council and approving it	
S9.1	Proportion of teaching staff leaving the institution in the past year for reasons other than retirement.	Do not more 5% سنويا	4%	0%		<u>strength point</u> Satisfaction of faculty members on the academic climate of the university	Do not more 5% per year
S9.2	Proportion of teaching staff participating in professional development activities during the past year.	80%	57%	76.6%		<u>strength point</u> Commitment of faculty members to attend targeted professional development activities of the university training plan	80%
P9.1	Percentage of lecturers and Teaching Assistant faculty members of the faculty members of the program	50:50	lecturers=33% Teaching Assistant=25%			<u>strength point</u> Discuss the needs of the program faculty members Teaching Assistant in the Department Council degree	50:50

P9.2	Approve the admission requirements of the program for new admissions and transfer to the program from other programs within the college or other colleges according to the possibilities and engineering available in the program	100%	100%			<u>strength point</u> Setting conditions for acceptance and adoption in Department Council	100%
S10.1	Number of refereed publications in the previous year per full-time equivalent teaching staff.) Publications based on the formula in the Higher Council Bylaw excluding conference presentations.	9 per year	6	20		<u>Improvement recommendations</u> Activate the system of evaluating the performance of faculty members in relation to the commitment to the scientific research plan and its indicators	9
S10.2	Number of citations in refereed journals in the previous year per full-time equivalent faculty members.	سنويا 200	500	36		<u>strength point</u> The Department of Chemistry is characterized by an increase in the number of citations in scientific journals for their research, which is an	سنويا 200

						<p>indication of the research excellence of the department's employees.</p> <p><u>Improvement recommendations</u></p> <p>Communicate with the Nanotechnology Center to obtain the researchers' data.</p>	
S10.3	Proportion of fulltime members of teaching staff with at least one refereed publication during the previous year.	100 %	44%	60%		<p><u>Improvement recommendations</u></p> <p>Activate the system of evaluating the performance of faculty members in relation to the commitment to the scientific research plan and its indicators</p>	100%
S10.4	Number of papers or reports presented at academic conferences during the past year per fulltime equivalent faculty members .	سنويا 5	2	5		<p><u>Improvement recommendations</u></p> <p>Activate the system of evaluating the performance of faculty members in relation to the commitment to the scientific research plan</p>	سنويا 5

						and its indicators	
S11.1	Proportion of fulltime teaching and other staff actively engaged in community service activities.	80%	10%	30%		<u>Improvement recommendations</u> Activate the system of evaluating the performance of faculty members in relation to the commitment to the scientific research plan and its indicators.	30 %
Chem11.1	Number of community education programs provided by the program, counseling and community service activities	5	5	3		<u>strength point</u> Participation of faculty members in a number of community education programs. <u>Improvement recommendations</u> Activate the system of evaluating the performance of faculty members in relation to the commitment to the scientific research plan and its indicators.	5

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.

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 NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA 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 الاضافية التي حددها البرنامج (متضمنة 50% 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 الى 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 الى 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 الى 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 الى 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 الى 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 الى تحديد قيمة جديدة أو مأمولة لمؤشر الأداء بناءً على نتائج تحليل مؤشر الأداء.

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	Test the first level students on the basics of chemistry to identify weaknesses in students' skills	-Tests for students of the first level . -Correct the test -Calculation of success rate	-Sample of test paper - Calculation of success rate	Program Management	Beginning of the semester 1439	The end of the semester 1439
2	Add enrichment lectures for first-level students, which will be characterized by the weaknesses that have emerged in the skills of the students.	-Announcement of lectures through the Blackboard -Attendance sheet -opinion about the lecture	-Attendance sheet -opinion about the lecture	Program Management	Beginning of the semester 1439	The end of the semester 1439
4	- To provide additional lectures for some of the courses in which students are frequently faltering such as virtues and complementarity	-Addressing the mathematics program -Lectures of the addition of mathematics program in calculus	-Signing attendance of students for additional lectures	Program Management	Beginning of the semester 1439	The end of the semester 1439
5	Addressing the Deanship of Library Affairs to	-Announcement for students	-Report satisfaction	Program	Beginning	The end of

	increase training sessions for students to introduce them to library services.	about the digital library A questionnaire for students about the digital library	of students about the digital library	Coordinator	of the semester 1439	the semester 1439
6	The agreement for the exchange of information and performance indicators for the program's message with the university program .	<ul style="list-style-type: none"> - Addressing officials to conclude an agreement with the programs - Formation of a committee to work on the Convention - Identification of performance indicators for exchange of information between programs - Prepare a report to compare performance indicators between programs - Presentation of the report to the department council 	-Letter of approval of the reference university	- Program Coordinator	Beginning of the semester 1439	The end of the semester 1439
7	Using a specialized independent opinion (s) to verify learning outcomes achieved by students	<ul style="list-style-type: none"> - Addressing the management of his program to nominate a member to be used to measure the achievement of the learning outcomes of the program - Prepare independent opinion report on the achievement of learning outcomes - Presentation of the report to the department council 	-Consolidated report on education outcomes	Program Coordinator - Independent Opinion Program Management	Beginning of the semester 1439	The end of the semester 1439
8	. Develop a mechanism to encourage	Develop a mechanism to	- The existence of an	-College	Beginning	The end of

	professional and academic excellence in which formal recognition of outstanding performance and promotion of creativity and innovation.	encourage professional and academic excellence - Adoption of the mechanism by the Program Board - Prepare an annual report on the professional and academic excellence of the program members - Submit the report to the Board of the program to take the necessary to promote outstanding performance, creativity and innovation	approved mechanism. - Having a professional development report	Deanship Program Management - Quality Coordinator-	of the semester 1439	the semester 1439
9	A unified system to measure the learning outcomes of the program in coordination with its sharora.	- Designing a system to measure the learning outcomes of the program - Adoption of the system in the Council section - Measuring the achievement of learning outcomes	-Designing a system to measure the learning outcomes of the program.	Program Management - Quality Coordinator	Beginning of the semester 1439	The end of the semester 1439
10	Increasing the means of disseminating the organizational structure of the program and its tasks electronically and digitally to reach the target last year.	Design of organizational structure questionnaire Questionnaire analysis Average policy adequacy score	- Organizational Structure Report	Program Management - Quality Coordinato	Beginning of the semester 1439	The end of the semester 1439
11	Communicate with the Nanotechnology Center to obtain the researchers' data.	- Addressing the Nanotechnology Center	- Addressing the Nanotechnology Center	Program Management	Beginning of the semester	The end of the semester

					1439	1439
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1. Progress on Implementation of Previous Year's Action Plans (ما تم من تقدم في تنفيذ خطط عمل العام السابق (أهم الخطط التي تم تنفيذها – نقاط القوة)					
الأنشطة التي نفذت	Completed تم الانتهاء منه	Person Responsible الشخص المسؤول	Planned Completion Date التاريخ المخطط للإتمام	Actions Planned الاجراء المخطط له	
Identify performance indicators for students' progress rates Adoption of indicators in the Board of Section - Develop an improvement plan for rates below the - target indicator	completed	Program Management	6/1438	Develop performance indicators for students' progress rates in the program report.	
Inventory of risks that threaten the program - Discussion of the plan in the section council - Develop risk avoidance initiatives	completed	Program Management	7/1438	Plan on the risks that threaten the program .	
-Inventory of faculty members' needs -- Preparation of the plan by the program management and officials of the seventh and tenth standards based on the needs of faculty members of the laboratories - Review of the plan by the development unit and total quality - Presenting the plan to the department council and approving it -	completed	Program Management	7/1438	Preparation of a five-year plan to meet the needs of faculty members of laboratories and equipment	

Program acceptance requirements for new admissions and transfer to the program from other programs within the college or other colleges .	6/1438	Program Management	completed	Setting conditions for acceptance and adoption in the Board of Section
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I. Action Plan Progress Report

1. Progress on Implementation of Previous Year's Action Plans) اهم الخطط التي لم يتم تنفيذها (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. The agreement for the exchange of information and performance indicators for the program's message with the university program	5/1438H 6/1438H	Program Management	Not finished	No agreement was reached with a program at a college of Najran University but after the agreement with the four universities (King Khalid University - Gulf University of Bahrain - Cairo University - Suez University). God willing, this year 1439 will be agreed to exchange message information.
b. Use a specialized independent opinion to verify learning outcomes achieved by students	8/1438H	Program Management	Not finished	Lack of mechanism - God willing for the semester 1439

c. Develop a mechanism to encourage professional and academic excellence in which formal recognition of outstanding performance and promotion of creativity and innovation.	5/1438H	Program Management -	Not finished	Lack of a mechanism from the development and quality agency at the university
D .A unified system to measure the learning outcomes of the program in coordination with sharora.	5/1438H 7/1438H	Program Management	Not finished	The existence of a system to measure the learning outcomes of the program but not uniform with the shrora, this next consolidation is 1439

التوقيع: Dr. Amal Fathi / منسق البرنامج / اسم رئيس: Program Chair/ Coordinat or Name

Date Report Completed 9-3-1439H

Received by: Dean/ Prof. Dr. Mansour Al-Otaibi

Department Head: Dr. Abdul Rahman Al Mu'adi

التوقيع: Signature: التاريخ: Date:

