TTACHMENT 2 (c)

Annual Program Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

ANNUAL PROGRAM REPORT
(APR)

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

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

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

Annual Program Report

1. Institution **Majmaah University**	Date of Report**:** **26-8-2015**
2. College/ Department **College of Engineering/Electrical Engineering Department**	
3. Dean **Dr. Abdullah Alabdulkarim**	
4. List all branches/locations offering this program 1. **College of Engineering – Al-Yihya Campus** 2. _____ 3. _____ 4. _____	

A. Program Identification and General Information

Program title and code **Electrical Engineering - EE**
Name and position of person completing the APR **Dr. Abdullah Al-Ahmadi / Coordinator of EE Quality Committee**
Academic year to which this report applies. **1435-1436**

B Statistical Information

1. Number of students who started the program in the year concerned:		**96**
2. (a) Number of students who completed the program in the year concerned:		**34**
Completed the final year of the program:		
Completed major tracks within the program (if applicable)		**34**
Title **Telecommunications & Electronics**	No	**11**
Title **Power and Machine**	No	**23**
Title……	No	
Title……	.No	
2. (b) Completed an intermediate award specified as an early exit point (if any)		
3. Apparent completion rate.		
(a) Percentage of students who completed the program, (Number shown in 2 (a) as a percentage of the number that started the program in that student intake.)		**35%**
(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).		
Comment on any special or unusual factors that might have affected the apparent completion rates (e.g. Transfers between intermediate and full program, transfers to or from other programs).		

4. Enrollment Management and Cohort Analysis (Table 1)

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).

A **cohort** here refers to the total number of students enrolled in the program at the beginning of each academic year, immediately after the preparatory year. No new students may be added or transfer into a given cohort. Any students that withdraw from a cohort may not return or be added again to the cohort.

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). Update the years as needed.

Enrollment Management and Cohort Analysis (Table 1)

						Current Year
Student Category	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Total cohort enrollment	*PYP	112	145	197	195	174
Retained till year end	78	108	137	176	176	164
Withdrawn during the year and re-enrolled the following year	4	4	8	9	5	9
Withdrawn for good	0	0	0	1	1	1
Graduated successfully	0	0	0	11	13	

a. Provide an analysis for the cohort that started PYP on 2011 – 12

b. Provide an analysis for the cohort that started PYP on 2012 – 13

c. Provide an analysis for the cohort that started PYP on 2013 – 14

d. Provide an analysis for the cohort that started PYP on 2014 – 15

*** PYP - Preparatory Year Program**

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

Date of Survey

Number Surveyed | Number Responded | Response Rate %

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

Analysis: List the strengths and recommendations

C. Program Context

Significant changes within the institution affecting the program (if any) during the past year. **No significant changes.** Implications for the program **NA**
2. Significant changes external to the institution affecting the program (if any) during the past year. **No significant changes.** Implications for the program **NA**

D. Course Information Summary

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

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

For each individual course, the instructors provide a course score summary that includes the average, minimum and maximum marks. Later, the assessment and evaluation committee collect the score summaries and provides the quality committee a list of unusual trends.

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

(1.) Completion rate analysis:

- **Fall 2014**

Course Code	Passed		Failed	
	No	%	No	%
EE 111 (841)	7	100.0	0.0	0.0
EE 111 (843)	18	78.3	5.0	21.7
EE 206	15	83.3	3.0	16.6
EE 207	36	100.0	0.0	0.0

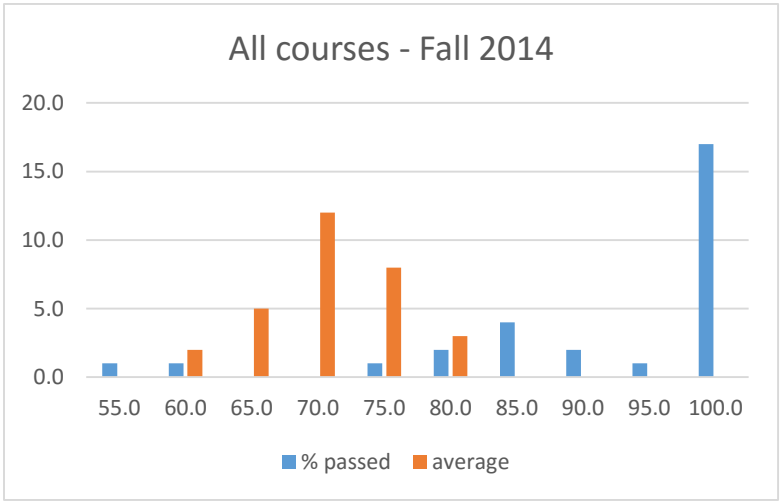
EE 208	11	92.0	1.0	8.0
EE 212	38	100.0	0.0	0.0
EE 221	16	88.8	2.0	11.1
EE 234	17	85.0	3.0	15.0
EE 270	12	86.0	2.0	14.0
EE 271	16	100.0	0.0	0.0
EE 288	85	85.0	2.0	15.0
EE 306	6	100.0	0.0	0.0
EE 308	18	100.0	0.0	0.0
EE 319	3	100.0	0.0	0.0
EE 322	29	96.7	1.0	3.3
EE 335	6	100.0	0.0	0.0
EE 340	4	100.0	0.0	0.0
EE 341	20	100.0	0.0	0.0
EE 360	14	82.0	3.0	18.0
EE 361	3	100.0	0.0	0.0
EE 372	16	100.0	0.0	0.0
EE 373	17	100.0	0.0	0.0
EE 426	3	60.0	2.0	40.0
EE 433	9	100.0	0.0	0.0
EE 435	4	100.0	0.0	0.0
EE 439	5	56.0	4.0	44.0
EE 476	26	100.0	0.0	0.0
EE 477	29	93.5	2.0	6.5
EE 480	27	100.0	0.0	0.0

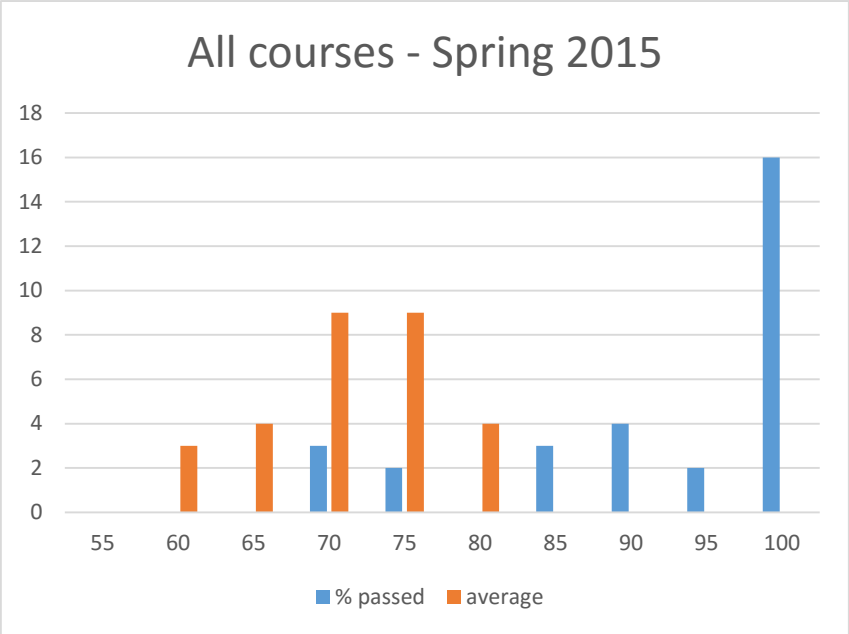
- **Spring 2015**

Course Code	Passed		Failed	
	No	%	No	%
EE 101	17	68.0	8	32.0
EE 206	11	73.3	4	26.6
EE 207	3	100.0	0	0.0
EE 221	31	86.1	5	13.8
EE 234	23	88.4	3	11.5
EE 271	26	89.7	3	10.4
EE 271	7	100.0	0	0.0
EE 288	27	77.0	8	23.0

EE 307	9	90.0	1	10.0
EE 308	10	100.0	0	0.0
EE 341	5	71.0	2	29.0
EE 360	11	73.0	4	27.0
EE 361	29	100.0	0	0.0
EE 372	13	76.5	4	23.5
EE 373	13	100.0	0	0.0
EE 389	24	100.0	0	0.0
EE 398	6	100.0	0	0.0
EE 426	4	100.0	0	0.0
EE 431	5	100.0	0	0.0
EE 439	4	100.0		
EE 472	12	100.0	0	0.0
EE 475	22	95.6	1	4.4
EE 476	9	90.0	1	10.0
EE 477	10	91.0	1	9.0
EE 478	14	100.0	0	0.0
EE 479	14	100.0	0	0.0
EE 479	17	100.0	0	0.0
EE 480	27	100.0	0	0.0
EE 490	25	92.6	2	7.4
EE 491	29	96.7	1	3.3

(2.) Grade distribution analysis:





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

2. Analysis of Significant Results or Variations.

List any courses where completion rates, grade distribution, or trends are significantly skewed, high or low results, or departed from policies on grades or assessments. For each course indicate what was done to investigate, the reason for the significant result, and what action has been taken.

a. Course **EE 206 – Fall 2014**	Significant result or variation **Above the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
b. Course	Significant result or variation

EE 207 – Fall 2014	**Above the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
c. Course **EE 208 – Fall 2014**	Significant result or variation **Above the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
c. Course **EE 271 – Fall 2014**	Significant result or variation **Above the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
c. Course **EE 288 – Fall 2014**	Significant result or variation **Above the average mark**
Investigation undertaken **To be determined** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
c. Course **EE 308 – Fall 2014**	Significant result or variation **Above the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
c. Course **EE 322 – Fall 2014**	Significant result or variation **Above the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required)	

Pending	
c. Course **EE 341 – Fall 2014**	Significant result or variation **Above the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
c. Course **EE 373 – Fall 2014**	Significant result or variation **Above the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
c. Course **EE 477 – Fall 2014**	Significant result or variation **Above the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
c. Course **EE 101 – Spring 2015**	Significant result or variation **Above the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
c. Course **EE 101 – Spring 2015**	Significant result or variation **Below the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
c. Course **EE 206 – Spring 2015**	Significant result or variation **Below the average mark**
Investigation undertaken **Pending** Reason for significant result or variation	

To be determined	
Action taken (if required) **Pending**	
c. Course **EE 360 – Spring 2015**	Significant result or variation **Below the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
c. Course **EE 361 – Spring 2015**	Significant result or variation **Above the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
c. Course **EE 389 – Spring 2015**	Significant result or variation **Above the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
c. Course **EE 475 – Spring 2015**	Significant result or variation **Below the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
c. Course **EE 479 – Spring 2015**	Significant result or variation **Above the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
c. Course **EE 480 – Spring 2015**	Significant result or variation **Above the average mark**
Investigation undertaken	

Pending Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	
c. Course **EE 491 – Spring 2015**	Significant result or variation **Above the average mark**
Investigation undertaken **Pending** Reason for significant result or variation **To be determined**	
Action taken (if required) **Pending**	

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

(a) List any courses that were planned but not taught during this academic year and indicate the reason and what will need to be done if any compensating action is required.		
Course title and code	Explanation	Compensating action if required
None		

E Program Management and Administration

List difficulties (if any) encountered in management of the program	Impact of difficulties on the achievement of the program objectives	Proposed action to avoid future difficulties in Response
High teaching loads for instructors	**Instructors perform better with low teaching loads.**	**Hiring more faculty members**
Not all EE important engineering software programs available.	**Engineering Software support the educational process and help students to design in different software packages**	**Request of more EE engineering software.**
College is in Temporarily building, not all supporting facilities for student available, for example, rest and study area	**Students don't have a suitable and quite space to study or work between classes. This will lead to a time waste for student.**	**To move to new building, this is expected to happen by the end of next year.**

F. Summary Program Evaluation

1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken) Date of Survey Attach survey report	
a. List most important recommendations for improvement, strengths and suggestions	Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)
b. Changes proposed in the program (if any) in response to this analysis and feedback.	

2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review)

Describe evaluation process

Attach review/survey report

a. List most important recommendations for improvement, strengths and suggestions for improvement.	(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?)

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

2. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.

(a) List 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).

Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
4.1			
4.2			
4.3			
4.4			

4.5			
4.6			
4.7			
4.8			
4.9			
4.10			
Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices.			

G. Program Course Evaluation

1. List courses taught during the year. Indicate for each course whether student evaluations were undertaken and/or other evaluations made of quality of teaching. For each course indicate if action is planned to improve teaching.

Course Title/Course Code	Student Evaluations		Other Evaluation (specify)	Action Planned	
	Yes	No		Yes	No
EE 435		X			
EE 475	X				
EE 431	X				
EE 206	X				
EE 490	X				
EE 111	X				
EE 360	X				
EE 234	X				
EE 415	X				
EE 322		X			
EE 398	X				
EE 288	X				
EE 439		X			
EE 389	X				
EE 101	X				
EE 477	X				

EE 270	X				
EE 491	X				
EE 426		X			
EE 372	X				
EE 307-300	X				
EE 433		X			
EE 341	X				
EE 221	X				
EE 208	X				
EE480		X			
EE 325		X			
EE 374	X				
EE 202	X				
EE 476	X				
EE 210	X				
EE 472- 478	X				

(Add items or attach list if necessary)

2. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education).

Campus Branch/Location	Approval By	Date
Main Campus:		
1: **AlYahya Campus, King Fahd Road**		
2:		
3:		
4:		

List all courses taught by this program and for this program that are in other programs (if any).

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
Prep Year					
PENG	111	English Language 1	Required	8	College
PMTH	112	Introduction to Mathematics 1	Required	2	College
PCOM	113	Computer Skills	Required	2	College
PSSC	114	Communication and Education Skills	Required	2	College
PENG	121	English Language	Required	6	College
PMTH	127	Introduction to Mathematics 2	Required	4	College
PENG	123	Scientific and Engineering	Required	2	College

		English Language			
PPHS	128	Physics	Required	3	College
1st Year Semester 1					
	ARB 101	Arabic Language Skills	Required	2	University
	Math 105	Differential Calculus	Required	3	College
	PHY 103	General Physics	Required	4	College
	GE 101	Fundamentals of Engineering Technology	Required	2	College
	GE 102	Fundamentals of Engineering Drawing	Required	3	College
	GE 103	Engineering Mechanics (Statics)	Required	3	College
1st Year Semester 2					
	Math 106	Integral Calculus	Required	3	College
	Math 107	Algebra and Analytical Geometry	Required	3	College
	GE 108	Engineering Mechanics (Dynamics)	Required	3	College
	GE 105	Engineering Chemistry	Required	3	College
	EE 101	Fundamentals of Electric Circuits	Required	3	Department
	EE 111	Basic Electronic Devices and Circuits	Required	3	Department
2nd Year Semester 1					
	ISL 101	Introduction to Islamic Culture	Required	2	University
	Math 204	Differential Equations	Required	3	College
	EE 205	Electric Circuits Lab.	Required	1	Department
	EE 207	Logic Design	Required	3	Department
	EE 208	Logic Design Lab.	Required	1	Department
	EE 202	Electric Circuits Analysis	Required	3	Department
	EE 206	Electromagnetics 1	Required	3	Department
	EE 212	Basic Electronic Devices and Circuits Lab.	Required	1	Department
2nd Year Semester 2					
	STAT 101	Statistics and Probability	Required	3	College
	CEN 210	Introduction To Programming	Required	3	College
	EE 288	Principles of Electric Machines	Required	3	Department
	EE 234	Electromagnetics 2	Required	3	Department
	EE 221	Signals and Systems Analysis	Required	3	Department
	EE 270	Fundamentals of Electrical Power Systems	Required	2	Department
	EE 271	Principles of Electric Power and Machines Lab	Required	1	Department
3rd Year Semester 1					
	ISL 102	Islam and Society Development	Required	2	University
	GE 306	Engineering Report Writing	Required	2	Department

	EE 341	Automatic Control Systems	Required	3	Department
	EE 307	Analog and Digital Measurements	Required	3	Department
	EE 308	Measurements and Control Lab.	Required	1	Department
	EE 322	Communications Principles	Required	3	Department
	EE 323	Communications Principles Lab.	Required	1	Department
	EE 360	Microprocessors	Required	3	Department
3rd Year Semester 2					
	ARB 103	Arabic Editing	Required	2	University
	Math 254	Numerical Methods	Required	3	College
	EE 361	Microprocessors Lab	Required	1	Department
	EE 314	Analog and Digital Electronic Circuits	Required	3	Department
	EE 315	Analog and Digital Electronic Circuits Lab	Required	1	Department
	EE 324	Digital Signal Processing	Required	3	Department
	EE 325	Digital Communications	Required	3	Department
4th Year Semester 1	**Communications and Electronics Track**				
	ISL 103	Economic System in Islam	Required	2	University
	GE 407	Engineering Economy	Required	2	College
	EE 435	Antenna & Wave Propagation	Required	3	Department
	EE 426	Wireless Communications	Required	3	Department
	EE 427	Communication and Signal Processing Lab.	Required	1	Department
	EE 436	Antennas and Wave Propagation Lab.	Required	1	Department
	EE 4**	Elective (1)	Required	3	Department
	EE 498	Senior Design (1)	Required	2	Department

4th Year Semester 2	**Communications and Electronics Track**				
	ISL 104	Fundamentals of the Political System in Islam	Required	2	University
	GE 408	Project Management	Required	2	College
	EE 415	VLSI	Required	3	Department
	EE 4**	Elective (2)	Required	3	Department
	EE 4**	Elective (3)	Required	3	Department
	EE 499	Senior Design (2)	Required	2	Department
Include additional years if needed					

4th Year Semester 1	Power and Machine Track				
	ISL 103	Economic System in Islam	Required	2	University
	GE 407	Engineering Economy	Required	2	College
	EE 475	Applied Control	Required	3	Department
	EE 476	Electric Power Systems Protection	Required	3	Department
	EE 477	High-Voltage Systems	Required	2	Department
	EE 4**	Elective (1)	Required	3	Department
	EE 498	Senior Design (1)	Required	2	Department

4th Year Semester 2	Power and Machine Track				
	ISL 104	Fundamentals of the Political System in Islam	Required	2	University
	GE 408	Project Management	Required	2	College
	EE 478	Planning of Electric Distribution Systems	Required	2	Department
	EE 479	Protection & High Voltage Lab.	Required	1	Department
	EE 4**	Elective (2)	Required	3	Department
	EE 4**	Elective (3)	Required	3	Department
	EE 499	Senior Design (2)	Required	2	

3. Program Learning Outcome Assessment.

KPI #	NQF Learning Domains and Learning Outcomes	Method of Assessment
1.0		
1.1	The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.	Reports, discussions and presentations
1.2	A knowledge of contemporary issues.	Exams and presentations
1.3	The ability to recall, understand, and present information, including knowledge of specific facts, knowledge of concepts, principles and theories, and knowledge of procedures	Standardized exams, Seminars and Assignments
2.0		
2.1	An ability to design and conduct experiments, as well as to analyze and interpret data	Standardized exams, Oral exams, Micro projects
2.2	An ability to design a system, component, or process to meet desired needs within realistic constraints	Reports and presentations
2.3	An ability to identify, formulate, and solve engineering problems	Standardized exams, Oral exams, Micro projects
2.4	The ability to analyze, design, and implement systems.	Standardized exams, Oral exams, Micro projects
	The ability to apply project management techniques to electrical systems.	Behavior observation and reports
3.0		
3.1	An ability to function on multidisciplinary teams	Behavior observation and presentations
3.2	An understanding of professional and ethical responsibility	Discussions
3.3	A recognition of the need for and an ability to engage in life-long learning.	Reports, discussions and presentations
4.0		
4.1	An ability to apply knowledge of mathematics, science, and engineering	Standardized exams, Oral exams, Micro projects
4.2	An ability to communicate effectively	Reports, discussions and presentations
4.3	An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.	Exams, quizzes and reports
4.4	The ability to utilize statistics/probability, transform methods, discrete mathematics, or applied differential equations in support of electrical systems.	Standardized exams, Oral exams, Micro projects
5.0		
5.1		

Provide an analysis of the Four (five/six-) Year Program Learning Outcome Assessment Cycle (List strengths and recommendations).

Provide "direct assessments" for the current year's program learning outcomes, according to the dates provided above (G.2). A ***KPI Assessment Table*** is provided below. Each learning outcome should utilize a separate KPI table. Over the four (five/six) year cycle, all program learning outcomes are to be assessed and reported in the ***Annual Program Report***(s). Normally a program has 6 to 8 program learning outcomes. Therefore 1 to 3 learning outcomes are directly assessed each year.

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

KPI Assessment Table (Institutionally approved for the program)

KPI # _____ Program KPI: _____	
Assessment Year _____ Program Learning Outcome: _____	
NQF Learning Domain	
Target Benchmark	
KPI Actual Benchmark	
Internal Benchmark	
External Benchmark	
New Target Benchmark	
Analysis: (List strengths and recommendations)	

3. Orientation programs for new teaching staff Orientation programs provided? Yes [ ] No [X] If offered how many participated? [ ]
a. Brief Description
b. List recommendations for improvement by teaching staff.

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

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

1. Matters Raised by Evaluator Giving Opinion	Comment by Program Coordinator
Strength: • **Mission is consists with College and University Missions** • **The objectives, goals and KPIs are defined** • **Goals, objectives and KPIs consists with the program strategic plan** • **Well organized department with clear responsibilities for committees.** • **Experienced coordinators in each committee.**	**All issues were addressed by the different committees in the next academic year.**

• **Progressing in quality culture** • **Exist of data and surveys.** • **Available labs that is suitable for courses.** • **Experience members in teaching of many courses and to part of many department activities.** • **Existence of regulations** • **Good management of students' schedules** • **Using D2L.** • **LO consistent with NQF** • **Instructors specialized in the delivered courses.** • **Clear guidelines for students about evaluation process.** • **Existence of D2L (learning management system) and been by some instructors.** • **Existence of clear procedure for recruitment.** • **High percentage of PhD holders in the department (71%). (Target of University by 2019 is 70% and this is already met)** • **Progressing to hire more qualified PhD holders suitable for the department.** • **Many research proposals sent to KACST and other internal funds within MU.** • **Good practical work that allows students to link the theory with practice especially in power track.** • **Existence of Bridging Program.** • **Some community activities.** **Weakness:** • **Mission & Objectives:** ○ **Mission needs to be discussed in the advisory board and within employees (secretary) in the department** • **Program Management:** ○ **Analysis on the surveys needs to**	

be studied in more details and to make recommendations. ○ Some regulations are not in English ○ The achievement according to the operational plan is not presented in the reports ○ No clear procedure bout instructor's evaluations and feedback. ○ No code of ethics ○ Lack of clear regulations to instructors. ○ Lack of availability of online regulations and procedures. • Quality Management: ○ More analysis on surveys. ○ No feedback from graduates and there is not much communication with the alumni ○ KPI needs to be referenced to external reference. • Learning ○ Using LO of the program as LO for most courses. ○ Some Course Reports in the section Course Evaluation and improvement process doesn't show the strength and weakness and recommendations. ○ No analysis on Student's results and if they withdraw. ○ Surveys of student are not deeply analyzed ○ Lectures room need improvement ○ The timing of surveys are not suitable ○ Need surveys about student's opinion about LO of the courses. ○ Students' levels in math and English are low. ○ Advising is not efficient ○ Allowing students to register in courses that they did not finish the pre-request.	

○ No action plans in annular reports. ○ No communication with alumni and no feedback ○ No feedback to students from instructors about their performances ○ Number of Math and basic science are 25 Hours which is less than 32Hors which is the standard required by ABET. This is assuming that other courses are not basic science such as (GE 101, GE 102, GE 103, GE 108 and CEN 210) ○ Needs to review LO of courses ○ Instructors need workshops on how to evaluate based on LO. ○ Students' English language. Program can be updated to include English technical writing. • Management of Students affairs: ○ Very few students' activities. ○ Exam's schedule needs to be revised. ○ Academic advising is not effective. A procedure needs to be established to make students visit their supervisors. ○ Low standards of quality in attendance, some students start attending classes by third week. • Learning Resources: ○ Not all instructors and students use D2L. Some instructor and especially students are not aware of how to use the system effectively. There should be a procedure to motivate students to use D2L. ○ No enough computer labs and limited use of the existing computer labs. Labs should be opened and there should be a procedure to let students get	

access to these labs in any time. ○ **Some devices of labs are not in use.** ○ **No evaluation feedback to instructors.** ○ **Training is limited in some areas as for academic advising and quality procedures and documentations.** ○ **Student's research is limited and need to consider community needs.** ○ **Student's research skills are low.** ○ **Low faculty's research** ○ **Low number of publications** • **Community Services:** ○ **No community service plan. Community needs need to be investigated where the program can help.** ○ **No linking between instructor up gradation and the community services.**	
2. Implications for Planning for the Program	

I. Action Plan Progress Report

a. Quality Committee

N	Initiatives	Activities	Implementation Period		Performance Indicators	Responsibility		Achievement	
			From	to		Basic	Support	Target	Actual
1	Annual Program Report	Compete the annual reports for 2 academic years	Week 2		Approval of Department Council	QC	EE Faculty	None	Done
2	Consistency Matrices	Consistency between College & Program Missions	Week 3		Approval of Department Council	QC	None	None	Done
3		Consistency between program Missions and program Objectives	Week 3		Approval of Department Council	QC	None	None	Done
4		Mission, Goals and Objectives	Week 3		Approval of Department Council	QC	None	None	Done
5		Consistency between Student	Week 3		Approval of Department Council	QC	None	None	Done

		learning Outcomes and Program Objectives						
6		Consistency between Student Learning Outcomes and NCAAA Outcomes	Week 3	Approval of Department Council	QC	None	None	Done
7		Program Skills KPIs (University Level)	Week 4	Approval of Department Council	QC	None	None	Done
8		Program Skills KPIs (Sector Level)	Week 4	Approval of Department Council	QC	None	None	Done
9		Program Skills KPIs (College Level)	Week 4	Approval of Department Council	QC	None	None	Done
10		Program Skills KPIs (Program Level)	Week 4	Approval of Department Council	QC	None	None	Done
11		Student	Week 5	Approval of	QC	None	None	Done

		Outcome Rubric		Department Council				
12		EE Program Tree	Week 5	Approval of Department Council	QC	None	None	Done
13		Teaching Strategies and assessment methods used to measure Student Learning Outcomes	Week 6	Approval of Department Council	QC	None	None	Done
14		Student Learning Outcomes to Courses Matrix (X Matrix)	Week 6	Approval of Department Council	QC	None	None	Done
15		Student Learning Outcomes to 16Courses Matrix (I,R,E Matrix)	Week 6	Approval of Department Council	QC	None	None	Done
16		Courses for Measuring	Week 6	Approval of Department	QC	None	None	Done

		Student Learning Outcomes		Council				
17		Courses for Measuring Student Learning Outcomes	Week 6	Approval of Department Council	QC	None	None	Done
18		Course Student Learning Outcomes to Program Learning Outcomes Map	Week 6	Approval of Department Council	QC	None	None	Done
19	Self-Study Report	Completing the self-study report for the department	Week 15	Approval of Department Council	QC	UPC	None	Done

- **Undergraduate Program Committee (U**PC)

N	Initiatives	Activities	Implementation Period		Achievements	Comments
			From	to		
1	Developing the EE program	Workshop "EE curriculum development: faculty feedback"	1/12/2014	7/12/2014	100%	Replaced by workshop: "How to fill you course specifications"
2	Building a good study plan	Lecture:" How to build a good study plan"	1/11/2014	7/11/2014		
3	Knowing university requirements	Lecture: "Study plan Creation : University Requirements"	14/1/2015	21/1/2015	100%	Replaced by workshop: "LO, KPIs and Rubrics"
4	Improving the employment in EE fields	Workshop "EE curriculum development: Industry needs"	14/3/2015	21/3/2015	100%	Replaced by workshop: "KPIs: Definition and Real examples"
5	Knowing comments and feedback about EE study plan	Meeting with high levels undergraduate students	21/4/2015	28/4/2015		
6	Updating 20 course contents	Forming special subcommittees to review the course during the academic year	1/10/2014	1/5/2015	100%	All course specifications are reviewed by UPC subcommittees

Item	Achievements by:	Comments
Checking the approved course description and the curriculum (One of UPC tasks)	UPC	achieved
Correcting Basic specific course description errors (One of UPC tasks)	BUPS	Correction will be placed on the course description after approval from EE department
Correcting communications specific course description (Discussing the prerequisites of elective courses) (Request from Bridging program)	CUPC	Mentioned in the first meeting minutes.
Correcting Power specific course description errors	PUPC	Correction will be placed on the course description after approval from EE department
Checking all the technical part of all course specifications	UPC	Course specification model attached
Checking the course specifications contents of basic courses with the approved course description	UPC	All comments are sent to faculty members to correct and resend back
Checking the course specifications contents of power courses with the approved course description	BUPS	All comments are sent to faculty members to correct and resend back
Checking the course specifications contents of communication courses with the approved course description	PUPS	All comments are sent to faculty members to correct and resend back
Checking all courses mentioned in the course schedule time table (Request by HOD)	CUPS	All comments are sent to faculty members to correct and resend back
Checking the suitability of courses nominated for E-learning system	UPC	achieved
Preparing the program specifications	UPC, BUPS and PUPS	achieved
Percentage of achievements (until 31\12\2014) 12:PM	UPS	Under progress (70% are done)

N	Initiatives	Activities	Implementation Period		Performance Indicators	Achievement		Remarks
			From	to		Target	Actual	
1	To encourage faculty members to assign micro-projects for the courses been taught by them		FIRST SEMESTER	SECOND SEMESTER	Total of 17 micro-projects completed	20	17	More Instructors will be encouraged to assign micro-projects
2	Encouraging and supporting student participation in Conference and Exhibitions		FIRST SEMESTER	SECOND SEMESTER	a) six batches of students participated in the 6th Exhibition of Scientific Research for students. b) five batches of students participated in the 4th Annual exhibition of Engineering Students Scientific Research Day	Ensured a good number of participation of student micro-projects in both the events.		
3	Exhibition of Micro-	Exhibition for	17-2-2015	17-2-2015	Five micro-projects done			

	Projects	**displaying student micro-projects was held on 17-2-2015**			**by the students was exhibited**			
4	**Organizing short-term training programs**	**Organized four short-term training programs during the second semester**	**First week of second semester**	**Last week of second semester**	**Four short-term training programs was successfully organized**	**4**	**4**	

3. New Action Plan for Academic Year 1436-1437		
1	**Discussion of the mission by board of advisors**	**Academic Accreditation Committee**
2	**Set an external benchmark**	
3	**Preparing a quality work supervision plan**	
4	**Organizing meetings with EE committees**	
5	**Cooperation with QC to write the SSR**	
6	Assessment and evaluation of all reports and survey	Assessment and Evaluation Committee
7	Analyzing Annual Program Report	
8	Analyzing Course Experience	
9	Analyzing Program Surveys	
10	**Inform faculty members about regulations and guidelines**	**Department Service Committee**
11	**Inform students about regulations and guidelines**	
12	**Collecting addresses of work and make a communication with graduates**	
13	**Investigate projects that support community W1 W6**	
14	**Contact Alumni**	
15	A workshop “Engineering Practice importance and Regulations1+2”	Engineering Practice Committee
16	Make announcement for all students to submit their progress, final and technical reports	

17	Check the signatures and stamps in all students report beside the level of their technical report	
18	Make a list of the required action from the students to accept their documents	
19	Receiving and completing the students documents	
20	Forming the oral presentation committee	
21	The examiners check the quality of training in the companies and the level of practical training that each student obtained	
22	Orientation (new students)	
23	Registration (new students)	
24	Contacting the companies (new students)	
25	Completing the training forms (new students)	
26	**Proposing a graduate program**	**Graduate Program Committee**
27	Studying more applicants	Interviewing Committee
28	Documentation	
29	**Participating of technician in special programs to enhance their practical performance**	**Lab Developments Committee**
30	**Creating a procedure to organize work of technicians and to define their main responsibilities**	
31	**Creating data base for each lab**	
32	**Organizing a presentation " Development of EE Labs"**	

33	Reviewing lab experiment manual to be sure that its matched with course syllabi	
34	Preparing a list with any required equipment's for lab upgrading	
35	Lab readiness report	
36	Hanging lab time table	
37	Signing Lab safety and regulation from students	
38	Instructors and TA's work closely with technicians in all experiments	
39	Writing Ethical Code	Quality Committee
40	Analyzing course Experience and program surveys	
41	Analyzing Annual Program and biannual course Reports and Writing feedback with suggestions	
42	Preparing a brochure or short handbook including main quality information needed for faculty members	
43	Organizing A lecture "Why we need to be accredited?"	
44	Request to publish the rules and regulation on the EE website	
45	Organizing special meetings to analyze the internal feedback and writing a report and suggest action plan	
46	Writing SSR for 2015/16.	

47	Writing a quality time table for following the quality work in the department weekly	
48	Making biannual meeting with committees coordinators to share information and determining quality work and needs of QC	
49	Encouraging committees to prepare their Annual report based on quality standards and rules	
50	Update and completing the consistency matrices	
51	**Preparing proposal**	**Research Committee**
52	**Organizing worksho "How to write a good paper".**	
53	**Organizing a workshop "Important steps to be funded"**	
54	**Cooperate with AEC to establish database**	
55	**Providing instructors with information about national and international research centers**	
56	**Organizing a visit to industrial or social place to be familiar with their needs**	
57	**Preparing a proposal for organizing a conferences**	
58	**Organizing a lecture to supervisors about "community needs"**	
59	Workshop on report writing	Senior Design Committee

60	Workshop “Understanding the senior design process”	
61	Senior Design proposals for next semester accepted by SD committee will be presented in front of department council for approval	
62	Checking the plagiarism in the final reports of students	
63	Organizing the final presentation with the supervisor and examiners	
64	An action plan of the Senior Design Committee	
65	Encourage supervisors and student in SD and micro-projects to consider community needs.	
66	Senior Design committee will evaluate the Proposed Senior Design projects	
67	Senior Design proposals accepted by SD committee will be presented in front of department council for approval	
68	Checking the plagiarism in the final reports of students	
69	Organizing the final presentation with the supervisor and examiners	
70	**Establishing Assessment and Evaluation Committee Establishing Examination Committee**	**Strategic Planning Committee**
71	**Establishing Graduate Program Committee**	

72	Establishing Assessment and Evaluation Committee	
73	Preparing Strategic and operational Plans for 2015-2019	
74	A workshop " Teaching strategies and their effect on the performance of graduates"	Teaching Quality Assurance Committee
75	Following and encouraging the progress of using D2L system	
76	Checking samples of assessment methods used by instructors using early prepared form	
77	Organizing training courses for teaching, assessment and evaluation.	
78	Following and encouraging the progress of using D2L system	
79	A presentation about engineering ethics" How to be a professional engineer!"	Undergraduate Coordination Committee
80	A workshop " The importance of Engineering Ethics for your students"	
81	Induction Day for the new students	
82	Writing a program to support unsurpassed students	
83	Collecting data from instructors about unsurpassed students for support and solving their problems	
84	Jalajil substation visit	
85	STC Visit	

86	Workshop about “A preparation for Interviews and writing a CV”	
87	Workshop on Academic Advising “The importance of Academic Advising”	
88	Supervising and following up the academic advising process in the first week	
89	Preparing advising brochures and announcements for students, Inform students about regulations and guidelines and Proposing a template and appealing procedure	
90	Organize an orientation day about the program and tracks.	
91	Organizing students training courses for students based on their needs	
92	Follow-up the add/drop process and schedule conflicts	
93	Completing the tracks registration process for the remaining students	
94	Tour in the building Talks about courses, labs , timetable etc.	
95	Inform students about regulations and guidelines	
96	Propose a template and complain procedure	
97	Open talk and discussion between HOD and EE students	

98	Collect the data about the number of students in each level, track, number of faculty members and preparing the first draft of the timetable	
99	Completing the tracks registration process for the students of level 7	
100	Improving the EE program to meet high standards	Undergraduate Program Committee
101	Improving the EE curriculum	
102	Establishing EE club or (incubator) or an innovation group to support students to start their own projects.	Undergraduate Research & Assistance Committee
103	Support participations of students in conferences Mainly (The seventh students conference organized by MOHE)	
104	Organizing a meeting with students and show explain them the importance of research in their life	
105	Following the students research progress in the departments	
106	To review micro-projects and to recommend for improvement	
107	Exhibition of Micro-Projects	
108	Announce a competition for best Micro-project	
109	To review micro-projects and to recommend for improvement	

110	**To encourage the faculty members to propose more shortterm training programs, this can be offered parallel and supporting to their courses.**	
111	Reconstruction of EE website	Web Administration Committee
112	Administration and Updating EE website	
113	Installing, building developing, and maintaining the EE department virtual server	
114	Setting up new PC labs ,virtual Servers Installation of engineering applications software Packages	
115	Make regulations and guidelines available on website.	
116	D2L training workshops ,implementation of EE faculty D2L system in their courses	
117	Setting up new Pc labs ,virtual Servers Installation of engineering applications software Packages	
118	Uploading Regulation and Procedures	

Program Chair/ Coordinator Name:_____

Signature: _____ Date Report Completed: _____

Received by: _____ Dean/Department Head

Signature: _____ Date: _____