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والاعــتــمــاد الأكــاديــمـــي

**ATTACHMENT 2 (c)**

**Annual Program Report**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**T3.  ANNUAL PROGRAM REPORT**
**(APR)**

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**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                          Date: |
|---|
| 2. College/ Department |
| 3. Dean |
| 4. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education). |

| Campus Branch/Location | Approval By | Date |
|---|---|---|
| Main Campus: | | |
| 1: | | |
| 2: | | |
| 3: | | |
| 4: | | |

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## A. Program Identification and General Information

| |
|---|
| Program title and code |
| Name and position of persons completing the APR |
| Academic year to which this report applies. |

## B Statistical Information

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

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

Completed the final year of the program:

Completed major tracks within the program (if applicable)

Title………………………………………………………No

Title………………………………………………………No

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.)

(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

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(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). The report is to cover the past four years. Update the years as needed.

**Enrollment Management and Cohort Analysis (Table 1)**

| Student Category | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Current Year 2014-15 |
|---|---|---|---|---|---|---|
| Total cohort enrollment | *PYP | | | | | |
| Retained till year end | | | | | | |
| Withdrawn during the year and re-enrolled the following year | | | | | | |
| Withdrawn for good | | | | | | |
| Graduated successfully | | | | | | |

   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

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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

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## C. Program Context

| |
|---|
| Significant changes within the institution affecting the program (if any) during the past year. <br><br> Implications for the program <br><br><br> |
| 2. Significant changes external to the institution affecting the program (if any) during the past year. <br><br><br> Implications for the program <br><br> |

## D. Course Reports Information Summary

| |
|---|
| 1. Course Reports Results. Describe and analyze how the individual NCAAA course reports are utilized to assess the program and to ensure ongoing quality assurance (eg. Analysis of course completion rates, grade distributions, and trend studies.) <br><br> (a.) Describe how the individual course reports are used to evaluate the program. <br><br><br> (b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement. <br><br>    (1.) Completion rate analysis: <br><br><br><br>    (2.) Grade distribution analysis: <br><br><br><br><br><br>    (3.) Trend analysis (a study of the differences, changes, or developments over time; normally several years): |

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

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

| a. Course | Significant result or variation |
|---|---|

| Investigation undertaken |
|---|
| Reason for significant result or variation |

| Action taken (if required) |
|---|

| b. Course | Significant result or variation |
|---|---|

| Investigation undertaken |
|---|
| Reason for significant result or variation |

| Action taken (if required) |
|---|

| c. Course | Significant result or variation |
|---|---|

| Investigation undertaken |
|---|
| Reason for significant result or variation |

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| Action taken (if required) |
|---|
| |

(Attach additional summaries if necessary)

## 4. Delivery of Planned Courses

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

| (b) Compensating Action Required for Units of Work Not Taught in Courses that were Offered. (Complete only where units not taught were of sufficient importance to require some compensating action) | | |
|---|---|---|
| Course | Unit of work | Reason |
| Compensating action if required | | |

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| Course | Unit of work | Reason |
|---|---|---|
| Compensating action if required _____ | | |
| Course | Unit of work | Reason |
| Compensating action if required _____ | | |
| Course | Unit of work | Reason |
| Compensating action if required _____ | | |

**E Program Management and Administration**

| List difficulties (if any) encountered in management of the program. | Impact of difficulties on the achievement of the program objectives. | Proposed action to avoid future difficulties in response. |
|---|---|---|
| | | |
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**F. Summary Program Evaluation**

| | |
|---|---|
| 1. Graduating Student Evaluations (surveys)<br><br>Date of Surveys     [         ]<br><br>Attach survey reports. | |
| a. List most important recommendations for improvement, strengths and suggestions | Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.) |
| b. Changes proposed in the program (if any) in response to this analysis and feedback. | |

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

Describe evaluation process.

Attach review/survey report.

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

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

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

| Standard 4 Sub-Standards | Best Practices Followed (Y/N) | 5 Star Rating | List priorities for improvement. |
|---|---|---|---|
| 4.1 | | | |
| 4.2 | | | |
| 4.3 | | | |
| 4.4 | | | |

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

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

(Add items or attach list if necessary)

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

| Level | Course Code | Course Title | Number of Sections | Credit Hours | College or Department |
|---|---|---|---|---|---|
| **Level 1** | | | | | |
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| **Level 2** | | | | | |
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| **Level 3** | | | | | |
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| **Level 4** | | | | | |
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| **Level 5** | | | | | |
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| **Level 6** | | | | | |
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| **Level 7** | | | | | |
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| | | | | | |
|---|---|---|---|---|---|
| **Level 8** | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Include additional levels if needed | | | | | |

3. Program Learning Outcomes Assessment. Provide a report on the program learning outcomes assessment plan using the NCAAA accreditation four year cycle. By the end of the four year cycle all program learning outcomes must be assessed using KPIs with benchmarks and analysis, national or international standardized testing (if available), rubrics, exams and grade analysis, or some alternative scientific measure of student performance.

| KPI # | NQF Learning Domains and Learning Outcomes | Method of Assessment for LOs | Date of Assessment |
|---|---|---|---|
| **1.0** | **Knowledge** | | |
| 1.1 | | | |
| 1.2 | | | |
| 1.3 | | | |
| 1.4 | | | |
| **2.0** | **Cognitive Skills** | | |
| 2.1 | | | |
| 2.2 | | | |
| 2.3 | | | |
| 2.4 | | | |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| 3.1 | | | |
| 3.2 | | | |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| 4.1 | | | |
| 4.2 | | | |
| **5.0** | **Psychomotor** | | |
| 5.1 | | | |
| 5.2 | | | |

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

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

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

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3. Orientation programs for new teaching staff

Orientation programs provided?  Yes ☐  No ☐    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.

---

| 4.  Professional Development Activities for Faculty, Teaching and Other Staff | How many Participated | |
|---|---|---|
| a. Activities Provided | Teaching Staff | Other Staff |
|  |  |  |
|  |  |  |
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|  |  |  |

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

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

| 1. Matters Raised by Evaluator Giving Opinion | Comments by Program Coordinator |
|---|---|
|  |  |
| 2. Implications for Planning for the Program | |

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**Program KPI and Assessment Table**

| KPI # | KPI | KPI Target Benchmark | KPI Actual Benchmark | KPI Internal Benchmarks | KPI External Benchmarks | KPI Analysis | KPI New Target Benchmark |
|-------|-----|---------------------|---------------------|------------------------|------------------------|--------------|--------------------------|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| **Whole Program Analysis of KPIs and Benchmarks:** (list strengths and recommendations) | | | | | | | |

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

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

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

**Finding Benchmark** refers to the actual outcome determined when the KPI is measured or calculated.

**Internal Benchmarks** refer to comparable benchmarks (actual findings) from inside the program (like data results from previous years or data results from other departments within the same college).

**External Benchmarks** refer to comparable benchmarks (actual findings) from similar programs that are outside the program (like from similar programs that are national or international).

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**KPI Analysis** refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.
**New Target Benchmark** refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.

### Program Action Plan Table

Directions: Based on the "*Analysis of KPIs and Benchmarks*" provided in the above Program KPI and Assessment Table, list the recommendations identified and proceed to establish a continuous improvement action plan.

| No. | Recommendations | Actions | Assessment Criteria | Responsible Person | Start Date | Completion Date |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| **6** | | | | | | |
| Action Plan Analysis (List the strengths and recommendations for improvement of the Program Action Plan). | | | | | | |

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### I. Action Plan Progress Report

| 1. Progress on Implementation of Previous Year's Action Plans | | | | |
| --- | --- | --- | --- | --- |
| Actions Planned | Planned Completion Date | Person Responsible | Completed | If Not Complete, Give Reasons |
| a. | | | | |
| Actions Planned | Planned Completion Date | Person Responsible | Completed | If Not Complete, Give Reasons |
| b. | | | | |
| Actions Planned | Planned Completion Date | Person Responsible | Completed | If Not Complete, Give Reasons |
| c. | | | | |
| Actions Planned | Planned Completion Date | Person Responsible | Completed | If Not Complete, Give Reasons |
| d. | | | | |

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**Program Chair/ Coordinator Name:**_____

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

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

**Signature:** _____     **Date:** _____

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