

ATTACHMENT 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	Date of Report:
2. College/ Department	
3. Dean	
4. List all branches/locations offering this program	
1. _____	
2. _____	
3. _____	
4. _____	



A. Program Identification and General Information

Program title and code
Name and position of person 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:	<input type="text"/>
2. (a) Number of students who completed the program in the year concerned:	<input type="text"/>
Completed the final year of the program:	
Completed major tracks within the program (if applicable)	<input type="text"/>
Title.....No	<input type="text"/>
Title.....No	<input type="text"/>
Title.....No	<input type="text"/>
Title.....No	<input type="text"/>
2. (b) Completed an intermediate award specified as an early exit point (if any)	<input type="text"/>
3. Apparent completion rate.	
(a) Percentage of students who completed the program, (Number shown in 2 (a) as a percentage of the number that started the program in that student intake.)	<input type="text"/>
(b) Percentage of students who completed an intermediate award (if any) (e.g. Associate degree within a bachelor degree program)	<input type="text"/>
(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	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Total cohort enrollment	*PYP					
Retained till year end						
Withdrawn during the year and re-enrolled the following year						
Withdrawn for good						
Graduated successfully						

- Provide an analysis for the cohort that started PYP on 2008 – 09
- Provide an analysis for the cohort that started PYP on 2009 – 10
- Provide an analysis for the cohort that started PYP on 2010 – 11
- Provide an analysis for the cohort that started PYP on 2011 – 12



<p>* PYP - Preparatory Year Program</p> <p>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).</p> <p>Date of Survey <input style="width: 100px;" type="text"/></p> <p>Number Surveyed <input style="width: 50px;" type="text"/> Number Responded <input style="width: 50px;" type="text"/> Response Rate % <input style="width: 50px;" type="text"/></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Destination</th> <th colspan="2">Not Available for Employment</th> <th colspan="3">Available for Employment</th> </tr> <tr> <th>Further Study</th> <th>Other Reasons</th> <th>Employed in Subject Field</th> <th>Other Employment</th> <th>Unemployed</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Percent of Respondents</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Analysis: List the strengths and recommendations</p>	Destination	Not Available for Employment		Available for Employment			Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed	Number						Percent of Respondents					
Destination		Not Available for Employment		Available for Employment																			
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed																		
Number																							
Percent of Respondents																							



(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	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	
b. Course	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	
c. Course	Significant result or variation
Investigation undertaken	



Reason for significant result or variation
Action taken (if required)

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

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

Course title and code	Explanation	Compensating action if required

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

Course	Unit of work	Reason
Compensating action if required		



Course	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



F. Summary Program Evaluation

1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken)	
Date of Survey <input type="text"/>	
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



(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:		
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					
1st Year Semester 1					
1st Year Semester 2					



2nd Year Semester 1					
2nd Year Semester 2					
3rd Year Semester 1					
3rd Year Semester 2					
4th Year Semester 1					



4th Year Semester 2					
Include additional years if needed					

3. Program Learning Outcome Assessment. Design a program learning outcome assessment plan using the NCAAA accreditation four year cycle. By the end of the four year cycle all program learning outcomes are to 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	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).



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 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	
	Teaching Staff	Other Staff
a. Activities Provided		



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

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
2. Implications for Planning for the Program	



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.				



2. Proposals for Program Development
a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other)
b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc.)
c. Development Activities for Faculty and Teaching Staff

3. New Action Plan for Academic Year _____		
Actions Required	Completion Date	Person Responsible
a.		
b.		
c.		
d.		
e.		



Program Chair/ Coordinator Name: _____

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

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

Signature: _____ **Date:** _____