



PMU Quality Center

STUDENTS EVALUATION SURVEYS

- **COURSE EVALUATION SURVEY**
- **STUDENT EXPERIENCE SURVEY** (HALF WAY THROUGH PROGRAM)
- **PROGRAM EVALUATION SURVEY**

Attachment 2 (c)

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

ANNUAL PROGRAM REPORT

Annual program reports should be prepared by the program coordinator in consultation with faculty teaching in the program or a program committee. The reports are provided to the head of department or college, and used as the basis for any modifications or changes that are required in the program. They should be retained on file to provide a record of developments in the program for use in periodic program self-studies and external reviews for accreditation.

Where reference is made to advice or comment from an independent evaluator, advice should be obtained from a person familiar with the program who is not directly involved in its delivery.

Annual Program Report

Institution
College/ Department

A. General Information

Program title and code
Name of program coordinator
Date of report
Academic year to which this report applies.

Location if not on main campus or locations if program is offered in more than one location.

B Statistical Information

1. Number of students who started the first year of the program this year:

2. Number of students completing the program in the year for which the report is prepared:

(a) Completing the final year of the program:

(b) Completing major tracks within the program

Title.....No

Title.....No

Title.....No

Title.....No

(c) Completing an intermediate award specified as an early exit point (if any)

3. Apparent completion rate.

(a) Percentage of students completing the full program
(Number shown in 2 (a) as a percentage of the number that
started the full program in that student intake.

(b) Percentage of students completing an intermediate award (if any)

(eg. 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. (Eg. Transfers between intermediate and full program, transfers to or from other programs)

4. Number and percentage of students passing each year of the program.

	Number Starting	Number Completing and Passing	Percent Completing and Passing
Year 1			
Year 2			
Year 3			
Year 4			

5. Year to year progression rates.

Proportion of students who started each year level in the previous year who passed and continued to a higher year level the current year.

Started in Year 1 and continued to start in Year 2 %

Started in Year 2 and continued to start in Year 3 %

Started in Year 3 and continued to start in Year 4 %

6. Special factors outside the control of the program (if any) affecting the numbers completing the year and continuing in the following year.

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 Responding 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					

Comment on significance of percentages. (eg. Comparison with past results, results at other institutions, nature of job market, implications for program planning)

C. Program Context

<p>1. Significant changes within the institution affecting the program (if any) during the past two years.</p> <p>Implications for the program</p>
<p>2. Significant changes external to the institution affecting the program (if any) during the past two years.</p> <p>Implications for the program</p>

D. Course Information Summary

<p>1. Course Results Attach a list of all courses taught during the semester/year showing for each course the number commencing, the number completing, and the distribution of grades (A, B, C, etc.)</p>	
<p>2. Analysis of Unusual Results. List any courses where the proportion completing or passing the course, or the distribution of grades, was unusually high or low, or departed from policies on grades or assessments. For each such course indicate what was done to investigate, the reason for the difference, and what action has been taken as a result. (Include or attach additional summaries if necessary)</p>	
<p>a. Course</p>	<p>Variation</p>

Investigation Undertaken	
Reason for Difference	
Action Taken (if Required)	
b. Course	Variation
Investigation Undertaken	
Reason for Difference	
Action Taken (if Required)	

c. Course	Variation
Investigation Undertaken Reason for Difference	
Action Taken (if Required)	

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

(a) List any courses that were planned but not taught 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

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(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 <hr/>		
Course	Unit of work	Reason
Compensating action if required <hr/>		
Course	Unit of work	Reason
Compensating action if required <hr/>		

Course	Unit of work	Reason
Compensating action if required		

F 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

E. Summary Program Evaluation

1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken)

Date of Survey

Attach survey results

a. List most important criticisms, strengths and suggestions	Comment (Eg. Valid comment, action already taken, other considerations, etc.)
b. Changes proposed in program (if any) in response to this feedback.	

2. Other Evaluation (Eg. Evaluations by employers or other stakeholders, external review) Describe evaluation process
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<p>a. List most important criticisms, strengths and suggestions</p>	<p>Comment (Eg. Comment is valid and action will be taken, action already taken, other considerations, etc.)</p>
<p>b. Changes proposed in program (if any) in response to this feedback.</p>	
<p>2. Ratings on Quality Standards (Refer to <i>Quality Standards for Higher Education Programs</i>.)</p>	
<p>(a) Attach rating scales for Learning and Teaching, and other scales used for program evaluation. (To be reported on in years when rating scales are first completed and in later years when a comprehensive evaluation is undertaken)</p>	
<p>(b). List sub-scales selected for annual monitoring. (normally those where the practice is not followed but is considered a priority for development, or which were assessed as in need of improvement (rating of less than three stars) Indicate action proposed to improve performance (if any).</p>	

<p>Summary of comments by instructors or other feedback on the effectiveness of teaching strategies for domains of learning outcomes indicating any difficulties encountered, and suggestions for improvement.</p>	<p>Planned response to comments (Eg. training and assistance provided, modification in planned strategies)</p> <p>(When appropriate refer to particular courses where changes are to be made)</p>
<p>a. Knowledge</p>	
<p>b. Cognitive skills</p>	
<p>c. Interpersonal skills and responsibility</p>	

d. Communication, IT and numerical skills	
e. Psychomotor skills (if applicable)	

<p><u>3. Orientation programs for new teaching staff</u></p> <p>Orientation programs provided Yes <input type="checkbox"/> No <input type="checkbox"/> If offered, how many participated? <input type="checkbox"/></p>
a. Brief Description

b. Summary comments on usefulness of activities based on participants evaluations

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

1. Matters Raised by Person Giving Opinion	Comment by Program coordinator on Matters Raised
2. Implications for Planning for the Program	

I. Action Plan

Progress on Implementation of Previous Year's Action Plans			
Actions Planned	Completion Date	Person Responsible	Completed or not completed
a.			
Reason if not completed as planned.			
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b.			
Reason if not completed as planned			
<hr/>			
c.			
Reason if not completed as planned			
<hr/>			

d.			
Reason if not completed as planned			
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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 Teaching and Other Staff

3. New Action Plan for Academic Year _____		
Actions Required	Completion Date	Person Responsible

Program Coordinator: _____ -

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

Received by _____ (Dean/Department Head)

Date _____

Attachments

Copy of all course reports

Rating scales applicable to the program from the *Self Evaluation Scales for Higher Education Programs* that were completed this year (See Item E 2)

Summary of any evaluations by graduates or other stakeholders in this year (See item E 1)

Independent evaluators report

Guidelines on Using the Template for an Annual Program Report

Descriptions of what should be included in program and course specifications and in the annual and periodic reports are included in Section 2 (c) of Part 2 of this *Handbook*

Institution, College/Department	Show the name of the institution and the college or department principally responsible for the course.
A. General Information	
1. Program title and code	Write the title and institutional code number for the program
2. Name of program coordinator	Write the name of the program coordinator. If the report is prepared by someone other than the coordinator, that persons name should also be included.
3. Date of report	Write the date on which the report is completed.
4. Academic year to which this report applies	Write the academic year.
5. Location of program if not on main campus	Indicate the location if not on the main campus. If the program is offered both on the main campus and in another location details should be provided. If it is offered in several locations (for example in another town or city or separately on both men's and women's campuses) information should be provided separately for each location and evaluations should consider the significance of any differences in quality that are shown.

B. Statistical Information

Note: Organizational arrangements for programs differ and these tables may need to be modified to meet particular requirements. For example students may complete general studies in a broad field in the first years at the institution before deciding on entry to particular programs within a college or department. Progression and completion rates within a program, and progression and completion rates for the students total program including the general and specialized studies are both significant in considering quality and additional tables may be needed to provide full information. Trends over time are important, and notes should be kept on any variations to the tables to meet particular requirements to ensure they are completed in consistent ways.

1. Number of students starting the first year of the program	Write the number of students who started the first year of the program in the year for which the report is prepared.
2. Number of students completing: a. the final year b. any intermediate award c. major tracks	Complete the table to indicate the number of students who completed the final year of the program in the year for which the report is prepared, an intermediate award as part of the program (for example if there is a diploma or an associate degree that students could qualify for part way through a bachelor degree program, and any major tracks within the program.
3. Apparent completion rates	Show apparent completion rates for the full program and for an intermediate award if one exists. (Trends in apparent completion rates are affected if changes occur in the extent to which students move between programs or extend their studies over a longer period. Consequently any changes of this sort should be noted in interpreting and commenting of the figures.)
4. Number and percentage of students passing each year of the program	Complete table showing numbers and percentages starting, completing and passing each year.
5. Year to year progression rates	Provide figures showing year to year progression rates.
6. Special factors affecting completion and progression rates	Describe any unusual events or special circumstances that might have affected completion and progression rates in this year.
7. Destination of Graduates	If a survey of graduates was conducted with information provided on their destinations provide details obtained from the survey and comment on their significance. Particular importance should be given to comparisons with information from similar surveys elsewhere and to trends in results. However interpretations should take current

	economic circumstances into account.
C. Program Context	
1. Changes within the institution affecting the program	Note any significant changes in the institution affecting the program and comment on their implications for the program.
2. Changes external to the institution affecting the program	Note any significant changes external to the program and comment on their significance. For example changes in economic circumstances affecting demand for graduates or skills required, changes in government policies, new programs introduced in other institutions, etc.
D. Course Information Summary	
1. Course results	Attach a list of all courses taught indicating numbers starting and completing each course, and the distribution of grades.
2. Analysis of Unusual Results	Complete table for any courses where the proportions completing or passing or the distribution of grades was unusually high or low or departed from department, college or institutional policies.
3. Comparison of planned or actual enrolments	Complete table to compare planned and actual enrolments in the program. If relevant the table could be repeated for major tracks within the program
4. Delivery of Planned Courses	
(a) Courses planned but not taught	Complete table to record any courses that were planned but not taught indicating reasons and compensating action if required. For example if the course was a core component of the program but an instructor was not available or insufficient students were enrolled to make it viable it may have to be rescheduled and action taken to ensure viability in the future.
(b) Units of work not taught in courses offered.	After considering course reports note any important units of work that were not covered as planned indicating reasons and any compensating action that may be required. For example if the unit was a prerequisite for later studies it might have to be included as an extra topic in a later course.

E. Summary Program Evaluation	
1. Graduating students Evaluation	In any year in which a survey of graduates was undertaken attach survey results and provide information on the most important strengths, weaknesses and suggestions for improvements, comments on the results from faculty, and suggestions for response.
2. Ratings on Quality Standards	It is expected that those responsible for planning the program will complete the relevant rating scales in <i>Standards for Quality Assurance and Accreditation of Higher Education Programs</i> initially to provide a quality benchmark against which to assess future developments, and that they will complete them again periodically (every two or three years) Based on the initial assessments and planning priorities certain sub scales should be selected for annual monitoring and reporting.
(a) Attach Completed Rating Scales	In any year in which all the relevant scales are completed the completed document should be attached to the program report. If they are completed for male and female sections both sets of scales should be attached.
(b) Report on sub-scales selected for annual monitoring	Complete table to indicate ratings and comments on the items selected for annual monitoring after earlier consideration of priorities for improvement. If there are significant differences between sections this should be noted.
3. Employer and Stakeholder comment on skills of graduates	Complete this item in any year in which surveys or significant consultations took place.
a. List the most important criticisms, strengths and suggestions and provide comment.	Comments should include analysis and interpretation by teaching staff or others dealing with such things as the validity of and reasons for concerns, situational factors that could have influenced comments, and priorities for improvement etc.
b. Changes proposed in program (if any)	List any changes proposed in response to the concerns, suggestions and comments received. These should be considered along with other feedback in developing an action plan to be commented on under item I.
F. Quality of Teaching	
1. a. List of courses and evaluations undertaken	List courses taught during the year and indicate for each course whether student or other evaluations were undertaken and whether any action is planned in response to those evaluations.

b. General Response	Explain any general response to the course evaluations that does not result directly from the evaluation of particular courses.
2. Effectiveness of teaching strategies	This item is intended as a review of the effectiveness of the teaching strategies planned for use in the program to develop learning in the different domains of learning. The main source of feedback is expected to be comments in course reports from instructors about their experience in using the strategies. However other feedback should also be considered including comments from students or graduates, or advice from independent consultants. It is expected that the analysis in this report will be in fairly general terms, and more detailed changes would be made for each course affected in the course specifications.
a. Knowledge	Provide a summary of comments and advice received and any planned response after considering that feedback.
b. Cognitive skills	Provide a summary of comments and advice received and any planned response after considering that feedback.
c. Interpersonal skills and responsibility	Provide a summary of comments and advice received and any planned response after considering that feedback.
d. Numerical and communication skills	Provide a summary of comments and advice received and any planned response after considering that feedback.
e. Psychomotor skills	Provide a summary of comments and advice received and any planned response after considering that feedback.
3. Orientation programs for new teaching staff	Indicate whether orientation programs about the program were provided for new teaching staff and if so how many participated.
a. Brief description	Briefly describe what was done in the orientation programs
b. Summary of evaluations	Provide a brief summary of evaluations of the orientation program by the participants.
c. Reasons for not providing orientation program.	If an orientation program for new teaching staff was not provided indicate why.
4. Professional development activities for teaching and other staff.	List activities provided, the number participating and provide summary comments on their value after considering feedback from participants.
G. Program Management and Administration	
1. Difficulties (if any) encountered in	List any significant difficulties encountered and for each item listed indicate the impact it might have had on achievement of program

management of the program	objectives (including student learning outcomes and any other program development objectives) and suggest what could be done in future to avoid those difficulties reoccurring.
H. Independent Evaluators Comments (Any notes provided by an independent evaluator or observer should be attached)	
1. Matters Raised by Independent Evaluator	List any matters raised by an independent evaluator (person familiar with the program from another institution, college or department who is familiar with programs of this type and independent of those involved with the planning and delivery of the program. Beside each matter noted in the report provide a brief comment after considering the views of faculty, students or program organizers about the view of the independent evaluator. This may agree or disagree, add additional information or interpretation or suggest an alternative response to a problem identified.
2. Implications for planning	Comment on implications for planning of the comments by the independent evaluator and the views of those who responded to those comments.
I. Action Plan	
1. Previous Years Action Plan	This item is designed to report on action taken in response to the previous year's action plan. Complete the table to note each of the actions proposed in the previous years report and for each item note the completion date, the person responsible, whether the proposed action has been completed, and if it has not indicate the reason.
2. Proposals for Program Development	
a. Proposals for Changes to Program Structure	Note any changes proposed to the structure of the program as a result of changes in the external or internal environment or in response to evaluations received. Changes in this category might include addition or deletion of compulsory or optional courses, changes in credit hour requirements or major projects to be completed by students.
b. Proposals for Changes to Courses	Note any changes proposed to individual courses within the program such as the addition or deletion of units of study, a change in assessment procedures or teaching strategies. These might be brought to attention by general program evaluations or by consideration of individual course and field experience reports.
c. Teaching and Other Staff Development	Describe any faculty and/or staff development activities that are needed to improve the program as a result of the evaluations and comments received.

<p>3. New Action Plan</p>	<p>List action required to improve the program indicating in each case the proposed completion date and the person responsible for carrying out that action.</p> <p>The action proposed in this section should include continuation of unfinished business from previous years (and in this case could be just a repeat of the previous statement with a revised completion date, action required to put the proposals for program development in item I2 into effect, or other required initiatives.</p>
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