

Annual Report

2009-2011

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Introduction

The first annual report was published in the year 2009. It gave an introduction about the University's mission and vision, defining characteristics and steps taken for its establishment. The report described the process of designing University system and academic programs and the architectural design of its campus. Also, accomplishments in the different fields and by the different Colleges and Departments are reported.

This annual report covers the period 2009 to 2011. It describes the achievements during the stated period and in addition it gives a report about the implementation of all strategic initiatives of the University Five Year Strategic Plan (2007-2011).

The report reveals that the University is successfully pursuing the fulfillment of its mission and main objectives.

University Rector

1 Chapter I

1.1 Research

The University stated its first academic year on September 2006. Efforts were concentrating on completing the physical plant and the technology infrastructure and providing all the requirements of the leaving environment. Since the year 2009, all colleges were fully operational and the faculty mass on campus made it possible to start the research activities in fulfillment of the university mission. The University management established the Deanship of Graduate students and Research in order to organized and support faculty research activities.

The University also was successful in attracting endorsement to establish endowed chairs in relevant research areas such as Energy, environment, information technology & supply chain management. Each of the endowed chairs to holed by the Appropriate College, however, the University also host Prince Nayef Bin Abdulaziz Endowed Chair for Youth Development which is directly supervised by the PMU Rector.

1.2 PMU Expansion

The University started by establishing three colleges. These are College of Engineering, College of Computer Engineering and Sciences and College of Business Administration. Careful studies of the needs of the surrounding community revealed that certain colleges and academic program should be established. This led to the establishment of the College of Arts and Sciences in the Academic Year 2010/2011. Also, the University signed an agreement with King Khaled Medical City and according to the agreement. The University will build a College of Medicine in the City.

Expansion of PMU includes the establishment of new academic programs in the already exiting colleges and in the new colleges. Such new academic programs include:

- B. Sc. in Human Resources Management
- B. A. in Law
- Master Degree in Education and Human Development.

The University Council in its meeting approved the establishment of more academic programs. These include:

Also, the University Council approved the establishment of the College of Engineering Technology and the College of Architecture and Design. The approval of the University Board of Trustees is still pending.

1.3 Strategic Plan 2007-2011

By the end of the year 2011 the first University Five Years Strategic Plan has been fulfilled.

The following report is an overview of the achievements that indicate the implementation of the intended strategic initiatives and their related action plans in alignment with the university mission. The report highlights major accomplishments within the framework of the University core values and goals:

Initiative 1:1

- *Attract and retain the most able students*

Achievement: Offering PMU undergraduate degrees in the evening for Part-time Students

At the heart of the University core values is to enable current and future employees to improve the quality and performance of their profession. To that end, during the reporting period, the University established an evening degree program for working professional who are willing to continue their education without interrupting their work. The evening Degree Program currently accommodates more than 300 students and 49 courses/sections with an increase of 10 courses this semester. The evening program offers all the bachelor degrees of the university.

Initiative 1.2:

- *Establish student academic support services that will help students overcome their study weaknesses.*

Achievement: Establishing Student Support Center [SSC]

To academically support students with learning difficulties, six SSC were established on both campuses for tutoring purposes in English Communication, Math and Sciences. In addition, the centers assist students across all disciplines in developing and enhancing their writing, communication, computer, research and presentation skills.

Initiative 1.2:

Improve recruitment and retention of students through enhancement of academic facilities, instructional technology and all service areas impacting the student experience.

- *Improve program delivery and communication, complemented by appropriate virtual learning environments.*
- *Bring every classroom up to an established minimum capability and create special purpose information technology enhanced classrooms and laboratories as required.*

Achievement: Implementation of Computer Assisted Language Learning [CALL] through establishing 6 DYNED Labs

To improve students listening and speaking skills and help them focus on meanings and conceptual relationships while learning the English language, 6 English DYNED labs were developed on both campuses. DYNED is synchronized with auditory and conceptual input and depends on self-teaching the language as a skill.

Initiative 1.2:

- *Improve recruitment and retention of students through enhancement of academic facilities*
- *Establish advisory and career advisement activities to better serve and retain the students.*

1.4 Achievement: Developing and Implementing Academic Advising Program

A plan has been developed to establish a program that views academic advising as an important key to students' success. Central to the vision that the PMU advocates and promotes is to operationalize academic advising in the manner that helps students in the development of comprehensive and meaningful plans that address and assess their academic potentialities and future career goals.

To that end, a handbook on academic advising was developed to assist PMU faculty members, administrators, and staff in promoting quality academic advising that goes beyond course selection and registration. The intention was to make available a quick and easy-to-read and navigate reference that helps advisors in providing timely, accurate, and concise information on advising-related issues.

Initiative 2.1:

Ensure that colleges organize and apply resources to address students' needs and achieve excellence in what they do.

- *Systematically integrate the use of technology into the instructional programs, so that all faculty and students can fully exploit new technology as an essential tool in teaching and learning.*

Set expectations that every academic course will have an online syllabus and an established protocol for remote communication between students and faculty

Achievement: Developing and Implementing the ICDL Modules in Study Skills Courses

To enhance the computer skills of PMU students, a competency standard course that focuses on IT fundamentals (such as word, excel, access, PowerPoint...etc.) was developed. Also, a plan was developed to streamline the integration of Blackboard as a course management tool where students can interact with their instructors through discussion board.

Initiative 2.3:

Provide faculty development opportunities and resource support to assist faculty in modifying teaching approaches creating learning environments, pursuing scholarship activities and assessing learning outcomes.

- *Encourage faculty to make greater use of the professional Development center and its resources and introduce faculty members to best practices in teaching and learning.*
- *Provide staff and faculty with training and support to maximize utilization of information technology.*

1.5 Achievement: Developing and implementing Professional Development Activities

Toward the establishment of an effective teaching and learning environment, department specific professional development seminars were developed to increase the number of faculty effectively integrating technology and using Blackboard.

- Periodical intensive Blackboard training sessions for college faculty were conducted. The focus of such sessions was on training the faculty in manipulating Blackboard as a course management tool.
- PMU students, by and large, are high school graduates who came to the university with a schema for telling and memorizing. They believe that the textbook is the only source of information and the instructor is the only trusted source of knowledge. They are not used to search for information because it is always already there available for them in the textbook. Also, not all the instructors are familiar with the constructivist approaches. Some of them are coming from a teacher-centered and systematic learning environment where the instructor transmits knowledge to students who are considered as empty vessels
- The truth of the matter is that both students and instructors, in this case, are trapped between two scenarios. The constructivist approach, which PMU is promoting, represents a shift in the teaching-learning paradigm.
- To address this dilemma, this semester core curriculum faculty members conduct goal and constructivist-oriented seminars where faculty extend their classroom, constructivist and student-centered approaches to each other. The goal is to come up with a comprehensive plan where instructors and students can adopt a smooth transition from behaviorist approaches to a student-centered paradigm where they can be responsible for their own learning.

Initiative 3.1:

Provide state-of-the-art technological infrastructure that will support technology-based functions and activities throughout the University.

- *Provide information technology and communication infrastructure that supports teaching, learning and administration.*
- *Bring all students to a level of information technology proficiency appropriate to their disciplinary needs*

1.6 Achievement: Establishing a Micro Studio Newsroom

To enhance the quality and creativity of students and faculty digital presentations, a micro studio newsroom was established. Through the use of the teleprompter in the newsroom, students and faculty appear professional news broadcasters while delivering their multimedia oriented presentations.

Initiative 3.2:

The university will enable students, faculty and staff to access and utilize information and communication technologies to enhance learning opportunities, administrative systems and processes.

- *Bring every classroom up to an established minimum capability and create special purpose information technology enhanced classrooms and laboratories as required.*

1.7 Achievement: Integrating SMAR BOARDS as enhancing digital tools

A plan had been developed to encourage and enhance the use and integration of SMART BOARD. As a colorful, interactive digital board, the strategic use of SMART BOARD allows easy access to a plethora of electronic multimedia resources that can be saved, retrieved, reused, emailed, printed, and merged with other technology oriented applications

Initiative 3.2:

The university will enable students, faculty and staff to access and utilize information and communication technologies to enhance learning opportunities, administrative systems and processes.

- *Bring all students to a level of information technology proficiency appropriate to their disciplinary needs.*
- *Ensure that the assessment processes are effective and appropriately reward the students' academic achievement*
- *Evaluate continually the affectivity of the Core Curriculum to ensure that all undergraduate students obtain the best general education preparation possible.*
- *Encourage and increase the opportunities for students to be involved in research with a faculty member.*
- *Ensure that the assessment processes are effective and appropriately reward the students' academic achievement.*

1.8 Achievement: Establishing 2 E-portfolio centers

To that end, e-portfolio centers have been established on both campuses for students to document, demonstrate and market their well selected academic, professional and community services achievements that they have had over their schooling years. As assessment digital tools, e-portfolios allow students to indicate their acquisitions of PMU's six competencies. Such digital tools also provide students with a digital format through which they can demonstrate the results of their field oriented research as well as documenting their work experience while doing their discipline-oriented internships.

Initiative 5.1:

Extend University reach by forming strong partnerships with other universities, corporations, non-profit and community-based organizations.

- *Forge mutually beneficial partnerships and affiliations with local and international institutions and corporations.*
- *Establish programs in which knowledgeable and experienced persons from corporations can participate and spend time on campus and interact with faculty and students.*
- *Enhance external and internal marketing and public relations to increase visibility.*

Develop on-and-off campus continuing education programs which reflect University strengths, address societal needs of life-long learning, and generate revenue in support of the academic programs of the university.

- *Establish the Center for Continuing Education and Staff it with the necessary personnel.*

1.9 Achievement: To that end, the English Language Institute (ELI) has been established

The ELI was established to achieve its community outreach mission through providing needed English language instruction to the community. The ELI program offers courses for three constituents:

- English communication for business people and other professions
- General English communication skills
- Teacher Training certificate

Initiative 5.1:

Extend University reach by forming strong partnerships with other universities, corporations, non-profit and community-based organizations.

- *Establish programs in which knowledgeable and experienced persons from corporations can participate and spend time on campus and interact with faculty and students.*

1.10 Achievement: Developing a Master of Science in Education and Human Development

- Consistent with the PMU mission with its focus on the promotion of academic and human development, novelty, and lifelong learning, the mission of the Master of Science Degree Program in Education and Human Development is to prepare current and future educators and professional with a blend of educational theory and practice, outstanding research, practical teaching techniques and educational activities, and practicum courses that allow them to apply concepts and foster excellence on both the academic and personal level.
- The Master of Science in Education and Human Development Degree Program is designed for working teaching professionals and educators, and offers seven concentrations: Teaching English to Speakers of Other Languages (TESOL), Instructional Technology, Curriculum and Instruction with a Concentration in Literacy, Teacher Education, Educational Leadership, Human Resource Development, and Special Education.

Initiative 5.2:

Contribute positively to the economic, social, and cultural life in the region.

1.11 Achievement: Establishing the College of Arts and Sciences

To that end, the University established the College of Arts and Sciences to offer an undergraduate degree in Law. Consistent with the PMU mission with its focus on the promotion of academic and human development, novelty, and lifelong learning, the mission of the proposed Bachelor of Arts in Law at PMU is to empower future lawyers and legal consultants with a blend of legal concepts and practice, outstanding research, practical techniques, classroom activities, and practicum courses that allow them to apply concepts and foster excellence on both the academic and personal level.

In addition, the College of Arts & Sciences at PMU retains a pivotal position at the heart of institution. It houses the Preparatory Program, the Core Curriculum and the Department of Law. The College provides a solid and well-founded academic support in the Humanities, Social Sciences, Natural Sciences, Mathematics and Islamic studies for all students of the University's four Colleges

Initiative 5.2:

Contribute positively to the economic, social, and cultural life in the region.

- *Participate with local government and non-government institutions and non-profit groups in developmental activities related to economic and social issues.*
- *Establish collaborative projects with businesses to serve the region.*
- *Support faculty, staff and students engaging in outreach activities.*
- *Support entrepreneurial activity with the community*

1.12 Achievement: SABIC OUTREACH:

To that end, PMU developed a 3-month pre-foundation program to host 80 students from SABIC. The purpose of the program is to equip SABIC students with a complete set of integrated English language skills (Reading, writing, listening, speaking, researching, computing, viewing and presenting) that would enable them to successfully get accepted in well reputed universities in the USA.

2 PMU Achievements – Facts and Figures

2.1 Completion of the Physical Plant Environment

The construction of the University buildings and facilities on both male and female campuses is completed as per the original operational plan.

Construction of the educational buildings on the male and female campuses and all the supporting buildings are totally completed including all the supporting facilities and the surrounding works.

2.1.1 Achievements other than Planned

In order to support the infrastructure in the university several projects has been conducted to serve the colleges and facilities. The following are the projects accomplished in this regard:

- Chillers Shade: this project was intended to support the Chillers and reduce the outside temperature during the summer season and increase their efficiency.
- Alternative By-Pass Chilled Water: this project intended to support the existing chilled water line system during any malfunctioning of the system or maintenance of the existing line without affecting the circulation of the water in the system.
- All the landscaping and the and landscaping of the original aspect design were modified and changed with more advanced system including irrigation systems redesigning, increasing of number of lagoons, increasing the number of fountains, and increasing the area of plantation.
- The design of new R.O. plant is ready to serve the college buildings, facilities, and irrigation systems. The execution of the project will be conducted as next stage.

2.1.2 Housing Project

Housing Project is one of the facilities PMU is going to execute to provide support to its members in order to facilitate their academic progress and providing a suitable working environment. The location of the housing will be near from PMU Campus (about 5 KM away) and the plan is to serve all members.

The construction plan for the Housing Project is divided into two phase. The planed completion of both phases is 2016. The first phase, which planned to be completed by end of 2014, will include all the infrastructure of the project along with Deans, Faculty, and Staff housing. The second phase, which planned to be completed by end of 2016, will include students for both males and females.

The design of the housing units was conducted based on the latest technologies and needs to provide suitable educational environment in order to serve the main goal of PMU.



2.1.3 *Safety and Fire Fighting*

PMU has completed the forming of a qualified fire fighting team in order to insure the safe academic environment and activities. Safety Department established zero major incidents/accidents due to the implemented safety rules and regulations.

Safety Department conducted site surveillance to ensure the proper safety precaution applied on site by PMU staff and contractors providing them with the needed instructions and safety equipments at site.

In additional, Safety Department conducted frequent fire extinguisher training for PMU staff and volunteers from students in order to keep them ready for any emergency case or incident.

2.1.4 *Building Management System (BMS)*

PMU has completed the installation and connections of BMS to connect all the related operating systems to a unique control system in order to monitor and assure the proper operation of all the system in accordance to the university requirements and activities.

Operation systems such as HVAC, paging, fire alarms, lightings, and mechanical pumps are automatically operated and monitored through a unique BMS system to ensure the optimum success of the systems to support the academic satisfaction for the end users.

Scheduling and programming the system is done through a qualified team from PMU staff and monitored all the time. If any malfunctioning or trouble occurred during the operation, the corrective actions can be done in proper timing and as per the activities requirements.

2.1.5 *Operation and Maintenance*

PMU has established forming a qualified maintenance staff in deferent disciplines equipped with the required tools and machines in order to perform the regular and preventive maintenance required for PMU Campus.

Also, continuous training and improving for the team is in progress in order to keep the readiness as per PMU requirement and standard.

2.2 Academic Achievements

2.2.1 COLLEGE OF ENGINEERING

2.2.1.1 COLLEGE OVERVIEW

The PMU College of Engineering (COE) is dedicated to recruiting the highest caliber students, retaining them through guidance and direction, and graduating degreed engineers and interior designers who will compete and be recognized both locally and in a global society. To further fulfill this mission, an ongoing and active recruitment program is carried out to attract faculty and staff who will not only be recognized nationally for their expertise, but also for their ability to impart to students the most needed skills to function in a competitive work environment.

The PMU COE is comprised of the following academic units:

- ❖ Department of Civil Engineering – Male Students
- ❖ Department of Electrical Engineering – Male Students
- ❖ Department of Mechanical Engineering –Male Students
- ❖ Department of Interior Design – Female Students

These basic level engineering and interior design programs are designed to give the student an understanding of the fundamental principles underlying engineering and engineering practice. Each engineering curriculum contain core curriculum courses designed to develop a solid foundation in mathematics, chemistry, and physics, with a general background in social and behavioral sciences. Building on this background, the engineering courses provide application of basic principles and the analysis of engineering systems. The engineering design component of the curriculum in each major subject area provides the engineering student with methods and techniques for the solution of technological problems in society.

Laboratory facilities in the COE are equipped to facilitate learning. In these labs, students become familiar with the Creative and innovative solution to design problems, instruments, procedures, and processes employed by industry. Computer laboratories are also available for students' use throughout their course of study.

The COE Strategic Plan has been completed and presented as part of accreditation documentation. Furthermore, updates will be appended as new programs and resources are developed.

Another achievement made by the COE is the advisory committees for the College and Departments. Constitution and bylaws of College and Departments Advisory Board are developed. Stakeholders Staffing of Boards will be accomplished this Fall 2011 Semester. Moreover, the COE has developed and Implemented Budget and Planning Documents where they were submitted to PMU Budget and Finance Office.

2.2.1.2 VISION AND MISSION

Vision

The College of Engineering at the PMU will offer a unique and distinguished education that prepares future leaders and innovative designers in the engineering disciplines of civil, electrical, mechanical engineering and Interior Design. The education process will explore innovative methodologies and technologies to achieve its objectives.

Mission

The PMU College of Engineering will educate tomorrow's engineering leaders and innovate designers, will create new knowledge, will provide a nurturing environment for teamwork and lifelong learning, will positively impact the economic prosperity of the Kingdom of Saudi Arabia and will support respect for Islamic traditions and advancement of Saudi cultural and social values.

2.2.1.3 COLLEGE OBJECTIVES

The PMU College of Engineering has the following objectives:

- To provide students in the university's service region a high quality engineering education, leading to professional employment in the local, national, and international job market.
- To prepare students for working in a technological society.
- To increase the pool of qualified designers, engineers and technologists in Saudi Arabia through aggressive student recruitment and retention programs.

2.2.2 Objectives of Program Majors

Civil Engineering Educational Objectives

- To instill in its students a sense of the scholarship and leadership of the civil engineering profession.

- To educate and prepare students for a lifelong career as practicing professional civil engineers who are ethical and socially responsible.
- To produce graduates with a strong academic base for advanced studies.

Electrical Engineering Educational Objectives

- To prepare its graduates for careers as engineering professionals and/or for graduate studies.
- To enable its graduates to pursue state-of-the-art solutions to engineering problems and to evaluate and embrace new technologies.
- To instill in its graduates a personal commitment to high ethical standards, sound business decisions and engineering excellence.

Mechanical engineering Educational Objectives

- To prepare students for a lifetime career as practicing professional mechanical engineers.
- To prepare its students to advance their studies and to engage in lifelong learning.
- To give its students an understanding of professional responsibilities with respect to the economic, societal, and ethical impacts of their actions.

Interior Design Learning Objectives

The Interior Design program is structured to aid students in developing specific, design-related outcomes that foster the following:

- An appreciation for indigenous design characteristics as ways of adapting design to contemporary society and the unique Saudi Arabian environment
- Development of skills in multi-dimensional problem solving that enable the individual to perceive, analyze, and interpret creatively the needs of society
- Assuming a responsibility for preserving and conserving the world's natural resources through appropriate selection of materials for interior components
- Development of skills for self-instruction and professional self-development.

2.2.2.1 ENROLLMENT GROWTH OF ENGINEERING STUDENTS

Over the past three years, the number of students at the COE has increased in a very healthy way. The number of male students at the Civil, Electrical, and Mechanical engineering together with the female students at the Interior Design department is shown in Figure 4.1 and listed in details in Table 4.1.

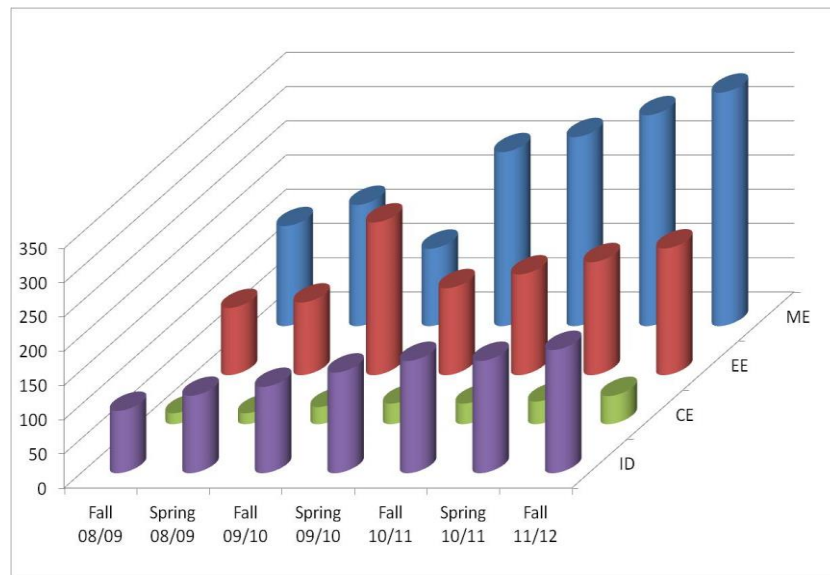


Figure 4.1 – Actual Enrollment Growth of Engineering Students.

At the department of Interior Design, the number of female student has increased from 91 female students to almost 180 female students. This is an increase of 100% in the number of female students. These numbers reflect a healthy increase in the number of female students that has increase the size of the department by two folds.

The same story is repeated at the Civil, Electrical, and Mechanical departments where the number of male students has increased over the past years. Currently, the size of these departments has increased by two to three folds compared to the earlier years where these departments have started.

The COE is the host for a total of 747 students. The total number of female students is around 180 whereas the number of male students is around 567 students. This makes the COE the largest college at the male side of the university counting for more than half of total student population at PMU.

Table 4.1 – Actual Enrollment Growth of Engineering Students

Academic Year	Major	Fall Semester		Spring Semester	
		M	F	M	F
2008/2009	ME	146	0	177	0
	EE	98	0	106	0
	CE	16	0	16	0
	ID	0	91	0	113
	TOTAL	260	91	299	113

	TOTAL PER SEMESTER	351		412	
2009/2010	ME	113	0	254	0
	EE	223	0	127	0
	CE	25	0	30	0
	ID	0	126	0	147
	TOTAL	361	126	411	147
	TOTAL PER SEMESTER	487		558	
2010/2011	ME	276	0	308	0
	EE	147	0	165	0
	CE	30	0	33	0
	ID	0	164	0	164
	TOTAL	453	164	506	164
	TOTAL PER SEMESTER	617		670	
2011/2012	ME	341	0		
	EE	185	0		
	CE	41	0		
	ID	0	180		
	TOTAL	567	180		
	TOTAL PER SEMESTER	747			

2.2.2.2 FACULTY GROWTH IN COLLEGE OF ENGINEERING

The Faculty growth at the COE has followed the healthy growth of the number of students. Detailed numbers and specifications regarding Faculty numbers is listed in Table 4.2 and Table 4.3.

Faculty Growth by Department (Planned)

The planned number of faculty member at the COE is listed in Table 4.2. These numbers shows that by Fall 2011-2012 all of the departments at the COE should have matured in numbers and all the administrative positions have been filled. Furthermore, there should be

a total of 45 Faculty members operating at the COE by Fall 2011-2012. A quick look at Table 4.3 reveals that these numbers have not been met yet. It can be seen that a total of 18 Faculty members at operating at the COE currently. This is away short from the proposed number of 45 Faculty members. However, all of the administrative positions at the COE has been filled and currently functioning.

Table 4.2 – Faculty Growth by Department (Planned)

Academic Senior Administrators							
Academic Year	Major	No of Faculty Needed	Dean	Chair Electrical	Chair Mechanical	Chair Civil	Chair Interior Design
2006/ 2007	I.D	0	Yes	No	No	No	No
	Electrical	0					
	Mechanical	0					
	Civil	0					
2007/ 2008	I.D	2	Yes	Yes	Yes	No	Yes
	Electrical	1					
	Mechanical	1					
	Civil	0					
2008/ 2009	I.D	3	Yes	Yes	Yes	No	Yes
	Electrical	3					
	Mechanical	3					
	Civil	0					
2009/ 2010	I.D	7	Yes	Yes	Yes	Yes	Yes
	Electrical	7					
	Mechanical	7					
	Civil	1					
2010/ 2011	I.D	11	Yes	Yes	Yes	Yes	Yes
	Electrical	12					
	Mechanical	13					
	Civil	3					
2011/ 2012	I.D	12	Yes	Yes	Yes	Yes	Yes
	Electrical	13					
	Mechanical	14					
	Civil	6					

Actual faculty Growth by Department

Table 4.3 - Actual Faculty Growth by Department

Academic Senior Administrators							
Academic Year	Major	Actual No of Faculty	Dean	Chair Electrical	Chair Mechanical	Chair Civil	Chair Interior Design
2006/ 2007	I.D	0	Yes	No	No	No	No
	Electrical	0					
	Mechanical	0					

	Civil	0					
2007/ 2008	I.D	2	Yes	No	No	No	No
	Electrical	1					
	Mechanical	1 (part-time)					
	Civil	0					
2008/ 2009	I.D	4	Yes	No	No	No	Yes
	Electrical	1 + 1 expected in the Spring 08/09					
	Mechanical	1 + 2 part timers + 1 expected in the spring 08/09					
	Civil	0					
2009/ 2010	I.D	4	Yes	No	Yes	Yes	Yes
	Electrical	3 + 2 part timers					
	Mechanical	5 + 3 part timers					
	Civil	1+ 2 part timers					
2010/ 2011	I.D	4	Yes	Yes	Yes	Yes	Yes
	Electrical	5 + 2 part timers					
	Mechanical	7 + 2 part timers					
	Civil	1+ 2 part timers					
2011/ 2012	I.D	4	Yes	Yes	Yes	Yes	Yes
	Electrical	4					
	Mechanical	8					
	Civil	2					

The COE continues to identify faculty requirements for the next year and carry out recruitment, manage faculty overload. The followings are the product of the utilized ongoing improvement process:

- Recruit 6 more Faculty members for each Dept.
- Recruit 6 Lecturers/Engineers (TA's) for each Dept.
- Recruit Lab Instructors 2 instructors for each Dept (Total 6 instructors)
- Teaching load per faculty will be kept to a maximum of 12 credit hours to meet ABET Criterion 6 Faculty

Major outcomes of adopting the continuous improvement approach for the fall semester 2011 could summarized as:

- No faculty overload in Civil Engineering, Interior Design, and Mechanical Engineering; One faculty member in Electrical Engineering has an overload of 2.5 hrs
- No male adjunct faculty members hired (Civil Engineering, Electrical Engineering, and Mechanical Engineering); Two adjunct faculty members hired in Interior Design.

2.2.2.3 GROWTH OF COLLEGE OF ENGINEERING LAB FACILITY

Identification of Lab requirements, improvement, and operational readiness has been achieved by the COE. The budget estimates for COE labs are preliminary and as place holders only at this time. Further work is needed to bring these estimates to a more firm numbers. COE will work with PMU concerned departments to improve these numbers. The following are the details:

Specialized Engineering Labs – Electrical Engineering

- I. Circuits Lab – Complete; Upgrade SR 100K
- II. Electronics Lab – Complete; Upgrade SR 50K
- III. Digital Systems Lab – Complete; Upgrade SR 50K
- IV. Automatic Control Systems Lab – On Order
- V. Electrical Machinery Lab – to be developed SR 3.75M
- VI. Communications and Signal Processing Lab – Complete
- VII. Computer Lab (Hardware and Software) – SR 400K

Specialized Engineering Labs – Mechanical Engineering

- I. Measurements and Thermal Fluids Lab – Complete; Upgrade SR 1M
- II. Mechanics Lab – SR 5M
- III. Energy Lab – SR 3M
- IV. Vibrations Lab – SR 2M
- V. Wind Tunnel – SR 5M
- VI. CAD/CAM Lab – on Order
- VII. Rapid Prototyping – SR 3M
- VIII. Machine Shop – SR 5M
- IX. Computer Lab (Hardware and Software) – SR 500K

Specialized Engineering Labs – Civil Engineering

- I. Materials Engineering Lab – SR 1.5M
- II. Engineering Measurements Lab – SR 1.5M
- III. Geotechnical Engineering Lab – SR 1.5M
- IV. Hydraulic Engineering Lab – SR 2.5M
- V. Structures – SR 2M
- VI. Transportation Lab – SR 3M
- VII. Computer Lab (Hardware and Software) – SR 350K

2.2.2.4 COLLEGE CORE COLLECTION OF LIBRARY BOOKS

The COE participated heavily in securing the 1st part of core collection books for the College of Engineering (approximately 1500 title). The book list was prepared through searching top publishing companies, taking into consideration not only the students but also the faculty and professionals in the field of Electrical, Mechanical, Civil Engineering and I.D.

The preparation for the 2nd part of College of engineering Core Collection is also finished and a list of 2000+ book titles (roughly 500 title / department) has already been compiled and forwarded to the LRC to start the procurement process.

Most textbooks and reference books for courses are available in the bookstore. Continuous effort is utilized to solve issues regarding late arrivals of orders and running out of certain volumes as required textbooks. The new textbook policy of PMU has been followed at the COE to adopt more recent and appropriate textbooks for the related courses at each department.

2.2.2.5 COLLEGE OF ENGINEERING CURRICULUM REVIEW

The COE has introduced and implemented required and technical elective courses that the curricula in all programs needed as part of the improvement process to meet professional degree requirements. This included introducing mandatory Internship Courses across all programs in the college to enrich the experiential learning of our students and to provide career opportunities to the graduates. Summary of the proposed courses are as follows:

A – Mechanical Engineering department

Mechanical Engineering introduced a mandatory Computer Added Design course that was missing from the TIEC program. This course enabled students to model, design, analyze, simulate, prototype and manufacture real world engineering products and components.

B – Electrical Engineering department

Electrical Engineering introduced a much needed course in Measurements and Instrumentations with laboratory experiences.

C – Interior Design department

Interior Design introduced courses on Digital Design, Photography, History of Islamic Furniture, and a Graduation Project Studio that enriched our students learning experiences and connected them to the Saudi culture pertaining to Interior Design.

Civil, Electrical and Mechanical engineering programs updated the Assessment III course to serve as senior design course that students practice design from concept to product as expected by ABET.

The COE has submitted detailed proposal of the above-mentioned new courses, including course description, learning outcomes, topics to be covered, recommended textbooks and assessment strategy as part of the continuous quality improvement and assessment process mandated by national and international accreditation agencies. Furthermore, the COE has provided recommendations regarding TIEC suggested program reviewers.

Scheduling of COE courses and final exams continues to be one of the main issues at the college. The COE developed five-year course offerings' projections by academic program that follow programs' check sheets to ensure that our students receive proper advisement and develop academic plans for graduation. The COE streamlined course offerings according to available faculty resources. Also, the COE schedule planning has resolved conflicts within each program, across the core college courses and with units outside the college providing service courses to our students.

On its effort of improving Teaching-Learning process, the COE is continuously participating in undergraduate research and development through senior design projects which will expand the student's academic experience. Research is a process of careful inquiry leading to the discovery of new information. Some of the many benefits of becoming a researcher include:

- **Working** closely with a faculty mentor.
- **Enhancing** understanding and knowledge of academic field.
- **Clarifying** academic, career, and personal interests.
- **Gaining** academic credentials that help expand the student's resume, such as presenting at conferences, publishing, and working with a research team.
- **Learning** skills in communication (written and oral), critical thinking, problem-solving, teamwork, and time management.
- **Exploring** research techniques.
- **Earning** academic credit, scholarships, stipends, and/or awards for having conducted research.

E-Learning Initiatives is a hot topic at PMU and the COE. College pilot courses have been identified. Consequently, one female and one male faculty members are receiving training this fall 2011. Blended learning, distance and distributed learning are strategic to Engineering Education.

The COE is also working on introducing new programs: Masters in Energy Systems Engineering, Masters in Mechanical Engineering, and Masters in Electrical Engineering. So far:

- Proposals are fully developed including syllabi and NCAA documentation.
- Survey instruments to stakeholders (potential students and industry) will be administered and added.
- External reviews by consultants will be conducted and feedback incorporated.
- Faculty hires to deliver programs will be recruited this academic year.
- Programs will be launched possibly in Spring 2012 but more realistically in Fall 2012.

As part of its curriculum review, the COE has reviewed all academic related policies. A list of the main outcomes of this process is shown below:

- Study, review and provide recommendations on college and university policies, instruction and standards
- Study, review and provide recommendations on degree requirements including prep and core programs, English language requirements or proficiency
- Study, review and provide recommendations on all course additions, revisions, deletions and special topics and independent study requests
- Study, review and provide recommendations on new degree programs, double majors/degrees, minors and certificates
- Study, review and provide recommendations on transfer credits and articulation agreements
- Study, review and provide recommendations on change of major, add/drop, withdrawal, override, and transfer credit policies
- Academic misconduct: the COE is committed to a policy of honesty in academic affairs. Conduct that comprises a breach of this policy may result in academic action and/or disciplinary action. Academic action affects student assignments, examinations or grades. Disciplinary action affects student enrollment status. Academic misconduct includes, but is not limited to: cheating, plagiarism, assisting another in cheating or plagiarism, and commercial use of academic materials. The violations of student academic behavior standards shall be listed and defined in the PMU Rules of Conduct.

2.2.2.6 ACADEMIC SUPPORT AND ADVISING FOR STUDENTS

Academic advising is a collaborative educational process whereby students and their advisors are partners in meeting the essential learning outcomes, ensuring student academic success, and outlining the steps for achievement of the students' personal, academic, and career goals. This advisor/student partnership requires participation and involvement of both the advisor and the student as it is built over the student's entire educational experience at the university. Both the student and the advisor have clear responsibilities for ensuring that the advising partnership is successful.

The COE faculty members and administrators conduct thorough academic and career advisement sessions with their students. The COE and university guidelines and processes are implemented. Moreover, the COE identified much needed resources to improve retention. Academic support services in the college will improve as we recruit and hire degreed engineers (BS and MS) as TAs, lab technicians, and lecturers. The offerings of MS programs. GTAs, GRAs, and GAs will contribute to support services by offering a multitude of services such as help and problem solving sessions, peer mentoring and advisement, research experiences, experiential learning opportunities and community outreach activities.

2.2.2.7 ACCREDITATION

The College of Engineering is working closely with the Quality center in providing the required documents for accreditation. The work have been achieved so far is:

- NCAAA: documents from the last cycle are complete. COE documentation as part of University Self Study is being finalized and will be ready by end of October 2011 as per PMU deadline. Site visit is as per determined by NCAAA and is expected late Fall 2011 or Spring 2012.
- SACS: as per Deanship of Quality and Accreditation action plan. NCAAA documentation will serve as part of SACS documentation/self study. Intensified activities will commence soon after NCAAA accreditation is attained.
- ABET: College action plan developed and submitted last spring semester 2011. Plan was approved by the Rector. Nine criteria were mapped to needed resources. Faculty hires and laboratory equipment plans were submitted. Assessment of college readiness will be reported by end of December 2011.

The COE has been very active on the issue of college affiliation and recognition. A summary of these activities is listed below:

- PMU and National Instruments (NI) announced on May 2nd, 2011 the signing of a Memorandum of Understanding which established the first NI Center of Excellence in the Kingdom of Saudi Arabia at PMU. The mission of the center is to achieve sustained excellence and leadership in the region by introducing innovative techniques of computer based design, analyses, measurement and control. The Graphical System Design Center of Excellence will provide a stimulating and attractive environment for teaching, research and development in the areas of Measurements & Instrumentation, Controls & Robotics, Communications, Embedded and Signal Processing, and Electronics. With the establishment of this Centre, PMU now joins the ranks of prestigious universities worldwide such as the University of California at Berkeley, Massachusetts Institute of Technology, Texas A&M University and the University of Texas at Austin as well as the American University of Beirut and Texas A&M University Qatar, the two other Centers of Excellence in the region.
- College established professional chapters of the Society of Petroleum Engineers (SPE) and American Society of Mechanical Engineers (ASME). College will establish chapters of

American Society of Civil Engineers (ASCE), Institute of Electrical and Electronics Engineers (IEEE) and American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE), American Society for Materials (ASM), and International Interior Design Association (IIDA).

- Faculty members published papers in international refereed journals and international refereed conference proceedings.

2.2.2.8 COLLEGE OF ENGINEERING ENDOWED CHAIR IN ENERGY AND ENVIRONMENTAL STUDIES

The College of Engineering worked intensively with the department of Institutional Relations and prepared a detailed proposal for establishing Endowed Chair in Energy and Environmental Studies. The proposal was presented to HRH Crown Prince Sultan Bin Abdul-Aziz and His Royal Highness has promised ten million Saudi Riyal to PMU in order to support Energy and Environment research in the College of Engineering. This endowment will be given on a yearly basis. As a part of using this support, the College of Engineering will establish an endowed chair for energy and environmental research.

PMU pursued this matter further and signed a Letter of Intent with the University of Groningen, in the Netherlands, in March 2009. The College of Engineering at PMU is working closely now with Groningen university to reach to a final frame-work for the 1st year of the Endowed Chair.

2.2.2.9 CONCLUSION

- ❖ C.O.E is the most populated college on the male side. Number of students on the female side constitutes also good percentage of the students' population. This gives the C.O.E the edge as far as income to the university is concerned.
- ❖ Lab. facilities in the C.O.E are very promising. Circuits Lab., which is 1st lab. in operation, has the latest built-in technology. 2 Electrical Engineering labs, 2 Civil Engineering labs and 1 Mechanical Engineering labs will be operational in the Fall semester of 2009 / 2010.
- ❖ The Interior Design studios are being redesigned to reflect the best work environment for I.D students. Phase I was completed and in the process of beginning phase II. An AutoCAD lab was added to the I.D. department.
- ❖ The strategic location of the C.O.E, in the heart of the Khobar-Dammam-Jubail triangle, is seen as an added value. This facilitates the interaction of faculty / students of C.O.E with the surrounding industrial community.
- ❖ Solid curriculum, based on the North American Model and satisfies the ABET and FIDER requirements. This fact has been confirmed by external reviewers appointed by the M.O.H.E.
- ❖ Excellent I.T infrastructure services which satisfy the students and faculty requirements.

- ❖ Programs of the C.O.E are the highest in demand by part-time (evening) students, which again gives the C.O.E the edge as an income generating source for the university
- ❖ The C.O.E has a great opportunity to expand in terms of its programs and concentrations. However, this has to wait until good number of faculty join different departments and senior academic administrators are on board.
- ❖ The C.O.E has a lot to give in terms of short courses aimed at professionals in the surrounding industrial community.
- ❖ The C.O.E has also a great opportunity in building industrial partnerships with large and medium size industries in the Eastern Province.
- ❖ The College of Engineering could also lead the way towards establishing an Applied Research Center. The annual S.R 10 M donations by HRH Crown Prince Sultan Bin Abdul-Aziz for establishing an Endowed Chair in Energy and Environmental studies is a very good step in the right direction.

2.2.3 COLLEGE OF BUSINESS ADMINISTRATION

2.2.3.1 COLLEGE OVERVIEW

The College of Business Administration offers the structure and organization for male and female students to successfully pursue degree programs in:

- Accounting
- Finance
- Business Administration
- MIS

2.2.3.2 COLLEGE VISION

The College of Business Administration provides a unique and distinguished academic unit that:

- Prepares future accounting, business administration, finance, and MIS professionals.
- Enriches and develops business intellectual resources.
- Explores innovative instructional methodologies and technologies.
- To provide the highest quality, most effective preparation of business professionals.
- Establishing communication and the exchange of ideas between academic and business society.

2.2.3.3 COLLEGE MISSION

Consistent with PMU mission, the mission of the College of Business Administration is to provide an environment conducive to the development of future leaders of Saudi Arabia who have a well rounded business education and a sound understanding of business functions and tools of analysis, built on a broad general education. Teaching and the associated learning are the highest priority followed by applied research and service to the local community. The college promotes a high code of ethics in all its activities and teachings. It works closely with the business community to provide the graduates with a blend of theory and applications that is a unique and differentiating feature. Specialized areas provide more in-depth knowledge for the graduates to effectively compete in the global and constantly changing business environment and to be prepared to serve as effective managers.

2.2.3.4 OBJECTIVES

- Contribute to advancement of human intelligence and to the promulgation and development of knowledge and understanding in the business domain.
- Prepare professionals in accounting, finance, business administration, and MIS, through the utilization of innovative educational processes, in a modern, global and technological business environment.
- Transform the graduate to play a pioneering and leading role in the community, enabling him or her to take responsibilities and contribute to solving problems through innovative thinking, collective work, reflection, and self-development.
- Link academic programs and specializations with actual requirements of the surrounding work environment. This will be achieved by maintaining effective participation and cooperation between the university and local business firms.
- Guide research activities to create solutions for persistent problems in surrounding communities, through applied research and technical consultation.
- Provide community service through continuous training and education.

2.2.3.5 OVERVIEW OF ACADEMIC PROGRAMS

The College of Business Administration, (COBA) has steadily grown from 2009 - 2011. This growth has made the College the largest within the University system; nearly 35% of the total student body. Based on these numbers COBA has the greatest opportunity in making a positive impact: Impacts in the fields of Accounting, Finance, Business Administration and Management information Systems. Our College is also proud of the fact that over 43% of all female students at Prince Mohammed Bin Fahd University (PMU) are registered in COBA. These trends are the signs sustainability and Colleges ability to meet the ever growing needs of our community and increasing global demand for a qualified workforce.

THE BACHELOR OF SCIENCE IN ACCOUNTING

Through (2009 – 2011) the accounting department has had slight changes; over the period of the last three years there has been both rising and declining registration. The need for greater exposure for the department is a priority and plans have been made to feature this department at the first “COBA Business Fair” scheduled for early 2012.

THE BACHELOR OF SCIENCE IN FINANCE

Since (2009 – 2011) the Finance Department has seen more than 700 students graduate. The department has successfully sponsored students participated in the Dubai Financial Market Challenge: Dubai – UAE. These graduates have both entered the local and global marketplace, but have also gone on to enter graduate programs, continuing educational programs, and certification programs such as: Chartered Financial Analyst, (CFA), Certified Financial Planner (CFP), and Certified Risk Professionals (CRP). Worldwide over 100,000 individuals will take the CFA 1 Exam with only 30% able to pass; only 107 CFA’s are in the Kingdom of Saudi Arabia; PMU – COBA – the Finance Department is proud to state that the first COBA graduate is in the top 30% worldwide to pass the CFA 1 Exam; and one of the 107 CFA’s, here in the Kingdom of Saudi Arabia.

THE BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The degree program in Business Administration is the largest department in the College of Business; with more that 30% of the total COBA enrollment. The popularity of the department is largely due to the broad scope of business and the rising call for business professionals. New focuses such as: Human Resource Management (HRM), Entrepreneurship, Supply Chain Management (SCM) Business Negotiation, and Principles of Management have proven to support the consistent expansion. When evaluating the incoming freshmen and sophomores the trend is continuing to grow, and will soon outpace the other degree programs.

THE BACHELOR OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMES

Technology is changing our world: communication, internet, and social networks are all contributing to the next generation’s knowledge base. This phenomenon has spurred the Management Information Systems department from (2009 – 2011) to grow; nearly doubling its size.

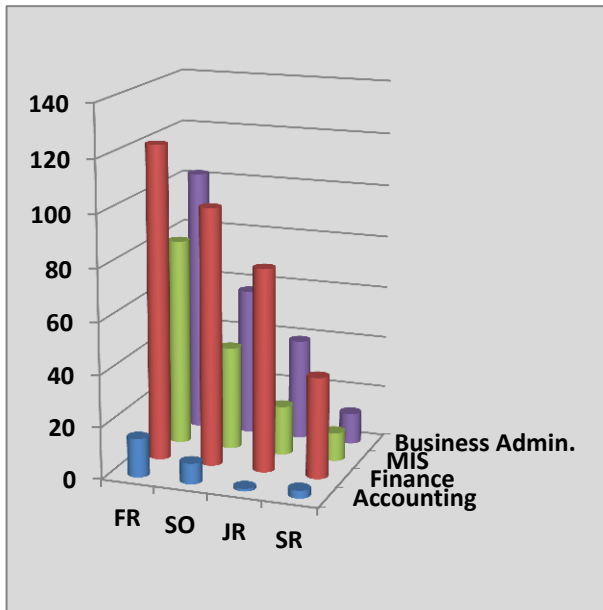
2.2.3.6 STUDENTS STATISTICS

Table 4.8 – Growth of Students – Major / Level, (Actual) – Male

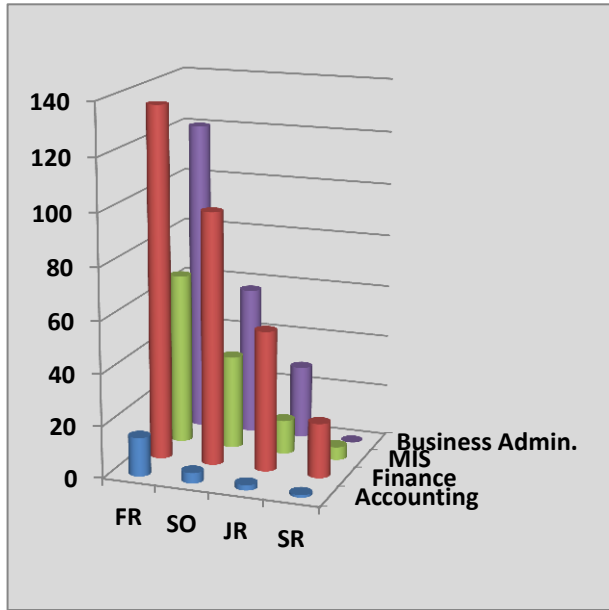
MALE - 2009/2010 (actual)						
Academic Semester/Year	Major	Total	Class			
			FR	SO	JR	SR
FALL 2009/2010	Accounting	12	10	1	1	0
	Finance	131	69	28	23	11
	MIS	35	21	10	3	1
	Business Admin.	81	55	14	12	0
Total FALL 2009/2010		259				
SPRING 2009/2010	Accounting	11	7	3	0	1
	Finance	140	65	38	22	15
	MIS	40	26	7	5	2
	Business Admin.	87	50	20	13	4
Total SPRING 2009/2010		278				

MALE - 2010/2011 (actual)						
Academic Semester/Year	Major	Total	Class			
			FR	SO	JR	SR
FALL 2010/2011	Accounting	14	5	7	1	1
	Finance	136	50	39	25	22
	MIS	49	26	12	9	2
	Business Admin.	90	46	22	10	12
Total FALL 2010/2011		289				
SPRING 2010/2011	Accounting	12	3	7	1	1
	Finance	139	51	33	36	19
	MIS	51	24	12	9	6
	Business Admin.	112	62	27	16	7
Total SPRING 2010/2011		314				

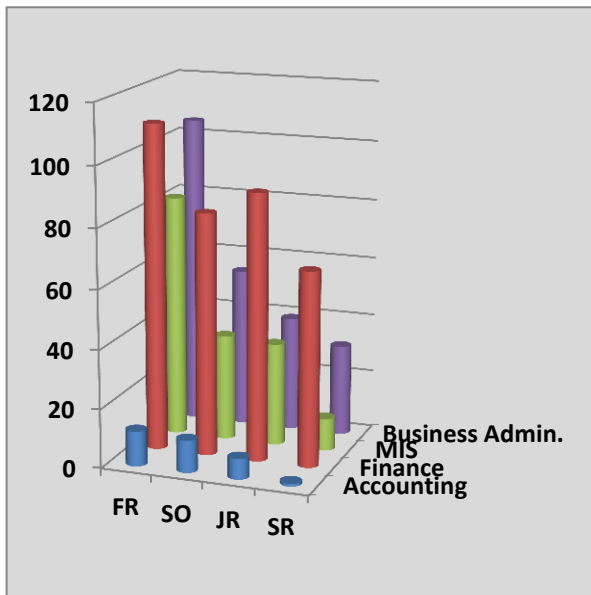
Total Number of COB Male Student / Major (Actual)



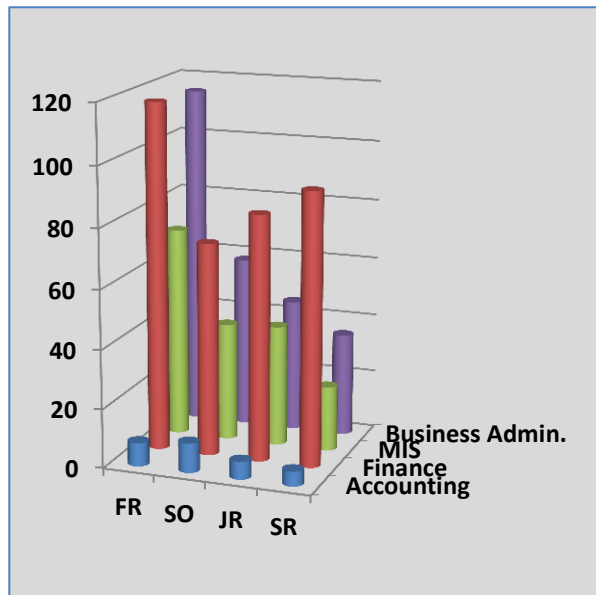
FALL SEMESTER 2009/2010



SPRING SEMESTER 2009/2010



FALL SEMESTER 2010/2011



SPRING SEMESTER 2009/2012

Table 4.9 – Growth of Students – Major / Level, (Actual) – Female

FEMALE - 2009/2010 (actual)						
Academic Semester/Year	Major	Total	Class			
			FR	SO	JR	SR
FALL 2009/2010	Accounting	10	5	3	1	1
	Finance	176	66	69	31	10
	MIS	85	45	26	10	4
	Business Admin.	124	65	43	16	0
Total FALL 2009/2010		395				
SPRING 2009/2010	Accounting	16	8	5	1	2
	Finance	197	56	61	56	24
	MIS	110	54	33	14	9
	Business Admin.	123	52	37	26	8
Total SPRING 2009/2010		446				

FEMALE - 2010/2011 (actual)						
Academic Semester/Year	Major	Total	Class			
			FR	SO	JR	SR
FALL 2010/2011	Accounting	17	7	4	6	0
	Finance	212	60	43	65	44
	MIS	115	56	24	26	9
	Business Admin.	139	59	32	29	19
Total FALL 2010/2011		483				
SPRING 2010/2011	Accounting	17	5	3	5	4
	Finance	225	66	39	47	73
	MIS	123	47	28	32	16
	Business Admin.	141	53	31	29	28
Total SPRING 2010/2011		506				

COMMENTS & OBSERVATION

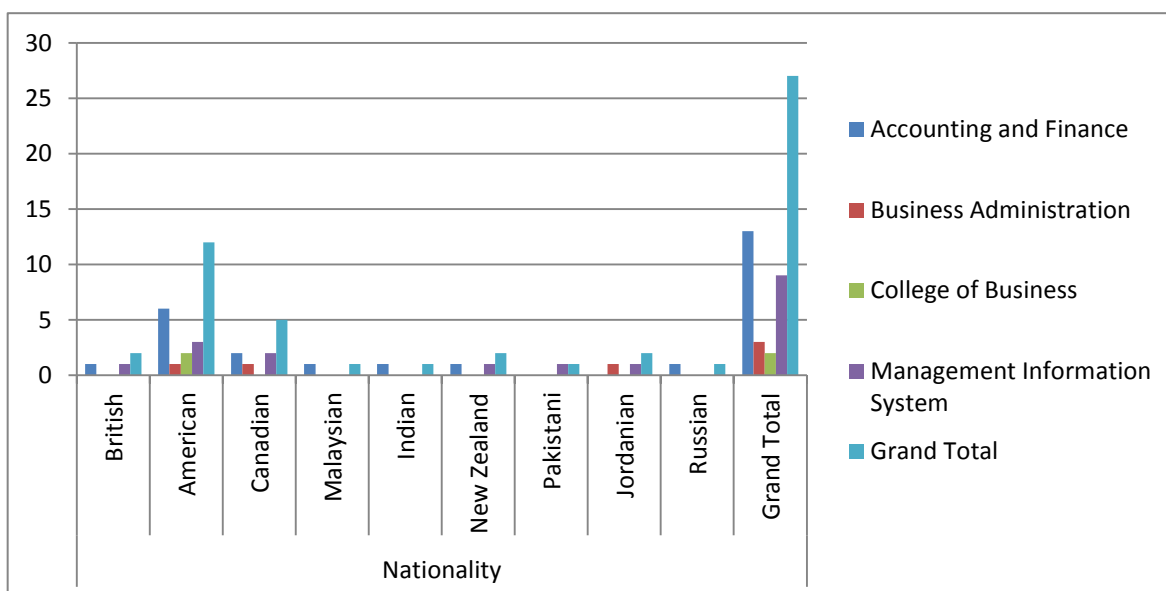
Enrollment has continued to grow progressively since 2009: increasing 32% by 2011; 38% more male students and 61% more female. A total enrolment of 820 students; included in these figures is approximately 8.45% of the students that are non Saudi, with diversity that includes a population of 15 different nationalities. Female students account for the greater percentage in every program. Again, these statistics contribute to the reputation and progressiveness of the College. The College is offering 73 course specification including Assessment and Internships, with the addition of new programs such as: HRM, SCM, and Principles of Management the expectancy is the continued escalation and sustainability of the student body

2.2.3.7 GROWTH OF FACULTY

Through (2009 – 2011) COBA has seen the same intense growth with faculty; more than doubling from 2009 of 10 Instructors to 24 Instructors of Assistant Professors, Associate Professor, and Professors. Added to this are the COBA staff, that rose to 3 fulltime support staff; 2 on the male campus, and 1 on the female campus. As the female campus continues to outpace the male campus, steps have been implemented to add a female Business Coordinator, another female staff member, and hire up to 7 more female instructors.

Count of Nationality	Nationality									
Department	British	American	Canadian	Malaysian	Indian	New Zealand	Pakistani	Jordanian	Russian	Grand Total
Accounting and Finance	1	6	2	1	1	1			1	13
Business Administration		1	1					1		3
College of Business		2								2
Management Information System	1	3	2			1	1	1		9
Grand Total	2	12	5	1	1	2	1	2	1	27

Table 4.12 – Growth of Faculty



COMMENTS AND OBSERVATIONS

COBA has maintained one lab on the male campus, with 20 computers and internet access, and another 24 in the classroom. This lab is utilized for general research, assignments, and Faculty advising. Efforts are underway to establish a computer lab on the female campus with the same intent of purpose. Note that with the advent and advancements in computer technologies: many / most of our student body carry devices such as laptops, net-books, iPads, and multifunctional cell phones. These devices are used in and out of class and at time in lieu of the lab, which reflects the change of modern “connectiveness”, and real time business communication practices in an ever changing business world.

2.2.3.8 COLLEGE USE OF LIBRARY RESOURCES

Within COBA there are four lines of study. Within these lines of study: Business administration, Finance, accounting, MIS, etc, there is an ever increasing number of classes: each with its own and unique tools, books, and materials. Library services have become more of a valued tool in peer reviewed research and academic achievement. Tools that have proven to be very effective and supportive, such as: subscription to EBSCOhost, ProQuest and Lexus Nexis to name a few.

2.2.3.9 CURRICULUM

CURRICULUM REVIEW

The College of Business Administration has and continues to follow the base curriculum set by the Texas International Education Consortium (TIEC). This curriculum has undergone periodical reviews where each course, syllabi, and textbook are evaluated. During December of 2011 TIEC initiated a University wide assessment of all syllabi and textbook. This review will come forth during the mid year of 2012.

ADDITION OF NEW COURSES

Human Resource Management – this course serves as an introduction of the human resource concepts in modern organizations (known in the past as personnel and industrial relations). It covers different aspects of managing the human factor in organizations using the tools necessary for its effective management. Coverage includes aspects such as: forecasting needs, recruitment, selection, compensation, training, development, evaluation, discipline, and employee assistance.

Strategic Management – this course is designed to provide an integrated top-management perspective for business, finance and accountancy students. It will examine how corporations can formulate and implement strategies to build and sustain their competitive advantage. Emphasis is on decision-making in the face of changing conditions.

Principles of Management – the purpose of this course is to present modern concepts of management to the students and help them to develop skills in analysis of business

organizations: both in terms of their internal functioning, and interaction with the environment. In addition, various schools of management thought, their impact on the decision making process, and on organizational performance are evaluated.

Organizational Behavior – this course provides students with techniques to effectively work in an organization. Theories of leadership, team management and motivation are addressed. The students work on cases in teams and complete both written and oral presentations. The internet and library services are used extensively to collect relevant information for the cases.

Business Negotiation – Students improve their professional competency through the negotiations exercises in the course. They also draw upon creative thinking and problem solving skills. The skills relating to the interpersonal relationships are enhanced through the learning and practices of this course.

Supply Chain Management – this course requires students to utilize their analytical skills. The cases and the semester capstone project require students to work in teams: with both oral and written presentations of the material. The Internet is used to collect relevant information for the cases and project. Microsoft Excel is used as a tool to analyze cases and homework assignments.

ADDITION OF NEW PROGRAM

Executive Master in Business Administration (EMBA) has successfully completed 2 intakes. The EMBA is the first graduate-level program to be offered by the University; and from the second intake, managed as a division by the College of Business Administration. The EMBA program was designed by TIEC and as a lock-step format, in which each entering group of students takes the same courses at the same time. This ensures the University's ability to maintain quality by providing a uniform offering to all students. The second intake of 17 students will be working on the completion of their thesis and the defense thereafter in the first quarter of 2012.

INTRODUCTION OF NEW PROGRAMS

Master of Business Administration (MBA) the proposed MBA program is designed for interested professionals in developing and acquiring knowledge beyond their degree to benefit their job prospects or make significant contribution to business and society. These MBA students may or may not have extensive work experience after their initial degree. The program will be a significant part of PMU and the COBA's mission to provide connections with, and services to, the surrounding business community in the Eastern Province, in the Kingdom of Saudi Arabia (KSA), and in the global marketplace. The MBA program will be an introduction to research based management programs. The MBA program outcome will allow graduate students to enter into and contribute to the field of research based management. The introduction of the MBA program is scheduled for Fall of 2012.

Entrepreneurial Center was an idea and proposal developed in the College of Business that has grown to the formation and operation of the first PMU Center for Entrepreneurship. PMU's Center for Entrepreneurship will be a turnkey research based business organization designed to train future entrepreneurs, fund business projects, and manage those businesses through continued consulting services to empower our students to impact society. Resumes and career paths are emphasized. The Center is currently under the capable direction of experienced business and academic professionals of the Business Development and Continuing Education department.

Business Plan Competition, along with the development of the Center for Entrepreneurship; the College of Business proposed the first Business Plan Competition. This competition was designed to support and help generate original ideas, and concepts that may lead to a business start up. The completion looks for competitors who engage in original thought, creates leadership that empowers economic growth and sustainability that has an impact on our community at large. The competition is currently under the capable direction of the Business Development and Continuing Education department.

Continuing Education, within the same vein of Center for Entrepreneurship and the Business Plan Competition: the College of Business proposed a Center of Continuing Education. As PMU - COBA is in the business of education and training, both Centers vision is to prepare future leaders by developing intelligence through innovation and technologies; and removing barriers between the academic and business society, as our mission defers. With these educational and facility resources, COBA would offer a wide range of educational and training options: seminars, workshops, and business simulations that can be customized to fit any business needs. Courses would be taught on the PMU campus, off-site or on-site: upon customer's request. The continuing education program is currently under the capable direction of the Business Development and Continuing Education department.

INTRODUCTION OF NEW TEACHING METHODS AND TOOLS

The use of "**Live Case Studies**" – contacting local companies and soliciting their support in providing "Real" existing cases / issues / problems that they currently face and need support in resolving. The cases analyzed and researched are centered upon topics, such as: organizational development, selling and marketing, strategic planning, and research based management, etc.

Guest Speakers – using local businessmen to come to the university to give the "Practical side" of business to individual classes and in the lecture hall for groups. Local businessmen as stakeholders in our student outcomes help evaluate final projects and presentations, and thus are exposed to our student population, and possible internships can be developed.

"Coffee Talk" – Outside the university grounds: meetings are conducted by faculty and businessmen with groups of students for informal "coffee talks" about current business topics and company situational strengths, weakness, opportunities and threats (SWOT analysis). Examples of coffee talk topics include: "Lessons learned from Starbucks", "Wal-Mart: too big to fail", "Occupying Wall street", "Saudi Women in Business", "Immigration issues and how this affects Saudi Arabia": to name a few topics.

YouTube Videos are being used for lecture reviews; these videos are normally 3 – 5 minute videos and are used as a tool to review weekly lectures and post announcements online for each class. PMU and COBA are keeping up with the information technology of the future.

Audio interviews can be, and are played during class for students, (e.g.) “The Invention of Money” produced by PBS (with academic integrity).

Business site visits are being exploited. Field trips to local business are organized, where the student has the opportunity to see the “back of the house” of operations, and they get to meet with the line personnel, managers, and General Manager who make the company operational. Students have an opportunity to network for future careers and companies get to meet potential PMU students for internships or entry level employment.

Lecture Series are being organized for the general PMU student population, (e.g.) “The School of Hard Knocks”, “E-learning”, and degree focused topics that demonstrate to our student body professional presentations that deliver focus, and creative soft people skills that reach an audience for successful business goals and outcomes.

2.2.3.10 ACCREDITATION

National Commission for Academic Accreditation & Assessment (NCAAA) the College of Business Administration has worked diligently to produce the necessary documents needed by the Dean of Quality Assurance (DQA). This production consisted of the gathering, analysis, organization, and presentation of 14 critical areas, including the eleven NCAAA standards which require evidence. This process produced over 33 binders of COBA information for self evaluation: demonstrating academic growth.

Association to Advance Collegiate Schools of Business (AACSB) has been a goal for the past year and a half. The College of Business has taken steps toward laying the foundation for the 20 standards of the AACSB. These steps have included the establishment of an AACSB Coordinator, committees to introduce responsible change that educate and cooperate with COBA’s stakeholders, which includes: Students, Faculty, Administration, Staff, Parents, Community, Business, Government, and other Universities. Over the course of four months several surveys, questionnaires, meetings, face to face interviews have been performed. These results are being analyzed, organized, and presented via committee to appropriate decision makers to meet the requirements of AACSB: for growth through self evaluation, for improvement, and change to meet the requirements of academic maturity and success.

2.2.3.11 ENDOWED CHAIRS

From the 2009 College of Business Administration proposal for three Endowed Chairs, we are proud to take steps forward with the approved sponsorship from Saudi Aramco for an Endowed Chair in Global Supply Chain Management. The search for qualified Endowed Chair candidates is in progress and projected to see new Endowed Chairs join COBA midyear of 2012 and forward.

2.2.3.12 SCHOLARLY ACTIVITIES

Faculty Research

College of Business Administration has increased its focus and has requested from faculty to engage in peer reviewed research as part of their commitment to the College and University. COBA has established a Research Committee to support individual and team publishing efforts. Along with the Research Committee COBA has initiated peer reviewed research portfolio.

Journals

2009 – 2011 COBA has witnessed an increase of 13.8% of our faculty whom have successfully published in peer reviewed forums.

Citations

COBA faculty has successfully been cited in other publications 5 separate times from 2009 – 2011.

2.2.4 COLLEGE OF COMPUTER ENGINEERING AND SCIENCE

2.2.4.1 SUMMARY

This report provides a somewhat detailed description of the achievements of the College of Computer Engineering & Science during the Academic Year 2010-2011. The achievements are a starting point for the ambition of the College of Computer Engineering & Science to become one of the most well-known in the region and GCC countries. What is achieved this year will be nothing compared to what is to be achieved next year and so on. As more resources are available to the college, more and more initiatives will be tasked to individuals in the college and will be delivered on time.

2.2.4.2 INTRODUCTION

The College of Computer Engineering & Science will provide the structure and organization for male and female students to successfully pursue degree programs in Information Technology, Computer Science, and Computer Engineering at the undergraduate level.

2.2.4.3 VISSION

The College of Computer Engineering & Science will provide a unique and distinguished academic unit that participates in:

- Preparing future Information Technology and Computer Science and Engineering professionals and leaders who can support the emergence of Saudi Arabia as a global IT resource.
- Enriching and developing Information Technology intellectual resources.
- Exploring innovative instructional methodologies and technologies to provide the highest quality effective preparation of information technology professionals.
- Establishing communication and the exchange of ideas between the academic and business communities.

2.2.4.4 MISSION & OBJECTIVES

The College of Computer Engineering & Science aims to achieve the following objectives:

- Contribute to advancement of human intelligence and to the promulgation and development of knowledge and understanding in the Information Technology domain.
- Prepare professionals in Information Technology and Computer Science and Engineering, through the utilization of innovative educational processes, in a modern technological environment.
- Transform the graduate to play a pioneering and leading role in the community, enabling him or her to take responsibilities and contribute to solving problems through innovative thinking, collective work, reflection, and self-development.
- Link academic programs and specializations with actual requirements of the surrounding work environment. This will be achieved by maintaining effective partnerships between the university and local business and industry.
- Guide research activities to create solutions for persistent problems in surrounding communities through applied research and technical consultation. The importance of performing basic scientific research for enriching human intelligence should not be neglected.
- Provide community service through continuous training and education.
- Provide community service through continuous training and education.

2.2.4.5 OVERVIEW OF ACADEMIC PROGRAMS

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

This degree program will provide appropriate professional preparation for students working toward careers in Information Technology department supporting the management and administration of information systems in commercial and public organizations.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

This degree program will provide appropriate professional preparation for students working toward careers in software engineering, network administration and database administration for both commercial and public organizations. This program also will offer excellent preparation for students intending to study at the advanced degree level.

BACHELOR OF SCIENCE IN COMPUTER ENGINEERING

This degree program will provide appropriate professional preparation for students working toward careers in hardware and network design, and systems integration. This program will offer excellent preparation for students intending to study at the advanced degree level.

2.2.4.6 COLLEGE ADMINISTRATION

The College of Computer Engineering & Science will fall under the authority of the Vice Rector of Academic Affairs and will be administered by the Dean of the College of Computer Engineering & Science.

The College of Computer Engineering & Science will be responsible for the organization and administration of three-degree programs:

- **Bachelor of Science in Information Technology**
- **Bachelor of Science in Computer Science**
- **Bachelor of Science in Computer Engineering**

DEPARTMENTAL ADMINISTRATION

Responsibility and authority for the daily operation of the college's three degree programs will lie in its two departments: the Department of Information Technology and the Department of Computer Science and Engineering.

- The Department of Information Technology will be responsible for the operation, administration and management of the degree program, including degree-specific and elective requirements, for the Bachelor of Science in Information Technology. It also will administer the general IT (GEIT) courses that are required of all students in the college.
- The Department of Computer Engineering will be responsible for the operation, administration and management of the degree programs, including degree-specific and elective requirements, for the Bachelor of Science in Computer Engineering.
- The Department of Computer Science will be responsible for the operation, administration and management of the degree programs, including degree-specific and elective requirements, for the Bachelor of Science.

In each department, a Chair will oversee instruction of male students and an Associate Chair will oversee instruction of female students.

The Three-Department Structure

Although the college had a 2-department middle tier, we are now in a position to go with the 3-department structure which matches the services that are offered perfectly.

Departmental Responsibilities

The departments within the College of Computer Engineering & Science will set the tone for the entire college, including the relationships among faculty, students, and potential employing organizations. Smoothly run operations, therefore, will be essential to the success or the program. Each department will be responsible for:

- **Appropriate academic advising for students:** The department will strive to provide academic advising to students on an individual basis so as to determine the most appropriate course of study.
- **Tutoring and remediation:** In cooperation with the PMU Learning Resources Center, the faculty of the college will create tutoring and supplementary instructional programs to assist students who need extra assistance with academic programs or study skills. (A detailed discussion of such offerings and the organization that will provide them is provided in the report Learning Resources Center.)
- **Maintenance and development of the curriculum:** The department will manage continuous curriculum review and improvement. This function will be primarily the responsibility of the professorial faculty.
- **Provision of course materials to students:** Each student should be provided with all course materials by the program administration. These materials will include: textbooks, cases, articles, and in general any readings that the students are expected to prepare. Providing these materials will ensure that all students will receive the same material, will protect the copyrights of the material, and will be an added benefit to the students.
- **Maintaining the class calendar:** The calendar for each class of entering students will be published and followed from the first day of each academic semester. This calendar will show class meeting dates. It also will let students know in advance the dates for which they must prepare materials.
- **Evaluation of faculty:** The department will be responsible for the implementation of PMU policies and procedures for the evaluation of faculty. Each department will be responsible for providing appropriate data and information to the College of Computer Engineering & Science and to the university as required.

2.2.4.7 STUDENT ENROLLMENT STATISTICS AND ACHIEVEMENTS

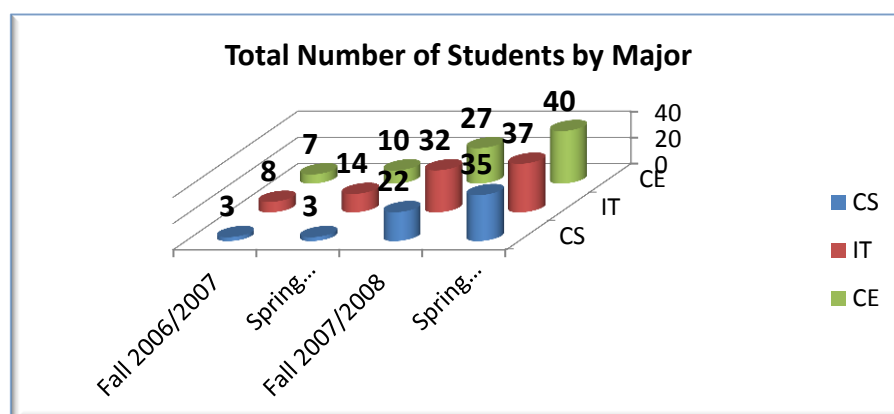
2.2.4.7.1 Enrollment by Program

PMU NUMBER OF STUDENTS PER SEMESTER BY MAJOR																							
College	Major	Fall Semester 2006/2007		Spring Semester 2006/2007		Fall Semester 2007/2008		Spring Semester 2007/2008		Fall Semester 2008/2009		Spring Semester 2008/2009		Fall Semester 2009/2010		Spring Semester 2009/2010		Fall Semester 2010/2011		Spring Semester 2010/2011		Fall Semester 2011/2012	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
College of Computer Engineering and Sciences	Preparatory	see below*		see below*		see below*		see below*		178	70	29	59	41	79	31	51	41	74	34	68	38	122
	IT	8		14		32		37		22	31	21	43	31	50	31	58	35	78	41	69	35	70
	Computer Science	3		3		22		35		5	36	4	36	6	40	8	39	10	37	12	36	13	45
	Computer Eng'g	7		10		27		40		25	40	35	43	39	60	39	70	38	81	44	83	52	94
	TOTAL	18		27		81		112		230	177	89	181	117	229	109	218	124	270	131	256	138	331
TOTAL PER SEMESTER		18		27		81		112		407		270		346		327		394		387		469	

The growth in enrollment within CCES has jumped from 18 in 2006/07 to 469 in 2011/12 which, while still far below the TIEC projections of 1500 is still a healthy number. In the coming year, we aim to increase this number to around 650.

CCES Enrollment Growth from 2006 to 2008 – Unisex Data

Major	Fall 2006/2007	Spring 2006/2007	Fall 2007/2008	Spring 2007/2008
CS	3	3	22	35
IT	8	14	32	37
CE	7	10	27	40
Total	15	24	59	77



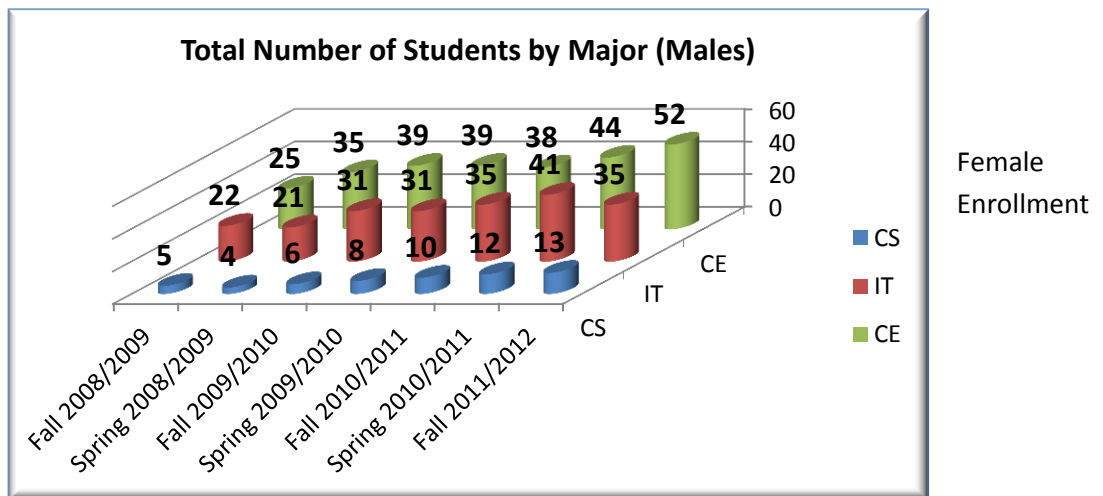
2.2.4.7.2 Enrollment Gender Division

The numbers above also show that the male to female ratio of enrollment is quite low, especially in the Prep program. This is due to many factors, one of which is the high enrollment numbers in the (Male Only) Mechanical Engineering major within College of Engineering. We do not anticipate a major shift in this balance over the next academic year.

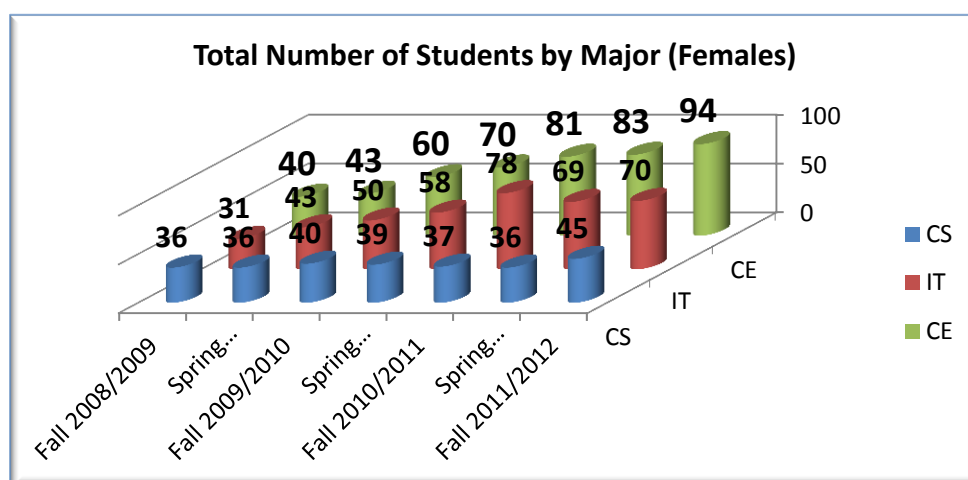
New Students by Major/Gender - Fall semester 2008/9 to Fall 2011/12

Male Enrollment

Major	Fall 2008/2009	Spring 2008/2009	Fall 2009/2010	Spring 2009/2010	Fall 2010/2011	Spring 2010/2011	Fall 2011/2012
CS	5	4	6	8	10	12	13
IT	22	21	31	31	35	41	35
CE	25	35	39	39	38	44	52
Total	47	56	70	70	73	85	87



Major	Fall 2008/2009	Spring 2008/2009	Fall 2009/2010	Spring 2009/2010	Fall 2010/2011	Spring 2010/2011	Fall 2011/2012
CS	36	36	40	39	37	36	45
IT	31	43	50	58	78	69	70
CE	40	43	60	70	81	83	94
Total	71	86	110	128	159	152	164

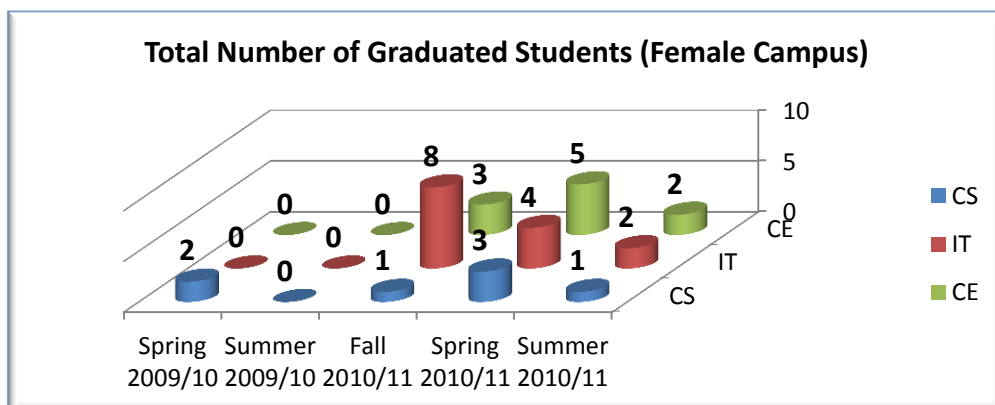
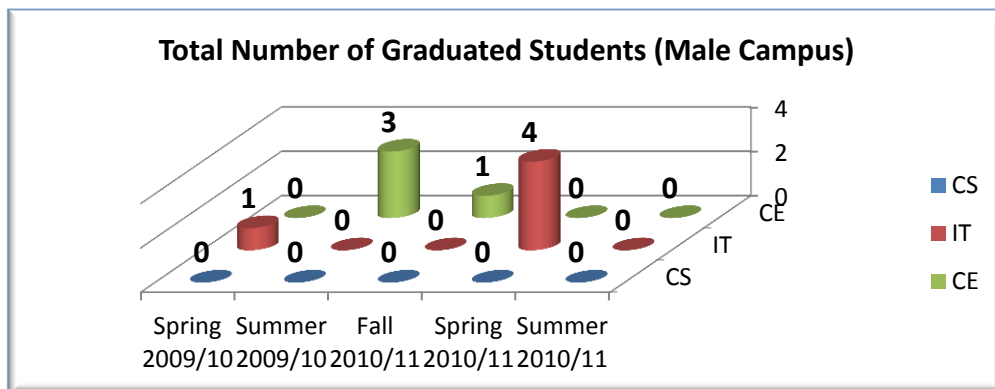


2.2.4.7.3 Total Enrollment by Nationality – Fall 2011/12

Major	Saudi		Non-Saudi		Total
	Male	Female	Male	Female	
IT	37	95	7	4	143
CE	66	138	6	10	220
CS	19	79	3	5	106

2.2.4.7.4 Total Number of Graduate Students

Major	Spring 2009/2010		Summer 2009/2010		Fall 2010/2011		Spring 2010/2011		Summer 2010/2011		Total MALE	Total FEMALE
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
IT	1	0	0	0	0	8	4	4	0	2	5	14
CE	0	0	3	0	1	3	0	5	0	2	4	10
CS	0	2	0	0	0	1	0	3	0	1	0	7
Total Graduated Students:											9	31



2.2.4.7.5 Observation and Comments

In comparison with the actual number of students and the numbers predicted by TIEC. The following observations can be seen:

- The college Departments were not supposed to start enrolling students until 2007-2008, yet we started enrolling students from 2006.
- Enrollment of Students in Majors such as Computer Engineering is higher than Computer Science and IT, the opposite was predicted by TIEC.
- The number of Students enrolled in Computer Science on the Male side is of concern and should be looked at by the college administration in consultation with Admission office.

2.2.4.7.6 Achievements and Clubs

CCES have been very active over the last academic year with various seminars, presentations and clubs. Many of the events that were organized or attended by CCES students had major commercial vendors involved either as speakers or exhibitors, including the big names in the business Microsoft, Oracle and CISCO. Those events that were run last year also involved local business involvement from ARAMCO for instance.

On the student's clubs front, CCES students, especially on the female side have been proactive in gaining recognition from commercial vendors, for example, we have a Google representative amongst our students.

We also have a **Microsoft Developers club**. Further, we have our students participating in regional events, most recently **the Microsoft Phone Developers Camp** event attended by many of our students as well as Dr Nazeeruddin from the faculty. Some of our students are also active under various non-CCES umbrellas like Student Affairs in events and seminars, for instance a few of our students were instrumental in the setting up, organization and execution of the recent **Most Competitive Youth Awards** event.

In terms of **research**, two of our female students; Fatima Albahar and Noor Alshamasi submitted a research article:

Design of Solar Powered LED Street Lights: Towards Sustainable Development, IEEE GCC Conference / Women in Engineering, Science and Technology Forum, Dubai, United Arab Emirates, February 2011.

"..This project was about the design of street lights that only depends on solar energy. The implementation will certainly require a huge investment and way more studies, but in the long term this is the only viable solution to save our planet..."

The one page Abstract has been accepted through a rigorous selection process; students and Dr Dilek Dustegor presented the poster during the Women in Engineering, Science

and Technology Forum which was part of the IEEE GCC Conference. The Abstract was included in the forum CD and distributed to all participants.

CCES students on the male side have implemented some quite useful **senior projects**; two of the most prominent are:

Quality Assurance Assistant: This is an automated document generator that utilizes database technology to generate some of the course documents required for Quality Assurance documentation. These include Course Reports and Course Spec sheets for now with potential to add other later.

On-Line Attendance System. This is a system that can be used by teaching faculty to count and control attendance figures and report to registry automatically on the absences that reach the 5%-15% thresholds.

2.2.4.8 FACULTY

2.2.4.8.1 New Hires

The College of Computer Engineering & Science has 4 new faculty members for this year. The table below highlights the new recruits with their rank, qualifications, specializations, and nationality.

CCES - Faculty Listing (Fall 2011/2012)					
S/N	Faculty Name	Rank	Qualifications	Specialization	Nationality
1	Dr. Ghassen Ben Brahim	Assistant Professor	PHD	Computer Science	American
2	Mr. Khaled Fawagreh	Instructor	MS/MA	Computer Science	Canadian
3	Ms. Yasmin Ansari	Lab Instructor/Instructor	MS/MA	Computer Engineering	Pakistani
4	Dr. Abul Bashar	Assistant Professor	PHD- Nov2011	Computing & Information Engineering	Indian

2.2.4.8.2 Current Faculty: Over 3 Semesters with PMU

CCES - Faculty Listing (Fall 2011/2012)					
S/N	Faculty Name	Rank	Qualifications	Specialization	Nationality
1	Dr. Jaafar Alghazo	Assistant Professor, DEAN	PHD	Computer Engineering	American
2	Dr. Loay Alzubaidi	Assistant Professor, CHAIR	PHD	Computer Science and Engineering	Austrian
3	Dr. Ammar Elhassan	Assistant Professor, CHAIR	PHD	Computer Science and IT	British
4	Dr. Shahabuddin Muhammad	Assistant Professor	PHD	Computer Science	Pakistani
5	Dr. Marius Nagy	Assistant Professor	PHD	Computer Science	Canadian
6	Dr. Nazeeruddin Mohammad	Assistant Professor	PHD	Computer Science	Australian
7	Mr. Zafar Kazimi	Lab Coordinator	MS/MA	Internet Engineering	Indian
9	Mr. Mohammad Zikria	Lab Instructor	MS/MA	Computer Application	Indian
10	Dr. Naya Nagy	Assistant Professor	PHD	Computer Science	Canadian
11	Dr. Dilek Dustegor	Assistant Professor	PHD	Control Computer and Engineering	Turkish
12	Ms. Wesal Ali	Lab Coordinator	MS/MA	Computer System	Australian
13	Ms. Rana Abou Khamis	Lab Instructor	BS/BA	System and Network	Canadian
14	Ms. Hafsa Nadia	Lab Instructor	BS/BA	Electronics	Indian

2.2.4.8.3 Faculty Numbers Growth

	Number of Faculty																	
	2006 – 07			2007-08			2008-09			2009-10			2010-11			2011-12		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
CCES (Full time)	0	0	0	2	1	3	2	3	8	7	6	13	6	6	12	11	3	14
Joint faculty	0	0	0	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0
Lab Instructors	0	0	0	1	1	2	2	2	4	1	2	3	2	3	5	1	3	4
Grand Total	0	0	0	3	2	5	5	6	14	8	9	17	8	9	17	12	6	18

2.2.4.9 LABS

2.2.4.9.1 Forecast Number of Labs by TIEC

College of Information Technology					
Information Technology	Open-Use Computer Lab (2 + 2)	1	2007	1	2007
		1	2008	1	2008
	Network Management Lab (1 + 1)	1	2009	1	2009 ITAP 2431
	Network Security Lab (1 + 1)	1	2010	1	2010 ITAP 3431
Computer Science & Engineering [See EEEN for COEN labs]	Open-Use Computer Lab (2 + 2)	1	2010	1	2010
		1	2011	1	2011
	Parallel Computing Lab	Note #4	2011	Note #4	2011 COSC 4311 (elective only)

2.2.4.9.2 Actual Number of Labs

<u>College of Computer Engineering & Science</u>		Male campus		Female campus	
COMPUTER ENGINEERING	Open-Use Computer Lab	1		1	
	Specialized labs	Shared with EE		1 operational Spring 2009	
COMPUTER SCIENCE	Open-Use Computer Lab	0		0	
	Specialized Labs	1 Operational Spring 2009		1 Operational Spring 2009	
IT	Open-Use Computer Lab	0		0	
	Specialized Labs	1 Operational Spring 2009		1 Operational Spring 2009	
Total labs available		3		4	

2.2.4.9.3 CISCO Academy

For the CISCO Academy plan within CCES, we are at an advanced stage of implementation right now, with and the equipment starting to arrive and configuration already started.

A. Rooms

the rooms on Male and Female campuses already designated (S054 & F137 respectively)

B. Hardware

Cisco 2800 Routers (3-4 each per campus). Already arrived, will be installed in the next 2 weeks, by the Vendors (Darbeta)

9 Male + 13 Female Dell 790N Optiplex System already arrived, being installed by PMU IT.

C. Software

Windows 7 OS Packet Tracer + Wireshark. Arrived, installed by PMU IT

D. Training

Regional Academy will be providing this as soon as we request it. 1 Week for certified staff, 3 weeks for others. Expected spring 2011/12

2.2.4.10 CURRICULUM

Curriculum Review

The College of Computer Engineering & Science curriculum has gone through an initial review to ensure that it is correct and without any mistakes. Based on the initial review, several issues were identified and several proposals were submitted to the academic committee and the University Council in order to enhance students learning environment. These proposals are highlighted below in more details.

A. College Requirements:

1- **Rename:**

- a. GEIT 3341: Database Design → GEIT 3341: Database Systems
- b. GEIT 3351: Software Engineering I → GEIT 3351: Principles of Software Engineering
- c. GEIT 4351: Software Engineering II → COSC 4351: Formal Methods in Software Engineering
- d. COSC 3421: Data Structure → GEIT 2421: Data Structures
- e. GEIT 1311: Computer Organization → GEIT 2311: Computer Organization

2- **Move:**

- a. Move COSC 4351: Formal Methods in Software Engineering to the IT elective list
- b. Move GEIT 2421: Data Structures from Department Requirements to College Requirements

B. Departments Requirements:

- 1- Move GEIT 2421: Data Structures from the Department Requirements to College Requirements.
- 2- Split COSC 2331: Discrete Structures into two separate courses, COSC 2331: Mathematical Reasoning and Algorithmic Thinking and COSC 2332: Discrete Structures and Combinatorial Analysis.
- 3- Remove COSC 3343: Database Theory as a Departmental Requirement for the Computer Science degree.
- 4- Rename ITAP 1312: Web Programming as ITAP 1412: Web Programming.
- 5- Rename COSC 4363: Automata Theory as COSC 4363: Theory of Computation.

- 6- Rename COSC 3351: Algorithms as COSC 3351: Algorithms I

- 7- Remove COSC 3313: Human-Computer Interaction as a required course and approve it as an Elective under the name COSC 3313: User Interface Development.

- 8- The course sequence should be changed to reflect all the recommendations. The suggested sequence is shown in the new study plan below. In particular, ITAP 1412 Web Programming should be taken in the first semester of the first year as an introductory course to computers, Internet and programming (without any prerequisites).

- 9- The course Pre-requisites for the courses in the study plan has been updated to meet the new study plan requirements. This includes changing pre-requisites of courses already existing in the old study plan.

- 10- Add new Elective courses to the Computer Science program (as described in the Elective Courses List)

- 11- Combine the COEN 2311: Circuits I and the COEN 2111: Circuits I Lab into one course COEN 2411: Circuits I

- 12- Eliminate COEN 3312: Circuits II

- 13- Eliminate ITAP 3431: Network Security and approve it as an Elective

- 14- Eliminate ITAP 2431: Network Management

- 15- Eliminate COEN 3322: Signals and Systems

- 16- Add a new course called Embedded Systems w/lab. The recommended code is COEN 4413

- 17- Add the Course COSC 4361 Operating Systems as a CORE to computer engineering, but add a 1- credit hour lab component. (Recommend topics of COSC 3411 are embedded as lab components in COSC 4361: Operating Systems. The new code, number and name for the course are recommended to be COSC 3411: Operating Systems).

- 18- Add new Elective courses to the computer engineering program (as describe in the Elective Courses List)

2.2.4.11 ACCREDITATION

The College of Computer Engineering & Science is working closely with the Quality center in providing the required documents for achieving the NCAAA. The College of Computer Engineering & Science has submitted the following documents for the spring semester 08 in order to fulfill the requirements of the Ministry of Higher Education. The submitted documents are:

1. Course Reports
2. Course Specifications
3. Student Evaluation Surveys
 - a. Course Evaluation Survey (CES)
 - b. Student Experience Survey (SES)
 - c. Program Evaluation Survey (PES)
4. Program Specification
 - a. CE-Program Specification
 - b. CS-Program Specification
 - c. IT-Program Specification
5. Periodic Program Self Study
 - a. CE - Periodic Program Self Study
 - b. CS - Periodic Program Self Study
 - c. IT - Periodic Program Self Study
 - d. CCES Self Study
6. Field Experience Reports
7. Field Experience Specifications
8. CCES Catalog
9. Course Portfolio

The Course Portfolio is a hard-copy report that is submitted per class per faculty member for every taught course; this is submitted at the end of every semester and kept in the respective department for a period of 2 semesters. The contents of the Course Portfolio include:

- a. Copy of the course syllabus
- b. Sample of the midterm exam (or first & second exam) and final exam
- c. Three samples of the students answer for the midterm exam (the best , the worst and the middle)
- d. The answer sheet of the final exam (for all students)
- e. Sample of the project (if exists)
- f. Sample of the assignment
- g. Course specification document
- h. Course description document
- i. Grading sheet.

2.2.4.12 ENDOWMENT OF CHAIRS

After careful consideration of the objectives of PMU as a premier academic institution and the expertise, interests and strategic advantages of the donor organization, the College of

Computer Engineering & Science proposed three endowed chairs for consideration and selection by Saudi Aramco and they were as follow:

- Endowed chair in High Performance Computing
- Endowed Chair in Reconfigurable Computing
- Endowed Chair in Technology and Information Management
- Prince Salman Endowed Chair in Information Security

Saudi Aramco has approved to sponsor the Endowed Chair in Technology and Information Management and we are pleased to report that Dr T. Nair has arrived and has commenced his work with us.

This Year witnessed the establishment of the Prince Salman bin Abdulaziz Endowed Chair of Information Security. The documentation and launch of the chair has commenced and the chair was initially inaugurated by his Royal Highness Prince Salman Bin AbdulAlaziz.

2.2.4.13 SCHOLARLY ACTIVITIES

Faculty Research

The College of Computer Engineering & Science faculties are actively pursuing research projects. Below is a small example of these publications. A complete list of publication for all faculties for year 2010 can be provided upon request.

Research will be encouraged among the College of Computer Engineering & Science faculty as the Scientific Council is working on developing all the policies and procedures for the University research.

Research output as at Spring 2011/12:

Conference	Faculty Name	Academic Rank	Published Papers	Year
Conference	Dr. Jaafar Alghazo	Assistant Professor	1. Computation of Coronary Sinus Pressure Using Pattern Recognition Techniques	2012
Conference	Dr. Jaafar Alghazo		2. Modeling and Synthesis of Human Insulin Secretion Mechanism Using CAD IAENG IMECS 2012 - International MultiConference of Engineers and Computer Scientists 2012 (IMECS 2012). Conference proceeding published by IAENG (ISBN: 978-988-19251-1-4)	2012
Conference	Dr. Loay Alzubaidi	Assistant Professor	1. Computation of Coronary Sinus Pressure Using Pattern Recognition Techniques, 2011, International Conference on Bioinformatics and Computational Biology BIOCOMP 2011 conference (Las Vegas - US)	2011
Conference	Dr. Loay Alzubaidi		2. Modeling and Synthesis of Human Insulin Secretion Mechanism Using CAD IAENG IMECS 2012 - International MultiConference of Engineers and Computer Scientists 2012 (IMECS 2012). Conference proceeding published by IAENG (ISBN: 978-988-19251-1-4)	2012
Conference	Dr. Ammar Elhassan	Assistant Professor	1. Computation of Coronary Sinus Pressure Using Pattern Recognition Techniques	2012
Conference	Dr. Ammar Elhassan		2. Modeling and Synthesis of Human Insulin Secretion Mechanism Using CAD IAENG IMECS 2012 - International MultiConference of Engineers and Computer Scientists 2012 (IMECS 2012). Conference proceeding published by IAENG (ISBN: 978-988-19251-1-4)	2012
Conference	Dr. Marius Nagy	Assistant Professor	1. Marius Nagy and Naya Nagy, "Quantum Tic-Tac-Toe: A Genuine Probabilistic Approach". Proceedings of the Satellite Workshops of UC 2011. June 6-10, 2011, Turku, Finland. In: Mike Stannet et al, Eds., TUCS (Turku Centre of Computer Science) Lecture Notes, No. 14, pages 139-153, June 2011.	2011

Conference	Dr. Naya Nagy	Assistant Professor	1. Marius Nagy and Naya Nagy, "Quantum Tic-Tac-Toe: A Genuine Probabilistic Approach". Proceedings of the Satellite Workshops of UC 2011. June 6-10, 2011, Turku, Finland. In: Mike Stannet et al, Eds., TUCS (Turku Centre of Computer Science) Lecture Notes, No. 14, pages 139-153, June 2011.	2011
Conference	Dr. Shahabuddin Muhammad	Assistant Professor	1. Shahabuddin Muhammad, "Authentication Tests Based on Distributed Temporal Protocol Logic for the Analysis of Security Protocols" appeared in ICIEIS 2011 Malaysia, CCIS Series of Springer LNCS, 2011, Volume 251, Part 1, 214-228.	2011
Conference	Dr. Shahabuddin Muhammad		2. Nazeeruddin Mohammad and Shahabuddin Muhammad, "Modeling and Analyzing MAC Frame Aggregation Techniques in 802.11n Using Bi-dimensional Markovian Model" accepted in NDT 2012 Dubai, to appear in CCIS Series of Springer LNCS, 2012.	2012
Conference	Dr. Nazeeruddin Mohammad	Assistant Professor	1. Nazeeruddin Mohammad and Shahabuddin Muhammad, "Modeling and Analyzing MAC Frame Aggregation Techniques in 802.11n Using Bi-dimensional Markovian Model" accepted in NDT 2012 Dubai, to appear in CCIS Series of Springer LNCS, 2012.	2012
Conference	Dr. Dilek Dustegor	Assistant Professor	1. Towards Increased Usage of Solar Energy in Residential Areas: How Ready is the Society to that Transition in the GCC Countries?, accepted for publication In the Proc. of the 3rd Annual Gulf Research Meeting, Cambridge, July 2012 (N. M. Felemban, D. Düşteğör)	2012
Conference	Dr. Dilek Dustegor		2. An Agent-Based Wide Area Protection Scheme for Self-Healing Grids. In the Proc. of the IEEE Innovative Smart Grid Technologies Middle-East, 2011 (D. Düşteğör).	2011
Conference	Dr. Dilek Dustegor		3. A Distributed Fault Protection Method for Power Grid with High Penetration of Renewable Energy Sources. In the Proc. of the IEEE Smart-Grid'Comm, 2011 (D. Düşteğör, T. El Mezyani, S. K. Srivastava). Smart Grid Communications (SmartGridComm), 2011 IEEE International Conference on 17-20 Oct. 2011, on page(s) 564-569, E-ISBN: 978-1-4577-1702-4, Print ISBN: 978-1-4577-1704-8	2011

Conference	Dr. Dilek Dustegor		4. Sensor Optimization and Placement for Enhanced Power System Monitoring Using Entropy. In the Proc. of the IEEE Electric Ship Technologies Symposium, 2011 (T. El Mezyani, D. Düşteğör, S. K. Srivastava, D. A. Cartes). Electric Ship Technologies Symposium (ESTS), 2011 IEEE. Issue Date: 10-13 April 2011, on page(s) 187-192, Print ISBN: 978-1-4244-9272-5	2011
Conference	Dr. Dilek Dustegor		5. A Sensor Failure Resilience Metric for Ship-Board Power System. In the Proc. of the IEEE Electric Ship Technologies Symposium, 2011 (D. Düşteğör, T. El-Mezyani, and P.G McLaren). Electric Ship Technologies Symposium (ESTS), 2011 IEEE. Issue Date: 10-13 April 2011, on page(s) 240-243, Print ISBN: 978-1-4244-9272-5	2011
Conference	Dr. Dilek Dustegor		6. Design of Solar Powered LED Street Lights: Towards Sustainable Development, poster presentation at the IEEE GCC Conference/Women in Engineering, Science and Technology Forum, Dubai, United Arab Emirates, February 2011.	2011
Journals	Faculty Name	Academic Rank	Published Papers	Year
Journal	Dr. Jaafar Alghazo		1. Using CAD to Model and Synthesize Human Insulin Secretion Mechanism Canadian Journal on Biomedical Engineering & Technology Vol. 3 No. 2, February 2012	2012
Journal	Dr. Jaafar Alghazo		2. Electrocardiogram based methodology for computing of Coronary Sinus Pressure, 2011, Alzubaidi L, El Hassan A, Al Ghazo J, IJCSI 2011; ISSN: 1694-0814 Vol. 8, Issue 3, pp.382-386;	2011
Journal	Dr. Loay Alzubaidi		1. Electrocardiogram based methodology for computing of Coronary Sinus Pressure, 2011, Alzubaidi L, El Hassan A, Al Ghazo J, IJCSI 2011; ISSN: 1694-0814 Vol. 8, Issue 3, pp.382-386;	2011
Journal	Dr. Loay Alzubaidi		2. Accurate methods of calculating the Coronary Sinus Pressure plateau, 2011, Alzubaidi L. IJCSI 2011; ISSN: 1694-0814 Vol. 8, Issue 1, pp.138-140;	2011
Journal	Dr. Loay Alzubaidi		3. Automatic Computation for Pressure Controlled Intermittent Coronary Sinus Occlusion, 2010, Alzubaidi L, Mohl W, Rattay F. IJCSI 2010; ISSN: 1964-0814-Vol. 7, Issue 6, pp.285-289;	2010

Journal	Dr. Loay Alzubaidi		4. Path Computation Algorithms Using SDH Multiplexing Mechanism IJCSNS International Journal of Computer Science and Network Security, VOL.11 No.10, October 2011	2011
Journal	Dr. Loay Alzubaidi		5. Using CAD to Model and Synthesize Human Insulin Secretion Mechanism Canadian Journal on Biomedical Engineering & Technology Vol. 3 No. 2, February 2012	2012
Journal	Dr. Ammar Elhassan		1. Using CAD to Model and Synthesize Human Insulin Secretion Mechanism Canadian Journal on Biomedical Engineering & Technology Vol. 3 No. 2, February 2012	2012
Journal	Dr. Ammar Elhassan		2. Electrocardiogram based methodology for computing of Coronary Sinus Pressure, 2011, Alzubaidi L, El Hassan A, Al Ghazo J, IJCSI 2011; ISSN: 1694-0814 Vol. 8, Issue 3, pp.382-386;	2011
Journal	Dr. Ghassen Ben Brahim	Assistant Professor	1. Osama Awwad, Ala Al-Fuqaha, Ghassen Ben Brahim, Bilal Khan, Ammar Rayes, "Distributed topology control in large-scale hybrid RF/FSP networks: SIMT GPU-based particle swarm optimization approach" accepted in International Journal of Communication Systems, John Wiley & Sons, Ltd. ISSN-1099-1131, November 22, 2011	2011

Summary:

Faculty Name	Conference	Journal	Total
Dr. Jaafar Alghazo	2	2	4
Dr. Loay Alzubaidi	2	5	7
Dr. Ammar Elhassan	2	2	4
Dr. Marius Nagy	1	0	1
Dr. Naya Nagy	1	0	1
Dr. Shahabuddin Muhammad	2	0	2
Dr. Nazeeruddin Mohammad	1	0	1
Dr. Ghassen Ben Brahim	0	1	1
Dr. Dilek Dustegor	6	0	6

2.2.5 CORE CURRICULUM

2.2.5.1 PREAMBLE

The Core Curriculum Program faculty leads students to think critically with a purpose beyond the classroom. Assignments include reasoning, writing for oral presentation, and critical thinking as tools of discovery, which increases understanding in both university courses and the student's personal life.

2.2.5.2 MISSION

The Core Curriculum Program will furnish PMU students with a seamless progression from the Preparatory Program to eventual graduation in an academic program major and on to employment.

2.2.5.3 VISION

The Core Curriculum Program is the bridge into College majors, setting the content and processes that will be further extended as the student progresses through his or her academic major. To this end students will be introduced to new concepts, processes and technologies.

2.2.5.4 STATISTICS

In the academic years 2009/2011 the Core programs grew in terms of faculty and students. Faculty members reached approximately 50 (20 female and 30 male faculty members).

Table 1. Growth of enrollment in Department of Mathematics & Natural Sciences Courses

	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Male	669	617	912	915	1010
Female	779	751	808	893	914

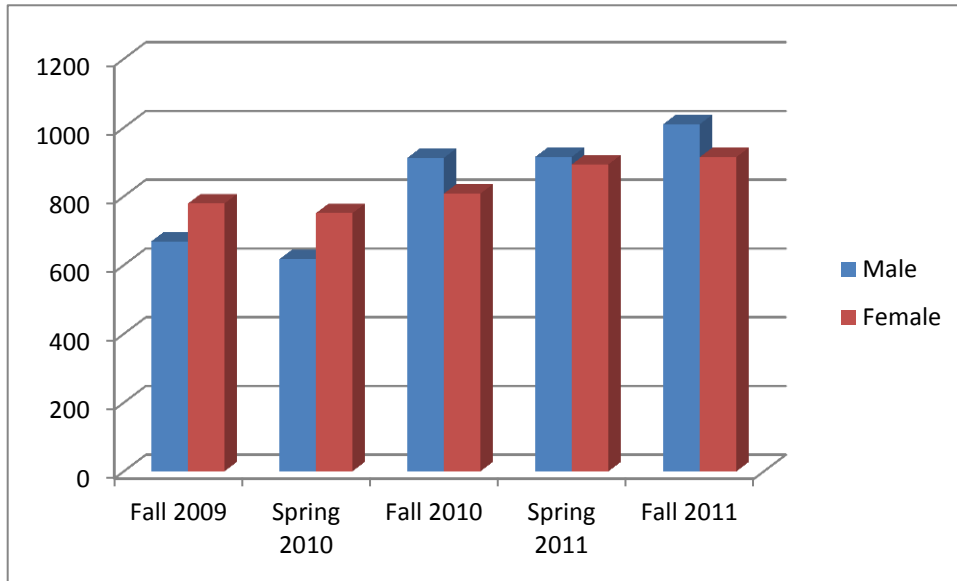


Table 2. Growth of students enrolled in Department of Humanities & Social Sciences

	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Male	1509	1720	1907	2240	2186
Female	1479	1640	1891	1840	2027

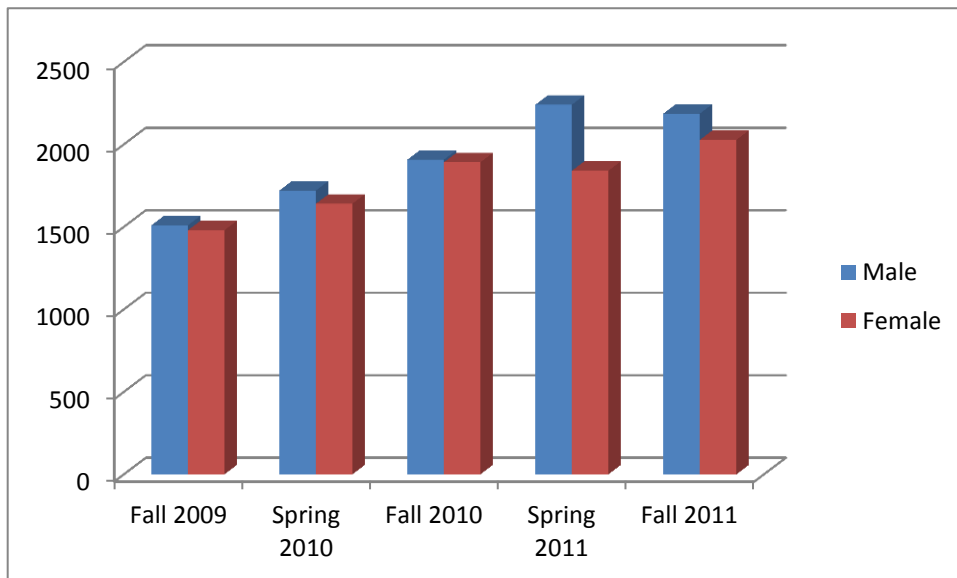


Table 3. Growth of faculty, Department of Math & Sciences

2009 2010 2011 2012

Male Faculty	10	10	15	17
Female Faculty	9	10	11	12

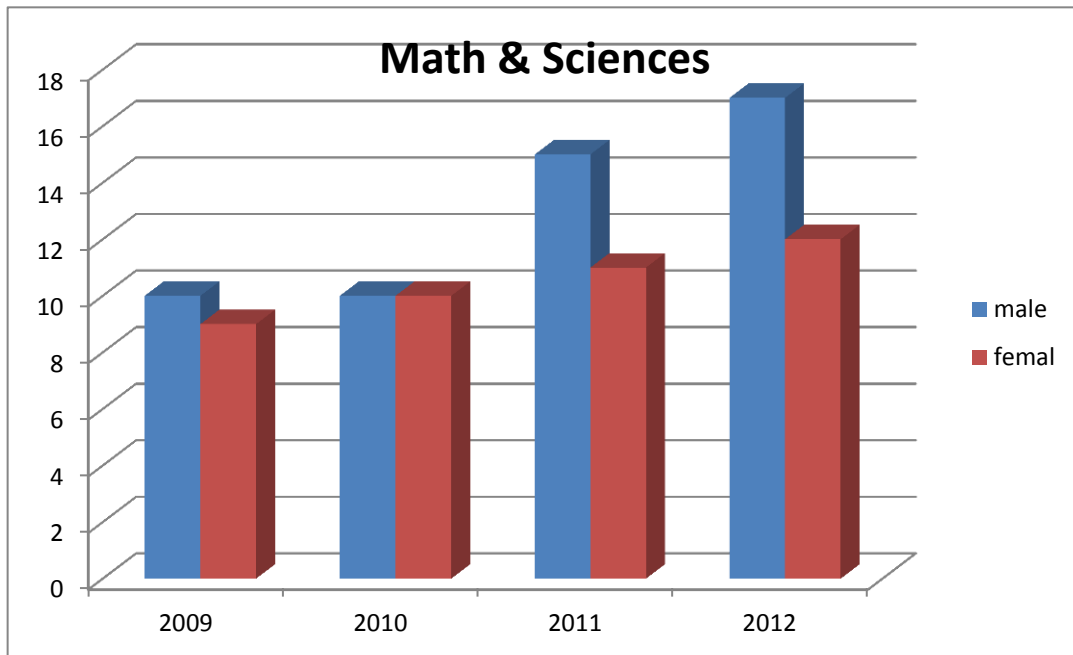
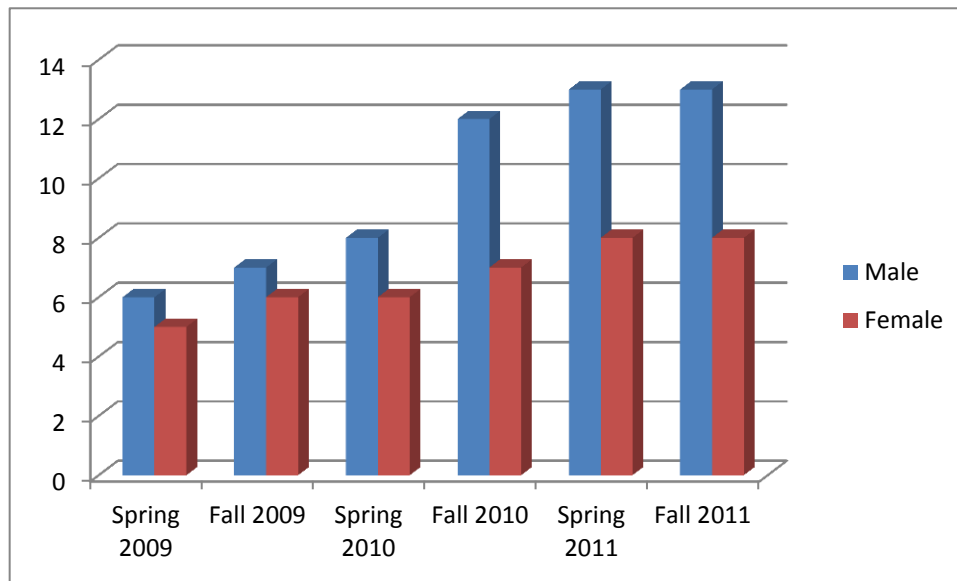


Table 4. Growth of faculty, Department of Humanities & Social Sciences

	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Male	6	7	8	12	13	13
Female	5	6	6	7	8	8



2.2.5.5 CORE CURRICULUM ACTIVITIES AND ACHIEVEMENTS

2.2.5.5.1 Department of Mathematics & Natural Sciences

Department Overview

The Department of Mathematics & Natural Sciences does not offer any degrees in Mathematics. There are several options that students can choose from when considering their major in Engineering, Information Technology, Law or Business. The Department generates the second largest number of credit hours in the University. All faculty members of the department teach their courses using the Course Management Tool (Blackboard); they also integrated the online resources and the Ebrary for research purposes.

The Department had another outstanding term in research. Twelve papers appeared in print or were accepted for publication in refereed journals, and another three papers were submitted for publication. In addition, faculty delivered a total of four presentations at international professional meetings. Of the twenty nine full time faculty members in the Department with Masters or terminal degrees, five had at least one paper appeared in print or accepted for publication during 2009--2011. Such research output compares very favorably with Mathematics & Natural Sciences Departments at other universities including those that offer degree programs.

Research and Creative Activities:

The research interests of the faculty span the range from abstract to applicable to applied Mathematics. The faculty collaborates with other mathematicians, physicists and chemists from the United States, Canada as well as from United Kingdom.

Papers that Appeared in Journals:

By Muhammad W. Ashraf

1. "The elimination of cadmium(II) from aqueous environment by Supported Liquid Membrane method using the basic carrier" *Polish Journal of Chemistry*, 83, 19-30 (2009).
2. "Total petroleum hydrocarbon burden in fish tissues from the Arabian Gulf" *Toxicological & Environmental Chemistry*, 92(1), 61-66 (2010).
3. "Heavy metals burden in kidney and heart tissues of *scarus ghobban* fish from Eastern Province of Saudi Arabia" *Bulletin of Chemical Society of Ethiopia*, 24(1), 139-143, (2010).
4. "Separation and preconcentration of metal ions through crown ether supported liquid membranes" *International Journal of Pure & Applied Chemistry* 5(1), 19-25, (2010).
5. "Concentrations of cadmium and lead in different cigarette brands and human exposure to these metals via smoking" *Researchers World*, (2), 140-147, 2011.

By Hachemi Benoum

1. New Parametrization of Neutrino Mixing Matrix.
Published in *Modern Physics Letters A* 26, p. 423, (2011)
2. Exclusive Neutral Pion Electroproduction in the Deeply Virtual Regime.
Published in *Physical Review C* 83, p. 025201, (2011)
3. High Resolution Spectroscopy of N-16(Lambda) by Electroproduction.
Published in *Physical Review Letters* 103, p. 202501, (2009).

Papers that appeared in press;

1. "Sacp Hair: a mirror of one's environment" 24th Nov.2010. ARAB NEWS.
2. "Honey: An environmental marker" 9th Jan.2011. ARAB NEWS.
3. "Tea: More than beverage" 5th March, 2011. Arab News.
4. "Smoking: a source of toxic metals in the environment" 31st July, 2011. Arab News.
5. "Fishing in troubled water" 7th Dec. 2011. Arab News.

Papers Presented at Professional Meetings:

A. Muhammad W. Ashraf

1. "Separation of textile dye by using supported liquid membranes" Proceedings 5th International Symposium on Environment, Athens Institute of Education & Research, Greece, p-20, ATINER 2010.

2. "Applications of Supported Liquid Membrane Technology for the treatment of industrial wastes effluents" American & Canadian Conference on Academic Disciplines, Toronto (May 23 – 26, 2011).

Book Publishing:

1. "Utilization of Supported Liquid Membrane Technique" by M.W.Ashraf, Published by VDM Verlag der Muller (2009), Germany. ISBN 978-3-639-12996-0.
2. Chapter in "Environmental Engineering & Sustainability" by M.W.Ashraf, Published by ATINER,(2010), Greece. ISBN 978-960-6672-97-2.

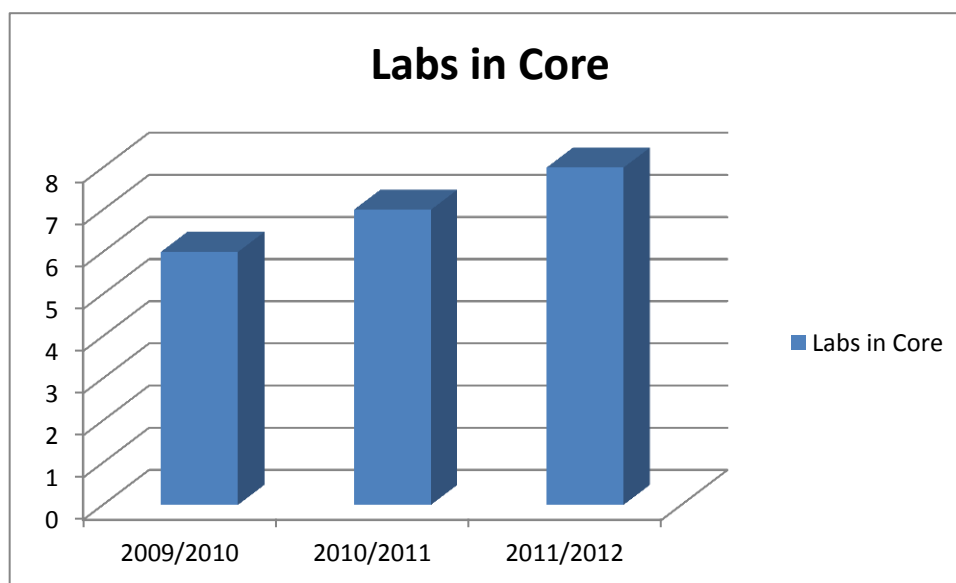
Reviewing & Community Services Activities

- Faculty in Department of Mathematics & Natural Sciences reviewed research papers for various reputed refereed journals; Dr.Ashraf reviewed four grants proposals from King Abdul Azziz City for Science & Technology (KACST).
- Two faculty members acted as Referee for QS Ranking of Universities in the Middle East.
- Six articles related to different environmental safety & contamination issues were published in local news papers.

Growth of Laboratories

Table 3 – Growth of Laboratories

		2009/ 2010		2010/ 2011		2011/ 2012	
		Male	Female	Male	Female	Male	Female
Math & Sciences	Chemistry	1	1	1	1	1	1
	Physics	1	1	1	1	1	1
	Biology	0	0	0	1	0	1
	Geology	0	0	0	0	1	0
Humanities & Social Sciences	E-Portfolio	1	1	1	1	1	1



2.2.5.5.2 Department of Humanities and Social Sciences

Department Overview

A distinguishing characteristic of the PMU, which sets the university apart from existing institutions in the Kingdom of Saudi Arabia, is its commitment to a set of six competencies and learning outcomes. These competencies are initially introduced in the Department of Humanities and Social Sciences and are integrated throughout the curriculum in a developmental manner. These six competencies are: Communication,

Technological Competence, Critical Thinking and Problem Solving, Professional Competence, Teamwork, and Leadership

The Assessment Capstone Series consists of three courses required of all PMU students, and is an essential and a vital organ of the undergraduate core curriculum. The first two courses are developmental building blocks designed to increase the success of the third and final capstone course taken during the student's senior year. The Assessment Capstone Series measures the student's success in achieving the six learning outcomes.

ACCOMPLISHMENTS

❖ Establishing Student Support Center

To academically support students with learning difficulties, six Student Support Centers were established on both campuses for tutoring purposes in English Communication, Math and Sciences. In addition, the centers assist students across all disciplines in developing and enhancing their writing, communication, computer, research and presentation skills.

❖ Establishing a Micro Studio Newsroom

To enhance the quality and creativity of students and faculty digital presentations, a Micro Studio Newsroom was established. Through the use of the teleprompter in the newsroom, students and faculty appear professional news broadcasters while delivering their multimedia oriented presentations.

❖ Establishing 2 E. Portfolio centers

E-portfolio centers have been established for male and female students to document, demonstrate and market their well selected academic, professional and community services achievements that they have had over their schooling years. As assessment digital tools, e-portfolios allow students to indicate their acquisitions of PMU's six defining competencies (Communication, Technological Competence, Critical Thinking and Problem Solving, Professional Competence, Teamwork, and Leadership). Such digital tools also provide students with a digital format through which they can demonstrate the results of their field-oriented research as well as documenting their work experience during their discipline-oriented internships.

Papers that Appeared in Print:

Kurak, Michael., Causation in Moral Judgment, *Mind and Matter*, Vol. 9, No. 2, Imprint Academic, UK, 2011, pp. 153-170.

Papers Presented at Professional Meetings:

Denhart, H., *Dyslexia in the Digital Age*, 9th Annual Education Technology Conference, Effat University, Jeddah, Saudi Arabia, December 12, 2011.

2.2.6 COLLEGE OF ARTS AND SCIENCES

2.2.6.1 Establishing the College of Arts and Sciences

The College of Arts & Sciences at PMU was established in 2011 retaining a pivotal position at the heart of institution.

With its leading undergraduate & graduate academic programs, the College of Arts and Sciences plays a key role in fostering education in the arts and the sciences as PMU realizes its goals of becoming one of the Kingdom’s top universities in generating visionary, innovational, and productive graduates capable of handling the diverse demands of the globally-oriented work place environments of the 21st century.

2.2.6.2 Bachelor of Science in Law

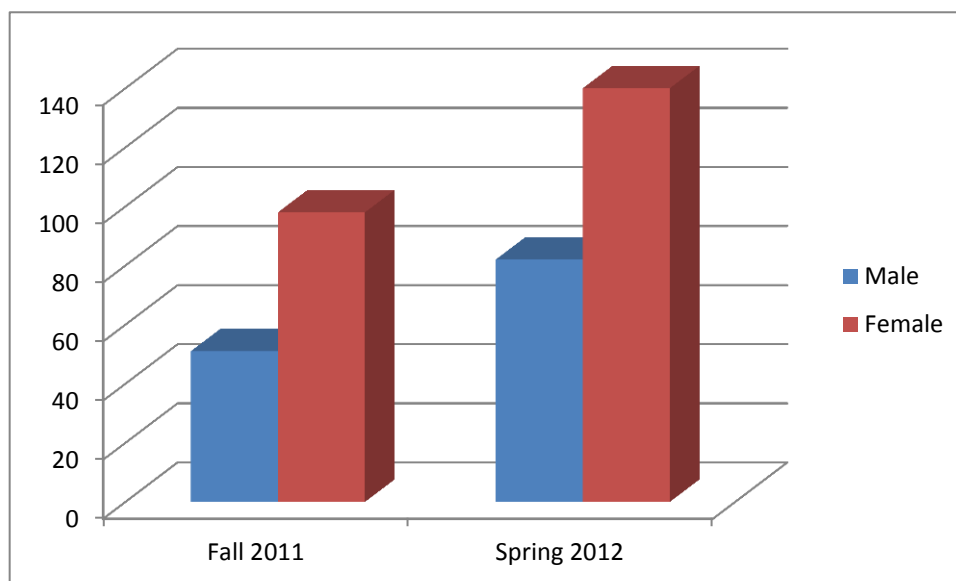
The College of Arts and Sciences has built a distinguished program of its own in Law to generate legal professionals and practitioners with an array of skills that can be adapted to work with diverse legal client systems in the Kingdom.

This 143 credit-hour, bilingual Bachelor of Arts in Law program was initiated in the fall of 2011. The four-year law program is based on and comparable to leading local, regional and international law programs. The classroom experience for students in the College of Arts and Sciences is highly student-centered, interactive, and communicative. Graduates from the College of Arts and Sciences majoring in law will be self-directed, motivated, technically competent professionals with strong communication skills.

2.2.6.2.1 Department of Law

Table 1. Growth of enrollment in the Department of Law Courses

	Fall 2011	Spring 2012
Male	51	82
Female	98	140



EIGHT-SEMESTER DEGREE PLAN - LAW PROGRAM

FRESHMAN YEAR – LAW PROGRAM					
FIRST SEMESTER			SECOND SEMESTER		
Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
COMM 1311	Written Communication	3	COMM 1312	Writing and Research	3
ALIS 1211	Arabic / Islamic Studies	2	ALIS 1212	Arabic / Islamic Studies	2
COMM 2311	Oral Communication	3	UNIV 1212	Critical Thinking and Problem Solving	2
UNIV1211	Professional Development	2	XXX XXXX	***Natural Sciences Elective	4
LAWB1211	Intro to Law (Arabic)	2	ITLB 1311	Intro to computer Concepts and Applications	3
XXX XXXX	**Social Sciences Elective	2	LAWB 1312	Comparative Commercial Law (English)	3
LAWE XXXX	*Law Elective (English)	2	PHED 1111	Physical Education	1
Total Credit Hours		16	Total Credit Hours		18

**Students select one Law Elective from the following courses: LAWE 2211 Media Law (English), LAWE 2212 Oil & Gas Law (English), LAWE 2213 Political System of Islam (English), LAWE 2214 Economic System of Islam (English), LAWE 2215 Environmental Law (English), LAWE 2216 Human Rights and Humanitarian Law (English), LAWE 2217 Cyber Law (English), LAWE 2218 Maritime and Space Law (English), LAWE 2219 Banking and Insurance Law (English).

** Students select one Social Science Elective from the following courses: PSYL 1211 Psychology and Law, SOCL 1212 Sociology and Law, INTL1213 International Relations and Law.

*** Students select one Natural Sciences Elective from the following courses: BIOL 1411 Intro to Biology, GEOL 1411 Intro to Physical Geology, CHEM 1411 Intro to Chemistry, PHYS 1411 Intro to Physics.

SOPHOMORE YEAR – LAW PROGRAM					
FIRST SEMESTER			SECOND SEMESTER		
Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
LAWB 2311	Commercial Law (Arabic)	3	COMM 2312	Technical and Professional Communications	3
ALIS 2211	Arabic / Islamic Studies	2	ALIS 2212	Arabic / Islamic Studies	2
UNIV 1213	Leadership and Teamwork	2	PHED 1112	Physical Education	1
LAWB 2312	Legal Procedures and Methods of Proof (Arabic)	3	LAWB 2316	Constitutional Law (Arabic)	3
LAWB 2313	Sources of Legislation Law & Forensic Evidence (Arabic)	3	LAWB 2317	Criminal Law (Arabic)	3
LAWB 2314	Financial Transactions I (Arabic)	3	LAWB2318 Pre Req LAWB2314	Financial Transactions II (Arabic)	3
LAWB 2315	Comparative Criminal Law (English)	3	ASSE 2111	Learning Outcome Assessment I	1
			MATH 1311	Statistical Methods	3
	Total Credit Hours	19		Total Credit Hours	19
JUNIOR YEAR – LAW PROGRAM					
FIRST SEMESTER			SECOND SEMESTER		
Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
ASSE 3211	Learning Outcome Assessment II	2	LAWB 3316	Comparative Labor & Employment Law (English)	3
LAWB 3211	Arbitration & Legal Profession (Arabic)	2	LAWB 3317	Rules of Jurisprudence (Arabic)	3
LAWB 3312	Law of Zakat & Taxation (Arabic)	3	LAWB 3218	Company Law (Arabic)	2
LAWB 3313	Family Law (Arabic)	3	LAWB 3319	Comparative Constitutional Law (English)	3
LAWB 3314	Investigation of Governance and Evidence (Arabic)	3	LAWB 3220	Tort Law (English)	2
LAWB 3215 Pre Req LAWB2311	Banking & Insurance Law (Arabic)	2	LAWB 3221	International Law (English)	2
LAWE XXXX	Law Elective (English)	2	LAWB 3222	Comparative Family Law (English)	2
			LAWE XXXX	Law Elective (English)	2
	Total Credit Hours	17		Total Credit Hours	19
SENIOR YEAR – LAW PROGRAM					
FIRST SEMESTER			SECOND SEMESTER		
Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
ASSE 4311	Learning Assessment III (Capstone)	3	LAWB 4217	Political Provisions (Arabic)	2
LAWB 4311	Administrative Judiciary (Arabic)	3	LAWB 4218	Comparative Property Law	2

				(English)	
LAWB 4212	Legal Research Methods (Arabic)	2	LAWB 4219	Property Law (Arabic)	2
LAWB 4313	Legal Writing (Arabic)	3	LAWB 4320	Wills & Inheritance (Arabic)	3
LAWB 4314	Internal Legal Practice (Arabic)	3	LAWB 4321	External Legal Practice (Arabic)	3
LAWB 4315	Commercial Papers and Bankruptcy (Arabic)	3	LAWB 4222	Legal Ethics and Conduct (English)	2
LAWB 4216	Evidence (English)	2	LAWB 4223	Labor Law (Arabic)	2
	Total Credit Hours	19		Total Credit Hours	16

2.2.6.3 Master of Science in Education and Human Development

The College also is home to the Master of Science in Education and Human Development, a leading graduate program in its specialty with seven concentrations.

The Master of Science in Education and Human Development Degree Program is designed for working teaching professionals and educators, and offers seven concentrations: Teaching English to Speakers of Other Languages (TESOL), Instructional Technology, Curriculum and Instruction with a Concentration in Literacy, Teacher Education, Educational Leadership, Human Resource Development, and Special Education. In December 2011, the first batch of students was enrolled in the pre-master's program, which is designed to prepare students for the rigorous M.S. Education and Human Development program.

2.2.6.4 Master of Science in Education and Human Development

Program Details

General Education Requirements: The general requirements for the Master of Science in Education in Human Development include 15 credit hours (5 courses) in the core curriculum which are common courses for this program. They represent a base knowledge that is considered necessary for all educational professionals. The required courses are:

Core Curriculum
EDUC 5311: Philosophical Foundations of Education & Learning Theories
EDUC 5312: Research Methods in Education
EDUC 5313: Curriculum Design & Development
EDUC 5314: Teaching & Learning with Technology
EDUC 5315: Culture, Language, and Education.

Concentration Courses	
<p>The requirements consist of courses that are in the students' chosen concentration within the Master of Education in Human Development Degree Program. They represent courses with unique knowledge specific to the students' chosen concentration. Students must choose one concentration consisting of 15 credit hours (5 courses) from the seven concentrations listed below:</p>	
Teaching English to Speakers of Other Languages (TESOL)	Instructional Technology (INST)
<p>ESOL 5321: Second Language Acquisition</p> <p>ESOL 5322: Foundations of Second Language Teaching, Learning and Assessment</p> <p>ESOL 5323: TESOL Methodologies and Materials Design</p> <p>ESOL 5324: Integrating Technology in TESOL</p> <p>ESOL 5325: Observation and Supervision of TESOL (Practicum)</p>	<p>INST 5321: Instructional System Designs</p> <p>INST 5322: Web Design</p> <p>INST 5323: Multimedia in Education</p> <p>INST 5324: Educational Games and Simulation</p> <p>INST 5325: eLearning: Theory and Practice</p>
Curriculum and Instruction with a Concentration in Literacy (CICL)	Teacher Education (TEDU)
<p>CICL 5321: Theory of Curriculum and Instruction.</p> <p>CICL 5322: Foundations of Literacy Instruction</p> <p>CICL 5323: Engaging Literacy Practices</p> <p>CICL 5324: Designing Literacy Programs K-12</p> <p>CICL 5325: Supervised Practicum in Literacy</p>	<p>TEDU 5321: Methods of Teaching</p> <p>TEDU 5322: Teaching and Learning in Diverse Settings</p> <p>TEDU 5323: Educational Practices</p> <p>TEDU 5324: Curriculum Methods in Elementary and Secondary Education</p> <p>TEDU 5325: Classroom Management</p>
Educational Leadership (EDUL)	Human Resources Development (HURD)
<p>EDUL 5321: Foundations of Educational Leadership</p> <p>EDUL 5322: Educational Law, Ethics, and Policy</p> <p>EDUL 5323: Educational Finance and Resource Management</p> <p>EDUL 5324: Organizational Design and Program</p>	<p>HURD 5321: Principles of Human Resource Development</p> <p>HURD 5322: Planning and Implementing HRD Programs</p> <p>HURD 5323: Organizational and Occupational Analysis</p>

<p>Evaluation</p> <p>EDUL 5325: Leading Professional Development, Supervision & Evaluation</p>	<p>HURD 5324: Quality Process Improvement</p> <p>HURD 5325: Career Development Counseling</p>
<p>Special Education (SEDU)</p>	
<p>SEDU 5321: Foundations of Special Education</p> <p>SEDU 5322: Teaching Children/Young Adults with Special Needs</p> <p>SEDU 5323: Accommodating Students with Special Needs in the Classroom</p> <p>SEDU 5324: Writing and Reading Instruction in Special Education</p> <p>SEDU 5325: Functional Assessment in Special Education</p>	
<p>MASTER OF SCIENCE IN EDUCATION AND HUMAN DEVELOPMENT ELECTIVES</p>	
<p>EDUC 5316 : Literacy and Diverse Student Populations</p> <p>EDUC 5317 : Classroom and Behavior Management in Specialization Education</p> <p>EDUC 5318 : Current Technologies in Education</p> <p>EDUC 5319 : Education Leadership, Human Learning and Motivational Development</p> <p>EDUC 5320 : Educational Leadership, School and Community Relations</p>	

Total credit hours needed for completion of the program: 42 Credit Hours. Candidates of the program have to choose either plan A or plan B for their course of study.

Plan A: Candidates choosing Plan A will take 15 hours of core coursework, 15 hours in areas of concentration, 3 hours of elective, and will complete a thesis which will be equivalent to 9 credit hours for a total of 42 hours.

Plan B: Candidates choosing Plan B will take 15 hours of core coursework, 15 hours in areas of concentration, 9 hours of electives, and select one 3 hour of research-oriented elective course, for a total of 42 hours.

2.2.7 PREPARATORY PROGRAM

2.2.7.1 PURPOSE

The Preparation Program of Prince Mohammad Bin Fahd University (PMU) is generally a comprehensive, two-semester academic preparatory program, comprised of sequenced classes in English as a Foreign Language (EFL), Mathematics, and Study Skills and Learning Strategies. The program carries no academic credit, yet it is fundamental to the nature of the PMU. In this intensive year of study, students receive the solid academic grounding – especially in English – that enables them to succeed in the intellectually rigorous atmosphere that the PMU creates in its degree programs. More importantly, it is during this year that the foundation is laid among students for the distinguishing set of core competencies that all PMU graduates are expected to exhibit.

2.2.7.2 VISION

The Preparation Program of the PMU strives to be a unique, preeminent post-secondary academic preparatory program, producing first-year university students who assume responsibility for their own successful learning. The Preparation Program provides identical programs for male and female students. It strives to prepare academically capable secondary graduates to participate in university studies using the essential principles of critical thinking, reasoning, and problem solving. PMU students use these principles as both a means of discovery and as a tool for increased understanding in academic and personal contexts. PMU graduates recognize these principles as broad, extra-academic and life-enhancing abilities.

2.2.7.3 MISSION

The mission of the Preparation Program is to equip high-quality male and female secondary school graduates with the academic and personal skills necessary to succeed in a university based on the principles of personal responsibility and accountability; pervasive analytical/critical thought; attainment of communicative, technological, and professional competence; and strength in both teamwork and leadership. The mission is to produce a uniquely positive addition to the culture of the Eastern Province, the Kingdom of Saudi Arabia, and the world.

2.2.7.4 STUDENT BENEFITS

Though it is possible to bypass the Preparation Program and enter degree studies at the PMU directly from high school, it is expected that most applicants will attend and benefit from the program. The Preparation Program is seen as the first step in transforming entering students who have received largely rote instruction in their secondary educations into mature, life-long learners skilled in communication, technical competence, critical thinking and problem solving, professional competence, leadership, and teamwork.

2.2.7.5 PERFORMANCE EXPECTATIONS

Students who enter the program with an intermediate level of English language proficiency and mathematical preparation up to the level of Algebra should be able to complete the Preparation Program in two semesters. However, academic attainment in these subjects will only partially satisfy the requirements for successful completion of the Preparation Program. Another integral requirement is that students learn, understand, and implement specific study skills and learning strategies. During this initial year of study, students are expected to internalize the cognitive, meta-cognitive, and affective skills necessary to achieve the motivation, goals, and high level of personal responsibility for learning that will make them academically and professionally successful.

2.2.7.6 PMU COMPETENCIES AND LEARNING OUTCOMES

Throughout the Preparation Program, students are led to assume responsibility for their own learning and to think critically with a purpose beyond the classroom. All learning activities inherently incorporates teamwork and leadership training. In striving to attain competency in communication, technology, and professional skills, students engage in goal-oriented learning activities in which they are active participants.

The academic content of the PMU Preparation Program is not unique. The uniqueness derives from the “learning outcomes approach” that are used to lead PMU students to achieve six university-defined core competencies. This approach and the resulting methodology permeate and define the curriculum throughout the Preparation Program, building a community of student-learners and teacher-facilitators with a shared commitment to understanding and intellectual growth. Progressively, students develop higher order intellectual abilities that make them life-long learners. These abilities enable them to function and adapt in a changing, technologically interconnected, global community.

A. Communication

In the Preparation Program’s highly interactive, student-centered classrooms, students develop English language skills to an advanced level in reading, writing, listening, and speaking. Since the medium of instruction at the PMU is English, highly developed EFL communication skills are considered to be crucial for students’ immediate academic success and future professional success.

B. Technological Competence

The effective use of technology to accomplish academic goals is required of all students in all Preparation Program classes – EFL, mathematics, and study skills and learning strategies.

C. Critical Thinking and Problem Solving

The pedagogical approach used by teachers in the PMU's EFL, math, and study skills and learning strategies classes teach and require students to implement progressively more complex levels of reasoning, analysis, critical thinking, and problem-solving.

D. Professional Competence

The content of the Preparation Program lays the foundation for a student's success in the remainder of his or her PMU classes. The ability to read, write, listen, and speak with accuracy and critical astuteness benefit a student throughout his or her academic and professional career. The real-life implementation of effective communication, mathematical concepts, and learning skills and strategies in every academic or professional undertaking facilitates a student's achievement of competence in all academic and professional areas.

E. Leadership

The study skills and learning strategies classes in the Preparation Program lead students to develop the personal qualities that characterize effective leaders: a strong work ethic, self-discipline, integrity, the ability to set reasonable goals, self-motivation, the acceptance of responsibility and accountability, and an understanding of teamwork skills.

F. Teamwork

The Preparation Program's highly interactive, student-centered community of learners demands, encourages, and rewards effective, synergetic teamwork in all classes. Small and large group work is absolutely basic to the instructional methodology that is used in the Preparation Program. The pervasive use of small and large group activities are designed to develop academic and personal skills such as courtesy, respect for diverse opinions, skill in critical discussion and in consensus building, and the ability to clearly and precisely state or write one's opinion.

2.2.7.7 ACADEMIC ACHIEVEMENTS

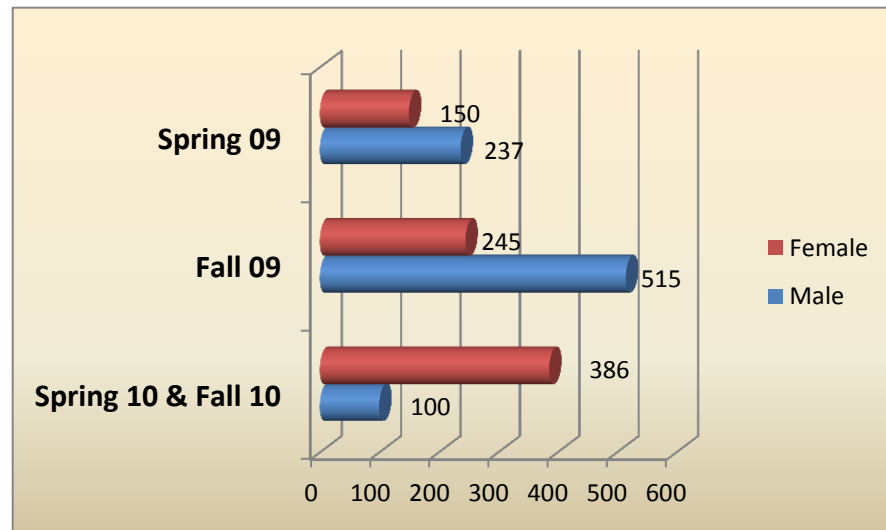
This report is an overview of the achievements that indicate the implementation of the intended strategic initiatives and their related action plans in alignment with the university mission. The report highlights major accomplishments within the framework of the University core values and goals.

Achievement #1: Establishing Student Academic Support Center [SASC]

To academically support students with learning difficulties, SASC were established on both campuses for tutoring purposes in English Communication, Math and Sciences. In addition, the centers were intended to assist students across all disciplines in developing and enhancing their writing, communication, computer, research and presentation skills. The centers were coordinated by a full-time individual from the Learning Enrichment Services of

the LRC during the Spring and Fall of 2009. After the full-time individual left, the assistance to students deteriorated as the support centers were manned by various faculty usually in addition to their teaching load. On the women’s campus, the centers worked more smoothly with the temporary assistance of senior students.

The following graph illustrates the numbers of students assisted by the Learning Enrichment Services and the Student Academic Support Centers.



Achievement #2: Implementation of Computer Assisted Language Learning [CALL] through establishing 6 DYNED Labs

To improve students listening and speaking skills and help them focus on meanings and conceptual relationships while learning the English language, 6 English DYNED labs were developed on both campuses. DYNED is synchronized with auditory and conceptual input and depends on self teaching the language as a skill. The instructors were trained in the management of the labs, but eventually when the lab classes were limited to fewer instructors the labs were used more efficiently and effectively with the students

Achievement #3: Developing and Implementing the ICDL Modules in Study Skills Courses

There was a need to modify the Study Skills course content for the advanced level students. In order to enhance the computer skills of PMU students, a competency standard course that focuses on IT fundamentals (such as word, excel, access, PowerPoint...etc.) was incorporated into the course. Also, greater emphasis was placed on the use of the PMU Learning Management System where faculty were expected to place their syllabi as well as content material for each of the classes. In addition to this, common files were setup on a university server so that content material could be placed for the different levels and faculty could access this material as needed.

Achievement #4: Integrating SMART BOARDS as enhancing digital tools

A plan had been developed to encourage and enhance the use and integration of the Smartboards that are available in each of the classes on the male campus. Limited faculty training was provided. As a colorful, interactive digital board, the strategic use of Smartboards allowed easy access to a plethora of electronic multimedia resources that can be saved, retrieved, reused, emailed, printed, and merged with other technology oriented applications. Consequently, the use of the Smartboards has not yet achieved the broad access to these content materials as one might have assumed.

Achievement #5: English Language Institute (ELI) integrated with the PMU Program

The ELI was established to achieve its community outreach mission through providing needed English language instruction to the community. The ELI program offers courses for three constituents:

- English communication for business people and other professions
- General English communication skills
- Teacher Training certificate

While the ELI was established as a community outreach program, there was a need for a closer liaison between the PMU Preparation Program and the ELI. This was done for two reasons – to allow beginning students to develop a sufficient level of skills to enter the intermediate level at PMU; to ensure that the instruction and content at the ELI met the standards expected by the PMU Program.

Achievement #6: SABIC Outreach

PMU developed a 3-month pre-foundation program to host 80 students from SABIC. The purpose of the program was to equip SABIC students with a complete set of integrated skills (Reading, writing, listening, speaking, researching, computing, viewing and presenting) that would enable them to successfully get accepted in well-reputed universities in the USA. This program was implemented in the fall semester of 2011.

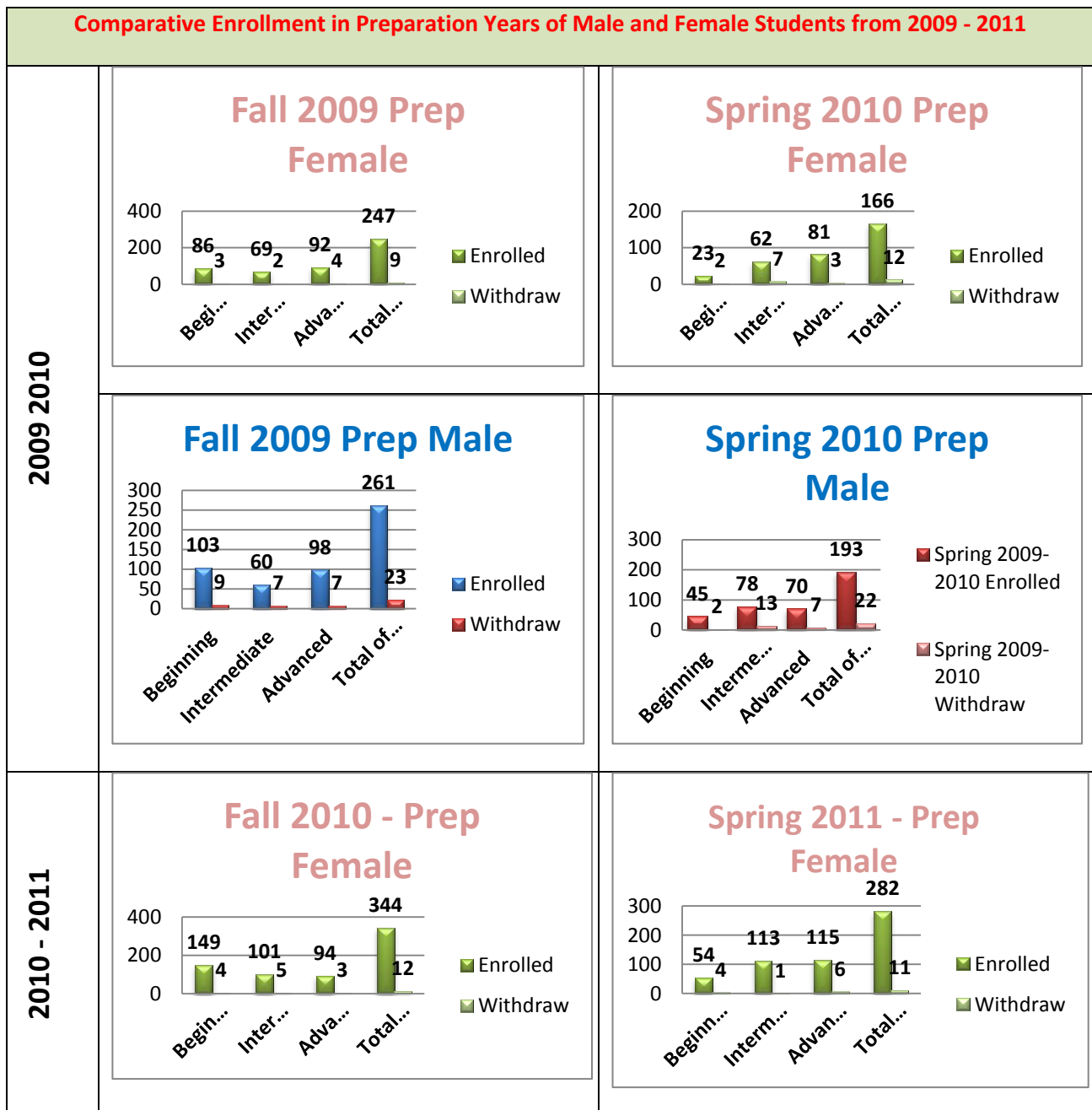
Achievement #7: Implementation of TOEFL Classes

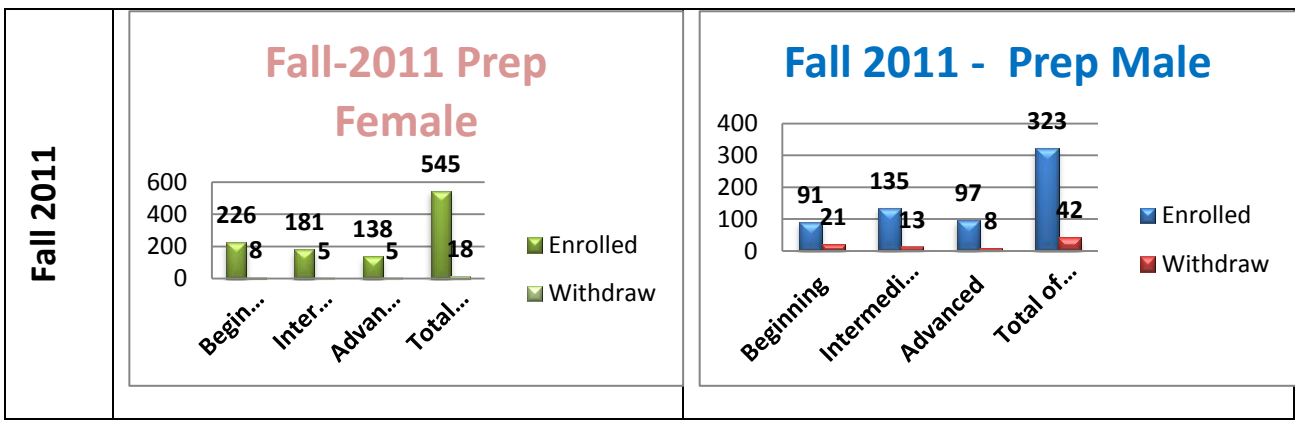
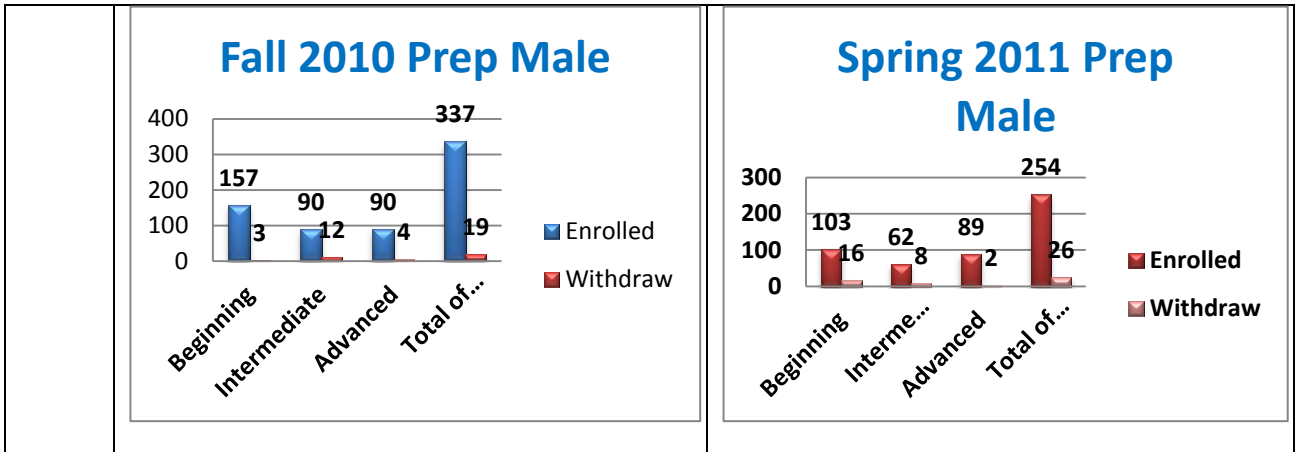
At the beginning of 2009 the IELTS test was used as a model for the measurement of students. While the official tests were never used, selected faculty received instruction in the implementation and measurement of the required skills. Over a period of time there appeared to be a growing need to include the measurement of speaking and listening skills, hence the decision was made to move towards the TOEFL model of measurement. In order to do this, faculty received training and additional hours were added each week to prepare the advanced students for the TOEFL test. These proved to be very useful and students were administered the TOEFL as a standard measurement for exiting from the Program. One method of assistance given to these students was through a pre-test that would provide impetus for additional study for those who were on the borderline.

Achievement #8: Introduction of stipulated DYNED Course Time

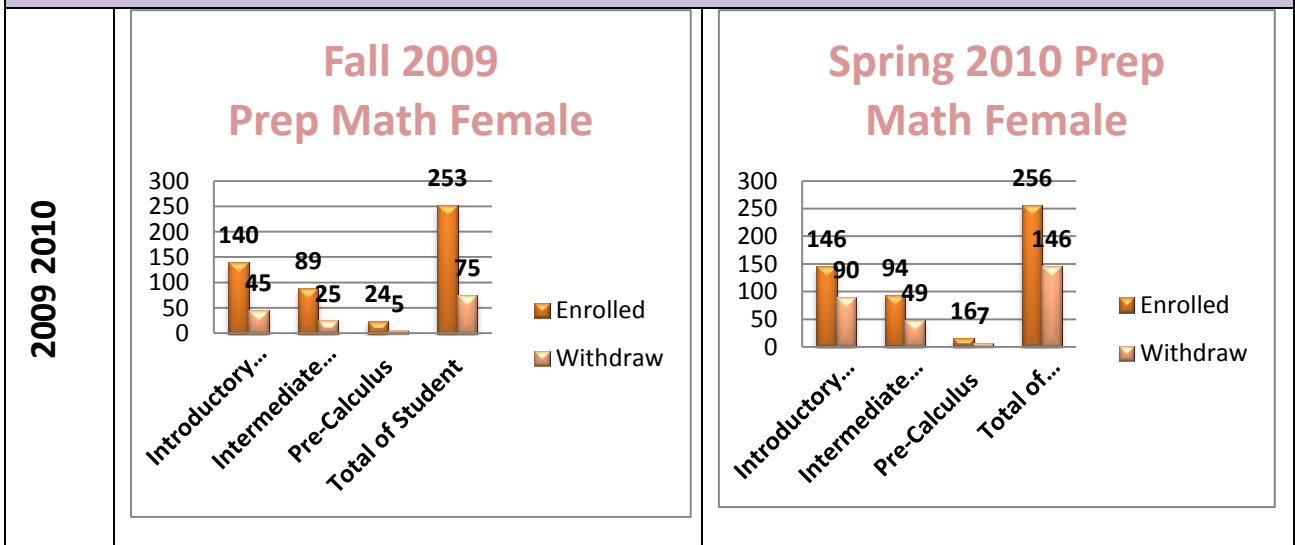
The Dynamic Education (DYNED) online program is considered the Cadillac of English language learning software. Prior to this, the program was not used in an organized manner and was not treated with any importance. However, a decision was made to place greater emphasis on the utilization of this software. At the beginning of the semester the program was installed on each of the students' computers for use at home, and labs were updated on each campus with head phones and microphones to facilitate greater use. Special coordinators were selected to help the instructors and encourage students to put in the time specified. The use of this software has steadily increased and additional periods were allocated each week for DYNED lab use.

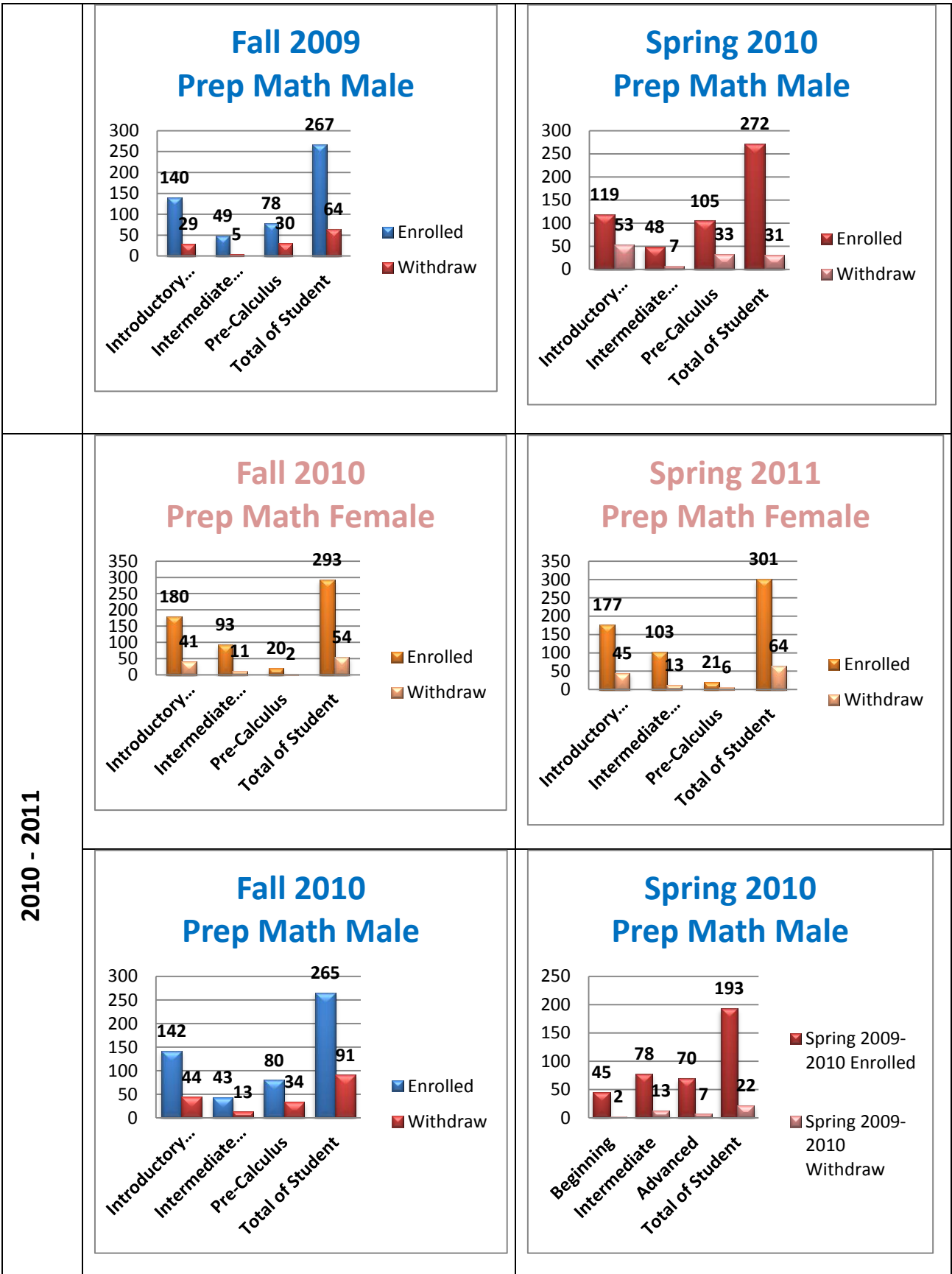
PMU Preparation Year Enrollment Data 2009-2011

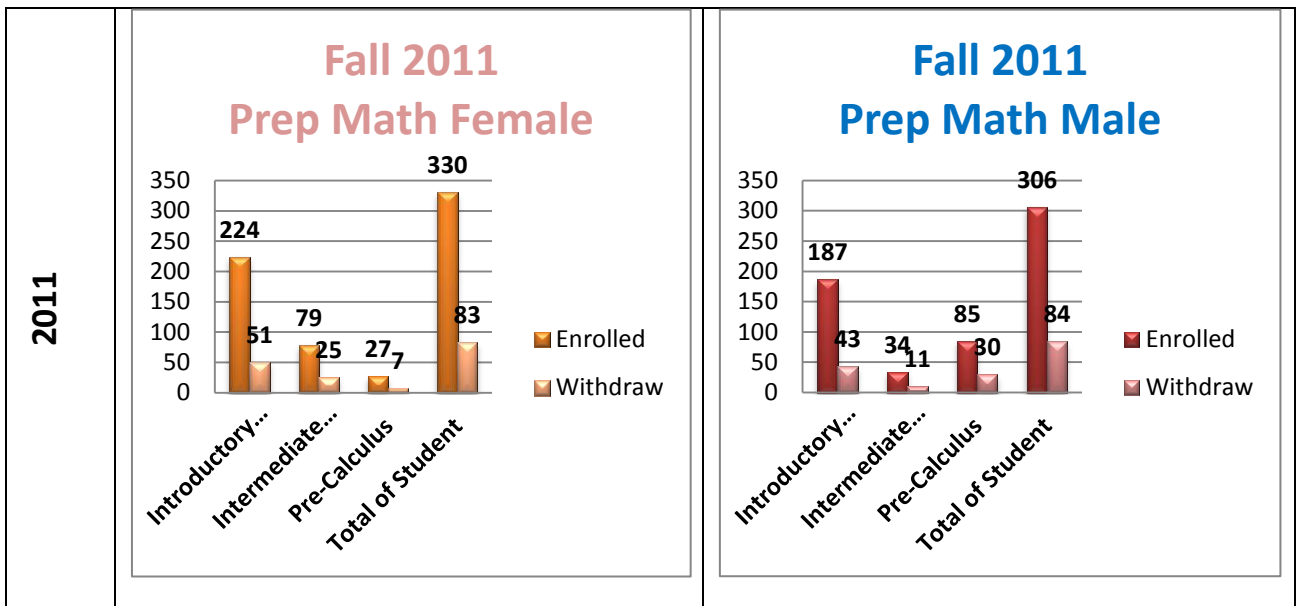




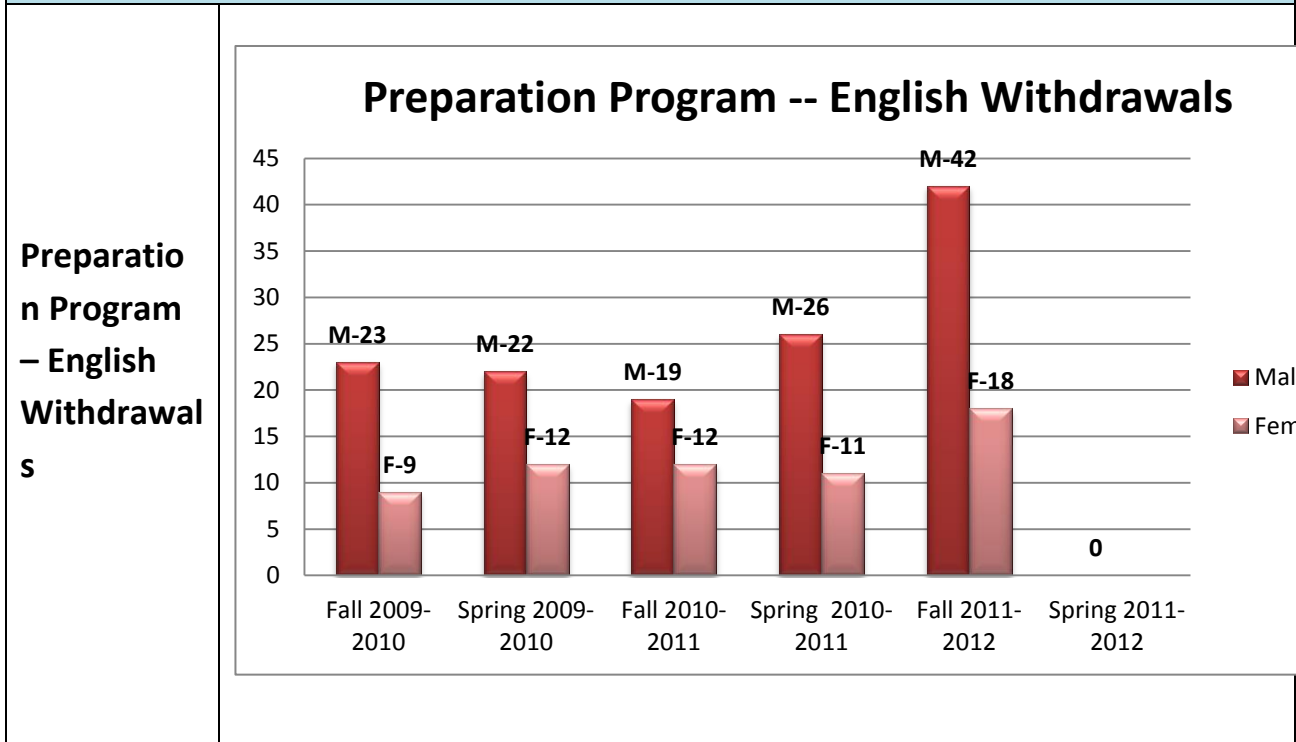
Comparative Enrollment in PMU Preparation Years of Male and Female Math Students from 2009 - 2011

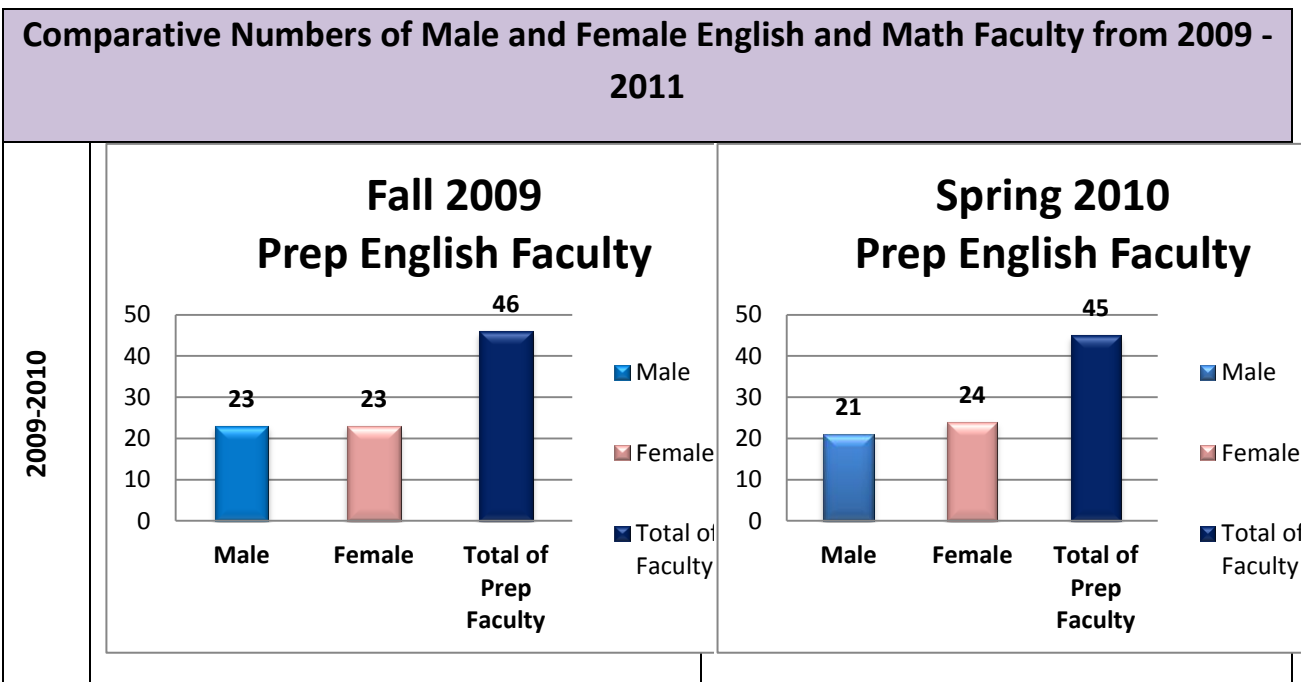
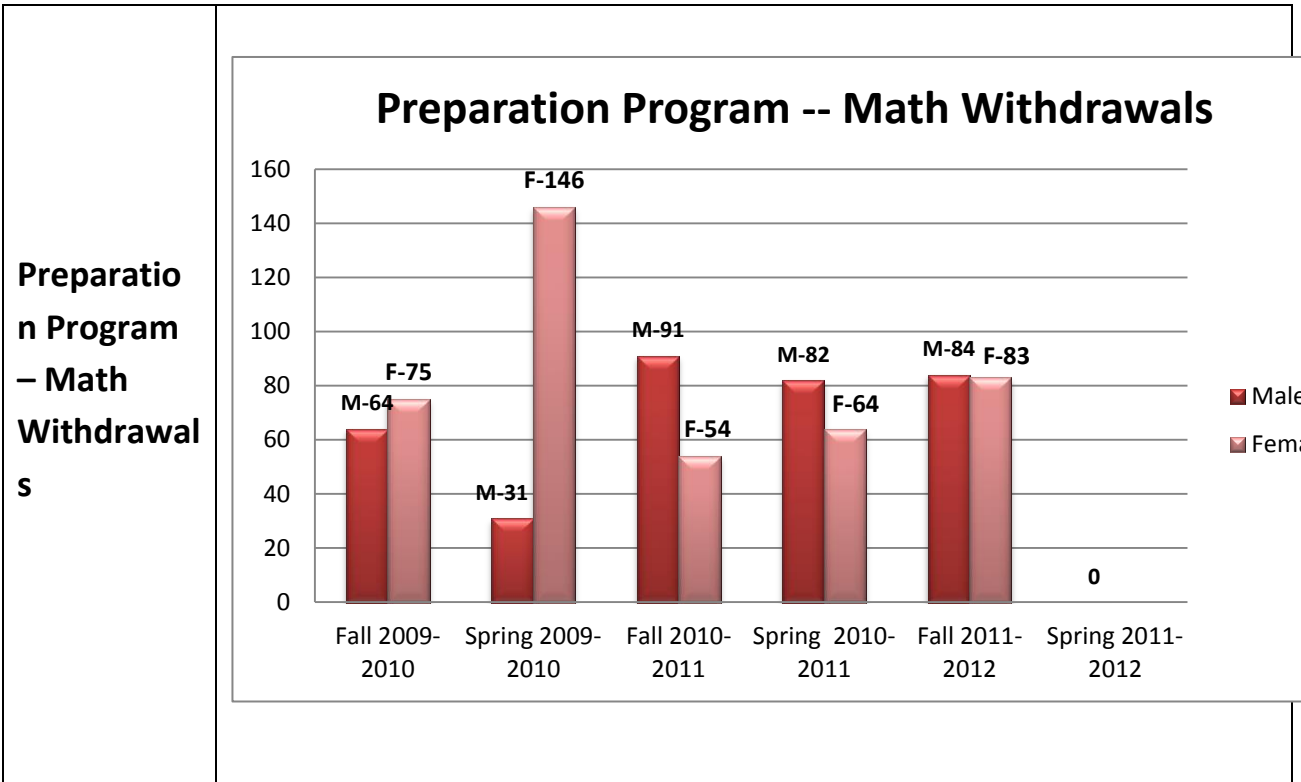






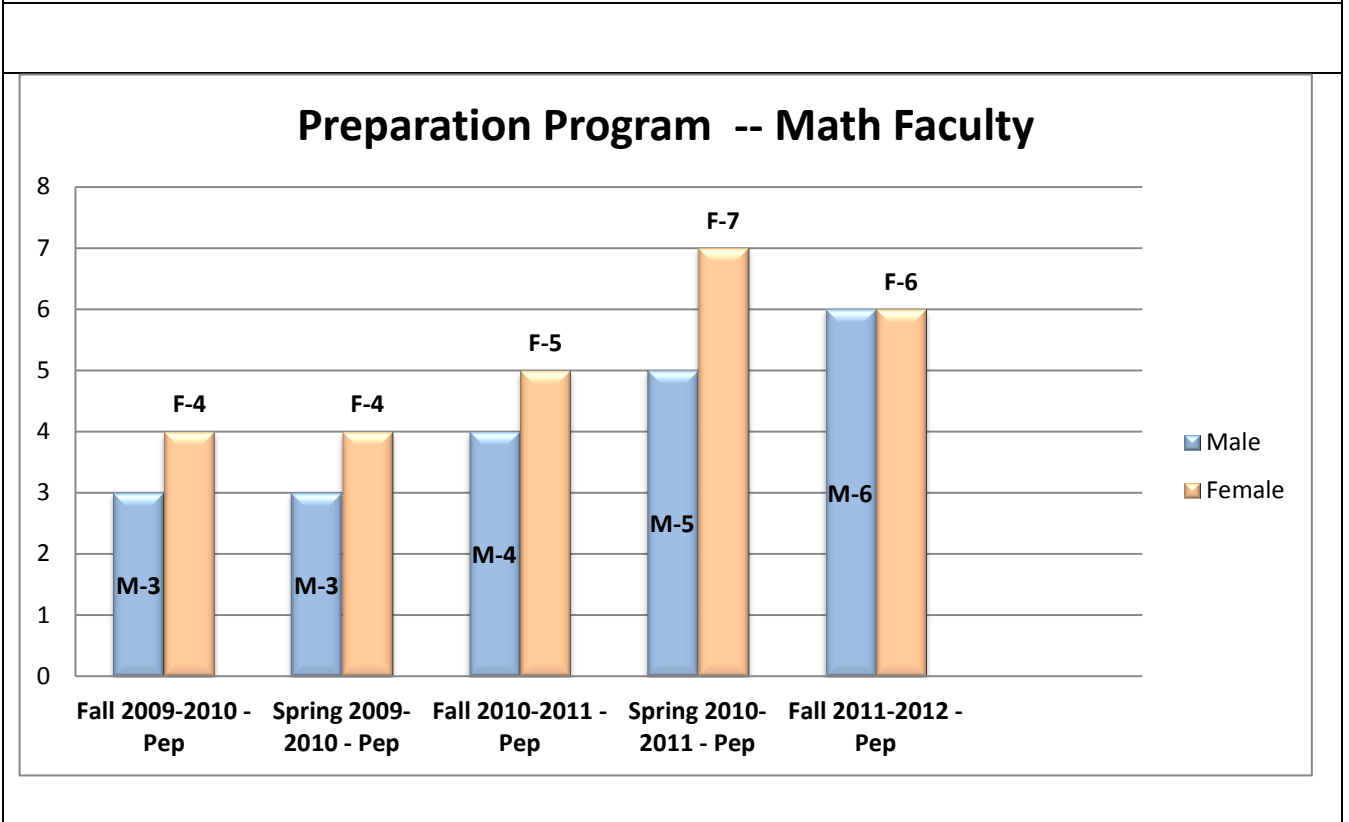
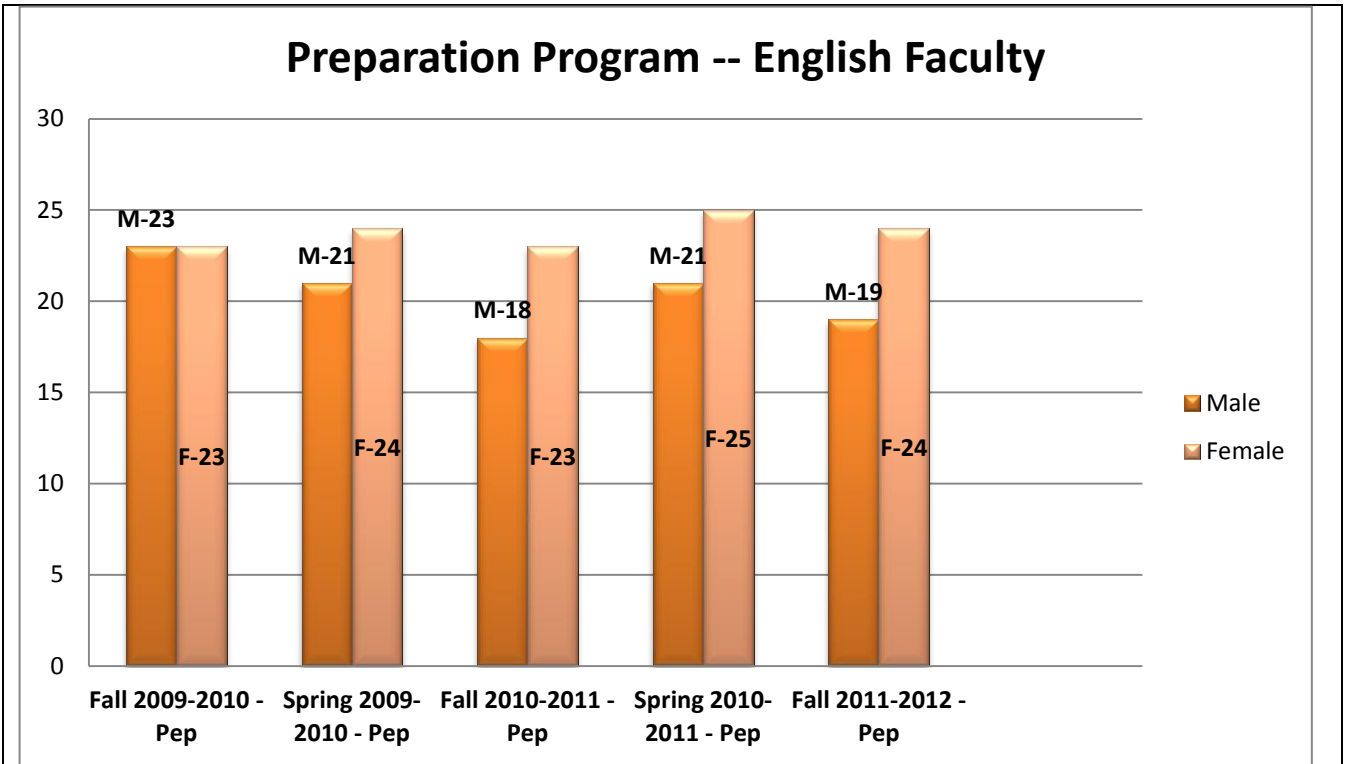
PMU Withdrawals from the Preparation Program – 2009 -2011





2010-2011	<h3 style="text-align: center;">Fall 2010 Prep English Faculty</h3> <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>18</td> </tr> <tr> <td>Female</td> <td>23</td> </tr> <tr> <td>Total of Prep Faculty</td> <td>41</td> </tr> </tbody> </table>	Category	Count	Male	18	Female	23	Total of Prep Faculty	41	<h3 style="text-align: center;">Spring 2011 Prep English Faculty</h3> <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>21</td> </tr> <tr> <td>Female</td> <td>25</td> </tr> <tr> <td>Total of Prep Faculty</td> <td>46</td> </tr> </tbody> </table>	Category	Count	Male	21	Female	25	Total of Prep Faculty	46
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2.3 Technology Achievements

2.3.1 INFRASTRUCTURE

Internet Bandwidth Increase

Increased the Internet Bandwidth from 12 MB to 200MB to enhance student and faculty usage of instructional videos and online resources. The ISP has replaced the microwave technology with dedicated fiber optic cable to PMU.

Internet Cache Engine first Higher Education Institution to implement

PMU and Bluecoat worked on testing Bluecoat Cache Engine to enhance online instructional video performance to our community. After the implementation of the Cache Engine, PMU will be the first Higher Education Institution in Middle East to implement Cache Engine.

Internet Traffic Management & Load Balancing

PMU acquired BlueCoat appliances that enable us to manage the type and quantity of Internet traffic generated by all our users. This give us the necessary tool required to control manage the internet traffic.

Acquired Barracuda Networks Link balancer to agregate and provide redundancy to 2 Internet links coming to PMU

Remote Access to Online Database and Library Systems

Remote access to online library database and Library system, Ezproxy was introduced that gives faculty and students access to online resources while not on campus using their PMU credentials.

PMU Data Storage Expansion

Increased our Data Storage capacity to cater for the growing demand of centralized pooled storage. Oracle/Sun technology was used to provide tiered storage for performance improvement.

Disaster Recovery Initiatives

PMU is working with top storage vendors to come up a solution of providing Replication of pooled storage to setup underlying Disaster Recovery Infrastructure in the meantime offsite tape storage facilities are being used to keep the backup data off campus.

Microsoft Windows Server Infrastructure

Upgraded Windows Server Infrastructure to 2008. This include Domain Controller, application servers,dedicated Web Server and Migration of Exchange 2010 .

Anti Spam Firewall for Email Infrastructure

PMU has Barracuda Spam & Virus Firewall as a solution for complete protection of an PMU's email infrastructure. It eliminates spam and virus intrusions while safeguarding an PMU's reputation through content inspection based on policy for both inbound and outbound email.

it includes comprehensive outbound filtering techniques including attachment scanning, virus filtering, rate controls and encryption. These features help PMU to ensure that all outgoing email is legitimate and virus-free

Window 7 Upgrade

In order to provide latest and most powerful technology in the marketplace, Windows 7, Microsoft's most recent, tested and stable operating system is being introduced in PMU for all Labs and Users.

Windows Campus Agreement

PMU is signing an agreement with Microsoft for all Microsoft products at PMU. The agreement will benefit PMU community by free upgrade to the latest microsoft release at no additional cost.

Application Virtualization and Access

Implemented Citrix XenApp which is an on-demand application delivery solution that centralized application management in the datacenter to deliver instant and secure access to University published applications to staff, faculty and students anywhere. virtual application delivery is optimized for each user device, network, and location to ensure a high-definition experience

Server Virtualization Technologies

VMware and Oracle/Sun Virtualization technologies have been introduced at PMU to benefit from the virtualization to utilize the hardware efficiently.

PMU is going to implement VMware and Oracle/Sun Virtualization technologies to ensure business continuity for IT infrastructure and to Improve the efficiency and availability of IT resources and applications through virtualization

Endpoint Protection and Security

Pmu has invested in McAfee's Total Protection as an Enterprise solution to Secure IT infrastructure with integrated, proactive security to protect systems against sophisticated malware and zero-day threats. Centralized policy-based management, access control, and auditing help keep PMU assets safe and compliant. McAfee Endpoint Protection Suites unite industry-leading endpoint security and data protection with centralized management. Block malware, defend against cyber criminal activity with comprehensive endpoint protection

CISCO Telephony Upgrade

The migration to the new software has commenced.

Migration includes Call Manager, Call Center , Cisco unity for voice messages

Enhanced Wireless Coverage

A centralised wireless control system and WISM were installed which is used to control all indoor and outdoor access points. We also added 190 new access points in the network. Now we have complete wireless coverage across entire PMU.

Residential Village Network Passive Components and Data Center Design

- Study and recommendation, Subsurface Communications Infrastructure Pathway design, in-light of the Residential Village Plans provided, has been submitted.
- Data Center requirement for the residential village, deploying Top-Down methodology has been submitted.

The pathway infrastructure and the data center was designed in order to cater the following needs for the coming 5-8 years (at least 3 IT-generations)

planning and design was redressed to limiting to the available space, has been done successfully. Migration to the new software has commenced.

2.3.2 MIS

The MIS Team composed of experienced professional staff, responsible in managing of all software applications that are used to deliver services to the students, faculty, staff and the public.

The team provides training and assists PMU personnel in the use of the application systems. Continuously creates numerous documentation, respond to a wide variety of ad hoc query reports, data extractions for the Admissions, Registrar, HR & Payroll and Budget and Accounting Departments. Develops and maintains in-house application software and application tools for the executives.

Achievements:

Banner : Banner ERP is an administrative software application developed specifically for higher education institutions. Since 2009 the following are the new implementations:

- **Banner Finance:** Banner Finance Supports Academic and administrative functionalities and it contains sub models such as A/R,A/P, Budgeting ,Warehouse and Purchasing departments and it helps all financial aspects in PMU.
- **Banner HR/Payroll:** Banner Human Resources can help PMU strategically employees. Banner HR deliver better services to every employee, and have the data you need to administer and report on payroll, budgeting, grants, and position control.

Blackboard : is a course management tool for instructors who want to deliver part or all of their course materials and instruction online. It is accessible via any Web browser, Blackboard course sites provide many useful administrative and interactive communication features which allow for file sharing, online assessments, discussion boards and collaborative group work. To the previous implementation some of new module and functionality has been added.

- **Snapshot Tool :** It is a Data Source Management utility that is integrated with banner. This is an automated solution that extracts the information from banner and updates in Blackboard System in a frequent time interval. This system has helped remarkably in maintaining consistency of data and accuracy of records in blackboard for instructors and students.

- **Blackboard Mobile:** Blackboard Mobile Learn platform takes interactive teaching and learning mobile, giving students and educators access to their courses, content and organizations on a variety of devices including iPhone, iPod touch, iPad, Android, BlackBerry, and Palm smartphone.

MIS Team has been involved in development, enhancement of all in-house application and customization of Core Applications (ERP)

- **Banner Customization:** There has been many customization done on the Core Banner Application to fulfill the requirements of various departments. One of the main customization which has been done is on arabization.
- **Fleet Management System:** The Fleet management System is a web based application developed by MIS team for Auxiliary Services Department for tracking and maintaining PMU fleet information. This solution is for helping them in having all information for tracking and organizing preventive and repair maintenance information for the fleet.
- **PMU Car Sticker System:** It is web based application developed by MIS Team for Security & Safety Department for tracking and maintaining the records of the vehicles for all the staff, students and assist them in issuing car stickers, and keep track records of all the traffic violations and penalties information across all locations within the university.
- **Bookstore:** The enhancement was done in Bookstore application to integrate the data from Bookstore application with Banner ERP. Added more features and functionality to accommodate all business processes in Bookstore department.
- **CoursEval:** CoursEval is the web-based software that Meredith College uses for course evaluations. It is being integrated with Banner ERP.
- **ePurse System:** ePurse system is implemented to facilitate PMU student as e-wallet, so that they can utilize it anywhere in the Campus. (e.g, in Bookstore, Cafeteria and copy center and so on).

2.3.3 ACADEMIC COMPUTING SERVICES

- **Laboratory Extension Building:**
Completed Networking, IP telephony and connectivity to Data Center, Equipped by TAA and door access.
- New Smartboard technology has deployed in PMU, QOMO technology.
- **Queuing System:** A new queuing system installed in student services area to manage access to various student services. This has included the monitor TV's, queuing ticket printer, displays and server.
- **DMS: Document Management System;** for green planet to reduce consume of the paper rector office has installed DMS to in charge of all corresponding in rector office, Installed and configured on the newly acquired servers
- Centralized Image by KACE technology power by DELL.

2.4 Student Services Achievements

2.4.1. Mission

Student Affairs Mission is to be partner in the educational mission, to provide programs and services that enhance learning and personal growth. Student Affairs provide opportunities for involvement, leadership, development, training and meaningful employment by providing highest quality programs and services, to help prepare students to be contributing members of a global community.

2.4.2. Vision

To play a supportive role in assisting PMU to develop as a learning-centered university and develop co-curricular and extra-curricular activities for students designed to assist in their mastery of the six distinctive PMU competencies. It provides services in counseling, health care, and career services in order to promote student success. The division also encourages students to play a major role in developing activities and organizations and strives to engage students in other ways to enhance critical thinking, problem solving and teamwork

2.4.3. Values

Collectively the Student Affairs Division strives for excellence through a student centered approach that focuses on supporting the academic mission of PMU; Demonstrating a commitment to student learning outside of the classroom; and an appreciation for leadership competence. We remain dedicated to advancing the highest level of ethical standards, personal and professional integrity, and demonstrating actions consistent with the core values of PMU.

The departments within Student Affairs are effectively meeting the challenges associated with providing high quality services and engaging development programs for each student, by focusing on key areas represented in the strategic plan for learning, services and resources.

2.4.4. Objectives

Department of Enrollment Management

To develop, implement, and monitor a communication strategy that achieve four principles: highly qualified students, student centered, technology infused, and enabling success.

Department of Campus Life

The primary goals of the Department of Campus Life include providing programs to orient new students to the university, providing opportunities for student involvement and leadership, developing lifelong recreational skills programs, providing a safe, orderly and positive campus climate, and eventually developing a safe and supportive community.

Department of Career Services

The Career Services Department assists students with the transition from education to work. Our staff provides assistance to undergraduates who seek help in formulating and implementing career plans.

Department of Financial Aid

The Department of Financial Aid assists qualified students who could not otherwise meet the cost of tuition. The basic mission of PMU is to provide access and equal opportunity for full or partial financial assistance to eligible students through governmental, institutional, and private sources regardless of gender, race, age, or other circumstance.

Department of Health Care and Counseling Services

The Health Care and Counseling Services Center provides an environment that helps students in reaching their potential as individuals, and encourages their spiritual, academic and social growth. We provide compassionate care not only to our students, but to our dedicated faculty and staff at PMU. Our aim is to promote PMU students ability to seek appropriate care and treatment for their mental and physical health

Table 4.26

	Fall 07/08	%	Spring 07/08	%	Fall 08/09	%
Females	537	51%	544	48%	812	50%
Males	509	49%	586	52%	809	50%
Total	1,046	100%	1,130	100%	1,621	100%

(2007-2009)

- ❖ 1,361 applications were received for the fall 08-09 (55% females and 45% males) with an increase of 10% from fall 07-08.
- ❖ Female number of students and male number of students has increased by 51% and 59% respectively from fall 07-08 to Fall 08-09.
- ❖ Enhanced user-friendly services to applicants are offered through PMU website.
- ❖ Clear, appropriate and equitable admission standards are applied.
- ❖ The manual admission process has been fully developed and is now fully automated including the placement test.

(2009-2011)

- ❖ 2,344 applications were received in Spring 2011 (approx 50% male to female ratio) with 19% increase from previous Spring 2010.
- ❖ Admission standards have been raised from previous years as strong high school performance and scores on EPT are combined and mutually considered for Admissions.
- ❖ Enrollment rates have gone up with the difference between the No. of students applying online and then being committed after paying their first installment (the gap being a very low no.)
- ❖ Students drop out rates is another thing that is inversely proportional to Enrollment, as less number of students dropping out raises the University's Enrollment.

2.4.5. Total No. of New Students as per Male/Female campuses:**Total No. of students with respect to (Prep and Under-graduate) program:**

Semesters	Fall 07/08	Spring 07/08	Fall 08/09	Spring 08/09	Fall 09/10	Spring 09/10	Fall 10/11	Spring 10/11
Preparatory Program	564	445	593	453	541	361	698	569
Undergraduate	482	685	1028	1146	1367	1527	1668	1775
TOTAL	1046	1130	1624	1599	1908	1888	2366	2344

	Fall 07/08	Spring 07/08	Fall 08/09	Spring 08/09	Fall 09/10	Spring 09/10	Fall 10/11	Spring 10/11
Females	537	544	812	794	933	927	1186	1168
Males	509	586	809	805	975	961	1180	1176
Total	1046	1130	1621	1599	1908	1888	2366	2344

2.4.6. Recruitment

- ❖ Tougher admission requirements are implemented; a mirror test to validate the computerized test score is made to ensure that students are fairly placed.

- ❖ A comprehensive orientation program for commencing students is carried out every semester introducing the services and facilities available.
- ❖ Enrollment and Recruitment team conducted regular recruitment trips to targeted High Schools (that included both Local and International Schools), schools that have generated a lot of revenue for PMU in the past years as well, were given priority. Example: Aziziah-Khobar, Anjal-Ihssa, Mamlaka-Riyadh, Namouthajiah-Khobar, Manarat-Sharqiyah and many more.
- ❖ We participated in yearly university exhibitions. Dhahran Ahliyya School Fair and Bahrain Exhibition and our participation in the International Student Recruitment fairs is expected in coming semesters.
- ❖ Schools on the other hand visited PMU during the Annual Open Day event and Science week. Dhahran Ahlia and Prince Saud High Schools were among the prestigious schools that brought its students and Recruitment staff arranged campus tours for the students.

2.4.7. Student Affairs Call Center

- ❖ Provided information and answered to all queries received by students, parents or any other external party.
- ❖ Conducted student and parent satisfaction regular and tele-surveys to bridge and smooth the way between PMU officials and the community. Such assessments help to monitor and promote the effectiveness and relevance of university services.

2.4.8. Enrollment Management Goals and Recommendations

Admissions

- ❖ Admissions policies are being developed and lot of International qualifications will in future as well as currently now being accepted as long as they meet the standard entry requirements.
- ❖ Verification of standardized English testing procedures i.e. IELTS and TOEFL in order to bridge any gaps with regards to forgery or human manipulation if there was any.
- ❖ Recruitment, Marketing and Enrollment plan is in align with the Admissions Strategy.
- ❖ Enhancing the transfer students' admission process with the coordination of the University Registrar.
- ❖ Continuous improvement of current and new practices, procedures, and criteria in our admission and acceptance process through Banner System.
- ❖ Admission Staff professional development through regular training, seminars, workshops.

Recruitment

- ❖ Continue to look for on-site and off-site strategies to attract prospective day and evening students through direct and indirect communication.
- ❖ Conduct new school visits and participate in fairs.
- ❖ Participate in International Recruitment fairs abroad.

- ❖ Attend workshops to improved Quality Recruitment and implement Marketing strategies, provided the budget is in place.
- ❖ Implement the Student Ambassadors Program.
- ❖ Promotional items, posters, brochures, and publications represent an important factor in our marketing campaigns if the budget permits.

Student Affairs Call Center

- ❖ Quality of Call centre representatives has improved and more experienced advisors have been employed to provide callers as much information as possible.
- ❖ Fulfill our duties efficiently and effectively, recruiting more staff and coordinating with other departments is strongly recommended to update the Student Affairs Call Center with new policies, requirements, deadlines ...

2.5 The Learning Resource Center (LRC) Achievements

2.5.1 PMU LIBRARY OVERVIEW

The PMU library encompasses more than a traditional library. The Library is a service component of Prince Mohammad Bin Fahd University whose design and operation is driven by the mission of the University as well as the needs of the students, faculty and instructional programs. In accordance with PMU policy, the library will offer extensive access to print materials as well as electronic/digital resources.

2.5.2 LIBRARY OBJECTIVES AND ACHIEVEMENTS

A. COLLECTIONS

- To provide the information resources to support learning and research and to develop and maintain the website as the primary source of information about the Library.

- **PRINT COLLECTION**

*The table below displays the **Print Collection statistics from September 2009-August 2011.***

DATE	NUMBER OF VOLUMES
SEPT. 2009-AUG. 2010	2,100
SEPT. 2010-AUG. 2011	6,900
TOTAL	9,000

- The Library has a small collection of Arabic and Islamic titles, including reference works in the Main and Female Library.
- The Library has received approximately 7,000 of the 10,000 books from Levant International. Most of these titles have been cataloged and processed and are available to students, faculty and staff.

- **PERIODICALS COLLECTION**

- The Library staff and faculty collaborated to create a list of journals for the Periodical collection of the Library. An expanded periodical collection of 135 Journals and 15 newspapers was approved by the PMU Administration and ordered. We are continuously receiving periodical issues for the 2011 Library subscription.

- **ELECTRONIC COLLECTION (ELECTRONIC RESOURCES)**

- All electronic resources and databases were made available/accessible for on and off-campus use through the PMU website. The Library's electronic resources are the major component of the Library collection. We have several types of electronic resources including full text electronic books (e-books), full text articles (e-journals), and a multi-media encyclopedia.

- **PMU ONLINE RESOURCES**

- **Electronic Books**
- ✓ **eBrary** – Provides online access to the full-text of over 70,000 copyrighted books, reports, and maps in the areas of Social Sciences, Law, Medicine, Science, Engineering, Computer Studies, Fine Arts and History.

The table below displays the **eBrary usage statistics from September 2009-August 2011.**

DATE	PAGES VIEWED	PAGES COPIED	PAGES PRINTED	UNIQUE DOCUMENTS	USER SESSIONS
SEPT. 2009-AUG. 2010	28,409	5,863	7,394	6,262	8,202
SEPT. 2010-AUG. 2011	58,155	1,459	3,213	4,295	15,243
TOTAL	85,564	7,322	10,607	10,557	23,445

- ✓ **Safari Books Online** – It is a full text database of broad range of technical books covering the areas of Desktop and Web Applications, Digital Media, Engineering, Information Technology and Software Development, Math & Science, Personal & Professional Development. Currently the database provides access to full texts of over 14,800 books. (ProQuest)
- **Electronic Journal / Databases**
- ✓ **EBSCO**
 - **Academic Search Premier** - is a multi-disciplinary database that provides full text for more than 4,600 journals, including more than 3,900 peer-reviewed titles.
 - **Computers & Applied Sciences** - Provides indexing and abstracts for more than 22,000 academic journals, professional publications, and other reference sources covering the research and development spectrum of the computing and applied sciences.
 - **ERIC (Educational Research Information Center)** ERIC - the Education

Resource Information Center, contains more than 1.3 million records and links to more than 323,000 full-text documents dating back to 1966.

- **Library, Information Science & Technology Abstracts [EBSCO]** - (LISTA) indexes more than 560 core journals, nearly 50 priority journals, and nearly 125 selective journals; plus books, research reports and proceedings.
- **GreenFILE** - Offers well-researched information covering all aspects of human impact to the environment. The database provides indexing and abstracts for more than 384,000 records, as well as Open Access full text for more than 4,700 records.
- ✓ **ACM Digital Library** – a full text database of every article ever published by ACM and bibliographic citations from major publishers in computing.
- ✓ **ABI/Inform [ProQuest]** – is the gold standard for business and management information and indexes more than 3,000 journals. It includes in-depth coverage for thousand of publication, most of which are available full text and the latest business and financial information for researcher at all level. ABI/Inform also gives the user the option to search only peer-reviewed journals.

*The table below displays the **EBSCO Database Usage statistics: Yearly Comparison September 2009 – August 2010 vs. September 2010 – August 2011.***

DATABASE NAME	SESSIONS			SEARCHES		
	Sept.2009 – Aug.2010	Sept.2010 – Aug.2011	% Increased	Sept.2009 – Aug.2010	Sept.2010 – Aug.2011	% Increased
Academic Search Premier	1,339	2,169	62%	5,915	10,197	72%
Computers & Applied Science Complete	640	968	51%	3,793	4,577	21%
ERIC	818	1,362	67%	4,835	7,116	47%
GreenFILE	309	877	184%	1,765	4,317	145%
Library, Information Science & Technology Abstracts	632	968	53%	3,825	4,912	28%
Grand Totals	3,738	6,344	70%	20,133	31,119	55%

*The table below displays the **ACM Digital Library usage statistics from September 2009-August 2011.***

DATE	VISITS	PAGE VIEWS	MINUTES/ VISITS	SECONDS/ PAGE VIEW	PAGE VIEWS/ VISIT	ARTICLE REQUESTS	ARTICLE REQUESTS (HTML)	ARTICLE REQUESTS (PDF)	SEARCHES RUN	ABSTRACT VIEWS
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SEPT.2009 - AUG.2010	452	1,483	0	0	0	583	0	0	519	340
SEPT.2010 - AUG.2011	362	1,208	133	607	23	426	12	411	400	375
TOTAL	814	2,691	133	607	23	1,009	12	411	919	715

The table below displays the **ABI/Inform (ProQuest) usage statistics from September 2009-August 2011.**

DATE	SEARCHES	DOCUMENTS VIEWED
SEPT.2009-AUG.2010	992	858
SEPT.2010-AUG.2011	3222	3313
TOTAL	4,214	4,171

The table below displays the **Multi-Media Encyclopedia Britannica Online, Academic Edition usage statistics from September 2009-August 2011.**

DATE	BOL DOCUMENTS	BOL QUERIES	BOL OTHER	BOL HITS
SEPT.2009-AUG.2010	473	349	1,029	3,154
SEPT.2010-AUG.2011	1,646	569	359	25,560
TOTAL	2,119	918	1,388	28,714

B. SERVICES:

- To meet the knowledge and information needs of faculty and students through direct, timely reference services delivered as needed and requested and to develop services that ensure effective access to library resources.
- The Library staff created a **2nd Annual User Survey** for all patrons. A complete analysis including recommendation based upon the survey result was made. The result of this survey was published in our PMU Library Newsletter Vol. 3 No. 1-2 Spring 2011.

- **Library Website**
 - The Library website was redesigned and re-launched in September 2010. **The revised** webpage contain important information about the Library, the Online CATALOG (OPAC), and provides access to the Library’s resources. The webpage also contains the “Ask A Librarian” feature that allows users to email their questions to a librarian.
 - The PMU Library Webpage is regularly updated by the library staff and can be accessed through the PMU Homepage using this link (<http://lrc.pmu.edu.sa/librarya.asp>).
- **Inter Library Loan (ILL)** The Library staff has implemented an Inter-Library Loan program to supplement the Library’s resources.
 - The Library currently subscribes to the British Library Document Supply Center, UK. The British Library currently holds for more than 10 million volumes and 170,000 journal titles. PMU has access to these materials through this service. PMU Library has begun other electronic resource initiatives.
 - We also have full cooperation with 2 Jordanian Universities; the University of Jordan and Yarmouk University and also from Sultan Qaboos University, Muscat. During this reporting cycle, these libraries provided PMU with 70 electronic articles.
- **Training**
 - To provide training to all PMU students, faculty and staff on how to effectively use the **electronic collections (electronic resources), OPAC (Online Public Access Catalog) and the Self Check Station.**
 - **Electronic Collections (Electronic Resources)** -- The library staff are continuously conducting training upon requests from PMU students, faculty and staff.

The table below displays the **E-Resources Training Statistics from September 2009 - August 2011.**

CATEGORY	DATE	FACULTY TRAINED	STUDENTS TRAINED	TOTAL
FEMALE	SEPT.2009-AUG.2011	208	1,503	1,711
MALE	SEPT.2009-AUG.2011	195	1,155	1,350

C. LIBRARY MANAGEMENT SYSTEM - The PMU Library is the first institution in the Kingdom of Saudi Arabia to implement Sirsi/Dynix ‘Complete Solution’. The self- check stations installed are fully operational in the Main and Female Library.

- **SIRSI/DYNIX SYMPHONY-** is a library management system combines that features of Sirsi/Dynix Unicorn and Sirsi/Dynix Horizon 8.0/Corinthian to offer the most impressive array of library management solutions available to the library community. Symphony is fully operational and in use by the PMU Library.

D. PUBLICATIONS - To Inform PMU Community about Library services and resources.

- The Library Staff has begun to create and print materials to inform library patrons about library services and resources. The Library Staff are continuously updating the ‘Introduction to the PMU Library’ document and are distributing the latest revision to library patrons. This document was updated in June 2011.

- The Library Director created a quick guide for the ACM Digital Library database which was circulated to all students, faculty and staff as part of e-resources training.
 - The Library Policy Manual was updated and delivered to the PMU Administration for approval in August 2011.
 - The library newsletter (Vol. 3 no. 1-2) spring 2011 was approved by the PMU administration on February 06, 2010. A PDF copy of the newsletter was distributed to the PMU community via e-mail and was placed on the PMU website.
- E. LRC BUILDING** - Creates and maintains library facilities that are appropriate to support its teaching, research and service mission of both Library and the University.
- PMU Security opens the Library / LRC building at 7:50 am Saturday through Wednesday. Female Library closes at 4:00pm and the Main Library closes at 8:00 pm.
 - The PMU Library has received plants as beautification elements which have been placed at the RFID gates in the Main and Female Library.

OVERALL CONCLUSION

The Library is providing excellent services and resources to the PMU community given our current staffing levels. The Library is actively seeking qualified and experienced individuals to join our team. We continue to work on innovative ways to meet the needs of the PMU community.

We will continue to work to make the Library a welcoming environment for study and learning.

Advising 2009 - 2011

With the growth of the university, an increasing number of difficulties were encountered by students and by faculty with regards to advising. Prior to this with fewer students it was easier to allocated advisors outside of the majors to assist students within each of the colleges. Faculty did their best, but did not understand the importance of prerequisites and the projected order of completing courses. It was finally decided that this function of advising is best done by each of the colleges once students complete the Preparation Program.

Under the leadership of the Vice Rector for Academic Affairs and the close guidance of Dr. Jamal (Dean of Engineering) and Mr. Ameen (Registrar), a workshop was planned for all faculty in which detailed guidance was given to faculty within each college on advisory procedures. This workshop was organized as follows:

Academic Advising Workshop

January 3, 2010- 7:00 pm

Holiday Inn, Al Khobar

Workshop Program			
1	7:00- 7:05	Welcome Remarks	Dr. Nassar Shaikh- VRAA
2	7:05- 7:15	Introduction- Advisor's Role	Dr. Jamal Nayfeh- Dean, College of Engineering
3	7:15- 7:30	Registration Procedures/ Banner Advisor Self Service	Mr. Ameen Ghawanmeh- Registrar / Mr. Danilo -ITD
4	7:30- 7:45	Advising Tools and Process	Dr. Jamal Nayfeh- Dean, College of Engineering
5	7:45- 8:45	Dinner	-----
6	8:45- 9:45	College Workshop Sessions	Deans, Chairs and Faculty
7	9:45	Closing Remarks	

Since 2010, each college has been responsible for advising its own students and allocating students to faculty within the college. Apart from the usual types of problems incurred each year, this allocation of Advising to each of the colleges has proven to be a very positive move in which faculty and students are working together more closely and it allows each college to keep track of its own students.

2.6 ELI Achievements

2.6.1 EXECUTIVE OVERVIEW

Prince Mohammad Bin Fahd University (PMU) believes that learning is a continuing process that spans a person's entire life. Being acutely aware of this has positioned PMU during its development process to offer a broad range of 'continuing education' opportunities for citizens of the Eastern Province.

PMU is continuously developing additional learning opportunities designed to serve an ever broadening audience – from young to old, male to female, people in the workplace to people in their homes

The Department of Continuing Education at PMU offers a variety of Training Programs and Short Courses to the community, from English courses for individuals and companies, to computer certification and professional development programs.

Our goal is to provide members of the community with courses that provide employment training and special interest opportunities.

2.6.2 ACCOMPLISHMENTS (2010 – 2011)

In brief, following are the accomplishments of Continuing Education Dept. for 2010 – 2011:

1. **HRDF (MAHER)** – Microsoft Training Program
2. **Introduction of New courses** / teaching methodology at the English Language Institute (ELI)
3. **Pre-Foundation Year** Program for **SABIC**

2.6.3 HRDF (MAHER) – Microsoft Training Program

The Maher 12/12 (Microsoft) program started on April 24th, 2010 with a total of 100 male and female students divided into 3 tracks CIN (20 Male), ERP (40 Male) & SQAT (40 Female). These tracks were further divided into 5 sections consisting of 20 students in each section. Throughout the program, we maintained high quality of teachers and the facilities.

The classes were held in Prince Mohammad Program for Youth & Development (PMPYD) Building, Dammam. All the classes are equipped with Dell Computers (High end configuration), Smart Boards, projectors etc.

Program overview:

The program was designed by Microsoft to address specifically the needs of the Saudi work place and the knowledge and skills of the targeted group of students. The program bridges the knowledge and skills required by the work place in a comprehensive way and in a relatively short period of time. In two academic semesters students covered one of three tracks of IT

technology, English for information technology, and employability soft skills as two supporting subject areas.

The three tracks of Microsoft technology covered during the program were:

1. Computer Infrastructure and networking (CIN)
2. Enterprise Resource Planning (ERP)
3. Software quality assurance & testing (SQAT)

All the tracks (CIN, ERP & SQAT) were divided into English, Soft skills and Technical training. English and Soft Skills were taught by Prince Mohammad University's Native English Speaking Faculty and the Technical Training was done by Microsoft Certified Trainers.

The course got completed on January 28th 2011 with a total of 83 students (31 ERP, 14 CIN and 38 SQAT) successfully passing the course. Out of the students, 15 students have already got a job and we are working on organizing a "Job Fair" for the remaining students, in which we will invite companies, who want to offer jobs to these students. Apart from this, we have sent student CVs to various companies.

In this regard, we also had a meeting with the HRDF personnel in Eastern Province to give us support in suitable jobs for the candidates.

The student's feedback survey was done at the end of each course, which was always positive. In brief, it can be concluded that program was successful and students gained the right technical skills for finding a good job.

2.6.4 Introduction of New Courses / teaching methodology at the English Language Institute (ELI)

Since its inception in 2007, PMU's English Language Institute (ELI) continues to provide effective, outcomes oriented training for those interested in rapidly improving their English communication skills for either work or personal life.

So far, we were highly dependent on Computer Aided Language Learning (CALL), using "DYNED" Software. Although, we were quite successful in delivering our English Language courses using DYNED, there was a continuous demand from the students / companies for introducing a new curriculum with books.

In 2011, in addition to "DYNED" oriented classes, we have also started with new programs that aim at teaching students English with "New Headway Plus" series from Oxford University Press.

Details of New courses at the ELI

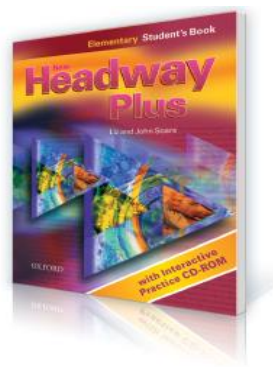
Courses offered at the ELI include the following:

- A five-level general English language course which is ideal for currently employed personnel who need English to advance their careers
- A wide array of English for Specific Purposes courses which can be tailored to meet the needs of specific business organizations and industries

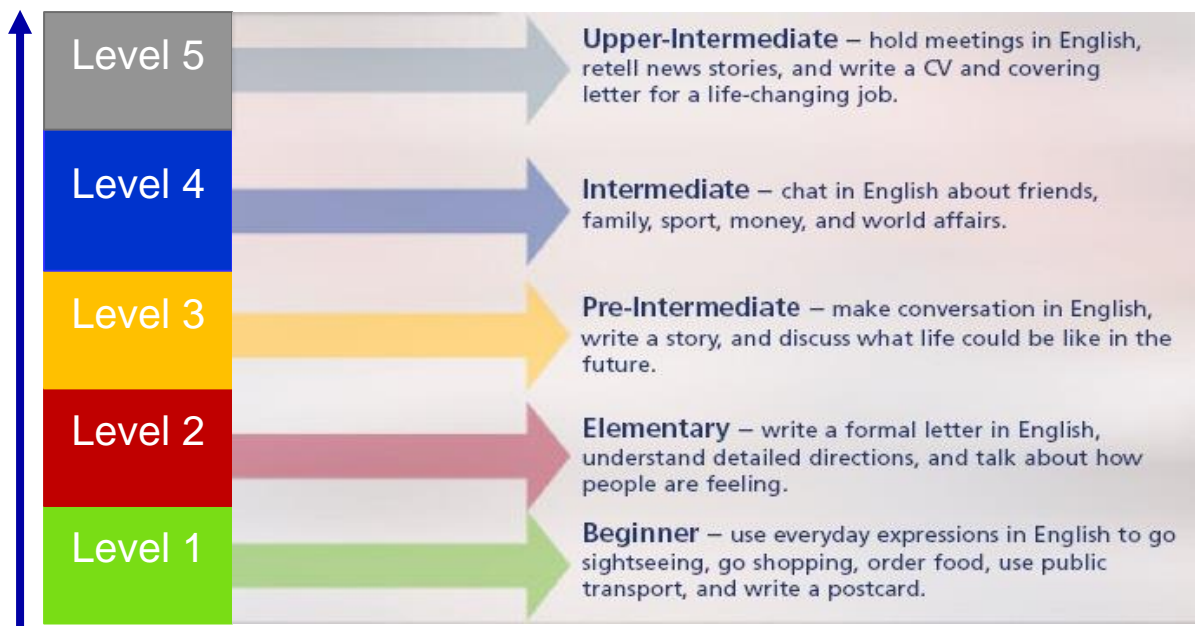
- Preparation for international exams such as TOEFL, IELTS.

ELI Level and Materials Used

A variety of materials are used in the ELI courses. These materials are comprised of but not limited to, information from the Internet, textbooks, journals, audios, videos, and a textbook series. The textbooks used are “New Headway Plus” series from Oxford University Press.



Levels of English



Program Components

Student Placement Test

- Our Program consists of 5 levels
- To ensure that the candidates are placed at the right level, the Oxford Online Placement Test will be conducted followed by a paragraph writing and an interview
- The Oxford Online Placement Test is designed to measure students' level of English

Oxford Online Placement Test Score	New Headway Plus Level
0 - 20	New Headway Plus Beginner
15 - 40	New Headway Plus Elementary
35 - 50	New Headway Plus Pre-Intermediate
50 - 65	New Headway Plus Intermediate
65 - 80	New Headway Plus Upper - Intermediate

Headway Plus correlations to International Standards and Tests



	TOEFL® (Paper)	TOEFL® (iBT)	TOEIC®	IELTS	Oxford Online Placement Test	CEFR
Headway Plus Beginner	0-343	0-18	250-300	0-1.5	0-20	A1 Breakthrough
Headway Plus Elementary	347-393	19-29	300-350	2-2.5	15-35	A2 Waystage
Headway Plus Pre-Intermediate	397-435	29-40	350-400	3-3.5	30-50	B1 Threshold
Headway Plus Intermediate	437-473	41-52	400-500	4 - 4.5	45-65	B2 Vantage
Headway Plus Upper-Intermediate	513-547	65-78	500-600	5.5 - 6	60-80	

Academic Components New Headway Plus

- A Series from Oxford University Press (OUP)
- The World’s most trusted English course
- Well - thought out Plan for success
 - Balance of skills
 - Vocabulary development
 - Pronunciation focus
 - Solid grammar syllabus
 - Lexical approach
 - Task-based learning
 - Everyday English
 - Communicative practice



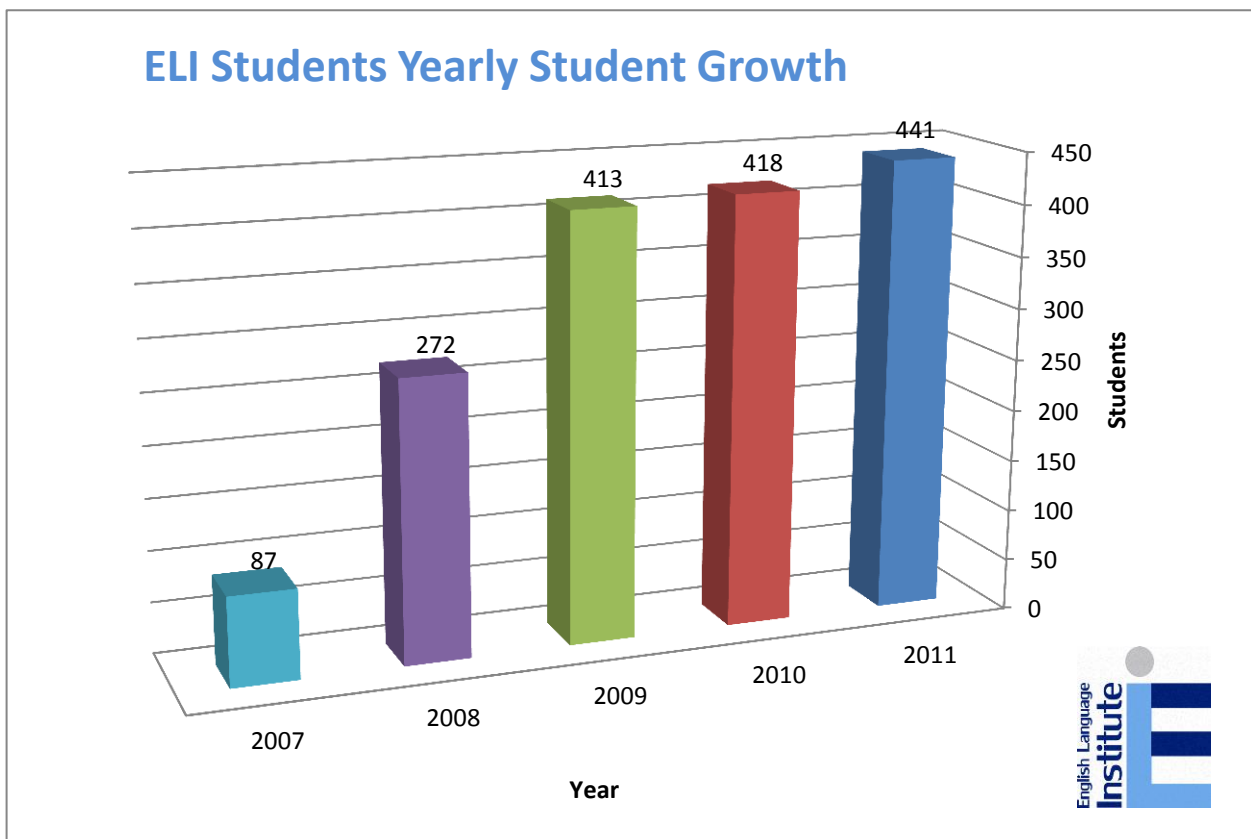
Learning at the ELI is achieved through a variety of approaches. Learning is interactive and communicative. In fact, it is blended learning. Teaching is supported with multi-media tools, DynEd (a computer assisted language learning program) and Blackboard, the course management system used by leading American universities.

Computer Aided Language Learning (CALL)

Computer Assisted Language Learning (CALL) – Dyned (6 Hours Per Week For Beginners & 3 Hours Per Week For Intermediate and Advanced Students)

PMU English Lab:

- Improves students listening & speaking skills
- Helps learners focus on meanings and conceptual relationships
- Synchronized with auditory and conceptual input
- Teaches English as a Skill



2.6.5 Pre-Foundation Year Program for SABIC

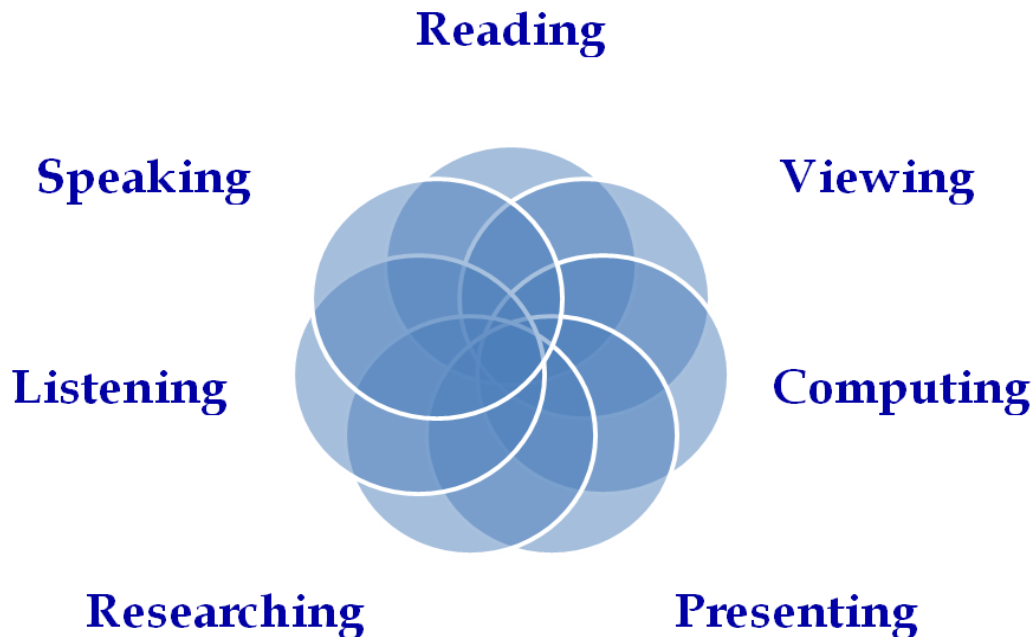
We started training of 80 students for SABIC’s Pre-Foundation Year on Sept. 17th 2011. The aim is to train these students for a successful career at SABIC. After the Pre-Foundation program at PMU, these students will go to the United States Of America to pursue their degrees in Engineering, Business etc. This program has been specifically designed keeping in mind the cross culture barriers that students face in the American society and how to overcome them successfully.

2.6.5.1 Program Objectives

Program Objectives

Prince Mohammed Bin Fahd University (PMU) has specially designed this program for SABIC Pre-Foundation Year 2011 students. Following are main objective of the program:

- Equip SABIC Students with a complete set of 8 integrated English language skills (Reading, writing, listening, speaking, researching, computing, viewing and presenting) with a focus on Academic Reading and Writing particularly at level 3 and above.
- Understand and Apply Problem Solving & Thinking Skills to Academic and Real Life Situations
- Prepare the students for understanding and accepting the diversity of the USA with its multicultural makeup



2.6.5.2 Expected Learning Outcomes

The proposed program aims at achieving measurable and observable learning outcomes. By the end of the Program, Students are expected to:

- Demonstrate mastery and understanding of the Skills Acquired
- Reflect upon and judge their own achievement through a given protocol of assessment
- Pass all the End of Program Comprehensive Exams Including English Exist Exam and ICDL International Exam.

2.6.5.3 Program Components

The pre-foundation program consists of three months of full-time study. The program consists of two components:

ACADEMIC COMPONENT

The Academic component is totally 420 hours, which is divided weekly as follows:

35 hours per week

35 X 12 Weeks

TOTAL 420 Hours

(Including 6 periodical exams & one final comprehensive exam)

CO-CURRICULAR ACTIVITIES

In addition to the 420 hours, we will also organize Co-Curricular activities, which will further expose students to more practical approach towards living in a multicultural society. The Co-Curricular activities will be divided weekly as follows:

5 hours per week

5 X 12 weeks

TOTAL 60 hours

Details of Academic Component

The Academic Component of the program will be held at PMU Campus and will be divided into 35 hours per week (for 12 weeks). Following topics will be covered in the academic component:

- ✓ Learning English with the New Headway Plus Series from Oxford University Press (20 hours per/week)
- ✓ Learning EAP (English for Academic Purposes) with Q-Skills Series from Oxford University Press (3 hours for Intermediate and Advanced)
- ✓ Computer Aided Language Learning (CALL)-DynED (*6 hours per/week for beginners and 3 hours for Intermediate and advanced*)
- ✓ Study Skills (3 hours per/week)
- ✓ Computer Skills (3 hours per/week)
- ✓ Cultural Orientation (3 hours per/week)
- ✓ New Headway Plus (20 hours per/week)

2.6.6 SUMMARY

As we can see from the above achievement, PMU's Continuing Education continues to grow every year. This year the management has also hired a new Vice Rector for Continuing Education and Business Development and we hope to expand further in the year 2011-2012.

2.7 Institutional Relations Achievements

MEMORANDUM OF UNDERSTANDING and CONTRACT LIST

PMU Partnership	Country	Type	Signatory	Date Signed
Knowledge City	KSA	MOU	Melody K. Godsey, Business Manager	
King Khalid Medical City	KSA	MOU		1-Oct-11
Texas International Education Consortium	Austin, Texas USA	Contract	Mr. Ronald Aqua, President & CEO	31-May-11
National Instruments	USA	MOU	Mr. Victor Mieries, Vice President Asia/ROW	2-May-11
VSD LLC	Virginia, USA	MOU	Director of International Business Development	20-Dec-10
Tsukuba University	Japan	MOA	Mr. Nobuhiro Yamada, M.D., Ph. D., President	5-Aug-10
International Institute of Information Technology Bangalore (IIIT-B)	India	MOU	Prof. S. Sadagopan, Director	20-Apr-10
Fort Hays State University	USA	MOI	Dr. Lawrence V. Gould, Provost/ Chief Academic Officer	12-Apr-10
GSE Power Systems, Inc. and ZAFF Hi-Tech Group ("GSE")	USA	MOU	Mr. John V. Moran, Chief Exec. GSE / Mr. David Mehran Razmara, President ZAFF	2-Apr-10
University of Ulster	Ireland	MOU	Prof. R R. Barnett, Vice Chancellor / Prof. Denise McAlister, Chair of the Board of Directors	19-Mar-10
VSD LLC	USA	MOU	Mr. Chuck Wythe, Managing Director VSD LLC	17-Jan-10
Zamil Group	KSA	Proposal	Collaboration / PMU Proposal Presented - Pending Response	1-Aug-09
Saudi Aramco	KSA	Contract	Contract no. 6600022987 - Mr. Khalid A. Al-Falih, President & Chief Executive Officer	7-Jun-09
Saudi Aramco	KSA	MOU	Mr. Khalid A. Al-Falih, President & Chief Executive Officer	7-Jun-09

Saudi Aramco	KSA	Contract	Contract no. 6600022988 - Mr. Khalid A. Al-Falih, President & Chief Executive Officer	3-Jun-09
Gillani, Inc.	Texas, USA	MOU	Mr. Syed M. Kamal, President & CEO	2-Jun-09
University of Leeds	UK	MOA	Lord Bragg of Wigton, Chancellor	27-Feb-09
Royal National College of the Blind	UK	MOU	Mr. Ian Pickford, CEO & Principal	25-Feb-09
Library of Alexandrina	Egypt	MOA	Dr. Ismail Serageldin, Director	11-Feb-09
University of Groningen	Netherland	MOU-1 / LOI-3	Prof. Dr. S. Poppema, President / Drs. M.C. Gardeur-Veltman, Dir. Int'l Relations	21-Jan-09
University of Twente	Netherland	MOU	Dr. A. H. Flierman, President of the Executive Board	20-Jan-09
STC-Group	Netherland	MOU	Mr. Erick Hietbrink MSc, Chairman STC-Group / W.A. (Ton) van Essen, Dir. STC-Group Holding BV	19-Jan-09
Lexmark International	USA	MOU	Mohammaed Ali Addarrat, Large Account Sales Manager	16-Oct-08
IBM	KSA	MOU	Takreem El- Tohamy, General Manager IBM Middle East	23-Sep-08
Asharqia Eastern Province Chamber of Commerce	KSA	MOU	NO RECORD	9-Sep-08
Ernst & Young Consulting	KSA	MOU	Mr. Don Painter	2-Sep-08
American University	USA	MOA	Dr. Cornlius Kerwin, President	31-Aug-08
Halliburton Energy Services Inc.	USA	MOU	Mr. Osama Kamal, Vice President / Ibrahim Palaz, Director Strategic Education and R&D Partnership	31-Aug-08
University of Central Florida	USA	MOA	Dr. Neal Gallagher, Dean Engineering & Comp. Sciences / Dr. Issa Batarseh, Director	25-Aug-08
Sun Microsystems, Inc.	KSA	MOA	Mr. Jamal A. Said, Country Manager	25-Aug-08
Curtin University of Technology	Australia	MOU	Dr. Paddy Forde, Acting Deputy Vice Chancellor Int'l.	22-Jul-08

ORACLE	USA	MOU	Osama Al- Saif (A) CIO, IT Dept. / Adnan Al Abu Gabal, Finance Manager	10-May-08
Texas A&M University	USA	MOU	Mr. Doug Palmer, Ph. D. Dean College of Education & Human Development	1-Apr-08
SAUDEEC	Netherland	MOU		12-Mar-08
SAS	USA	MOU	Mr. William Hoggarth, Regional CEO / Handled by VRAA	10-Mar-08
Maastricht School of Management	KSA	MOU	Drs. P.R.H.M. van der Linden, Chairman of the Board / Drs. Nicolaas van Mierlo, Managing Director	8-Nov-07

Michigan State University	USA	MOA	Signing under process by VRAA. / Susan M. Gass, Director	2009
Global Suhaimi Group	KSA	MOU	Handled by VRAA office	
Microsoft	USA	MOU	Mr. Samir No'am, President / Handled by VRAA	

University of Central Florida	USA	Draft MOU	Collaboration Institute	
National Institute of Informartics (NII)	Japan	Draft MOU		
Waseda University	Japan		NO RECORD	
Tokyo University	Japan	Draft MOU		
University of Hong Kong of Science & Technology	Hong Kong		NO RECORD	
Hong Kong Science & Technology Parks	Hong Kong	Draft MOU		
University of Warwick	UK	Draft MOU	Proposal	2009
Arab Conferences Company	KSA		Partnership Agreement, Proposed contract and not approved	1-Jun-09

Current Visits of PMU

1	Nanyang Technical University (NTU)	24-Feb-12
2	National University of Singapore	27-Feb-12
3	Peking University (China)	29-Feb-12
4	Beijing Institute of Technology	1-Mar-12
5	Renmin University of China	2-Mar-12

Visits to PMU

2012		
1	Yanbu Industrial College	10-Jan-12
2	King Abdullah University of Science and Technology	21-Jan-12
3	University of Alabama at Birmingham	5-Feb-12
4	ESADE Business School	13-Feb-12
5	Mr. Nicolas Klotz	19-Feb-12

2011		
1	Taif and Makkah Education District Delegation	9-Jan-11
2	The Spouses of the Members of KFUPM's International Advisory Board	11-Jan-11
3	The German Academic Exchange Services-DAAD Delegation	25-Jan-11
4	National Committee for Private Education and Training	15-Mar-11
5	United States Educators (ARAMCO)	16-Mar-11
6	SABIC Delegation	18-Apr-11
7	SABIC Delegation	14-May-11
8	ARAMCO Delegation	23-Aug-11
10	Larsen & Toubro Saudi Arabia LLC Delegation	14-Nov-11
11	University of California in San Diego Delegation	29-Nov-11
12	SAUDI ARAMCO Endowed Chair of Technology and Information Management	19-Dec-11

2010		
1	U.S. Consul General in Dhahran and His Delegation	5-Jan-10
2	Saudi Ambassador to Bahrain and His Delegation	9-Jan-10
3	Lord Mayor of the City of London, Alderman Nick Anstee	20-Feb-10
4	Mr. Khalid Al-Malik, Director, Al-Jazeera Newspaper and His Delegation	20-Feb-10
5	Dr. Janet E. Breslin-Smith, wife of U.S. Ambassador to K.S.A.	2-Mar-10
6	Mr. Waleed Al-Kowaileet, Saudi Basic Industries Corporation	8-Mar-10

7	Dr. Abduljalil Al-Saif, Member of Majlis Ash Shra, Speaker (Lecture on "Car Accidents in Gulf Region")	16-Mar-10
8	Group of International Young Leaders (Saudi Branch) Headed by Mr. Salah Al-Qhatani	17-Mar-10
9	Chamber of Commerce Director of Public Relations	17-Mar-10
10	UNIVERSITY OF MINNESOTA (UMN) Dr. Craig Taylor	31-Mar-10
11	PRINCESS NOUF AL-SAUD	4-Apr-10
12	Mr. Abdul Kareem Al-Olayet (Director, Qatif Education District) and His Delegation	10-Apr-10
13	IR FORT HAYS STATE UNIVERSITY	11-Apr-10
14	The Delegation of the Ministry of Education	18-Jul-10
15	NEBOSH AND ASSE VISITORS	26-Sep-10
16	Prof. Sadagopan and Prof. Rajagopalan	27-Sep-10
17	Taibah University Delegation	27-Sep-10
18	Mr. Khalid Al-Falih, President and CEO-Saudi Aramco and His Accompanying Delegation	6-Oct-10
19	Prince Faisal Bin Fahd Bin Abdullah Al-Saud	6-Oct-10
20	Al-Imam Mohammad Bin Saud University Delegation (Riyadh Region)	20-Oct-10
21	Lord Mayor of the City of London, Alderman Nick Anstee	20-Oct-10
22	Dar Al-Hayat Newspaper Delegation	25-Oct-10
23	Ministry of Higher Education Visit	25-Oct-10
24	Mr. Timothy Pounds, U.S. Consul General-Dhahran and His Accompanying Delegation	30-Oct-10
25	Al-Imam Mohammad Bin Saud University Delegation (Riyadh Region)	31-Oct-10
26	Mr. Fred Stewart, Director, International Business Development VSD LLC	31-Oct-10
27	UNIVERSITY OF CENTRAL FLORIDA DELEGATION	2-Nov-10
28	SCECO Delegation	3-Nov-10
29	Dr. Janet-Breslin Smith, Wife of the U.S. Ambassador to Saudi Arabia and Her Accompanying Delegation	6-Nov-10
30	Mechanical and Manufacturing Engineering Department, Jubail Industrial College	1-Dec-10
31	Dr. Abdel-Ilah Bennis, Director of Studies at Diplomatic Academy of London	14-Dec-10
32	Mr. Fred Stewart, Director, International Business Development VSD LLC	14-Dec-10
33	Dar Al-Hayat Newspaper Delegation	21-Dec-10

2009 update Visits to PMU (as per Public Relations Record)		
1	Dean of International Development and Professor of Medicine, University of Leeds - UK	5-Apr-09
2	Cultural Attache, Embassy of Kuwait (PMU)	20-Apr-09
3	Business Development-GCC Countries / RTI International (PMU)	22-Apr-09
4	Prof. John Langan of Georgetown University / Consul General Mr. Joseph Kenny, US General Consulate in Dhahran	11-May-09
5	UNIVERSITY OF WARWICK	13-May-09
6	Mr. David Harries, Head British Trade Center	19-May-09

7	STC GROUP / MARITIME UNIVERSITY ROTTERDAM	23-May-09
8	U.S. SAUDI ARABIAN BUSINESS COUNCIL	2-Jun-09
9	SUN MICROSYSTEMS MIDDLE EAST	28-Sep-09
10	University Medical Center - RUG	3-Oct-09
11	Saudi Aramco Industrial Security Delegation	14-Oct-09
12	VSD	31-Oct-09
13	Microsoft Saudi Arabia	8-Nov-09
14	King Abdulaziz Center	8-Nov-09
15	Dr. Khalid Al-Saloom and Engr. Hathal Al-Otaibi (Communication and Information Technology Commission)	21-Dec-09
16	Mr. Nasser A. Morya and Mr. Shajaa M. Thuaar / (Chamber of Commerce and Education Headquarter-Jazan)	23-Dec-09
17	Diamond Solutions Group, Inc.	
18	Gillani, Inc.	

Records of all visits to and from PMU, since December 2007 to March 2009 - in alphabetical order

1	American University	PMU
2	Ashrm	PMU
3	U.S. - Arab Chamber	PMU
4	British Council	PMU
5	Building Research Development	PMU
6	Cambridge Regional College	PMU
7	Carnegie Mellon University	PMU
8	Chevron	USA
9	Cisco	PMU
10	City of Houston's Mayors Office	USA
11	Crealis - Spain	PMU
12	Curtin University	Australia
13	Curtin Univeristy	PMU
14	Dutch Embassy	PMU
15	Embassy of Romania	PMU
16	Ernst & Young	USA
17	Ernst & Young	PMU
18	Exxonmobil	USA
19	Halliburton	USA
20	Halliburton	PMU
21	IBM	PMU

22	KAUST	USA
23	Leeds University	UK
24	Leeds University	PMU
25	Lexmark	PMU
26	Library of Alexandria	Egypt
27	MSM	Netherlands
28	MSM	PMU
29	Newcaslte	PMU
30	Oracle	PMU
31	Pennsylvania Trade Development	PMU
32	PNE Group	PMU
33	Rice University	USA
34	Royal National College for Blind	UK
35	Saudi Aramco	PMU
36	Saudi Hospty. Training	PMU
37	Saudec	PMU
38	Schlumberger	USA
39	Shell	USA
40	Sister Cities Association	USA
41	STC Group	Netherlands
42	Sun Microsystems	PMU
43	Tabas - Cadence	PMU
44	Texas A&M University	USA
45	Texas A&M University	PMU
46	U.S. Saudi Business Council	PMU
47	University of Central Florida	PMU
48	University of Denver	PMU
49	University Gronigen	Netherlands
50	University Gronigen -English	PMU
51	University Gronigen - Energy	PMU
52	University Gronigen - Medical	PMU
53	University of San Francisco	PMU
54	Univeristy of Sheffield	UK
55	Univeristy of Texas Austin	PMU
56	Univeristy of Twente	Netherlands
57	University of Twente	PMU
58	University of Warwick	PMU

59	University of W. Australia	Australia
60	University of W. Australia	PMU
61	Upsala University	Sweden
62	U.S. Department of Commerce	USA
63	U.S. Embassy	PMU
64	Virginia Economic Development	PMU
65	VSD	PMU

2.8 Deanship of Graduate Studies and Research

Since its early beginnings, Prince Mohammad Bin Fahd University, has given priority to research both scientific and applied. In 2006, PMU established the Center for Research Development & Continuing Education for the purpose of supporting the acquisition of external resources for the support of research and service activities, and for the delivery of instructional services to clients and learners' off-campus by any means appropriate to the client. Research has been extremely important in maintaining a creative environment for faculty, staff, and students. As PMU advance in its Research capabilities and facilities, the need for a separate Deanship arose. In 2010, the center was transformed into the Deanship of Graduate Studies and Research.

The Deanship role, Mission and Vision fulfill PMU's mission in developing and supporting the graduate programs, research and innovation.

2.8.1 VISION

To be an innovative international leader in providing research and higher education opportunities that breaks the barrier between academics and society.

2.8.2 MISSION

The Deanship of Graduate Studies and Research in cooperation with the Academic Colleges will develop educational programs and conduct research based on the assessment of the student and social needs. The Deanship will:

- *Advance intelligence and develop knowledge through research and special learning programs.*
- *Link research and learning to the needs of the community.*
- *Form close partnerships with internal and external constituents to advance and market all university programs.*

2.8.3 RESEARCH AND EDUCATIONAL GOALS AND OBJECTIVES

Under the Deanship, research is divided into two main tracks:

1. Scientific Research

Scientific Research encompasses research that is particular interest to the faculty within the various colleges of the university. It is intended to help the development and enhancement of the colleges' educational and training missions. It also is intended to promote faculty professional and academic development, maintain the current understanding of the respective academic areas and expertise, and help in the enhancement of academic excellence for teaching and other professional duties.

2. Applied Research

Applied Research initially includes three centers: the community Design Resource Center, the Information Technology Resource Center, and a General Research Center. Each of the applied research centers focuses on providing research and technology services in the areas of expertise to the community. Specific, problems solving would be identified for industry and regional business with the following general characteristics:

- i) Short-term problem solving of roughly one-to-six months (or shorter, depending on the specific problem or task).*
- ii) Projects, where possible, would have an education and training component for students as part of the research or service process. This could be accomplished as:*
 - (a) Part of a senior or "capstone" project.*
 - (b) Internship for upper class students.*
 - (c) Paid employment or work-study for students.*

2.8.4 ENDOWMENTS

Currently PMU has four endowments which are the following

- 1. Prince Sultan Endowed Chair for Energy and Environment Studies*
- 2. Prince Nayef Endowed Chair for Youth Development*
- 3. Saudi Aramco Endowed Chair for Technology and Information Management*
- 4. Saudi Aramco Endowed Chair for Global Supply Chain Management*

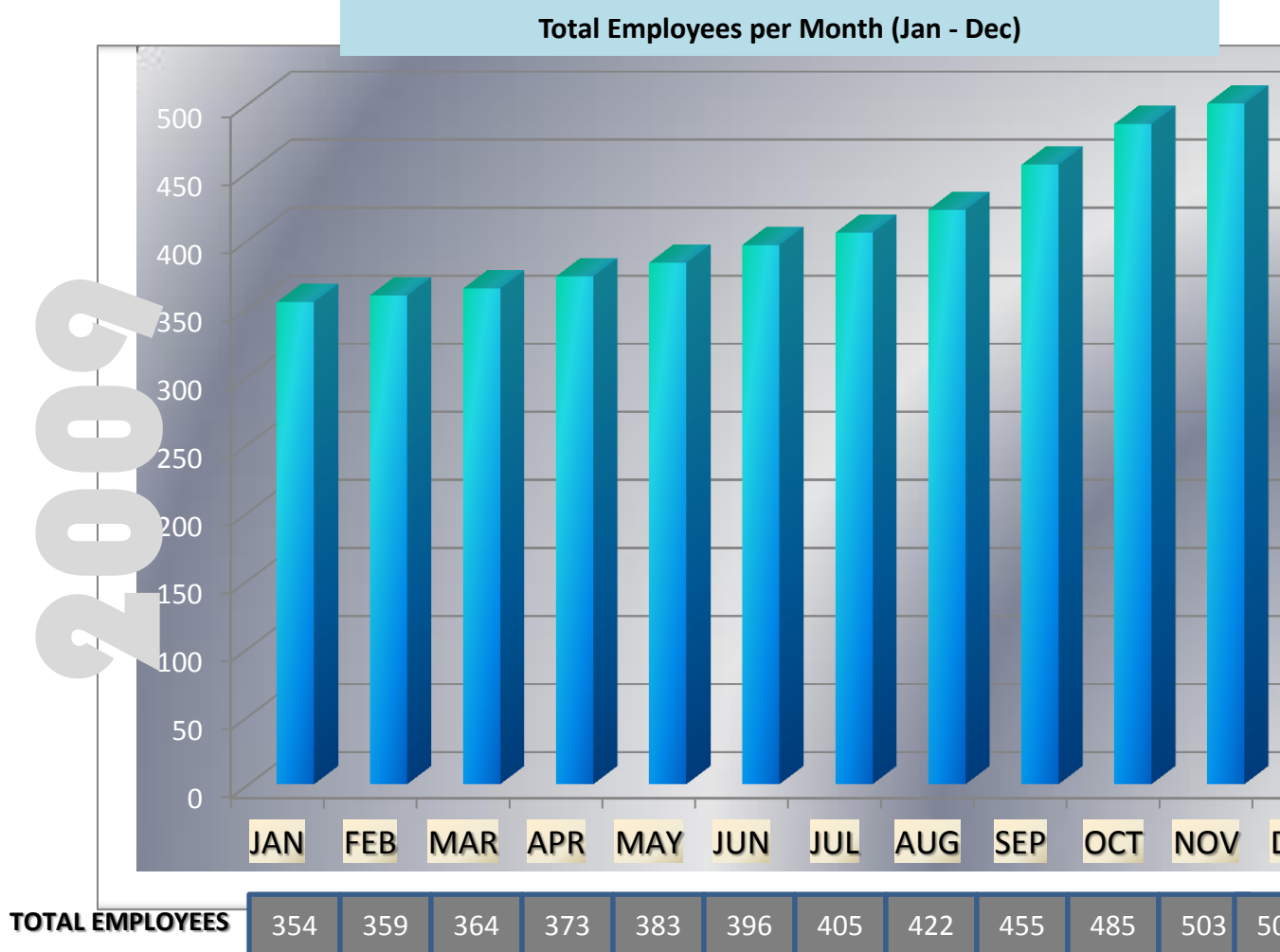
2.9 Growth in Employment

2.9.1 Total Employees 2009

GROWTH IN EMPLOYMENT

TOTAL EMPLOYEES 2009

The number of PMU employees per month during the year 2009.

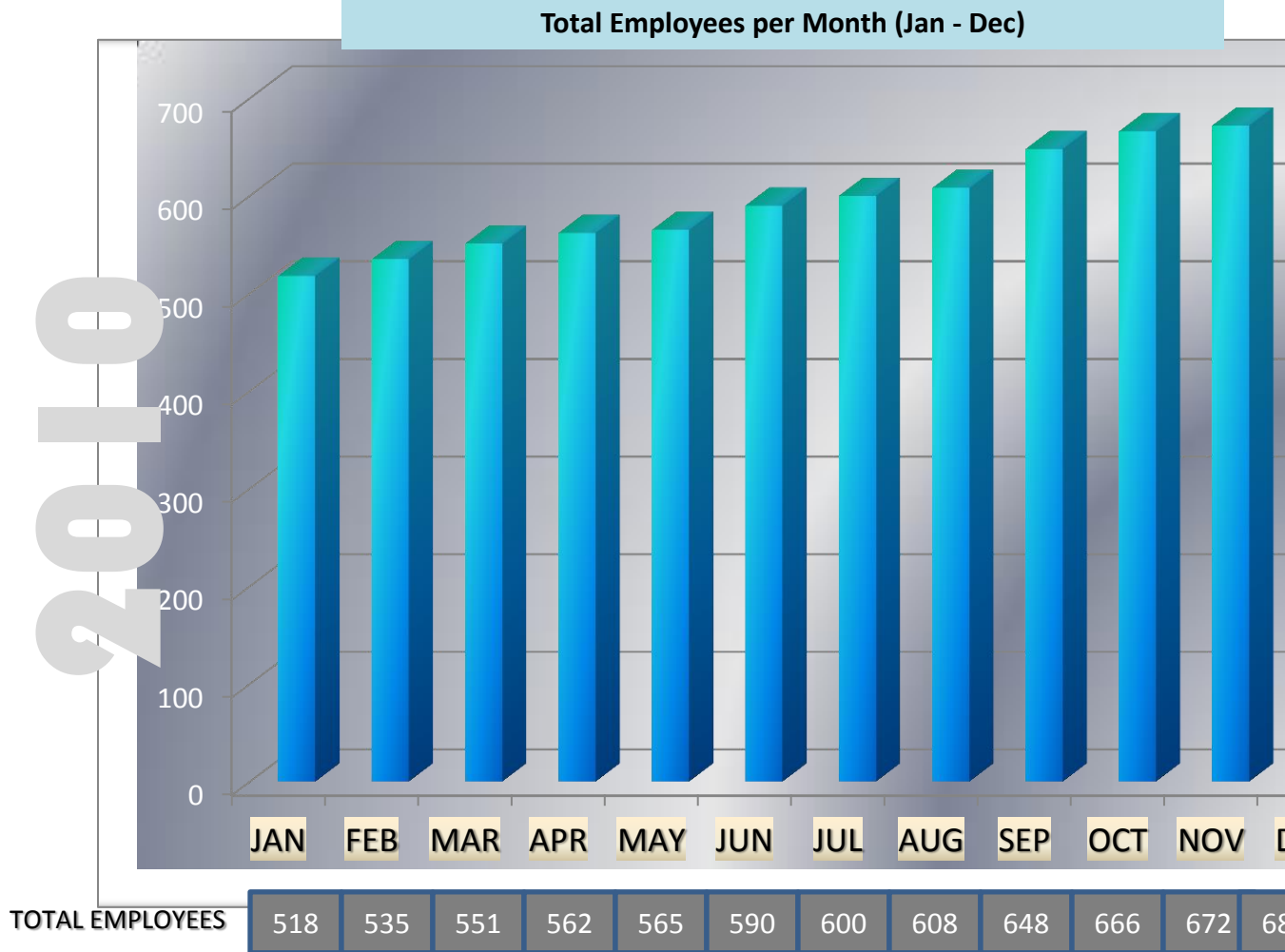


2.9.2 Total Employees 2010

GROWTH IN EMPLOYMENT

TOTAL EMPLOYEES 2010

The number of PMU employees per month during the year 2010.

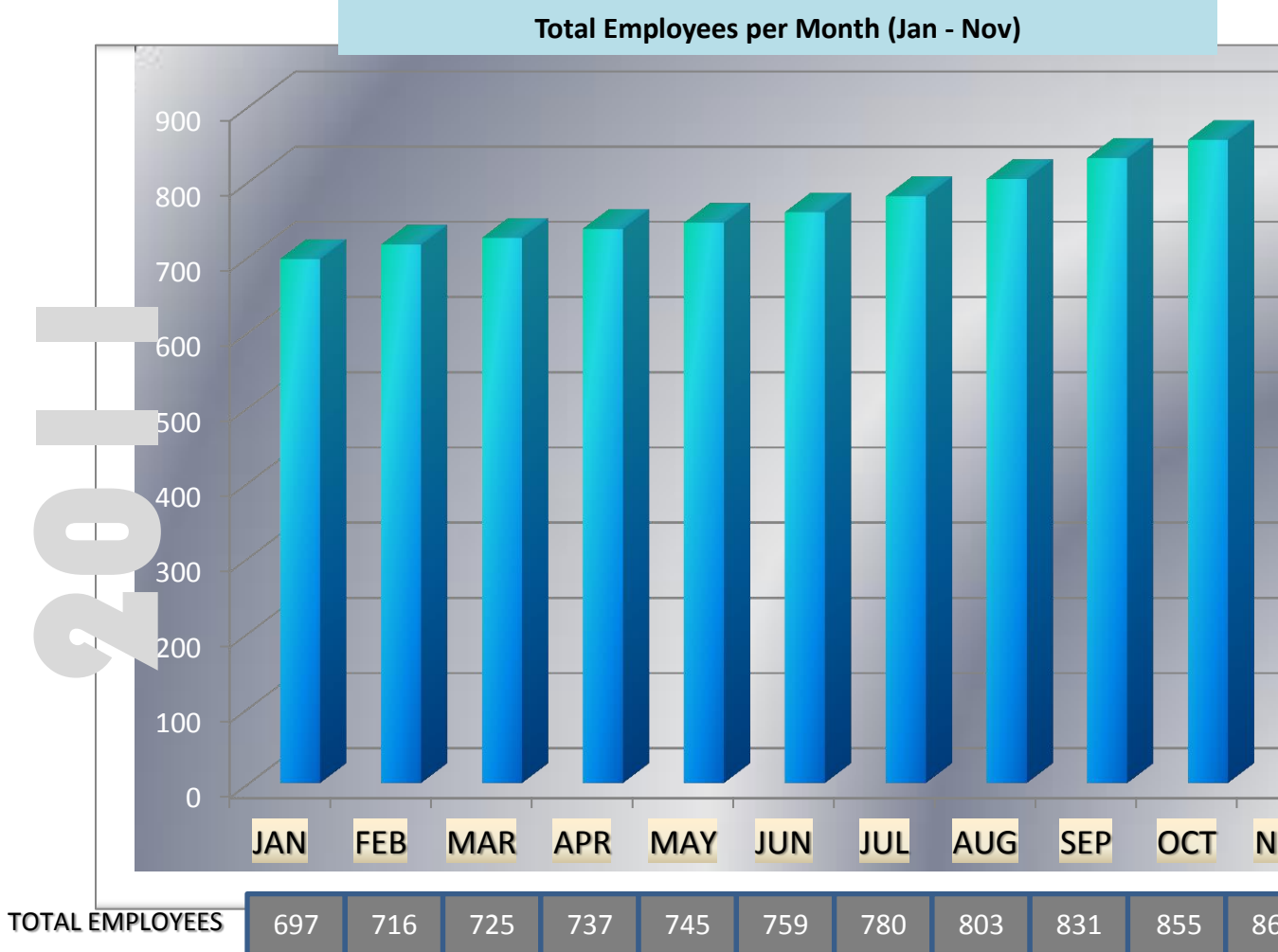


2.9.3 Total Employees 2011

GROWTH IN EMPLOYMENT

TOTAL EMPLOYEES 2011

The number of PMU employees per month during the year 2011.

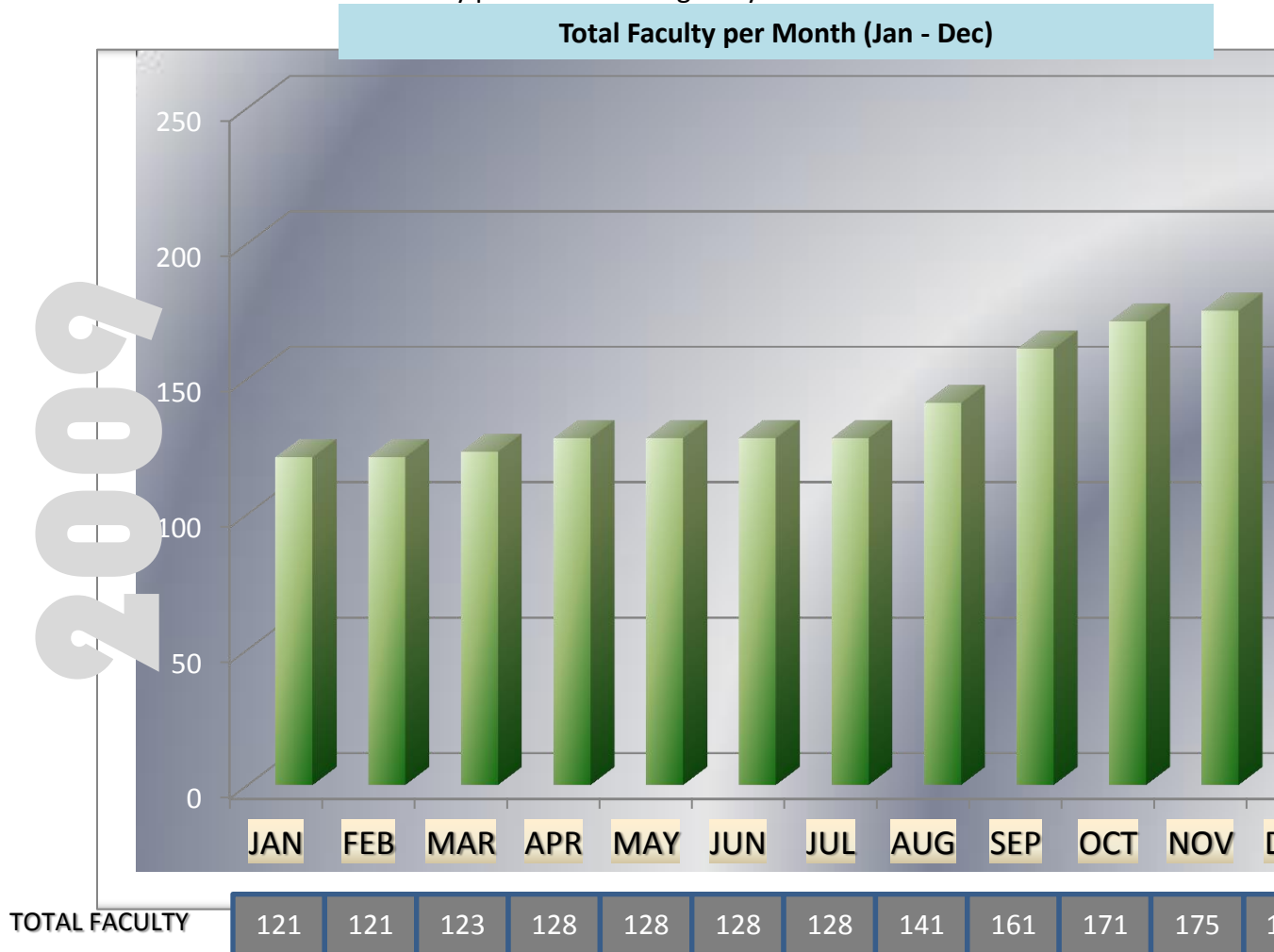


2.9.4 Total Faculty 2009

GROWTH IN EMPLOYMENT

TOTAL FACULTY 2009

The number of PMU faculty per month during the year 2009.

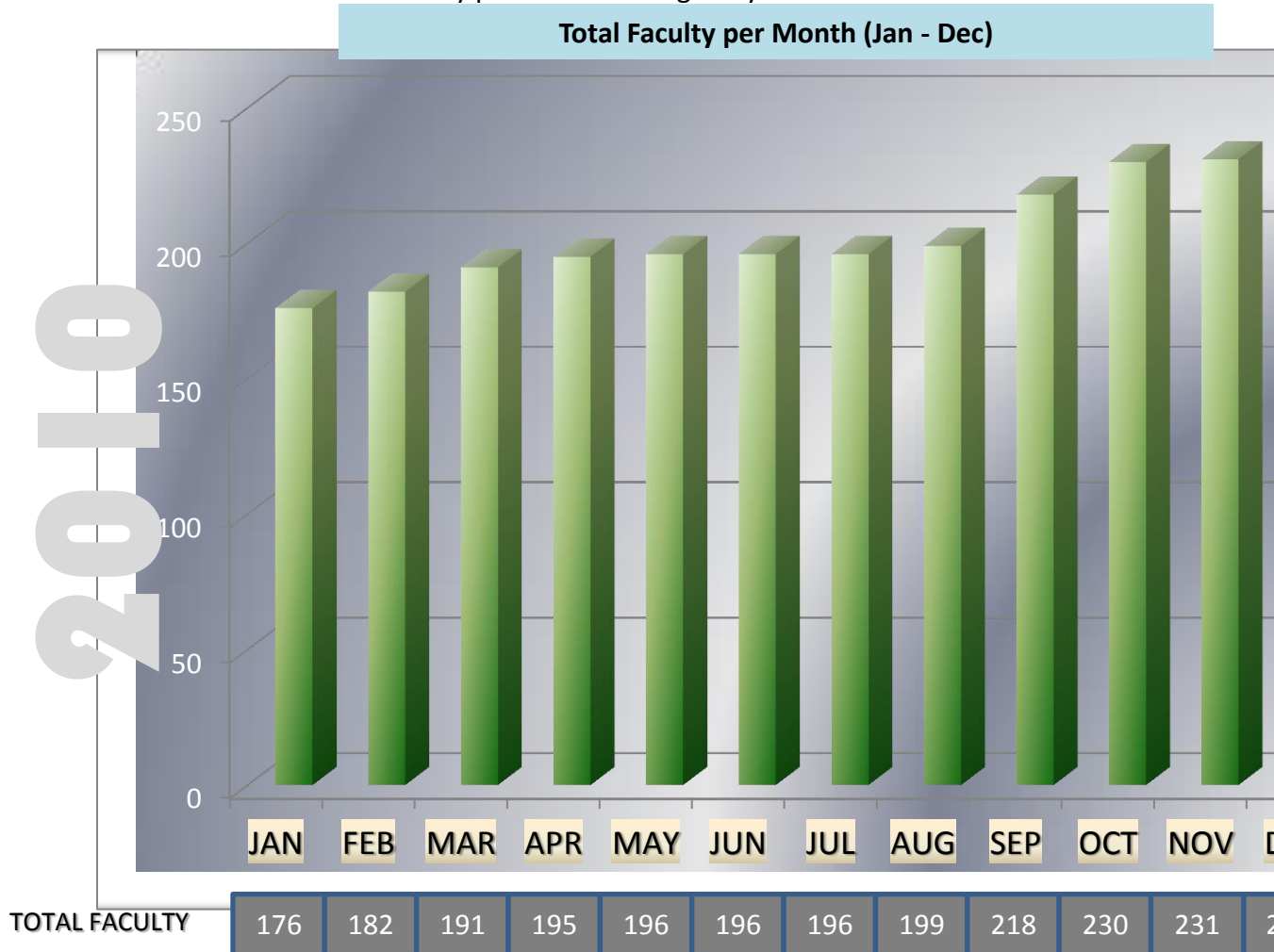


2.9.5 Total Faculty 2010

GROWTH IN EMPLOYMENT

TOTAL FACULTY 2010

The number of PMU faculty per month during the year 2010.

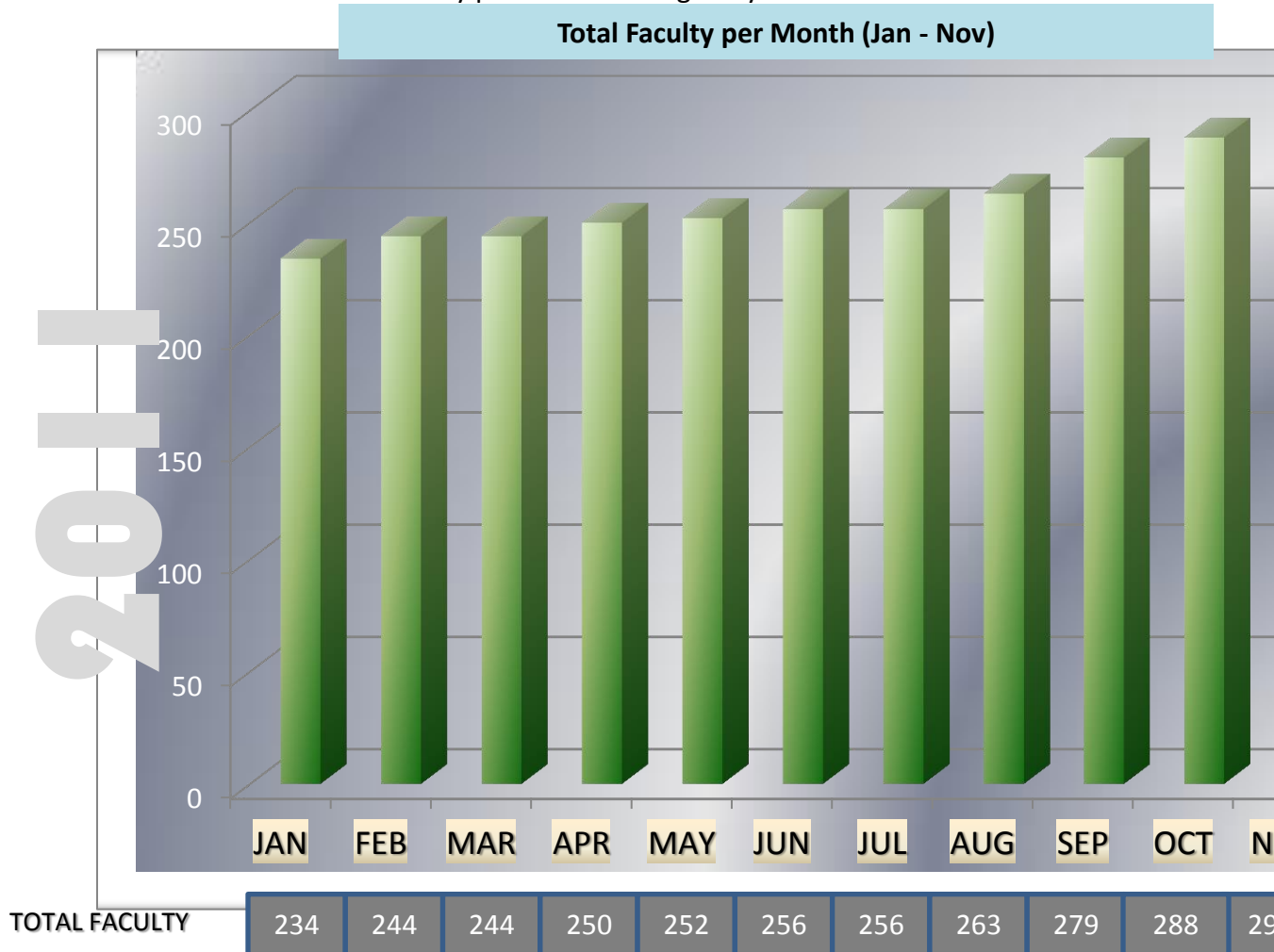


2.9.6 Total Faculty 2011

GROWTH IN EMPLOYMENT

TOTAL FACULTY 2011

The number of PMU faculty per month during the year 2011.

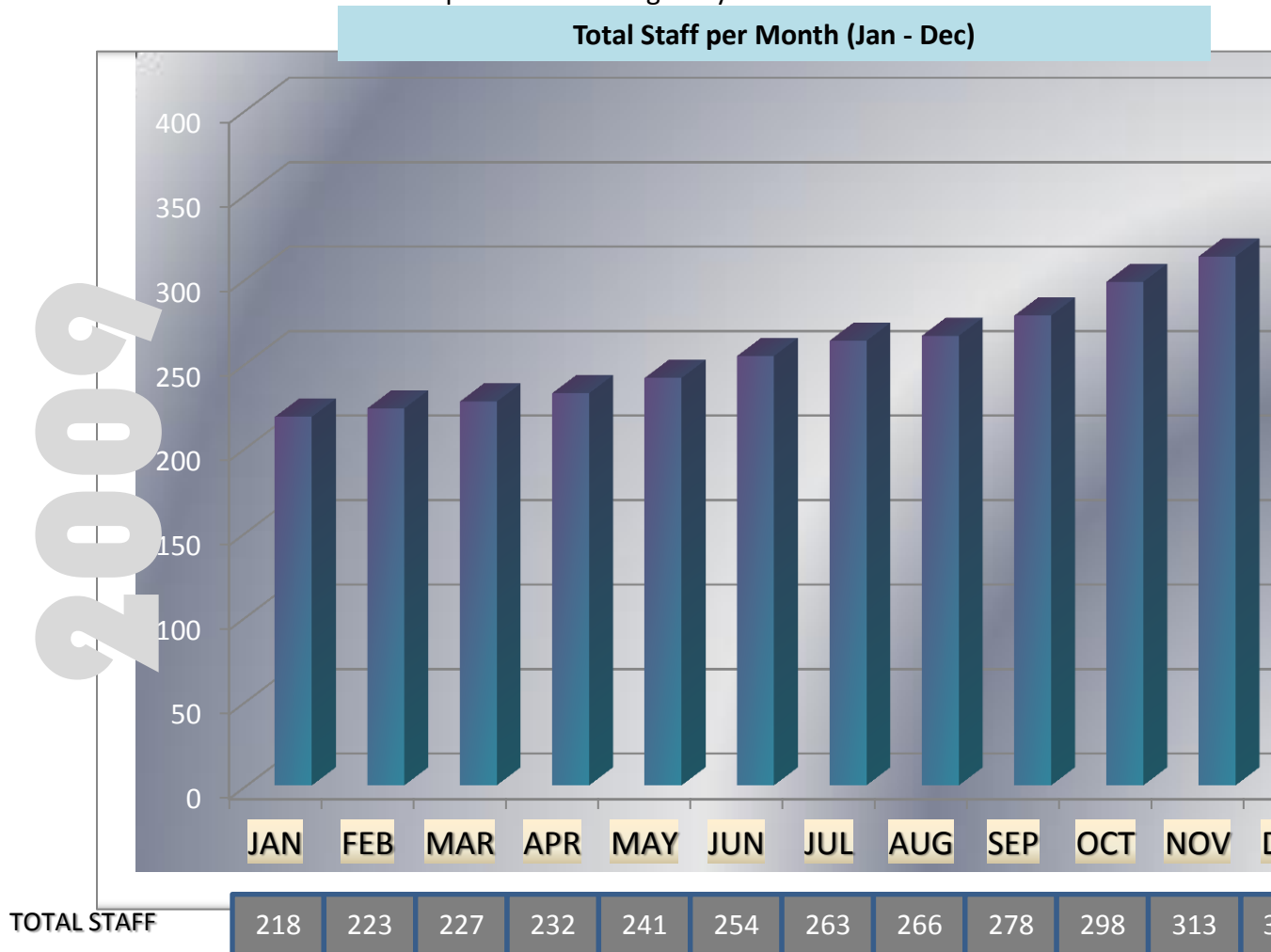


2.9.7 Total Staff 2009

GROWTH IN EMPLOYMENT

TOTAL STAFF 2009

The number of PMU staff per month during the year 2009.

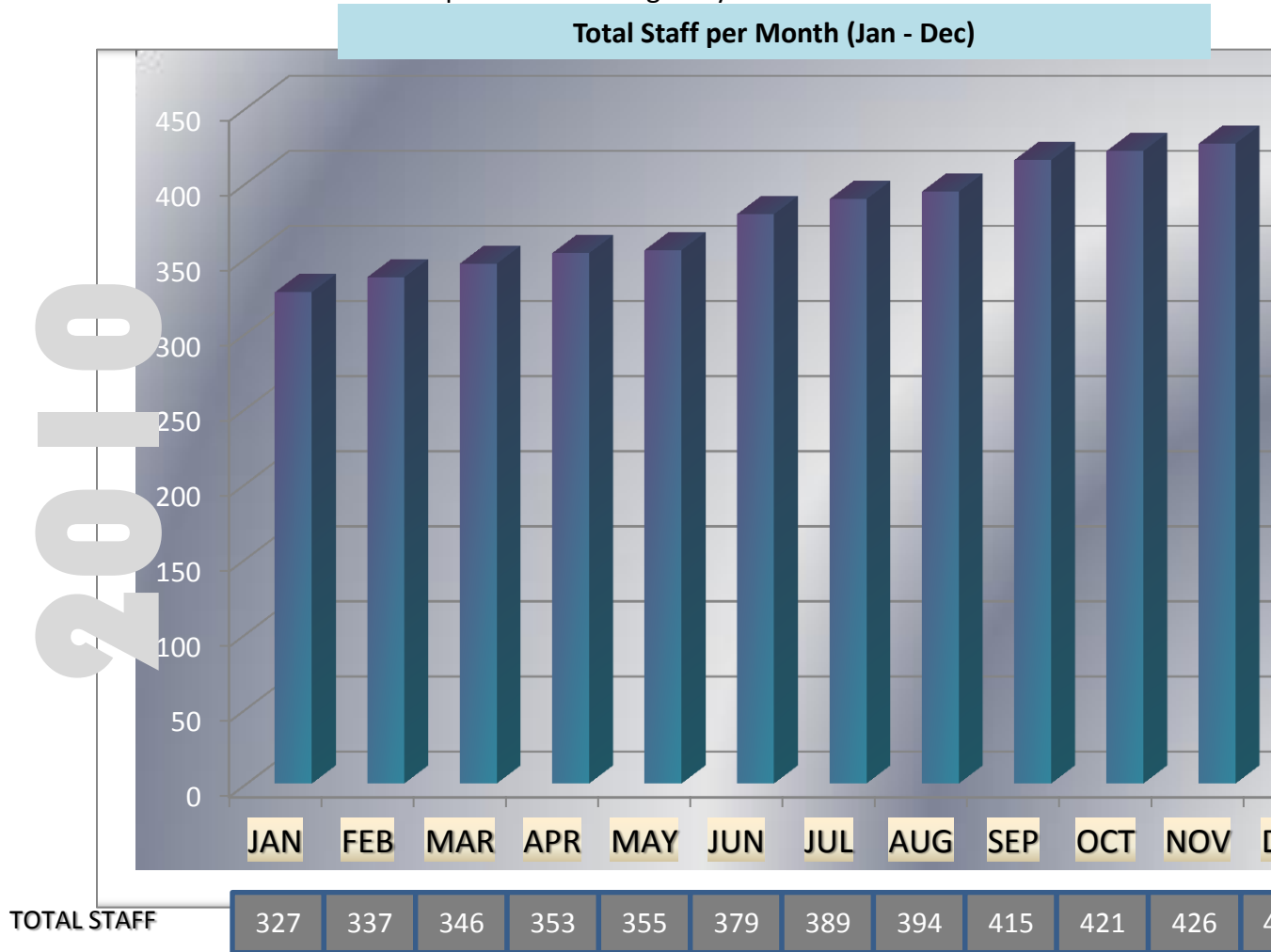


2.9.8 Total Staff 2010

GROWTH IN EMPLOYMENT

TOTAL STAFF 2010

The number of PMU staff per month during the year 2010.

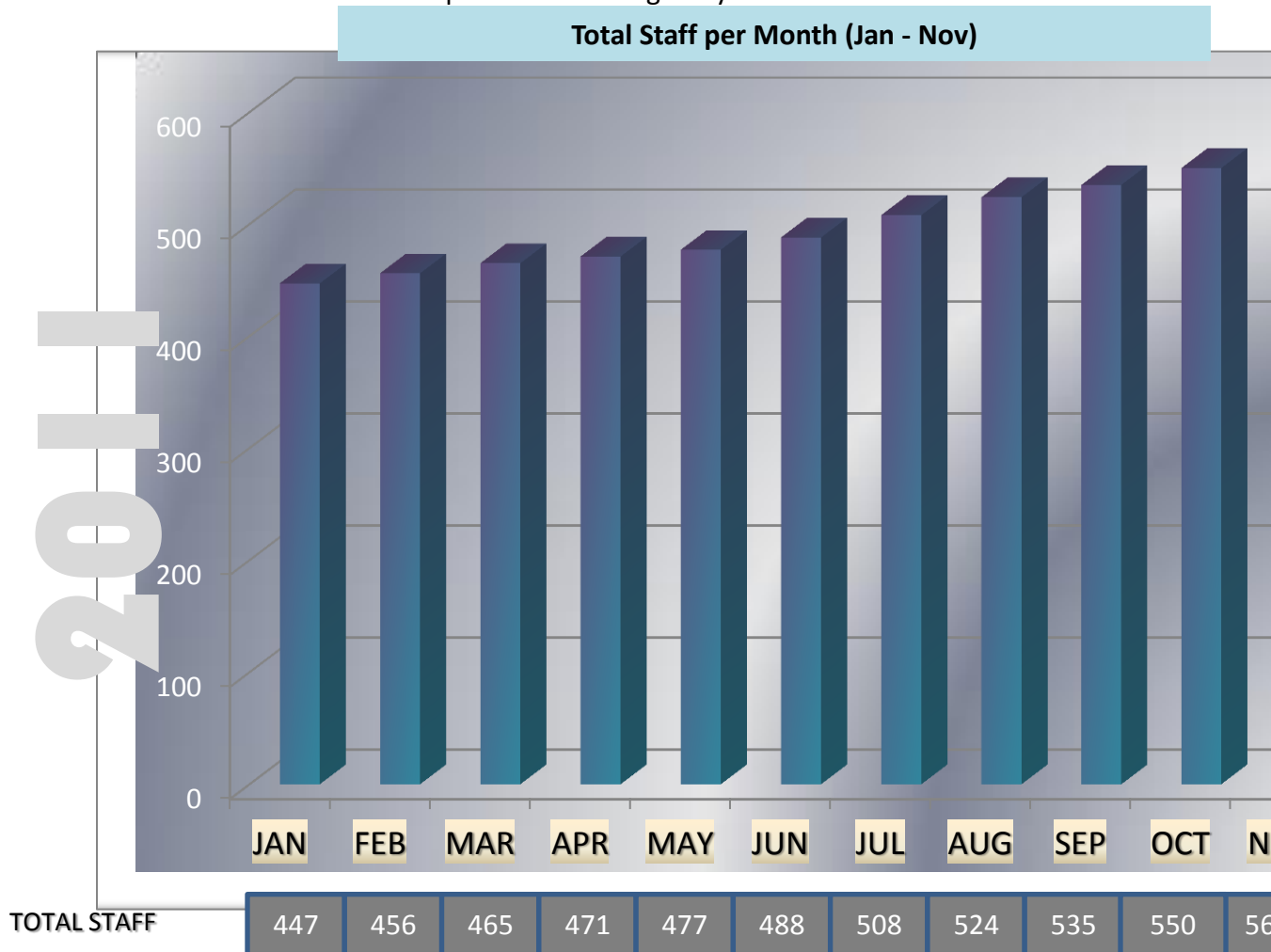


2.9.9 Total Staff 2011

GROWTH IN EMPLOYMENT

TOTAL STAFF 2011

The number of PMU staff per month during the year 2011.

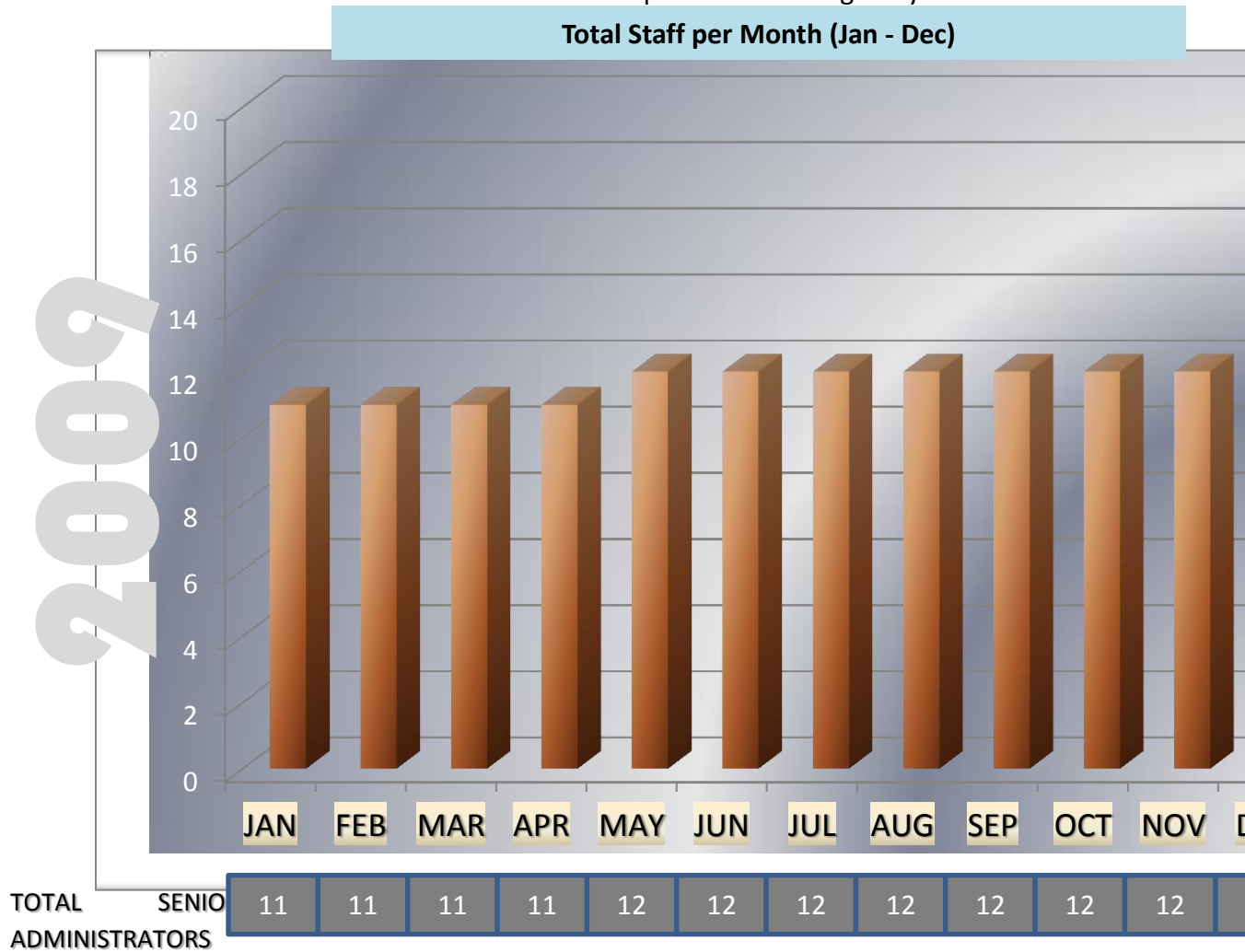


2.9.10 Total Senior Administrators 2009

GROWTH IN EMPLOYMENT

TOTAL SENIOR ADMINISTRATORS 2009

The number of PMU Senior Administrators per month during the year 2009.

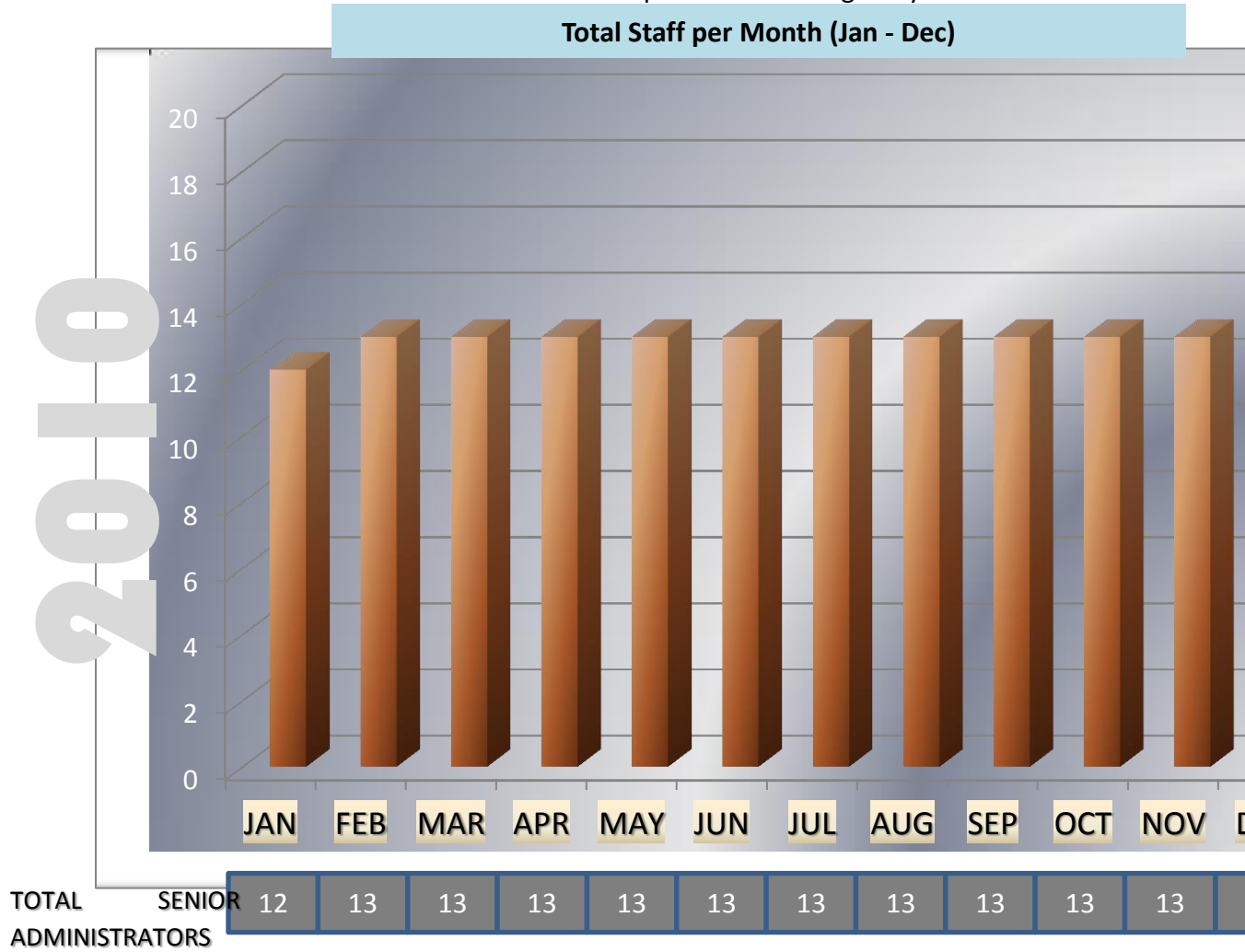


2.9.11 Total Senior Administrators 2010

GROWTH IN EMPLOYMENT

TOTAL SENIOR ADMINISTRATORS 2010

The number of PMU Senior Administrators per month during the year 2010.

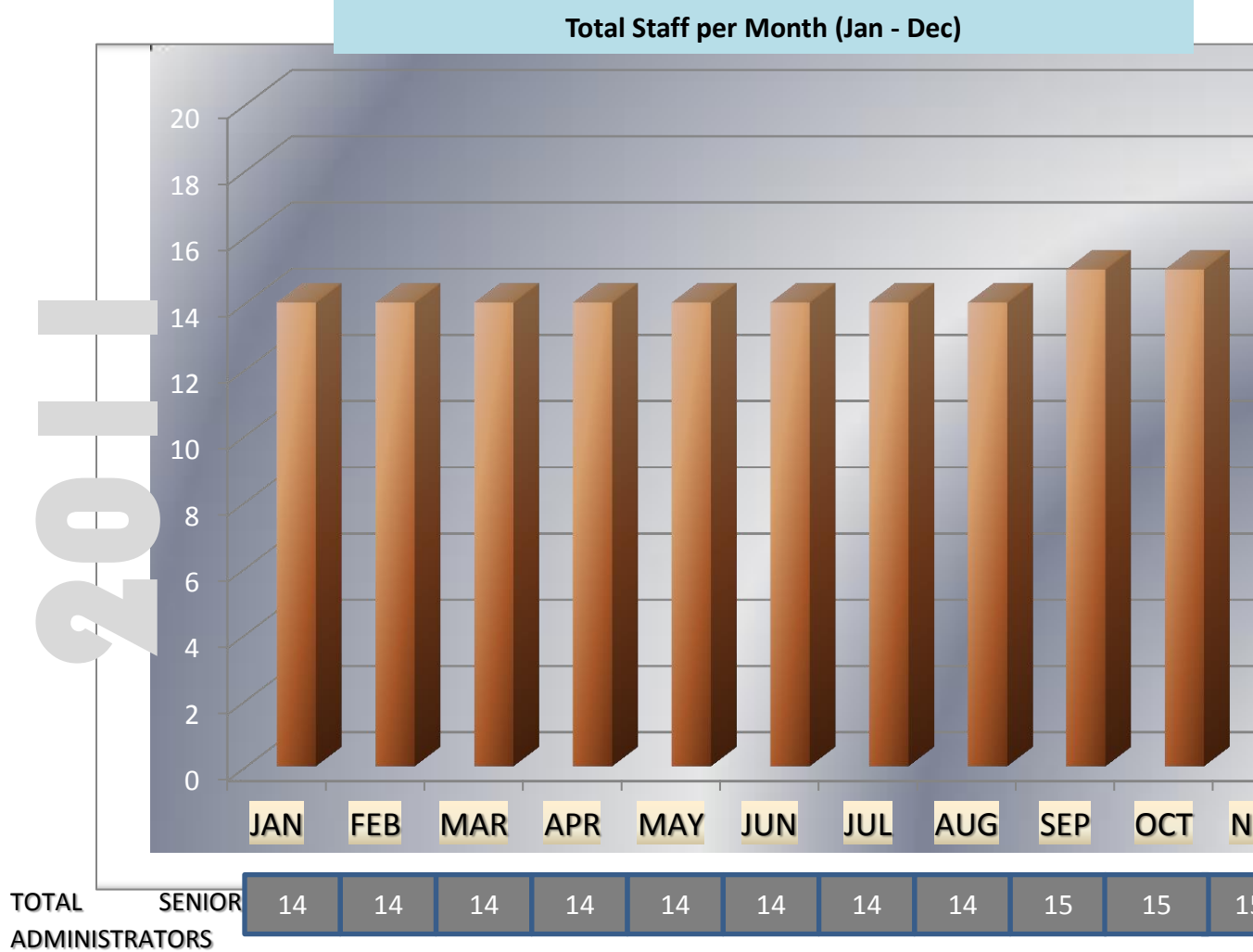


2.9.12 Total Senior Administrators 2011

GROWTH IN EMPLOYMENT

TOTAL SENIOR ADMINISTRATORS 2011

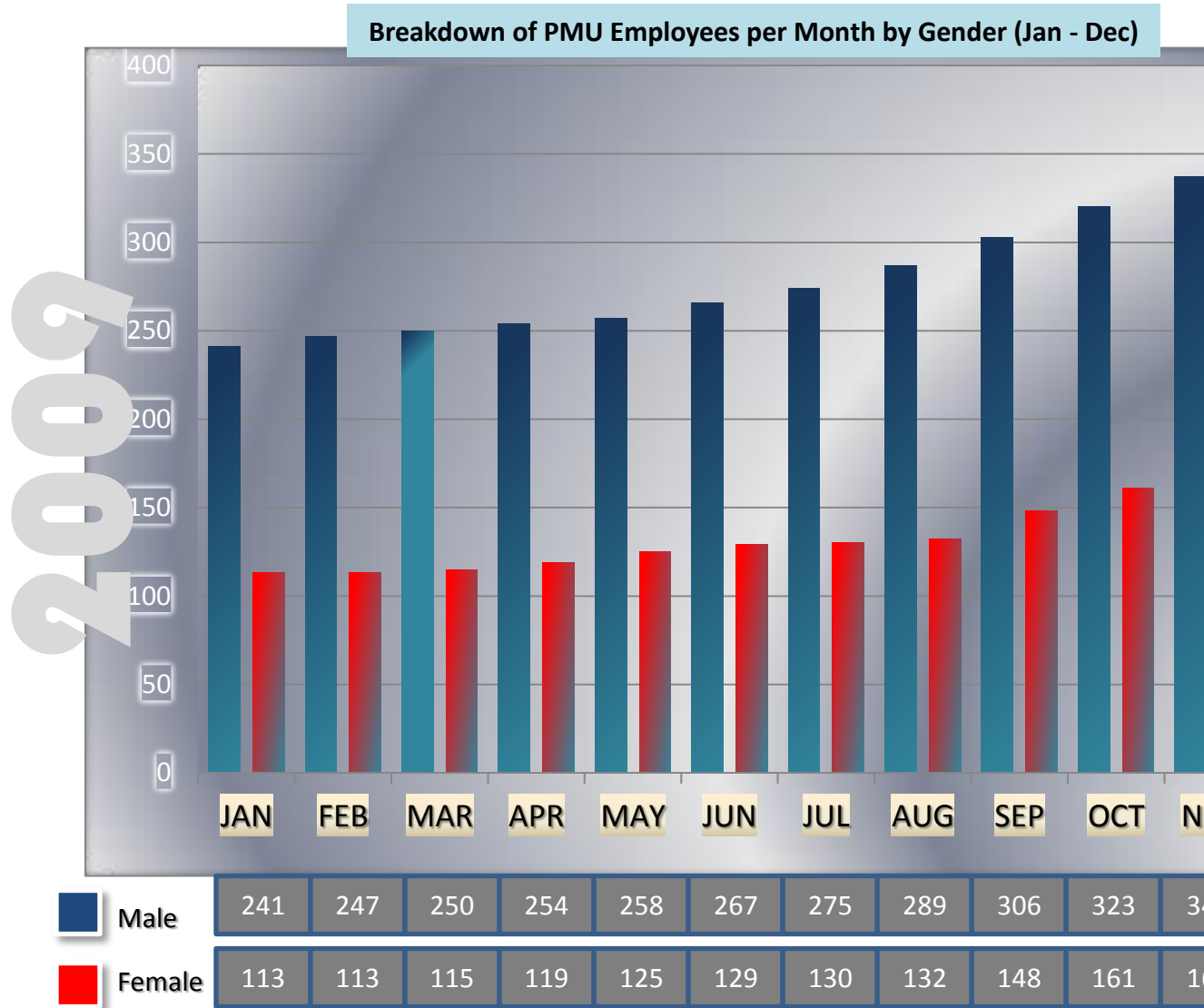
The number of PMU Senior Administrators per month during the year 2011.



2.9.13 Breakdown of PMU Employees – 2009

BREAKDOWN OF PMU EMPLOYEES

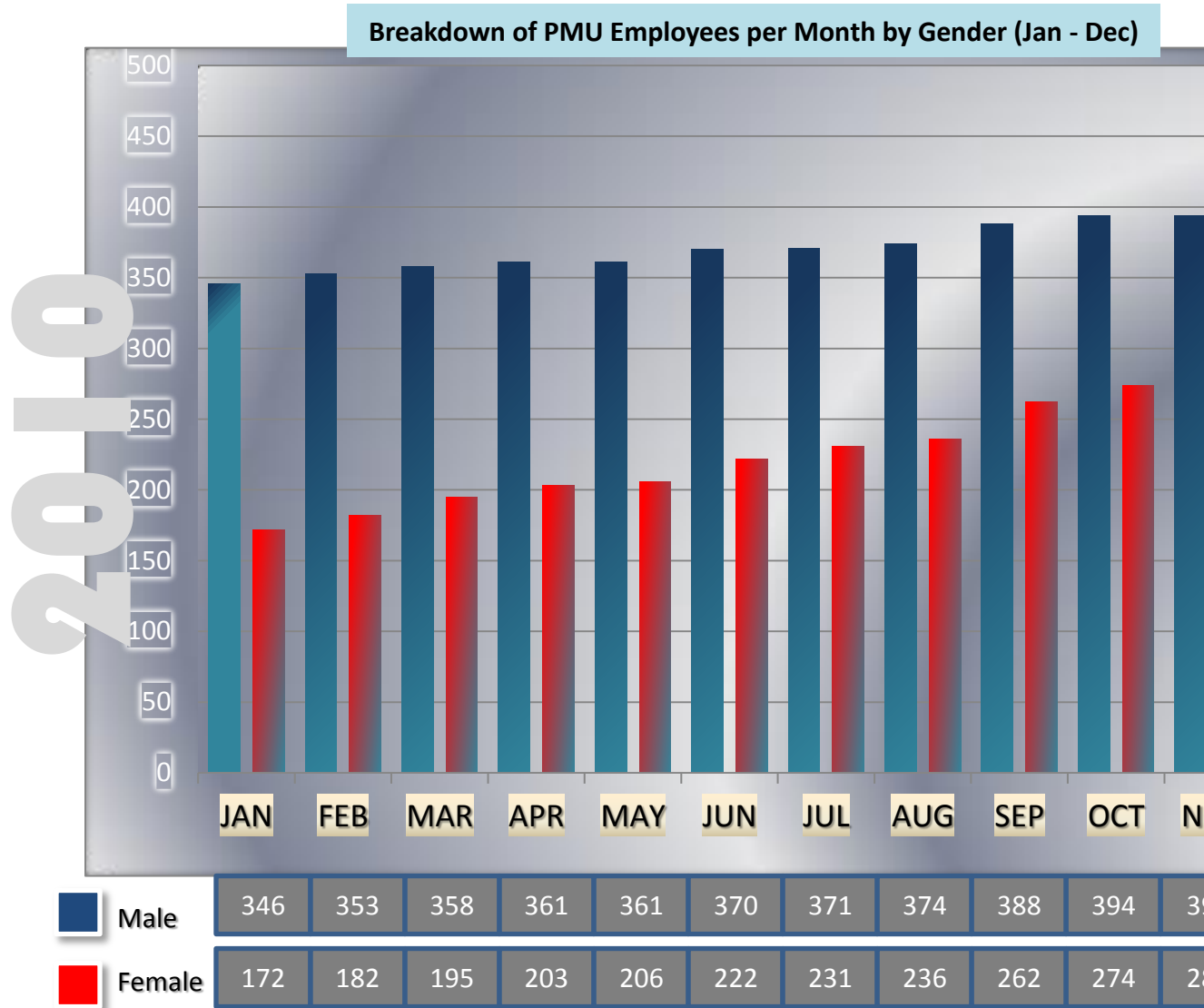
The breakdown of PMU employees during the year 2009.



2.9.14 Breakdown of PMU Employees – 2010

BREAKDOWN OF PMU EMPLOYEES

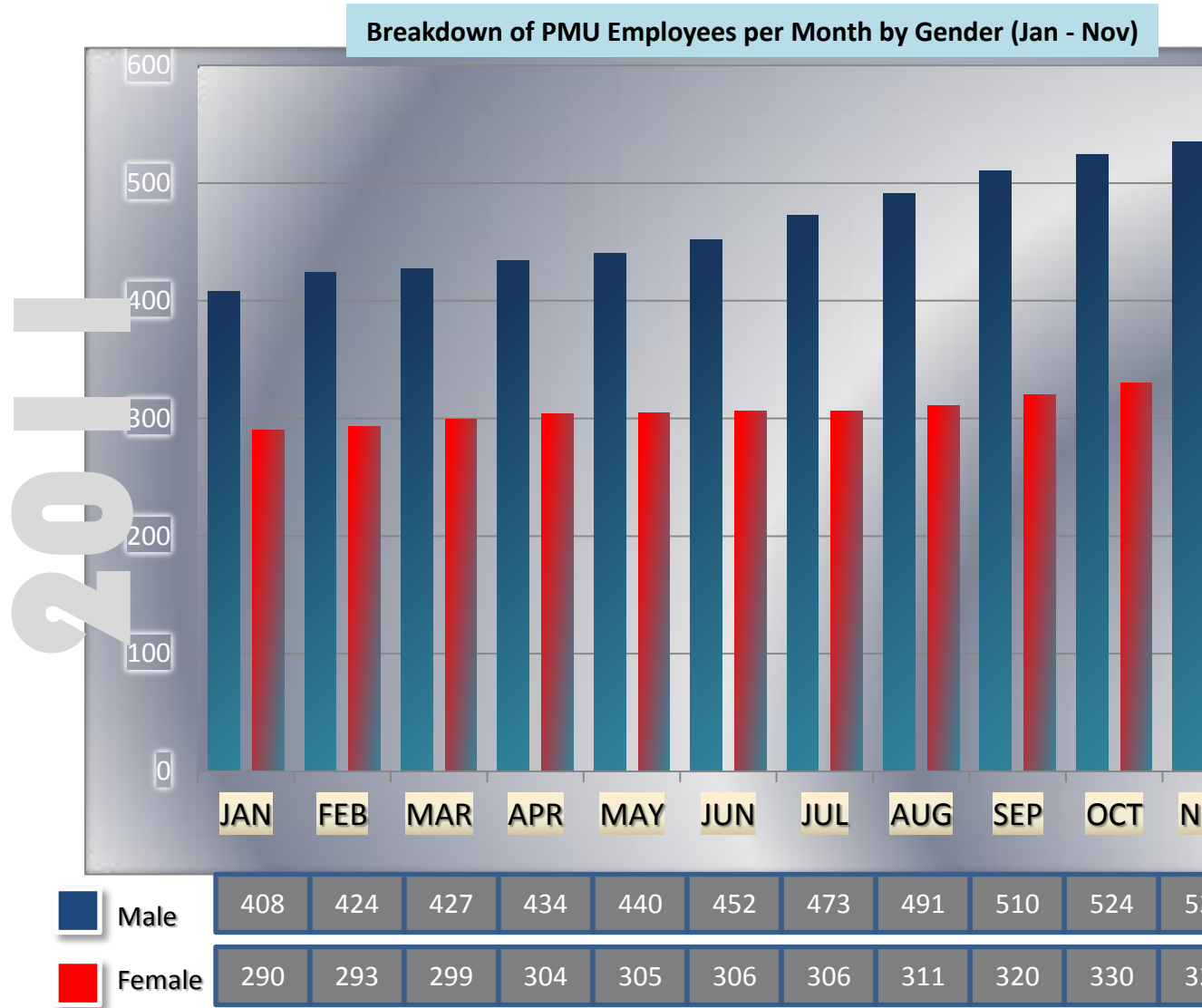
The breakdown of PMU employees during the year 2010.



2.9.15 Breakdown of PMU Employees – 2011

BREAKDOWN OF PMU EMPLOYEES

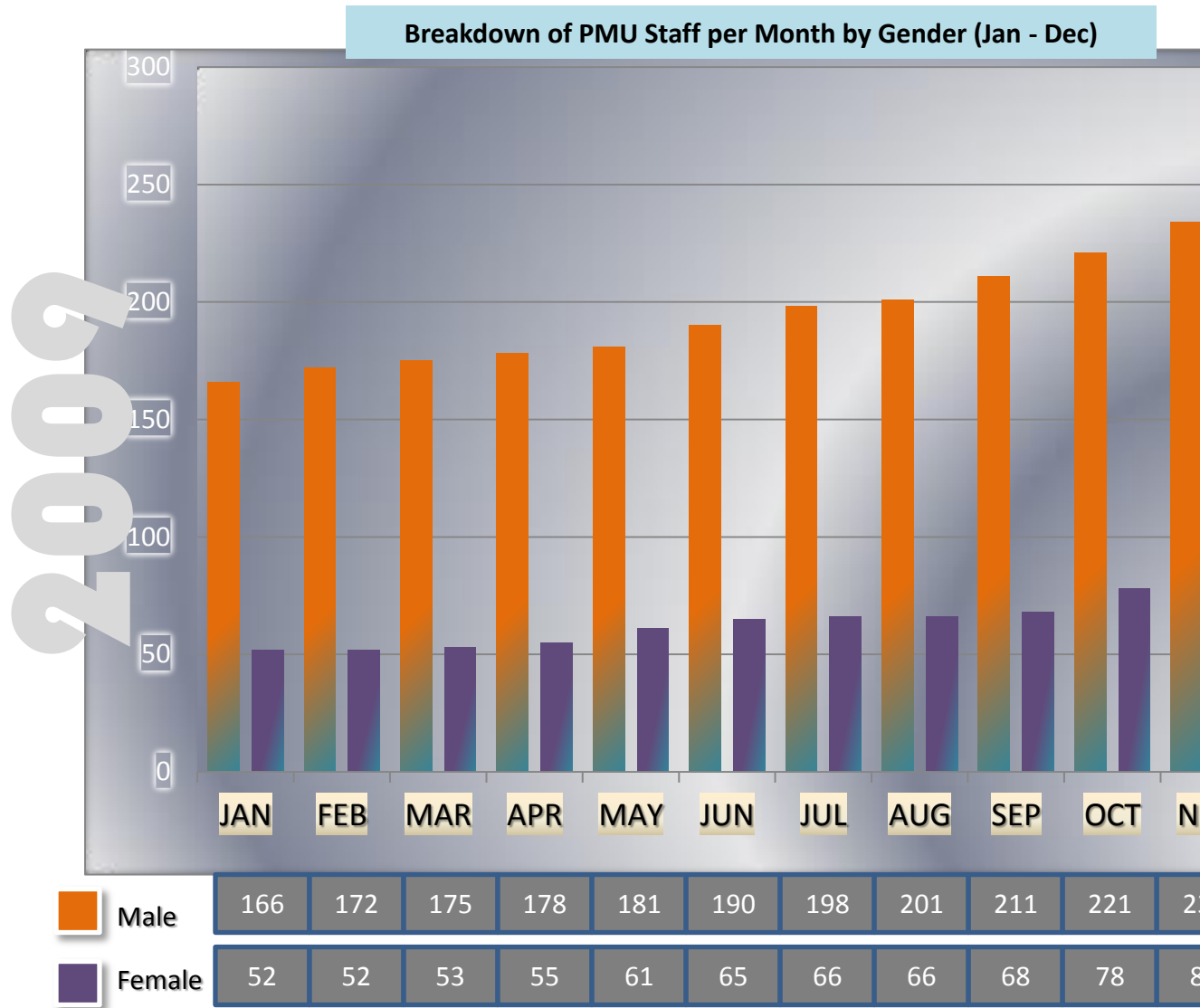
The breakdown of PMU employees during the year 2011.



2.9.16 Breakdown of PMU Staff – 2009

BREAKDOWN OF PMU STAFF

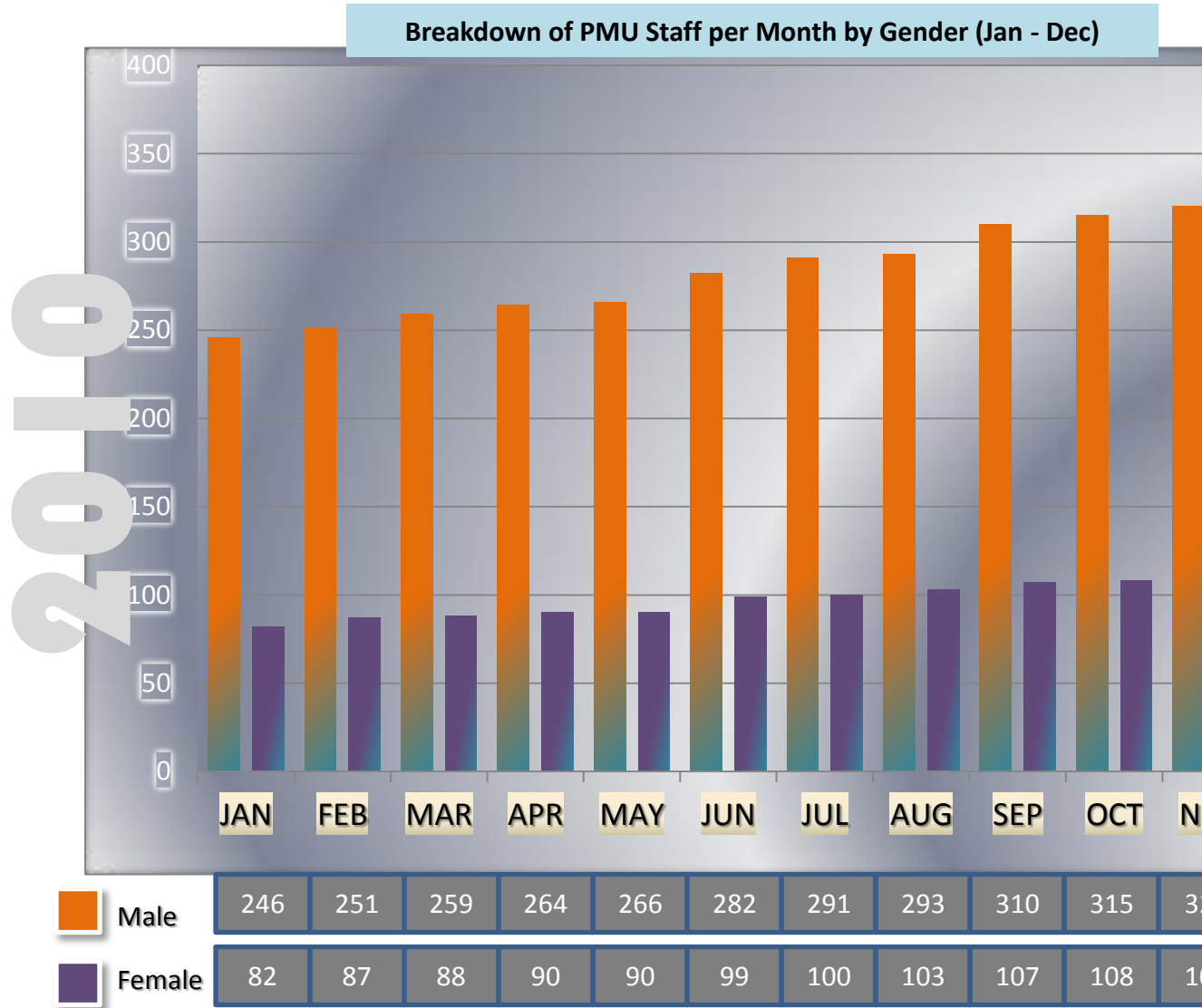
The breakdown of PMU staff during the year 2009.



2.9.17 Breakdown of PMU Staff – 2010

BREAKDOWN OF PMU STAFF

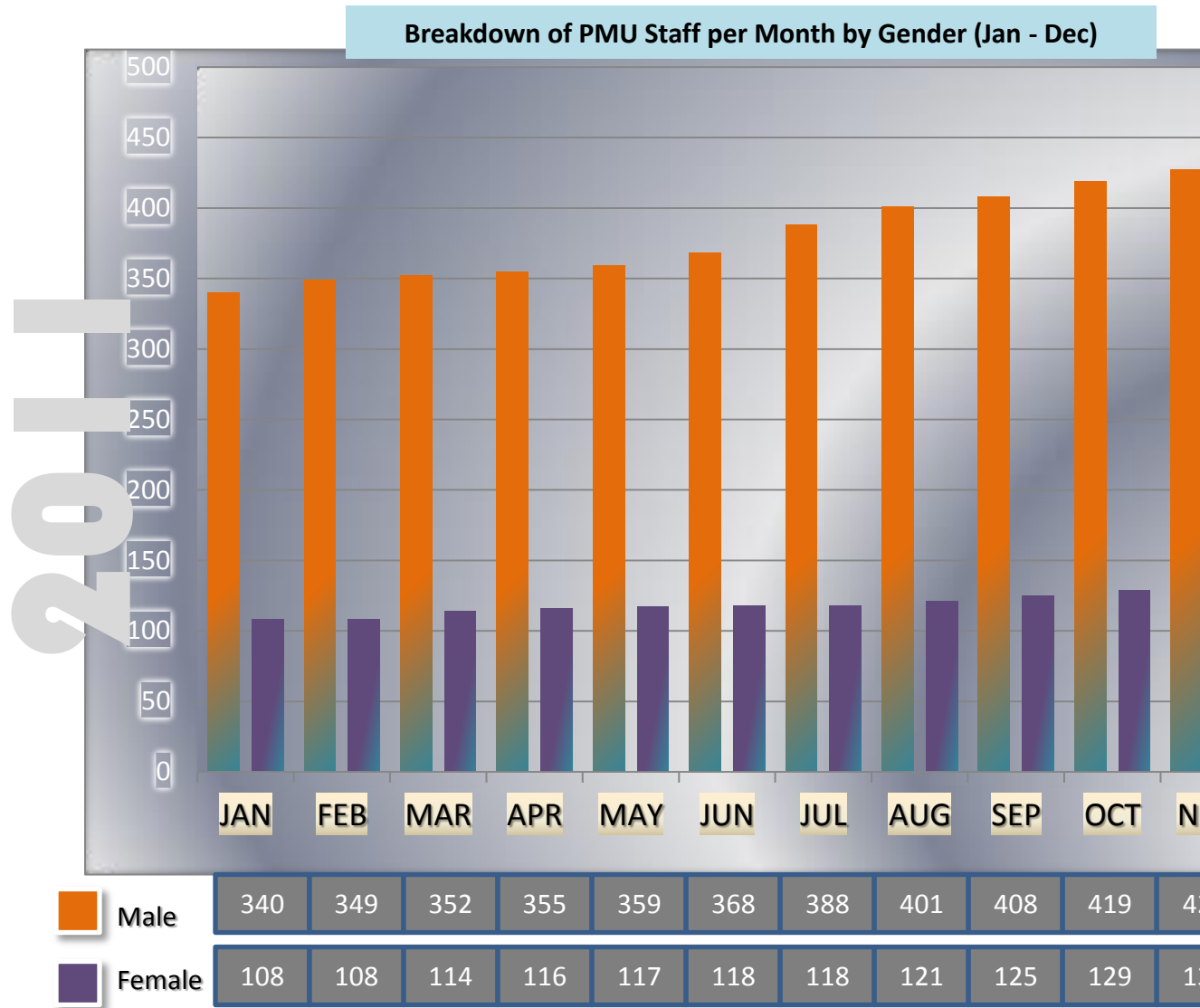
The breakdown of PMU staff during the year 2010.



2.9.18 Breakdown of PMU Staff – 2011

BREAKDOWN OF PMU STAFF

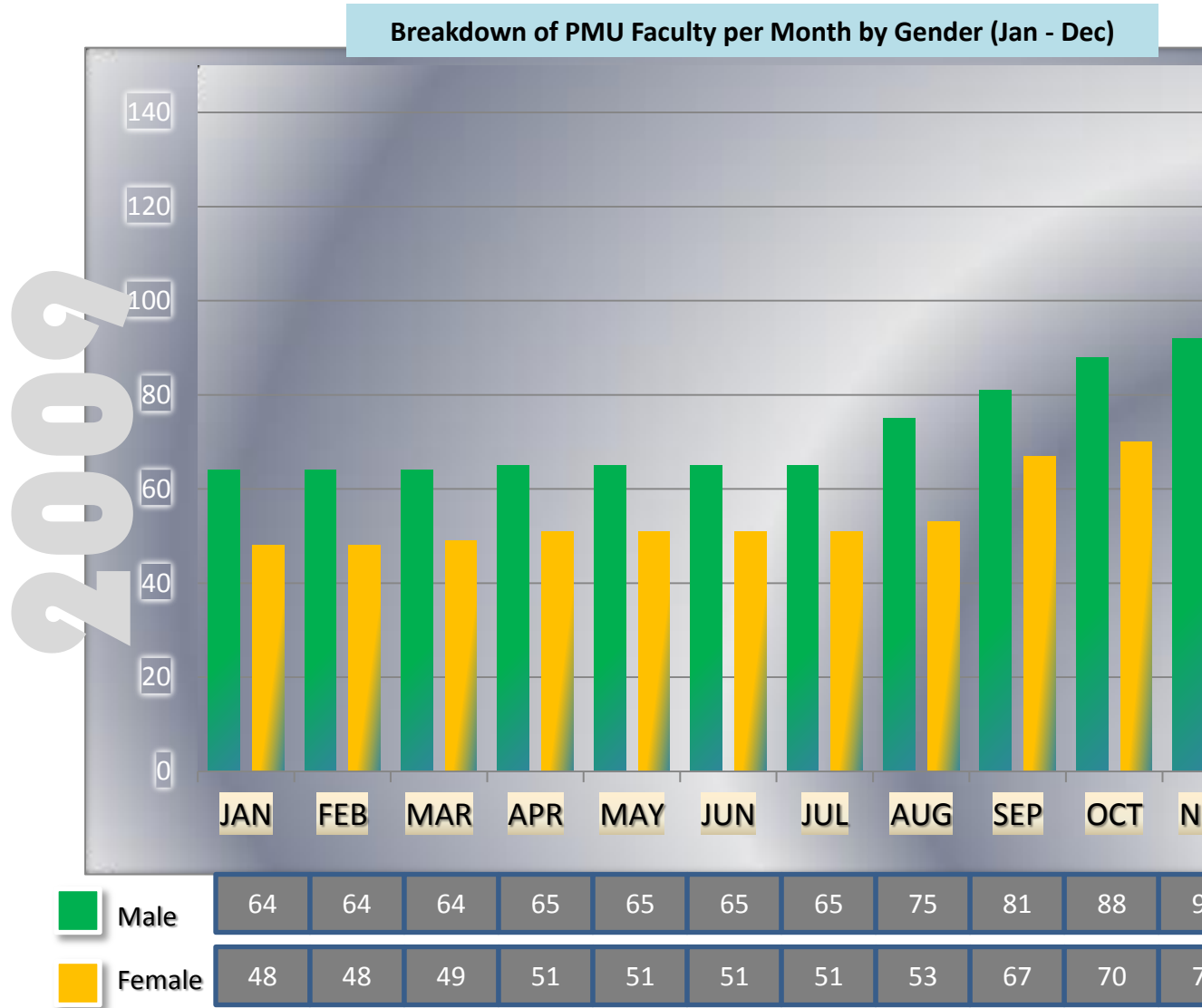
The breakdown of PMU staff during the year 2011.



2.9.19 Breakdown of PMU Faculty – 2009

BREAKDOWN OF PMU FACULTY

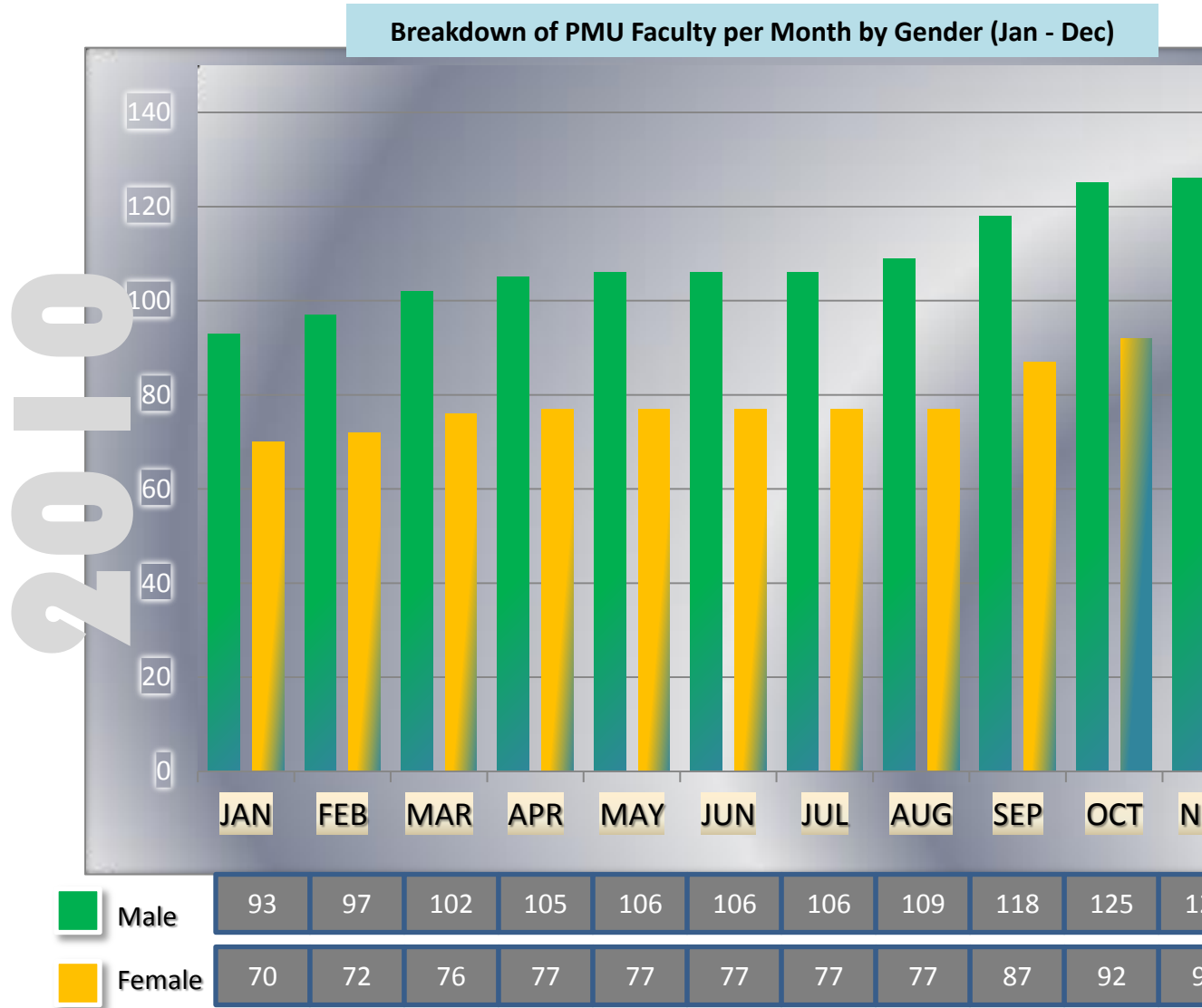
The breakdown of PMU faculty during the year 2009.



2.9.20 Breakdown of PMU Faculty – 2010

BREAKDOWN OF PMU FACULTY

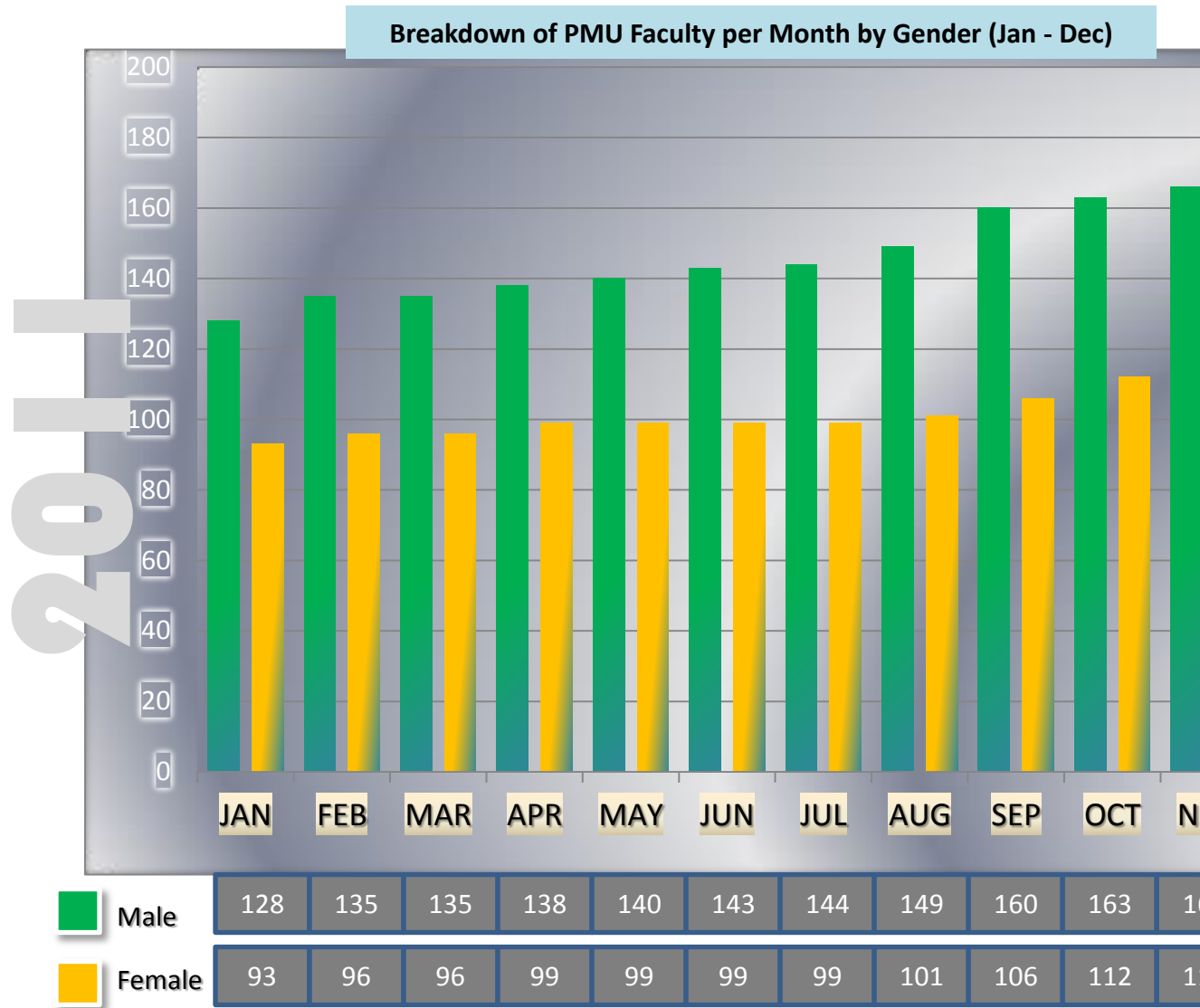
The breakdown of PMU faculty during the year 2010.



2.9.21 Breakdown of PMU Faculty – 2011

BREAKDOWN OF PMU FACULTY

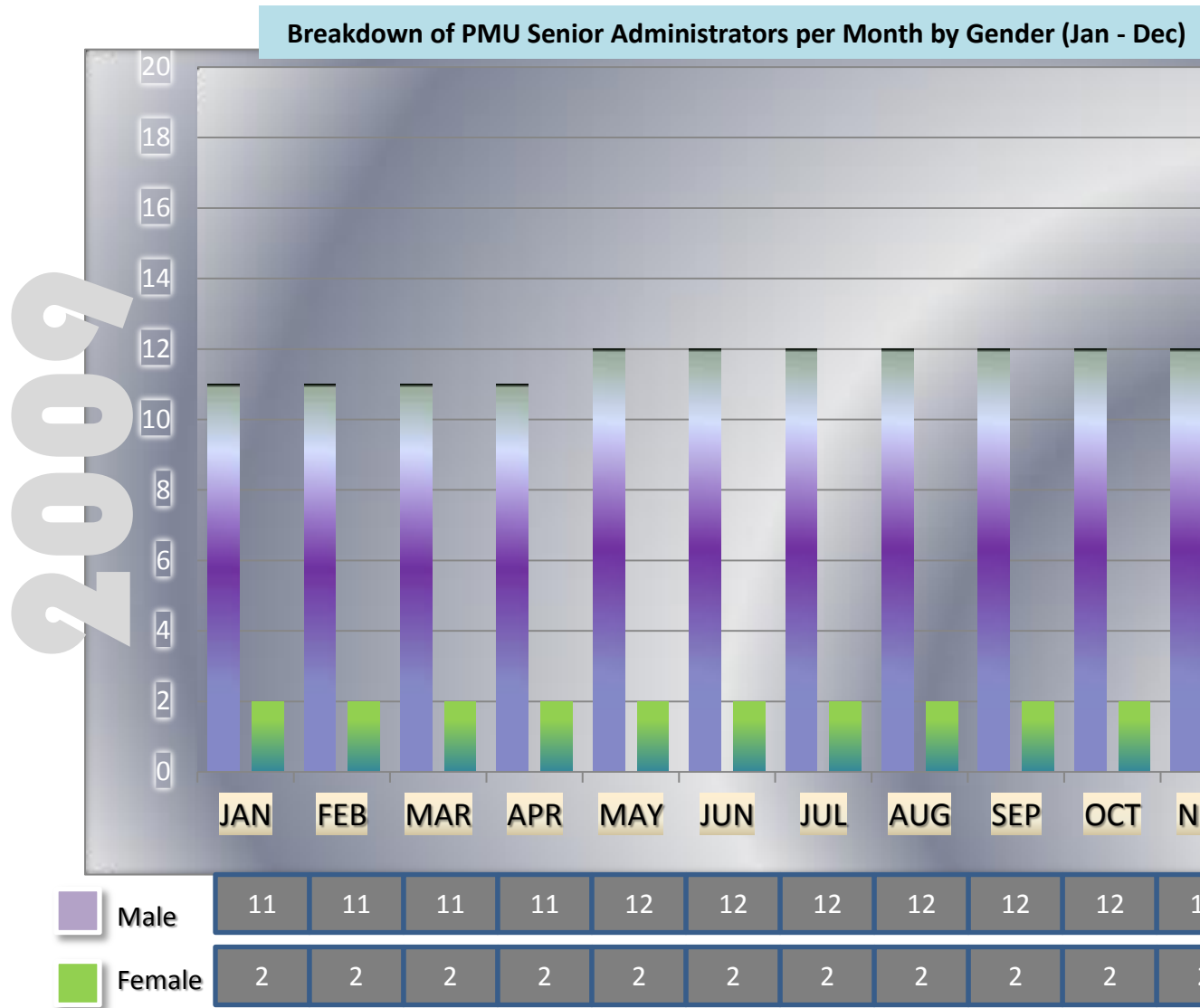
The breakdown of PMU faculty during the year 2011.



2.9.22 Breakdown of PMU Senior Administrators – 2009

BREAKDOWN OF PMU SENIOR ADMINISTRATORS

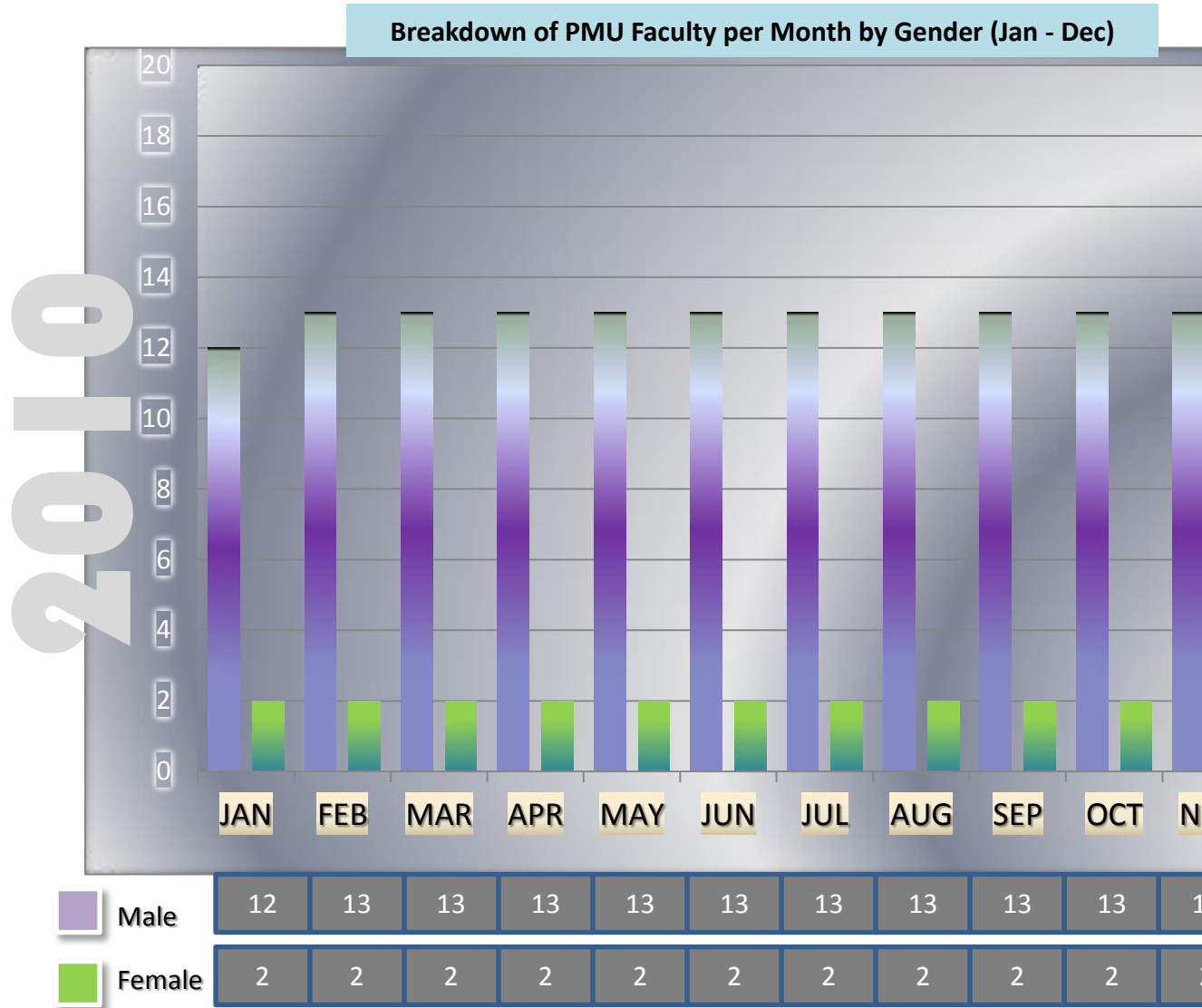
The breakdown of PMU Senior Administrators during the year 2009.



2.9.23 Breakdown of PMU Faculty - 2010

BREAKDOWN OF PMU FACULTY

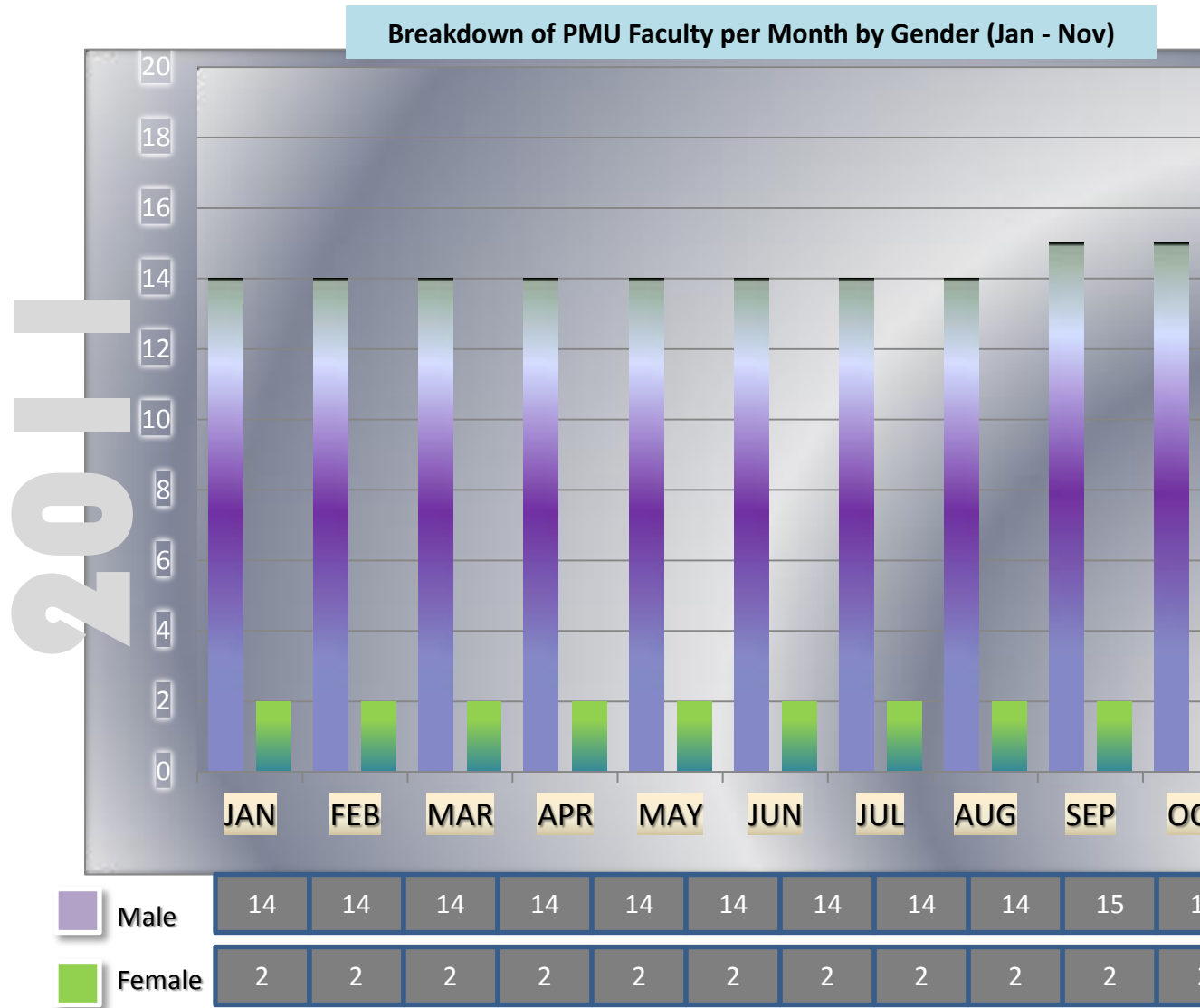
The breakdown of PMU faculty during the year 2010.



2.9.24 Breakdown of PMU Faculty – 2011

BREAKDOWN OF PMU FACULTY

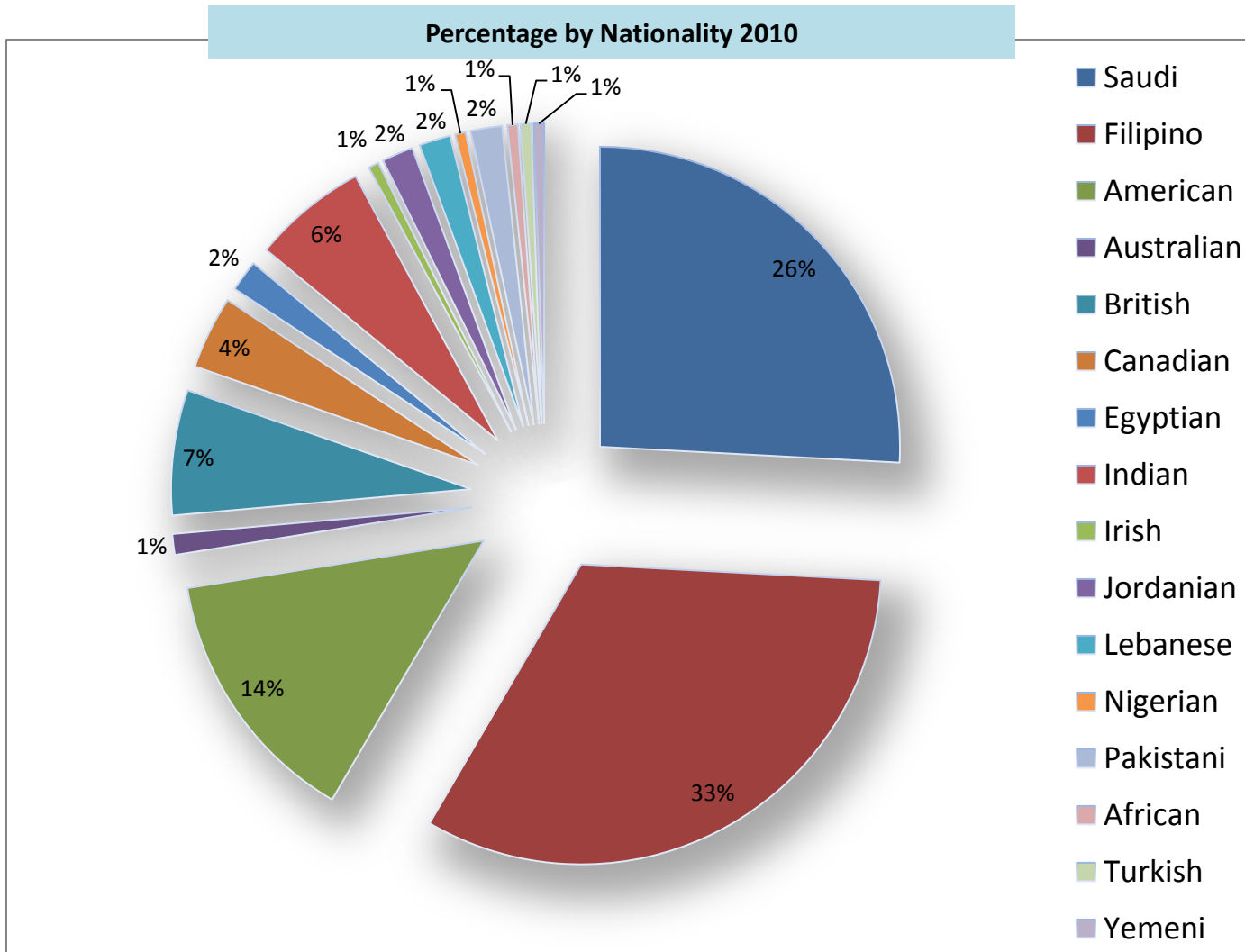
The breakdown of PMU faculty during the year 2011.



2.9.26 Nationalities of PMU Employees – 2010

NATIONALITIES OF PMU EMPLOYEES

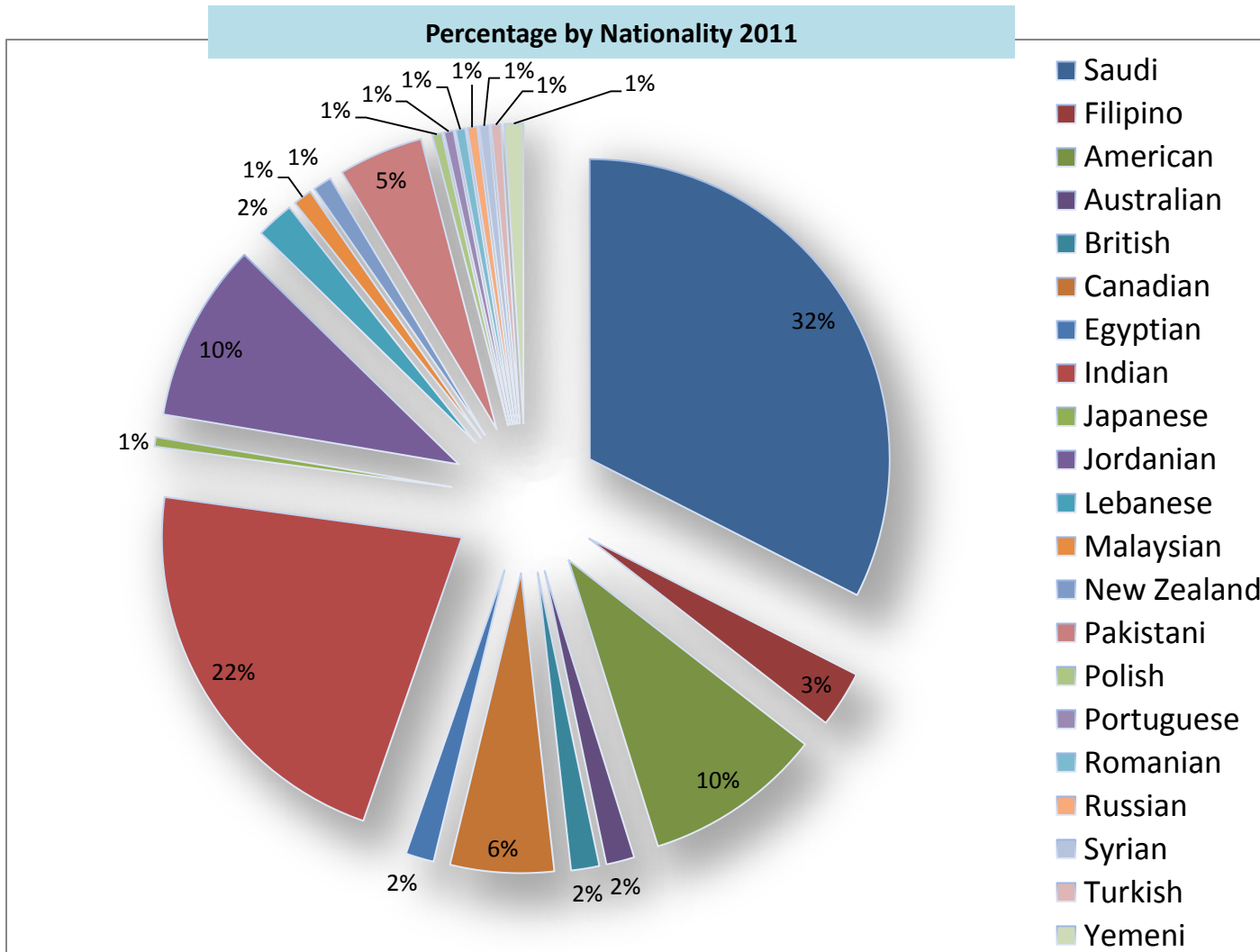
The distribution of PMU employees at the end of 2010 – by Nationality



2.9.27 Nationalities of PMU Employees – 2011

NATIONALITIES OF PMU EMPLOYEES

The distribution of PMU employees at the end of 2011 – by Nationality



2.10 PROFESSIONAL DEVELOPMENT AT PMU

2.10.1. 2009 – 2010

1. Training

- a. Prior to the start of the academic year, intensive orientation and professional development activities were conducted for our faculty.

- b. An LRC trainer was hired prior to the beginning of summer, but because of visa problems the person withdrew her name, there was no trainer responsible for training sessions starting at the beginning of the academic year. During the orientation week, Technology training involving Banner, Blackboard and DynEd were done by faculty who volunteered to do the training. These sessions were all very well attended by mostly Prep and Core instructors with some of the new faculty from the other colleges. (See attachment)
- c. All new faculty were required to attend the orientation sessions planned during the orientation week. These were generally well attended as representatives from HR, and PR departments were invited to cover topics specific to their departments.
- d. In addition to this, topics such as cultural sensitivity, classroom management, health issues, student retention program, PMU Library facilities and tools, etc. were introduced during the orientation week.
- e. The absence of the LRC trainer had a widespread impact on training provided to all university personnel. The LRC director conducted many one-on-one training sessions with faculty and a diverse group of faculty were drawn into assisting with Blackboard and Smartboard training.

2. Faculty Forum

- a. The Faculty Forum played an important role as a venue for faculty to share research and share topics of common interest. The forum leader from the previous year withdrew his name shortly after the beginning of the academic year because of other duties, so the major burden fell squarely on the shoulders of the LRC Director.
- b. An average of about one session per month was held with a wide range of topics and each of the sessions was assessed as seen in the attachment at the end of the report. Again, the assessments show that the sessions were generally well received. However, it must be stressed that because of the sporadic nature of the forum sessions, attendance generally was lower although a few of the sessions were well attended. (See attached assessments of the sessions)
- c. It is strongly suggested that for the Faculty Forum to succeed, it must have faculty involvement and faculty leadership. It is essential to identify a faculty leader from the very beginning of the academic year and then there should be regular meetings planned by an organizational committee made up primarily of faculty.

3. Professional Development Units

- a. The primary purpose of promoting the acquisition of professional development units is to encourage faculty to participate in professional development activities sponsored either by the university or initiated by themselves by linking and participating in local professional societies and/or organizations.

- b. Participation in university sponsored professional development activities was down this year and can be directly attributed to the absence of the LRC trainer. The inability to find a suitable trainer and when once found, the inability to get the person approved by the rector have contributed to the decline.
- c. An accurate record of reported participation in professional development activities was kept in the LRC office. A reminder was sent out to all faculty towards the end of the second semester asking them to check with the LRC office and report on previously unreported training or participation in outside organizations. (See the attached summary of PDUs earned by faculty)
- d. Faculty were encouraged to attend the KSAALT Conference held annually on the PMU campus as a means of gaining PDUs. All members of the organizational committee received credit for participation on the conference committee, and for participation in the event.
- e. For the first time this year, deans and department chairs encouraged their faculty to report on their self-assessment the PDUs earned in the previous year.

4. Academic Staff Training

- a. Training of staff falls within the boundaries of both the HR department as well as that of the Professional Development Office. Because of concern that the academic staff were being neglected, and there was a need to boost morale and offer training to the personnel, a special ad hoc committee was formed consisting of academic staff leaders, HR representation, and the PD Director.
- b. The committee suggested topics and even identified individuals where possible to lead out in the sessions.
- c. Each topic was presented twice each month on different days to accommodate the varying needs and schedules of the participants.
- d. Participants received certificates of attendance for each session they attended. These proved to be valued incentives by the staff.
- e. The training sessions received very positive feedback from the participants as shown in the results of the assessment instruments used. (See the results at the end of this document)

5. CoursEval and Assessment Surveys

- a. Three types of surveys were conducted during the course of the academic year.
 - i. Course/Faculty assessment by students
 - ii. Faculty Satisfaction Survey

iii. Facilities Usage for the College of Engineering

- b. **Course/Faculty Assessments** were conducted towards the end of each semester using CoursEval software package. As we have begun to understand and utilize the built-in tools, each instructor can get immediate access to their results once the time period for input closes. In addition to this, deans and department chairs can get access to any or all their instructors.
- i. To assist deans and department chairs get the overall results for their departments, the LRC Director summarized the results and sent the results for each college to the respective deans. This can be done by the office of each dean, but training needs to take place.
 - ii. The percentage of responses by the students has steadily risen as students have become more aware of the process. During the one-month period during which students could enter their assessments constant reminders were sent out to both students and to faculty. Because of direct encouragement from their faculty, the College of Engineering had the highest responses with several instructors having 100% responding. The lowest was with Prep and Core programs. The average results of returns for the entire university was 50%, a goal which all worked tirelessly to achieve. An example of a college-wide report is attached.
- c. **Faculty Satisfaction Survey** The LRC worked closely in supporting the efforts of the HR department in conducting the Faculty Satisfaction Survey and producing a report on the results of the survey. Almost 100 of the 160 faculty listed responded to the survey. To our knowledge and based on comments by some faculty, those who did not respond did not do so because of the fear of being identified and so they chose to ignore the survey. These results were sent to the HR. Director and to upper administration leaders. However, to our knowledge there has been no detail follow-up analysis of the results. The graphic results are attached to this report.
- d. **Facilities Usage** At the request of the Dean of the College of Engineering, assistance was given in conducting a survey of the college instructors concerning the adequacy and usage of facilities within the college. Approximately 50 percent of the instructors responded to the survey and the results were made available to the college for their analysis.

6. Personnel

- a. The Director of the LRC was over the Director of the Library, and carried the responsibilities of the Director of Professional Development, Director of Distance Learning Center, and Learning Enrichment Services.
- b. Advising and the Learning Enrichment Services were under a coordinator. Advising was then shifted to the domain of the colleges leaving the LES to the coordinator. In 2010, the

university administration unilaterally setup 4 Student Academic Support Centers on each campus under the joined supervision of the LES coordinator and the deans of each college.

- c. Where formerly apart from the Library, the LRC had a Learning Enrichment Services Director, a LES Coordinator, 2 full-time faculty tutors, a secretary, and an administrative secretary for the LRC Director, this has been reduced to only two individuals. The two individuals remaining are the LRC/PD/DE Director and his Administrative Assistant.
- d. This part (Professional Development, Training, and LES) of the LRC unit is decimated but still strives to fulfill its obligations. It is clear that Professional Development and training of new faculty/staff is especially important because of the high turnover in personnel annually. Additional personnel are badly needed in each of the sub-departments of the LRC if they are to accomplish the goals outlined in the TIEC document. The college deans are requesting training for their faculty, and tutors are needed to stop the bleeding of students leaving partly because they do not get the necessary tutoring. Ongoing professional development is essential for the maintenance of high standards at the university.
- e. Currently, an attempt is being made to hire new personnel and the HR department is giving its full support depending on the need as seen by the higher administration. See the attached chart of the administrative structure of the LRC.

2.10.2. 2010 – 2011

1. Training

- a. Prior to the start of the academic year, intensive orientation and professional development activities were conducted for our faculty.
- b. An LRC trainer was hired prior to the beginning of summer, but because of visa problems the person withdrew her name, there was no trainer responsible for training sessions starting at the beginning of the academic year. During the orientation week, Technology training involving Banner, Blackboard and DynEd were done by faculty who volunteered to do the training. These sessions were all very well attended by mostly Prep and Core instructors with some of the new faculty from the other colleges. (See attachment)
- c. All new faculty were required to attend the orientation sessions planned during the orientation week. These were generally well attended as representatives from HR, and PR departments were invited to cover topics specific to their departments.
- d. In addition to this, topics such as cultural sensitivity, classroom management, health issues, student retention program, PMU Library facilities and tools, etc. were introduced during the orientation week.

- e. The absence of the LRC trainer had a widespread impact on training provided to all university personnel. The LRC director conducted many one-on-one training sessions with faculty and a diverse group of faculty were drawn into assisting with Blackboard and Smartboard training.

2. Faculty Forum

- a. The Faculty Forum played an important role as a venue for faculty to share research and share topics of common interest. The forum leader from the previous year withdrew his name shortly after the beginning of the academic year because of other duties, so the major burden fell squarely on the shoulders of the LRC Director.
- b. An average of about one session per month was held with a wide range of topics and each of the sessions was assessed as seen in the attachment at the end of the report. Again, the assessments show that the sessions were generally well received. However, it must be stressed that because of the sporadic nature of the forum sessions, attendance generally was lower although a few of the sessions were well attended. (See attached assessments of the sessions)
- c. It is strongly suggested that for the Faculty Forum to succeed, it must have faculty involvement and faculty leadership. It is essential to identify a faculty leader from the very beginning of the academic year and then there should be regular meetings planned by an organizational committee made up primarily of faculty.

3. Professional Development Units

- a. The primary purpose of promoting the acquisition of professional development units is to encourage faculty to participate in professional development activities sponsored either by the university or initiated by themselves by linking and participating in local professional societies and/or organizations.
- b. Participation in university sponsored professional development activities was down this year and can be directly attributed to the absence of the LRC trainer. The inability to find a suitable trainer and when once found, the inability to get the person approved by the rector have contributed to the decline.
- c. An accurate record of reported participation in professional development activities was kept in the LRC office. A reminder was sent out to all faculty towards the end of the second semester asking them to check with the LRC office and report on previously unreported training or participation in outside organizations. (See the attached summary of PDUs earned by faculty)
- d. Faculty were encouraged to attend the KSAALT Conference held annually on the PMU campus as a means of gaining PDUs. All members of the organizational committee received credit for participation on the conference committee, and for participation in the event.

- e. For the first time this year, deans and department chairs encouraged their faculty to report on their self-assessment the PDUs earned in the previous year.

4. Academic Staff Training

- a. Training of staff falls within the boundaries of both the HR department as well as that of the Professional Development Office. Because of concern that the academic staff were being neglected, and there was a need to boost morale and offer training to the personnel, a special ad hoc committee was formed consisting of academic staff leaders, HR representation, and the PD Director.
- b. The committee suggested topics and even identified individuals where possible to lead out in the sessions.
- c. Each topic was presented twice each month on different days to accommodate the varying needs and schedules of the participants.
- d. Participants received certificates of attendance for each session they attended. These proved to be valued incentives by the staff.
- e. The training sessions received very positive feedback from the participants as shown in the results of the assessment instruments used. (See the results at the end of this document)

5. CoursEval and Assessment Surveys

- a. Three types of surveys were conducted during the course of the academic year.
 - i. Course/Faculty assessment by students
 - ii. Faculty Satisfaction Survey
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- b. **Course/Faculty Assessments** were conducted towards the end of each semester using CoursEval software package. As we have begun to understand and utilize the built-in tools, each instructor can get immediate access to their results once the time period for input closes. In addition to this, deans and department chairs can get access to any or all their instructors.
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- c. **Faculty Satisfaction Survey** The LRC worked closely in supporting the efforts of the HR department in conducting the Faculty Satisfaction Survey and producing a report on the results of the survey. Almost 100 of the 160 faculty listed responded to the survey. To our knowledge and based on comments by some faculty, those who did not respond did not do so because of the fear of being identified and so they chose to ignore the survey. These results were sent to the HR. Director and to upper administration leaders. However, to our knowledge there has been no detail follow-up analysis of the results. The graphic results are attached to this report.
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6. Personnel

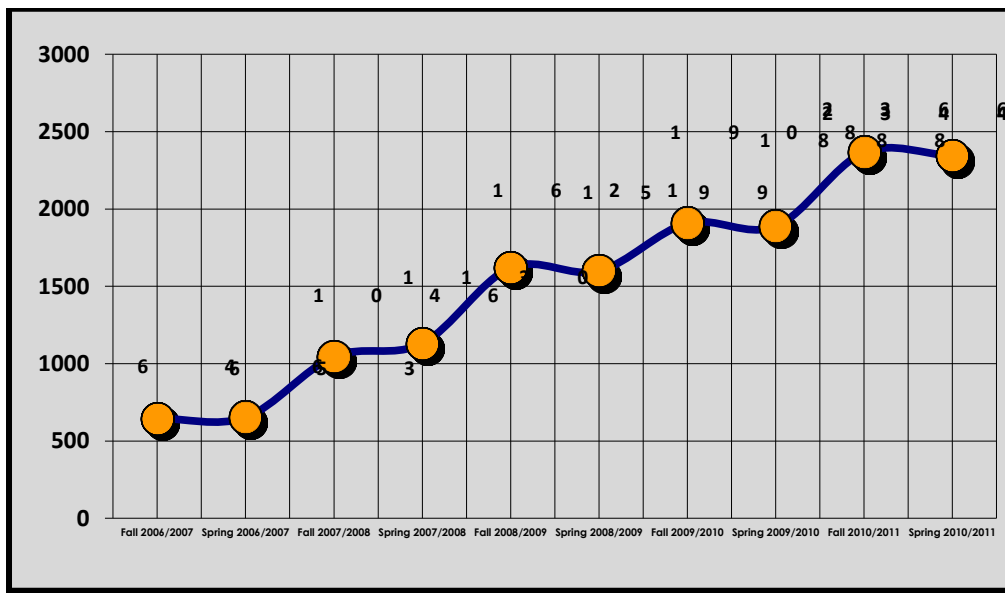
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partly because they do not get the necessary tutoring. Ongoing professional development is essential for the maintenance of high standards at the university.

- e. Currently, an attempt is being made to hire new personnel and the HR department is giving its full support depending on the need as seen by the higher administration. See the attached chart of the administrative structure of the LRC.

2.11 GROWTH IN STUDENTS' ENROLLMENT

2.11. Total Number of PMU Students per Semester:

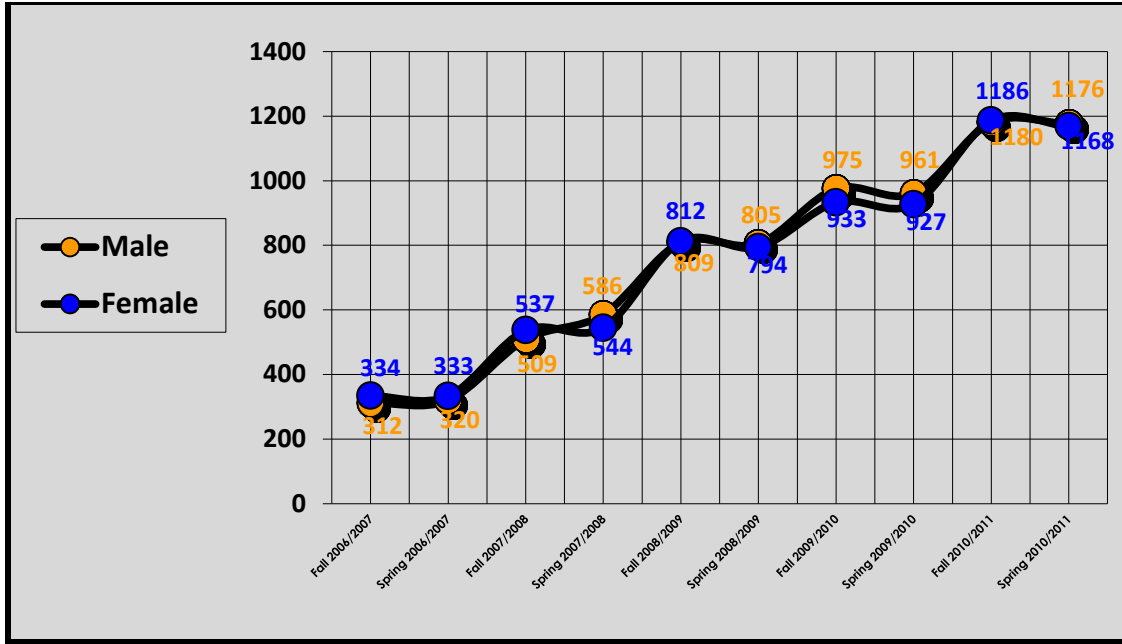


Semesters	Fall 2006/2007	Spring 2006/2007	Fall 2007/2008	Spring 2007/2008	Fall 2008/2009	Spring 2008/2009	Fall 2009/2010	Spring 2009/2010	Fall 2010/2011	Spring 2010/2011
Number of Students	646	653	1046	1130	1621	1599	1908	1888	2366	2344

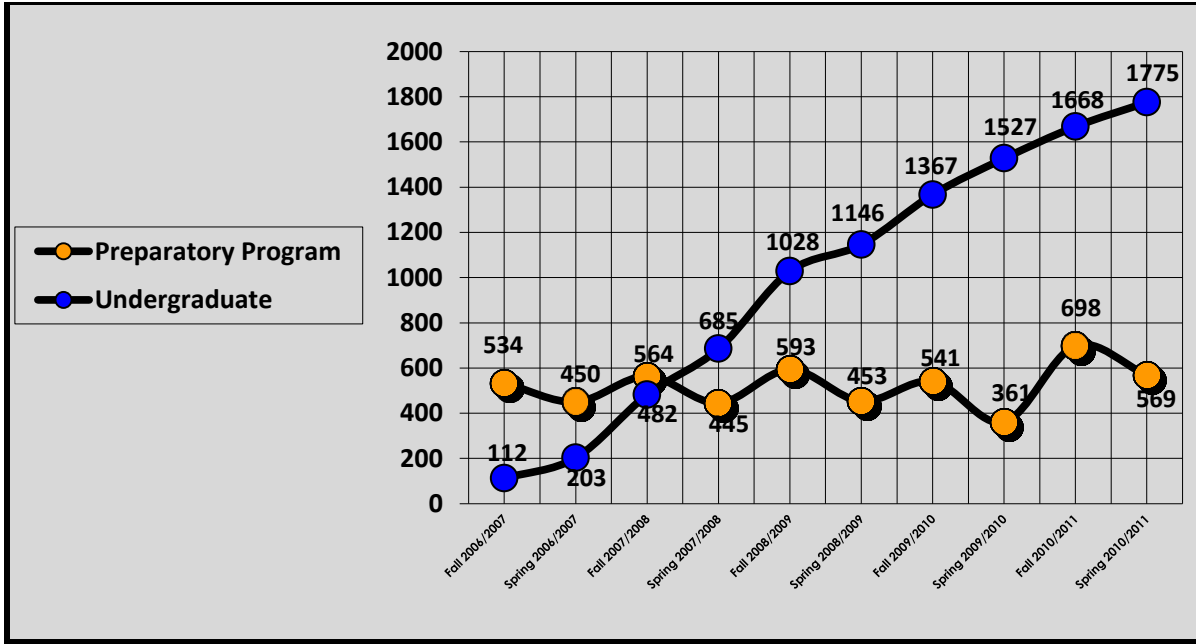
2.12. Total Number of students per semester has varied as per the percentage of new students and the drop out rate as follows:

Semesters	Fall 2006/200 7	Spring 2006/200 7	Fall 2007/200 8	Spring 2007/200 8	Fall 2008/200 9	Spring 2008/200 9	Fall 2009/201 0	Spring 2009/201 0	Fall 2010/201 1	Spring 2010/201 1
Number of New Students	646	74	473	160	601	129	445	149	676	201
New Students Percentag e	100%	11.33%	45.21%	14.15%	37.08%	8.07%	23.32%	7.89%	28.57%	8.58%
Non- Returning Students	0%	10.26%	7.60%	6.70%	9.82%	9.93%	10.26%	8.07%	11.28%	7.73%

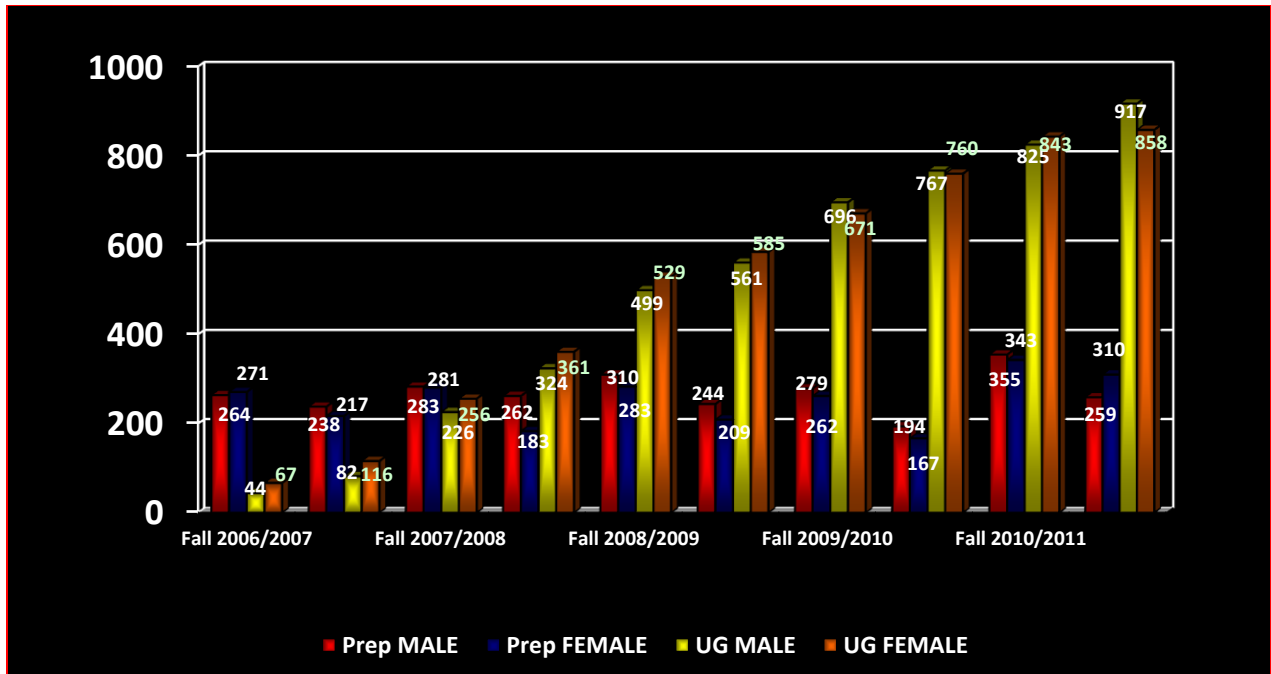
2.13. Total No. of PMU Students per Semester by Gender:



2.14. Total No. of PMU Students Levels per Semester:

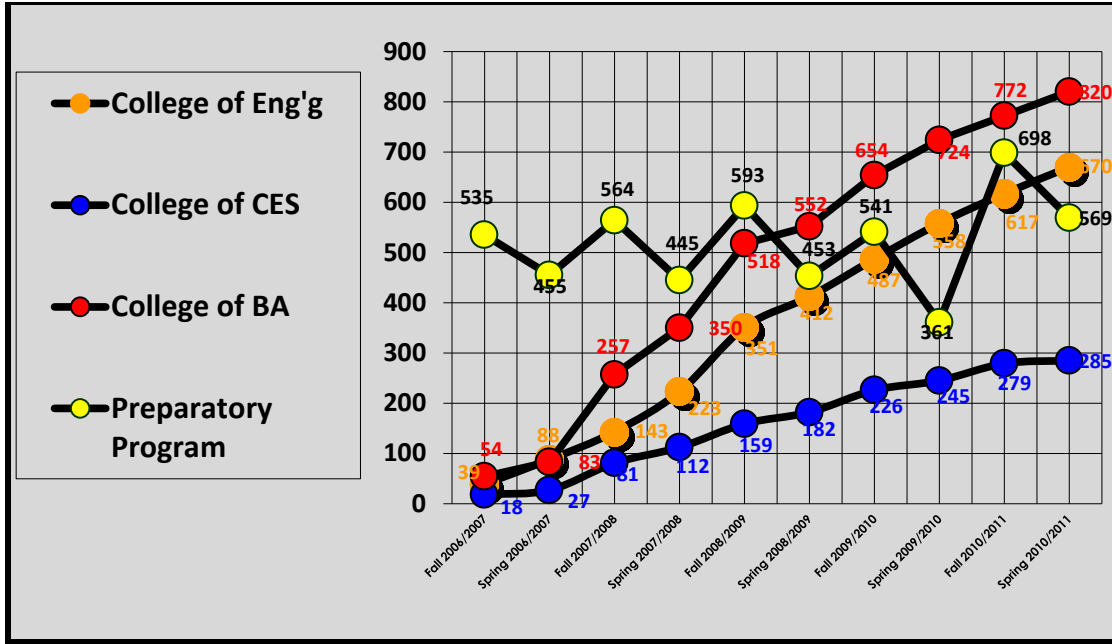


2.15. Total No. of PMU Undergraduate and Preparatory Program students per Semester by Gender:



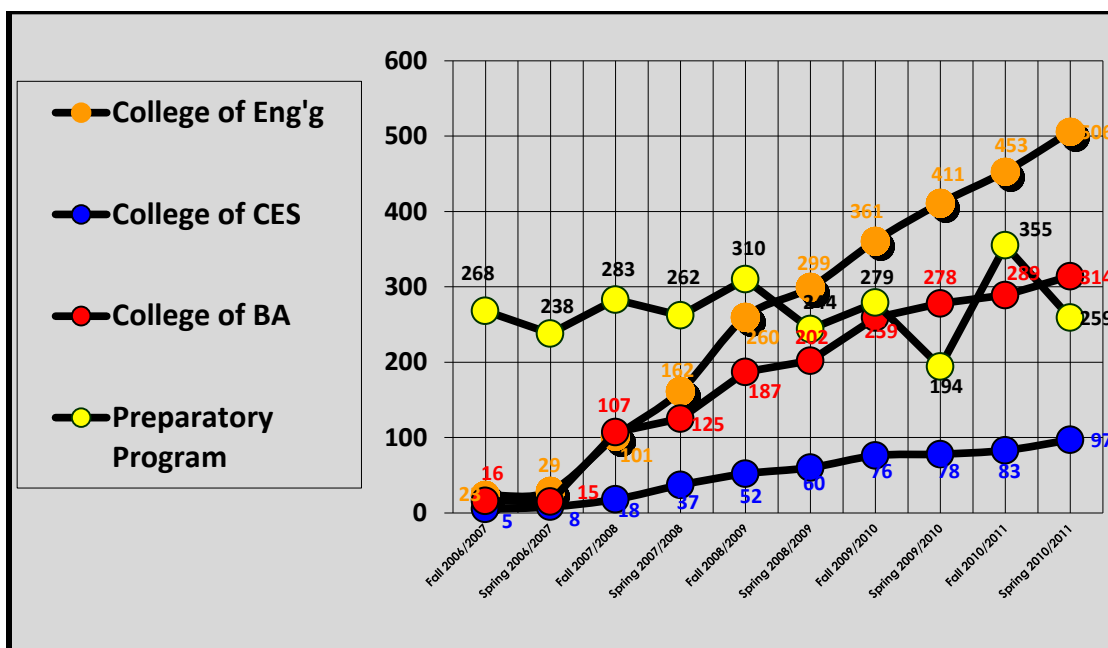
Semesters	Fall 2006/2007	Spring 2006/2007	Fall 2007/2008	Spring 2007/2008	Fall 2008/2009	Spring 2008/2009	Fall 2009/2010	Spring 2009/2010	Fall 2010/2011	Spring 2010/2011
PREP MALE	264	238	283	262	310	244	279	194	355	259
PREP FEMALE	271	217	281	183	283	209	262	167	343	310
UG MALE	44	82	226	324	499	561	696	767	825	917
UG FEMALE	67	116	256	361	529	585	671	760	843	858
TOTAL	646	653	1046	1130	1621	1599	1908	1888	2366	2344

2.16. Total No. of PMU UG Students per Semester and College:



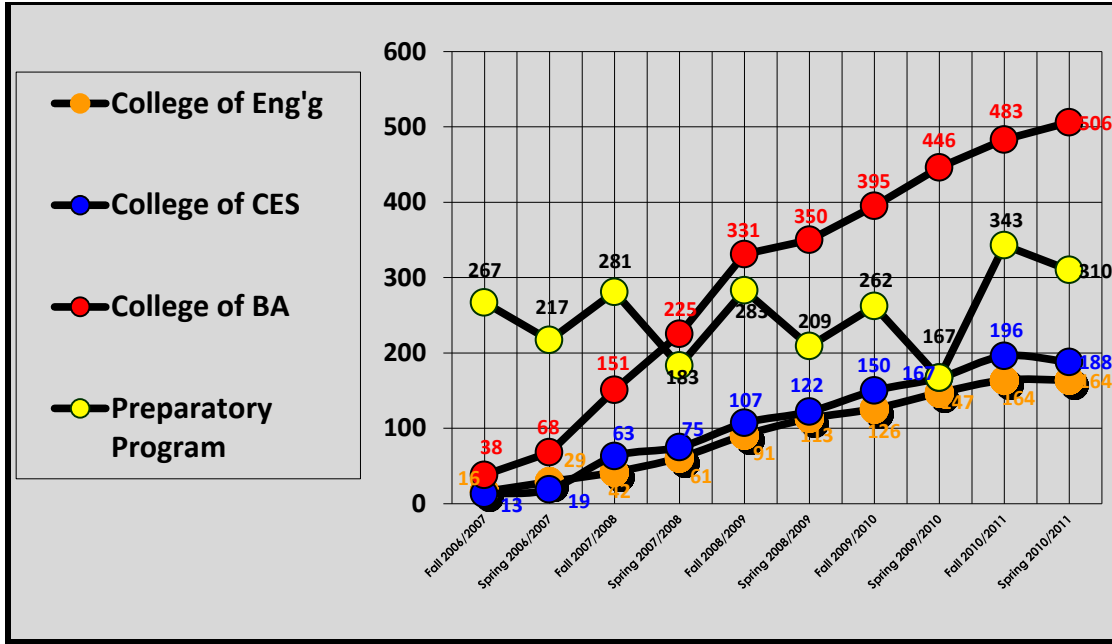
Semesters	Fall 2006/2007	Spring 2006/2007	Fall 2007/2008	Spring 2007/2008	Fall 2008/2009	Spring 2008/2009	Fall 2009/2010	Spring 2009/2010	Fall 2010/2011	Spring 2010/2011
College of Engineering	39	88	143	223	351	412	487	558	617	670
College of Computer Eng'g and Sciences	18	27	81	112	159	182	226	245	279	285
College of Business Administration	54	83	258	350	518	552	654	724	772	820
Preparatory Program	535	455	564	445	593	453	541	361	698	569
TOTAL	646	653	1046	1130	1621	1599	1908	1888	2366	2344

2.17. Total No. of PMU UG Male Students per Semester and College:



MALE STUDENTS										
Semesters	Fall 2006/2007	Spring 2006/2007	Fall 2007/2008	Spring 2007/2008	Fall 2008/2009	Spring 2008/2009	Fall 2009/2010	Spring 2009/2010	Fall 2010/2011	Spring 2010/2011
College of Engineering	23	59	101	162	260	299	361	411	453	506
College of Computer Eng'g and Sciences	05	08	18	37	52	60	76	78	83	97
College of Business Administration	16	15	107	125	187	202	259	278	289	314
Preparatory Program	268	238	283	262	310	244	279	194	355	259
TOTAL	312	320	509	586	809	805	975	961	1180	1176

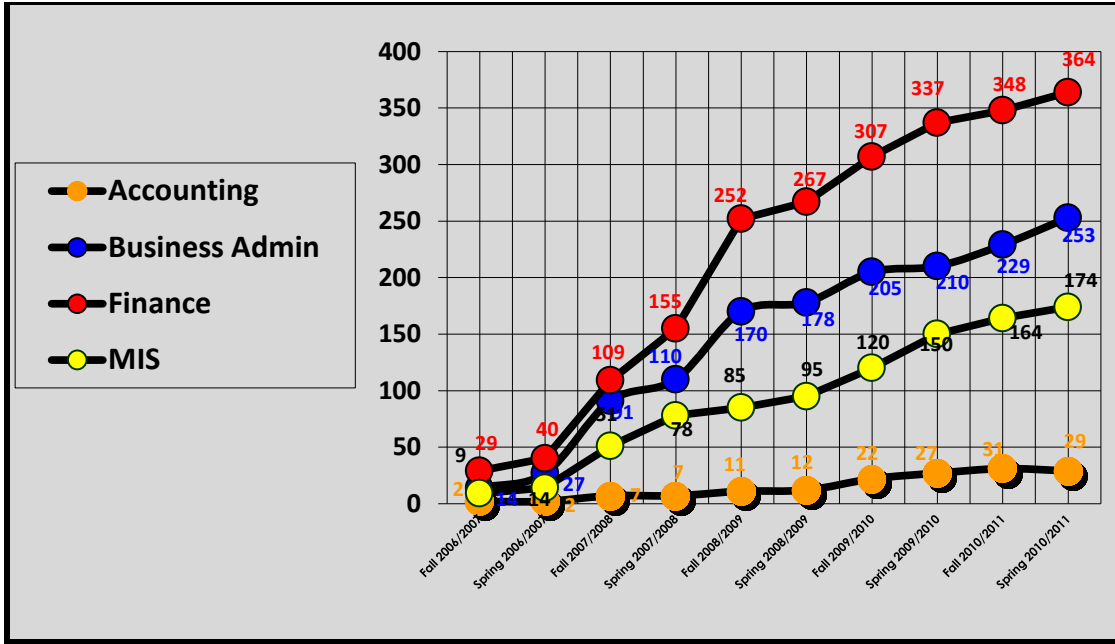
2.18. Total No. of PMU UG Female Students per Semester and College:



FEMALE STUDENTS

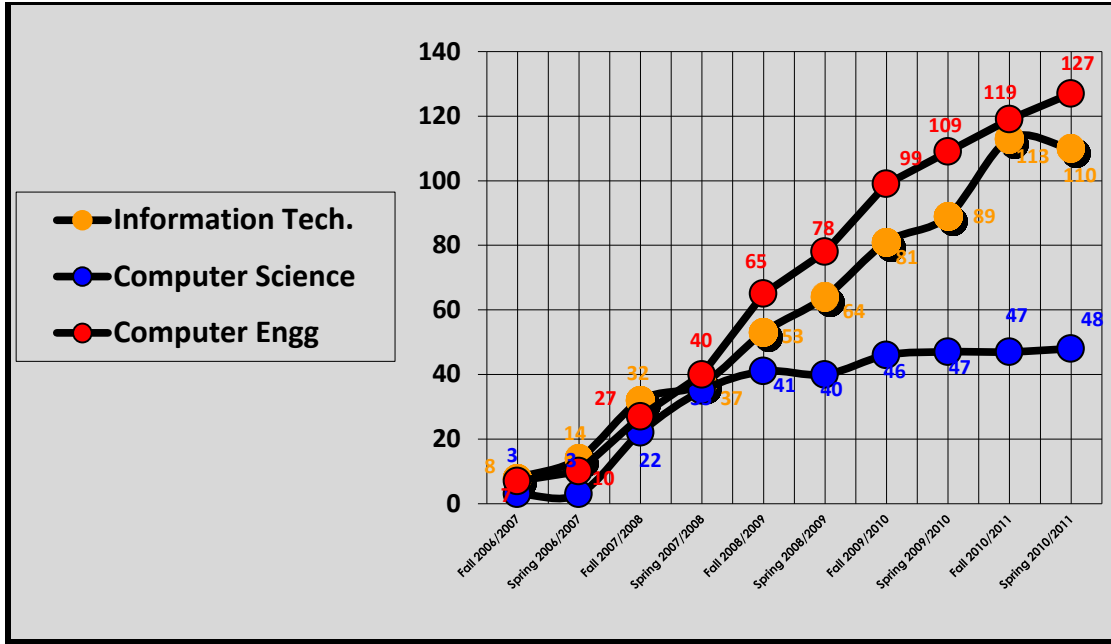
Semesters	Fall 2006/2007	Spring 2006/2007	Fall 2007/2008	Spring 2007/2008	Fall 2008/2009	Spring 2008/2009	Fall 2009/2010	Spring 2009/2010	Fall 2010/2011	Spring 2010/2011
College of Engineering	16	29	42	61	91	113	126	147	164	164
College of Computer Eng'g and Sciences	13	19	63	75	107	122	150	167	196	188
College of Business Administration	38	68	151	225	331	350	395	446	483	506
Preparatory Program	267	217	281	183	283	209	262	167	343	310
TOTAL	334	333	537	544	812	794	933	927	1186	1168

2.19. Total No. of College of Business Students per Major and Year:



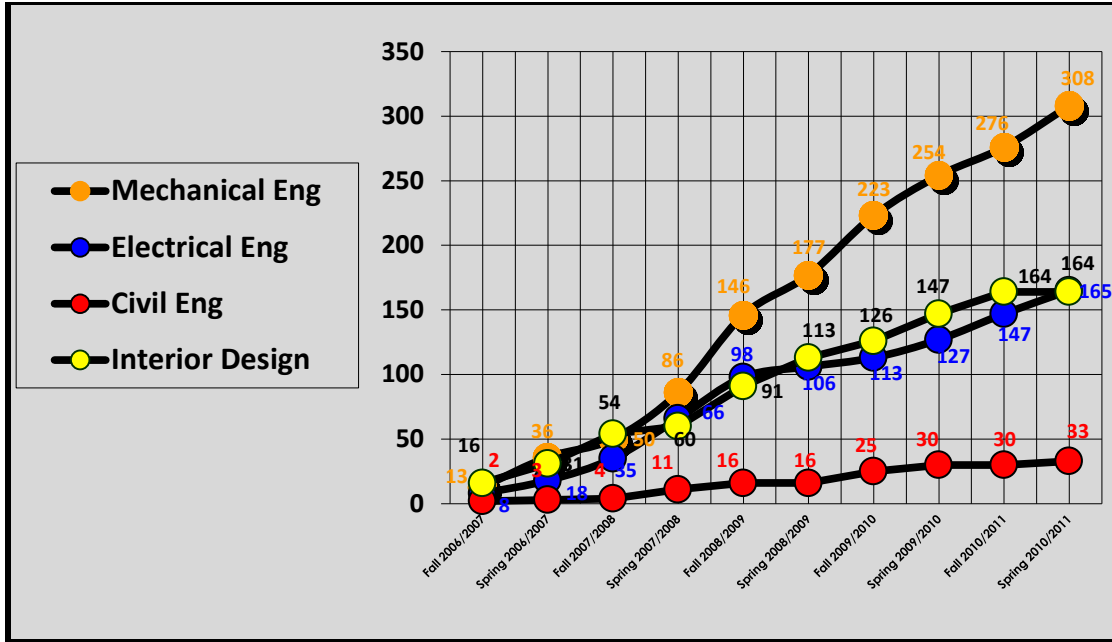
College of Business										
Semesters	Fall 2006/2007	Spring 2006/2007	Fall 2007/2008	Spring 2007/2008	Fall 2008/2009	Spring 2008/2009	Fall 2009/2010	Spring 2009/2010	Fall 2010/2011	Spring 2010/2011
Accounting	2	2	7	7	11	12	22	27	31	29
Business Administration	14	27	91	110	170	178	205	210	229	253
Finance	29	40	109	155	252	267	307	337	348	364
MIS	9	14	51	78	85	95	120	150	164	174
TOTAL	54	83	258	350	518	552	654	724	772	820

2.20. Total No. of College of Computer Engineering and Science Students per Major and Year:



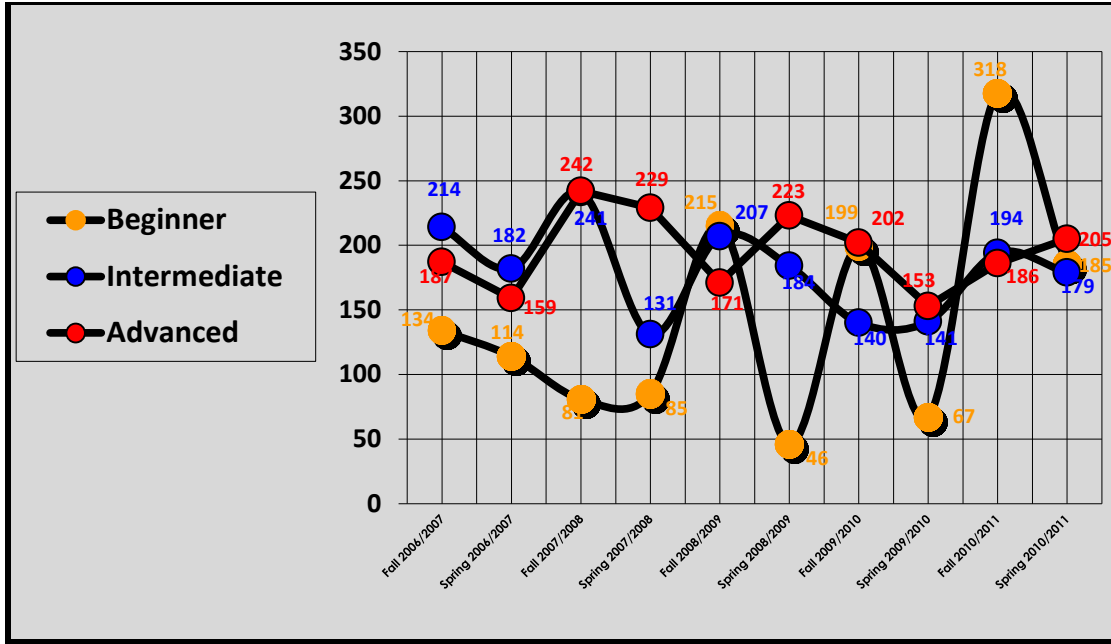
College of Computer Engineering and Sciences										
Semesters	Fall 2006/2007	Spring 2006/2007	Fall 2007/2008	Spring 2007/2008	Fall 2008/2009	Spring 2008/2009	Fall 2009/2010	Spring 2009/2010	Fall 2010/2011	Spring 2010/2011
Information Technology	8	14	32	37	53	64	81	89	113	110
Computer Science	3	3	22	35	41	40	46	47	47	48
Computer Engineering	7	10	27	40	65	78	99	109	119	127
TOTAL	18	27	81	112	159	182	226	245	279	285

2.21. Total No. of College of Engineering Students per Major and Year:



College of Engineering										
Semesters	Fall 2006/2007	Spring 2006/2007	Fall 2007/2008	Spring 2007/2008	Fall 2008/2009	Spring 2008/2009	Fall 2009/2010	Spring 2009/2010	Fall 2010/2011	Spring 2010/2011
Mechanical Engineering	13	36	50	86	146	177	223	254	276	308
Electrical Engineering	8	18	35	66	98	106	113	127	147	165
Civil Engineering	2	3	4	11	16	16	25	30	30	33
Interior Design	16	31	54	60	91	113	126	147	164	164
TOTAL	39	88	143	223	351	412	487	558	617	670

2.22. Total No. of Preparatory Students per Major and Year:



Preparatory Program

Semesters	Fall 2006/2007	Spring 2006/2007	Fall 2007/2008	Spring 2007/2008	Fall 2008/2009	Spring 2008/2009	Fall 2009/2010	Spring 2009/2010	Fall 2010/2011	Spring 2010/2011
Beginner Level	134	114	81	85	215	46	199	67	318	185
Intermediate Level	214	182	241	131	207	184	140	141	194	179
Advanced Level	187	159	242	229	171	223	202	153	186	208
TOTAL	535	455	564	445	593	453	541	361	698	569

2.12 Campus Life

2.12.1. Introduction

At PMU we recognize the importance of Campus Life as a vital department today. Since 2008 Campus Life has evolved in many forms and ways working hand in hand with the enrollment department. Campus Life was formed to complement strategic efforts to address student needs. Student life is a key feature of student experience at PMU. We at Campus Life try to create a positive student experience that will help them grow as leaders in the society. This is done by systematic, strategic way of thinking and planning for the promotion of student life.

The Campus Life Department offers a variety of programs and services that are designed to complement and enhance the student's educational experience at PMU. While students sharpen their intellectual skills in the classroom, the campus life programs are designed to complement classroom learning through experiences, group work, and activities. These programs also provide a variety of opportunities for our students to develop additional skills in their six core competencies.

The six core competences are:

- Communication
- Technology Competency
- Critical Thinking and Problem Solving
- Professional Competency
- Teamwork
- Leadership

2.12.2. Objective

Campus Life is committed to supporting the student learning experience in the university. We have developed the following learning objectives for students working with the Campus Life Events.

2.12.3. Strategic Directions

Students working with Campus Life will gain knowledge of:

Leadership Development

- Pay attention to individual roles and responsibilities as a student leader.
- Make achievable goals. .
- Delegate responsibilities in a balanced manner.
- Evaluate all events/projects impartially.

Communication & Collaboration

- Communicate professionally through verbal and non-verbal communication in all environments and all situations
- Speak in clearly as to delegate work

- Work effectively with others to organize events

Responsibility

- Develop programs to support community, social, economic, and educational development.
- Encourage and promote the society, which we are a part of. .
- Create programs educate the students about diversity, cultural differences, and globalization.

Teamwork

- Identify all aspects of planning a program/event.
- Maintain accurate program records and information through documentation and filing system.

Personal & Professional Development

- Work on personal skills/abilities, strengths, and weaknesses.
- Balance commitments in a responsible manner (i.e. academic work, extra-curricular activities, personal time, etc.) and assess
- Time management skills.
- Maintain personal health and wellness in stressful environments.
- Reflect on how personal experience influences professional decision-making.
- Analyze personal development, professional development and learning.

2.12.4. Goals

1. Conduct orientation to better induct new students into the culture of PMU.
Initiatives: (Beginning of new semester)

- To introduce students' rights & responsibilities
- Educate students with disabilities on their rights and responsibilities

- 2- Enhance and detail Code of Conduct, policies and procedures: (Spring 2010)

- Define repeated violations of the code of conduct & instill relevant disciplinary actions.
- Implement grievances & appeals committee as per PMU System

- 3- Develop & Implement Leadership Programs: (2010-2011)

- Partner with Academic Affairs to expand the offerings and to include co-curricular experiences
- Partner with Career Services to develop & implement Leadership Programs
- Empower the role of the Student Council
- Implement the Student Representative Decision through the Student Council

4- Increase student involvement through Campus Life activities and outreach programs:
(Ongoing)

- Organize and develop student organizations that correspond with PMU academic programs and that provide speakers, workshops and field trips.

2.12.5. Clubs

The number of registered student organizations among the male student body has reached 12 different clubs and societies:

- Flying Club:
More than 20 new members registered during Fall 2010 and took flying training sessions on a weekly basis. During Spring semester, Flying Club was less active due to classes heavy schedule of the members.
- Media Club:
More than 1000 registered as members in PMU student Forum run by the Media Club and 200 000 surfers visited the page since June 2010, in addition of active new members (Mostly photographers). Media Club covered all PMU events and reported them in the Forum. PMU student forum is transferring all the students concerns and questions to the different departments in PMU.
- Cultural Club
- Geoscience Club
- Social Club
- Book Club
- International Language Club
- American Society of Mechanical Engineering (ASME)
- Society of Petroleum Engineering (SPE)
- Co-Existence Club
- Institute of Electric and Electronic Engineers (IEEE)
- Chess Club

The number of registered student organizations among the female student body has reached 19 different clubs and societies:

- The Forward a Smile Club (Community Service and Charity Club)
- The Milky Way Club (Astronomy)
- Ciel Luce (Islamic Club)

- The Readers and Writers Club
- The Wellness Club
- The Photography Club
- The Art Club
- The Drama Club
- The Cultural Club
- PMU View
- Women's Toastmasters
- The Jewelry Making Club
- The Mothers' Club
- The Green Club
- The IT Society
- The Young Business Women Society
- The Interior Design Society
- The Science Society
- TED-X PMU

2.12.6. Events

ON-CAMPUS ACTIVITIES

- **The New Student Orientation:** with a newly designed multi session program that ensured full attendance of the newly enrolled student. Sessions explained the student code of conduct, rights and responsibilities, campus life at PMU, academic expectations, regulations and academic support opportunities, attendance system, services including transportation, bookstore, healthcare and counseling, IDs, IT services and applications, etc. This year student council members actively participated in the sessions.
- **The Student Organizations Get Together:** The academic year 2010/2011 was inaugurated with the bi-annual student organizations' Get Together that is intended to introduce campus life opportunities to new students, increase student involvement on campus, open recruitment of new members, start new clubs and launch new ideas. In the male section, Get Together event coincided with Aramco president visit to PMU who insisted on meeting these clubs and know more about their activities.
- **Spelling Bee competition:** Organized in cooperation between the Department of Campus Life and the Department of Health and Counseling in the Atrium of the Core Curriculum Building. The Spelling bee requires knowledge, preparation, and luck. Twelve contestants from different majors and colleges were enthused and happy to compete in this fun competition. Out of twelve contestants, three finalists were left in the competition. The first winner of the Spelling Bee competition for fall semester 2010 was Abid Alam Samy, the second place winner was Mohamad Al Shawa, and the third place winner was Aris Pehlivan.

Most students who were there stated that they would like to be in this competition next time.

- **The First Annual Science Week:** An annual fall event launched this year by the Science Society, and sponsored by the Department of Math and Natural Sciences, and aiming at encouraging youth passion for science. The Science Week included a Science Competition, a Science Fair and a Math Decathlon. PMU student participation reached over 17 science projects. The Science Week was also open on different days for participation of local and international high schools in the Eastern Province and the participation of the schools exceeded all expectations. The Jury composed of PMU faculty from both the Math and Science Department and the College of IT evaluated and rated the science projects from PMU student category and the High School student category. Winning participants from the two categories received outstanding gifts including iPhones, iPods, laptops and cameras. The First Science Week was definitely a success and an awaited event for next fall.
- **Speech Contest:** Organized for PMU students in collaboration with the Department of Humanities the PMU. Speakers were asked to deliver five to seven-minute presentation on the topic “The World Cup in Qatar, Positives & Negatives”, and were judged on content, organization, and delivery. The panel of judges consisted of Dr. Bruce Wells, Dr. William Trotter, and Mr. Simon N. Meade-Palmer. The winner of the Speech Contest was S. M. Imran Hossain and was given some valuable prizes. The judges and the audience congratulated him for his winning presentation.
- **SAP:** PMU students attended the Student Achievement Presentations (SAP), organized by student council with guest speaker Mr. Mohannad Abo Dia who is blind and invented 22 inventions.
- **Comedy Show:** organized by student council.
- **The Blood Drive:** organized by the Healthcare Center in coordination with KFSH, with blood donations from 70 different males on campus.
- **The World Diabetes Day:** Organized also through the Healthcare Center and involving awareness campaigns, leaflets and brochures with free sugar tests offered to over 300 males on campus.
- Football games were organized between students and faculty, followed by a diner.
- **KSU visit to PMU:** a delegation from KSU- School of Medicine (Riyadh) visited PMU Flying Club
- **The Annual Spring Open House:** An annual event organized in coordination with the Enrollment Department to showcase student life, student achievements, academic opportunities and unique services at PMU. The event was organized by PMU clubs and

societies, the Student Council and a number of student volunteers. Ten different local and international schools visited PMU with an external attendance that exceeded 300 High School students and supervisors. The Program included the Spring Speech Competition in two categories, a campus tour guided by PMU students and a free activity session offered to the guests by PMU student organizations. Fifty gifts and gift vouchers were distributed during the activity sessions, whereas two iPads were given to the 2 winners of the Speech Competition.

- **BBQ:** PMU Student Council organized a wonderful evening BBQ for the PMU faculty. The faculty turn-out was good, guests and students were happy to report that the food was great. The students entertained their guests very well with a series of brief, impromptu, comedy sketches and singing performances. All of the guests enjoyed the brief rain showers that fell and cleared the air leaving the evening's breezes fresh, fragrant and cheerful with the smell of good food and the sounds of playful bantering and thoughtful conversations. This BBQ provided a wonderful opportunity for students and faculty to meet outside of the confines of the classroom or occasional office visit and it is hoped that we can all continue to avail ourselves to these types of events as we strive to build a truly shared sense of community and extended family here at PMU.
- **Safety Driving:** presentation organized in collaboration with PR department and Aramco
- **PMU Community Service:** PMU students organized a community service exercise not seen before exercising their willingness to promote health and cleanliness on campus. Armed with cleaning tools, they cleaned the inside and outside walkways, planted trees and flowers, and encouraged PMU students to stop smoking. In addition, security officers and janitors were offered gifts and meals in appreciation and gratitude for all their hard work and support. Many thanks to Dr. Abdul Qader and his students, the department of Engineering, and Auxiliary Services whose cooperation and contribution in the success of this event was highly appreciated. On a final note, we hope that such activities will be repeated and supported by the PMU community in the future.
- **The Sport Center:** finally, the sports facilities were open during spring semester for all female and male students and faculty.
- **The Student Council Speaker Series:** outstanding ambitious and committed students organized a series of weekly presentations related to business interests and topics. These lectures were broadcasted to female section.
- **Student Council Debate:** With the collaboration of Mr. Ahmad Nuriddin (Prep chair), Male student council held a debate which was titled "English as a first language in our educational institutions. Can it lead to success without loss of identity?"
- **Immunization:** a seminar for students, staff and faculty, presented by Dr. Elshayeb who gave tips about healthy food that increase human immunization. This presentation was broadcasted to female section.
- The Desert voice Newsletter prepared by the Media Club.

- **End of Semester Ceremony:** A special 'End of Semester' ceremony in the lecture hall paid recognition to all those who supported life on campus, whose dedication met no boundaries and whose efforts we applaud. Special certificates and trophies were presented to football, table tennis and karate team players, including the Student Council and club members who participated in campus life events.
- **PMU Non Smoking Day:** Finally, 2010-2011 was marked by an outstanding contribution of student council in organization of most of Campus Life events: Orientation, Open House, presentations, etc.
- Campus Life has organized for students several field trip and industrial visits to Aramco sites, water and electrical plants and vibrating lab in addition to other social visits to museums and governmental office of the Eastern province (Emara).
- **The New Student Orientation:** with a newly designed multi session program that ensured full attendance of the newly enrolled student. Sessions explained the student code of conduct, rights and responsibilities, campus life at PMU, academic expectations, regulations and academic support opportunities, attendance system, services including transportation, bookstore, healthcare and counseling, IDs, IT services and applications, etc...
- **The Student Organizations Get Together:** The academic year 2010/2011 was inaugurated with the bi-annual student organizations' Get Together that is intended to introduce campus life opportunities to new students, increase student involvement on campus, open recruitment of new members, start new clubs and launch new ideas.
- **The Pink Bake Sale:** organized in collaboration with the Healthcare Center at PMU and the Saudi Breast Cancer Association, the Pink Day was organized on the occasion of the world Breast Cancer Day. The day was an astounding success with participation of a big number of students, faculty and staff, the female community showed strong solidarity to the cause. The funds raised were donated to the Saudi Breast Cancer Association.
- **The First Annual Science Week:** An annual fall event launched this year by the Science Society, and sponsored by the Department of Math and Natural Sciences, and aiming at encouraging youth passion for science. The Science Week included a Science Competition, a Science Fair and a Math Decathlon. PMU student participation reached over 40 science projects, and 7 participants in the Math Decathlon. The Science Week was also open on different days for participation of local and international high schools in the Eastern Province and the participation of the schools exceeded all expectations. The Jury composed of PMU faculty from both the Math and Science Department and the College of IT evaluated and rated the science projects from PMU student category and the High School student category. Winning participants from the two categories received outstanding gifts including iPhones, iPods, laptops and cameras. The First Science Week was definitely a success and an awaited event for next fall.
- **The Second Star Gazing Night:** celebrated in the fall (December) Sharing Memories from 2010. The event was sponsored by the Milky Way Club that prepared a surprise program.

The night started with a documentary summarizing 2010 with major worldwide events. The President of the Milky Way Club then launched a touching series of personalized memories from the past year and created a cozy environment after which the night effectively started with the installment of the telescopes and the start of the star gazing activity lead by the advisor of the Club. The night continued with an Arabian night theme around a huge camp fire, with candle light and a astronomically flavored dinner from Johnny Rockets.

- **The Balcony:** A Shakespearian comedy interpreted by the Drama Club talented members.
- **The Tale of an Unfortunate PMU-er:** another comedy produced by the Drama Club and relating directly to PMU student experiences.
- **The Blood Drive:** organized by the Healthcare Center in coordination with KFSH, with blood donations from 70 different females on campus.
- **The World Diabetes Day:** Organized also through the Healthcare Center and involving awareness campaigns, leaflets and brochures with free sugar tests offered to over 300 females on campus.
- **Express Your View in Art:** An Art celebration organized by the PMU View Club with a wide variety of art expressions.
- **The Cultural Evening, organized by the Cultural Club with the theme:** PMU Celebrates Cultural Diversity. The evening started with a forum about cultural diversity, multicultural environments- qualities and challenges, values and principles and personal experiences- unfortunate and happy ones. The event continued in the cafeteria with a myriad of lively cultural performances and presentations including historical information, language and traditions corners, artistic displays (cinema, costumes, musical and culinary samples) with an unforgettable humoristic note from the various cultures represented. The evening was enjoyed by students, staff and some faculty members. The fun continued with a Chinese and Italian themed dinner with an incredible interaction between the cultural teams that all celebrated the Saudi culture that embraced them all. The jury selected the winning team to be nominated as PMU Culture of the Year: The Pakistani Team that won a lovely group trip the family park at the Sunset Beach.
- **The Annual Spring Open House:** An annual event organized in coordination with the Enrollment Department to showcase student life, student achievements, academic opportunities and unique services at PMU. The event was organized by PMU clubs and societies, the Student Council and a number of student volunteers. Ten different local and international schools visited PMU with an external attendance that exceeded 300 High School students and supervisors. The Program included the Spring Speech Competition in two categories, a campus tour guided by PMU students and a free activity session offered to the guests by PMU student organizations. Fifty gifts and gift vouchers were distributed during the activity sessions, whereas two iPads were given to the 2 winners of the Speech Competition.

- The Walk for a Cause event this year was organized for the help of the Down Syndrome Children. 30 young children from the Dammam Down Syndrome Center and the Khobar Down Syndrome Center visited the Sports Center and enjoyed activities sponsored by the Forward a Smile Club and a number of volunteers. The event was a fun day for these children as well as a fundraiser. The funds raised were donated to the centers with hope for many similar future events at PMU.
- PMU Turns Green: Reduce. Reuse. Recycle: a campaign launched by the Green Club, with many challenges yet before complete implementation of the recycling program started by the ambitious Green Club members.
- **The Second Costume Pageant organized by the Drama Club:** walk in public and walk with confidence, an event aiming to increase the sense of self confidence independently of physical looks. An idea initiated through the Wellness Club last year.
- **The Help Them See Campaign:** Organized by the Forward a Smile Club and independent volunteers to collect used frames for the benefit of poor families.
- The Yuri's Night at SciTech, organized by the Milky Way Club. The great one of a kind success of PMU student organized event in the community.
- **The IT Society's Speaker Series:** outstanding ambitious and committed students from the College of Computer Engineering and Sciences organized a series of weekly presentations related to IT interests and topics. A live example of lifelong learners.
- Google Event View organized by the IT Society in the facility of PMPYD, to participate in an international annual Google event remotely.
- **The Mini TED-X PMU:** the event that launched the TED-X PMU club to celebrate innovation and creativity.
- The Jewelry making session by the Jewelry Club.
- The Spelling Bee.
- The Book Drive organized by the Readers and Writers Club.
- The Desert Rose Newsletter by the Readers and Writers Club.
- The Photography Competition organized by the Photography Club.
- Speakers Series in ID and Business with internal and external guest speakers, such as Ala Al Hariri, Al Baylassan Center, Proctor and Gamble speaker, Ernest and Young speaker and PMU faculty.
- Toastmasters' weekly meetings organized by the Women's Toastmasters Club.

- **The Department of Campus Life produced two major manuals:** the Student Organizations Handbook and the Student Council Manual both approved by PMU management during the summer of 2009.

COMMUNITY EVENTS

- **Al Ghad Forum- Riyadh:** a delegation of 15 female students represented PMU in the famous Ghad Forum and presented exceptional ideas and interventions related to the theme of this year: The Culture of Voluntarism.
- **LAHA Exhibition- Riyadh:** a delegation of 10 female students represented PMU in a female event exploring women's interests, careers and education. A speech given by a PMU ID student about challenges to female careers in ID.
- The National Dialogue.
- **The Second Scientific Conference:** organized by the Ministry of Higher Education- Jeddah. A participation that awarded PMU a female student winning research project- Six Place in its category: Ms. Noorah Abu Khamees.
- The MEPI a US governmental initiative, organized locally by the US Consulate: 6 Saudi young participants were selected after a very meticulous and lengthy selection process. The group selected included 3 males and 3 females out of which 2 were from PMU: Ms. Nouf Al Jalaud and Ms. Lama Al Suwayan.
- **Annual Charity Run 2011:** Under the supervision the Department of Campus Life, and as part of PMU community services, PMU students participated in the the 16th Annual Charity Run that was organized on Khobar cornice as Traffic Safety Awareness Campaign.
- As every year, the dedication and efforts of the PMU Team in this Charity Run were truly remarkable.
- **PMU Participation in Saudi University Sport Federation championships:** Football, Table Tennis, Karate.
- **Flying Club visits Saudi Airlines Company in Jeddah:** Saudi Airlines invited PMU Flying Club for a tour in Jeddah. Mr. Ahmed Al-Sultan, Manager of the training programs at Saudi Airlines arranged for this trip. Ten members were selected along with Mr. Omar Baroody, Campus Life Supervisor and given an executive treat to see myriad facilities of Saudi Airlines. They were shown Prince Sultan Aviation Academy, the communication center for Saudi Airlines, the Saudi Arabian Airline Catering, the flight safety training, and flight simulators. All the members were impressed by Saudi Airlines and how organized they were. Mr. Ahmed encouraged PMU students to apply for jobs in Saudi Airlines because they have many vacancies.

STUDENT CONDUCT

Campus Life developed, with the support of other departments, a detailed code of conduct including misconduct type and sanctions inflicted per type. This has become a useful tool for many cases that required disciplinary committees to meet and take action. This still remains an area for development and it is the priority of the department for this summer.

2.12.7. Challenges and Recommendation

- **Resources:** All of the above was executed with limited human and financial resources. The Department of Campus Life had only 1 staff member who was on an extended maternity leave. Of course, the department was heavily supported by other Student Affairs Department staff. It is recommended to implement a strong recruitment strategy and to appoint two additional support staff. However, the administration has recently approved the appointment of a Campus Life Supervisor, which will have a positive impact on deliverables in the planning and execution of the campus life strategy for the coming year. It is also recommended to approve the annual budget presented in the beginning of the semester to avoid administrative delays in the allocation of funds needed to execute the planned events and activities.
- **Faculty Involvement:** faculty support to student life decreased remarkably this year. This was caused partially by the teaching overloads and the busy schedules, and partially by a decreased sense of involvement and motivation. It is recommended that the appreciation program recommended by the Director of Student Affairs be put in practice. The division was also able to recommend and execute an End of Year Appreciation Ceremony as well as a leave extension incentive for the faculty who offered support to student life this year.
- The Campus Life Committee is also a step forward towards overall involvement in enriching the student experience at PMU.
- The Calendar of Events is to be launched at the beginning of the semester.

2.13 Career Services

The Career Services Department assists students with the transition from education to work. Our staff provides assistance to undergraduates who seek help in formulating and implementing career plans.

2.12.8. Our Goals

- Provide students with any needed assistance in preparing to find work, whether in internship, part-time or full-time positions.
- Maintain a balance of service between the on-campus customer (students and faculty) and the off-campus customer (employer).
- Establish contacts with the employer community via one-to-one interaction, marketing campaigns, and involvement in professional organizations.
- Gather employers to interact with students to increase awareness for both students and employer constituents.
- Conduct on-campus working interviews.
- Provide internships and cooperative programs serving both students and employers

2.12.9. Our Achievements and challenges

The Department of Career Services this year witnessed unprecedented challenges with the huge staffing difficulty and the increased responsibilities. The Department was also heavily supported by other departments within the division and only very recently, a new Career Counselor was appointed. With all the internal instability, the division was able to control the part time jobs on campus, to process internship applications and follow-up with graduates.

The challenge remains huge for the department as it is intended to offer a big number of services, as the university has grown in terms of student numbers.

2.12.10. Roles of the Department of Career Services

1. On campus part time job:

During the academic year 2010/2011, 8 female students joined successfully 8 different On Campus jobs in the Colleges Support Centers, Core Humanities Department Support Center, Preparatory year Support Center, Math and Science Support Center, IT department, and LRC. While in the same time period, 16 male students joined successfully 16 different On Campus jobs in the same departments mentioned above plus the Student Affairs department (Campus life and Career Services), and Islamic Studies Department.

Future plans:

The department of Career Services is planning to activate the On Campus part time job in wide bases.

2. Internship:

The department succeeded in placing around 150 female interns and around 109 male interns for the fall, spring and summer semesters in various local and international companies.

During this summer semester, PMU had sent students for internship in foreign countries like United States of America, the United Kingdom, Dubai and Lebanon. Internship that is taken internationally offers the privilege to observe differences in businesses, and see how projects are handled in different cultures, and how that differs from the way they are conducted in the intern's home country.

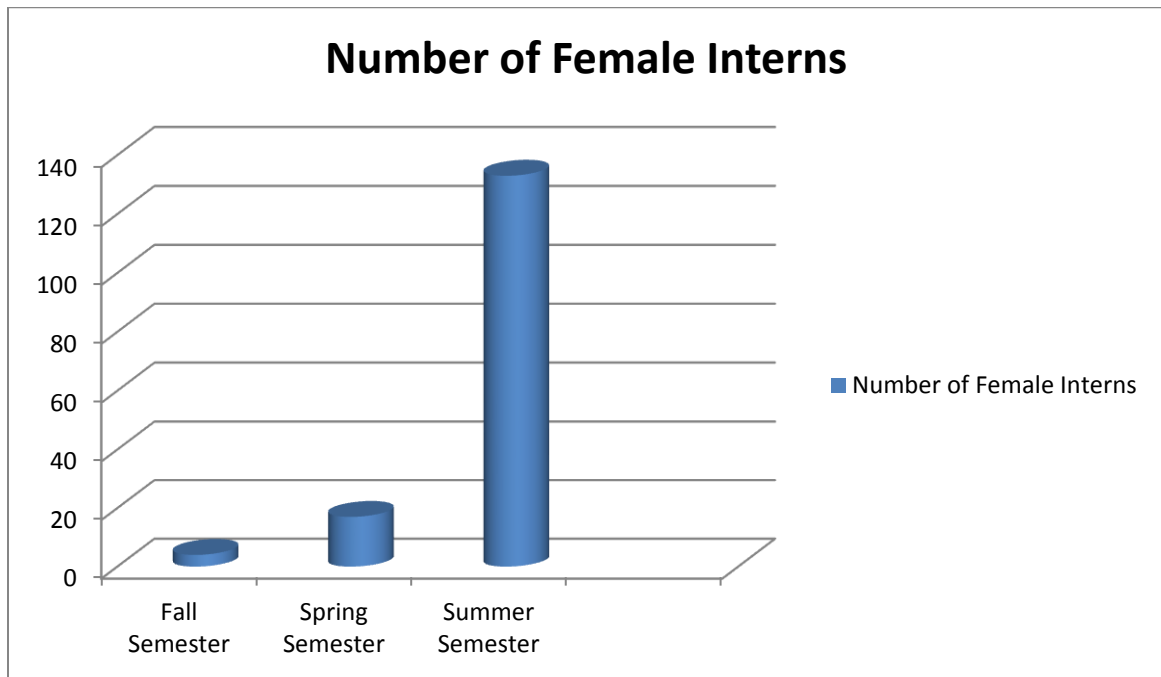
In the summer of 2010 the College of Business had interns from all four departments: Business Administration, Management Information System, Finance and Accounting. Business Interns have performed their internship either inside or outside of Saudi Arabia. Some of the companies that cooperate with PMU in the internship program are ARAMCO, SABIC, PriceWaterHouse Cooper, Nestle, Sheraton Hotels, Almouwasat Hospital, Saudi Hollandi Bank, Alinma Bank, Alahli Bank, SABB, Saudi Faransi Bank, Al Riyadh Bank, Saudi Investment Bank, FFA Real Estate, SCECO, Halliburton, Chamber of Commerce, Azmeel, PMU Accounting and Budgeting Department, Baker Hughes, Al Olian Holding, Ernst & Young, Project Management and Control, the Saudi Human Resources Development Fund, Maraba-Taaca Company, and last but not least Information Management Technologies.

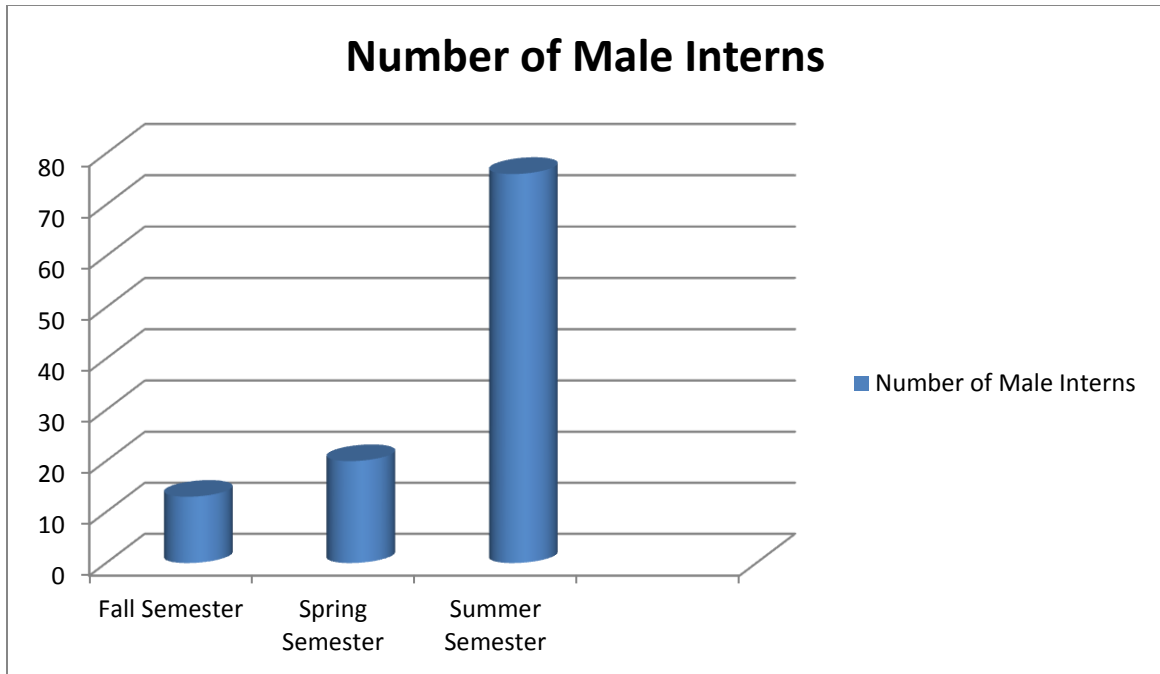
The College of Engineering had interns from the Departments of Interior Design for females, Civil, Electrical, and Mechanical Engineering for males. Some of the major organizations and offices PMU students performed their internships at are: ARAMCO, SABIC, SCECO, Al Zamel

Industrial, Chenille, Alawami, VADO, Ala'a Hariri Interiors, Al Hokair, Rewaq Al-Khalij, Nesma & Partners, A.A.M. Interiors, Sonia Ashour, A-A-Designers-Chairman, Arabian, Design Plus, Trust Consultants, Abdul Hadi and Al Mohaideb Consulting and Design Engineers.

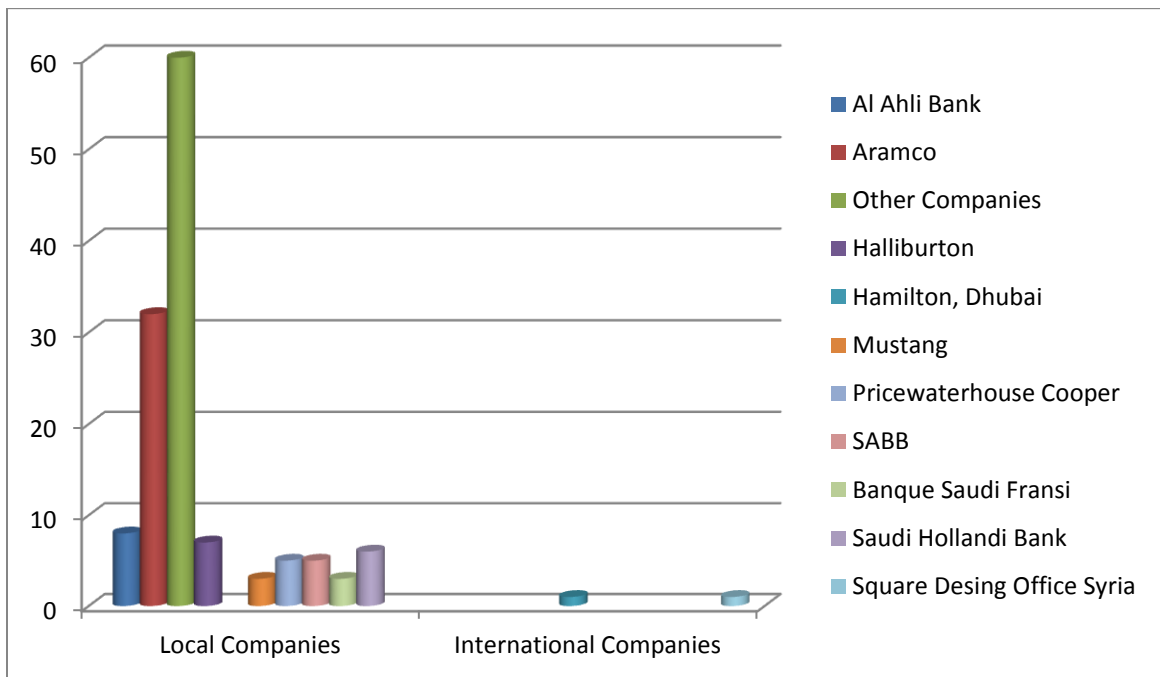
Last but not least the College of Information Technology had interns from the three IT Departments Computer Engineering, Computer Science, and Information Technology. Our IT interns have performed their internships inside and outside of Saudi Arabia. The major internship companies in IT internships are currently ARAMCO, Schlumberger, VIVA, Alkuraimi Bank for Islamic Microfinance, Alfifa Establishment, and UTM.

Here are some graphs that explain the internship situation for both females and males students;

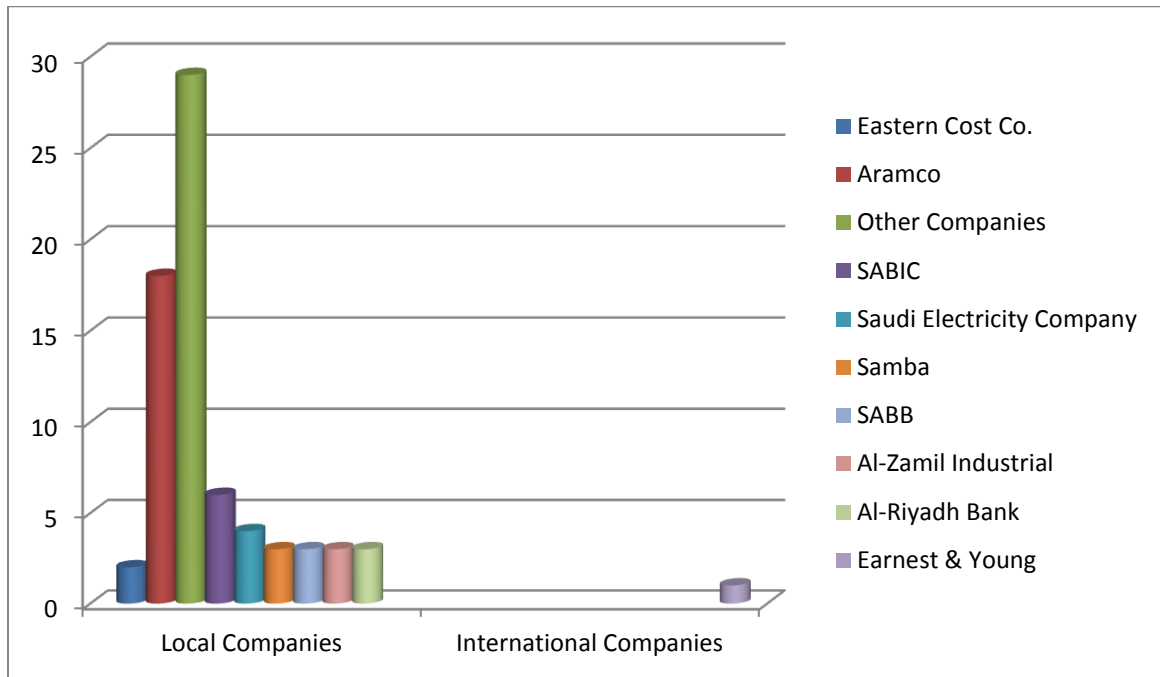




1-Number of female students who has been trained at different companies



2-Number of male students who has been trained at different companies



Future plans

The department of Career Services is planning to conduct more workshops that help in preparing the senior students for the internship experience. Maintaining the good relationships with the training companies is a major aim that the career services department is targeting as well as developing new bridges with more companies and widening the network among the job market to secure the support for PMU’s students and graduates.

1. Workshops and Seminars

Throughout this year, we were able to conduct one workshop “CV Clinic Workshop” with the cooperation of the Core Curriculum Faculties. Faculties within PMU from the Core Humanities Department participated in this workshop; they gave some hints and tips on how to prepare your CV in a professional way to our senior students. This event took place prior to the Career Day to prepare the students and make them ready to apply for different companies in that day.

The limited number of conducted workshops during this year was due to the lacking of staff in the department of Career Services, and the instability that the department was facing.

Future plans

The department of Career Services is planning to prepare for more career targeted training courses, workshops, and lectures for preparing students to work life at the academic year 2011/2012. There is a plan to launch a Leadership Program, to practice some Career Assessment Tests in order to maximize the benefit that can be provided by the department.

2. Career Day

PMU conducted the First Career Day at October 16th, 2010. More than 300 PMU students (Males and Females) and other students from the surrounding universities networked with more than 50 recruiters from the ARAMCO, SABIC, Saudi Airlines, banks and insurance firms, engineering and design offices, telecommunication companies, shipping companies, car rental agencies, beverage companies, and dozens of other institutions.

At the various booths, students and PMU alumni hooked up with employers to get a quick overview of the job scene and a briefing on their organizations. Many junior and senior students submitted their CVs for training and hiring positions at these companies, while other stopped by different booths and left with a handful of information about these companies.

Future plans

The department of Career Services is planning to conduct another Career Day at the academic year 2011/2012. This time, it is going to be a Mini Career Day. It will be more focused, as the Career Services Department will invite limited number of companies that highly cooperated with the university in training or hiring our students and alumni. Our aim for the 2nd Career Day is to make it as beneficial as we can to our students and graduates.

3. Graduation Ceremony

PMU celebrated its first patch of 321 graduates “Class 2011” at April 25th, 2011. The first graduation ceremony included the entire graduated and expected to graduate students throughout the academic year 2010/2011.

There were 187 female and 134 male students who celebrated their graduation in this ceremony. Their distribution among colleges was as follows:

Colleges	Majors	Number of Female graduates	Number of Male graduates	Total number of Female graduates per college	Total number of Male graduates per college
College of Business	Accounting	3	1	126	59
	Business Administration	30	12		
	Finance	75	41		
	Management Information Systems	18	5		
College of Computer Engineering	Computer Engineering	10	4	31	9
	Computer Sciences	7	0		

and Sciences	Information Technology	14	5		
College of Engineering	Interior Design	30	-	30	66
	Civil Engineering	-	4		
	Electrical Engineering	-	31		
	Mechanical Engineering	-	31		
Total of 321				187	134

Figure1.1 General overview of female graduates

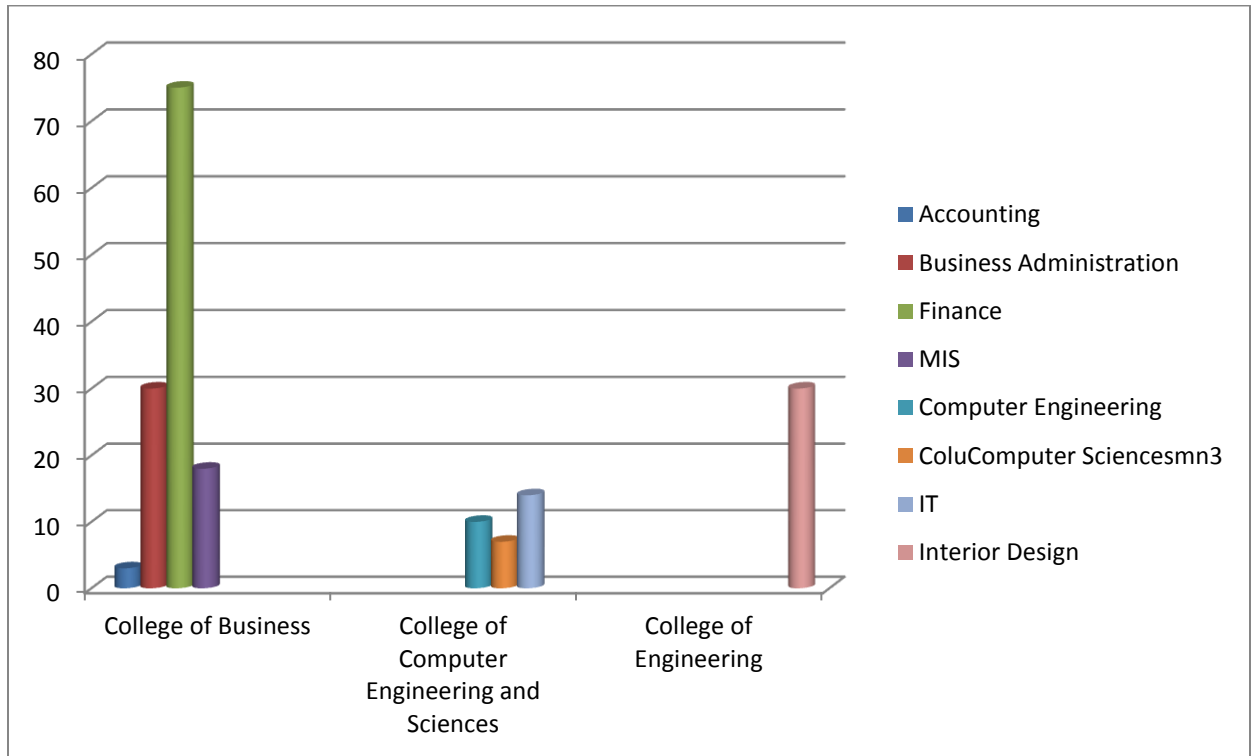
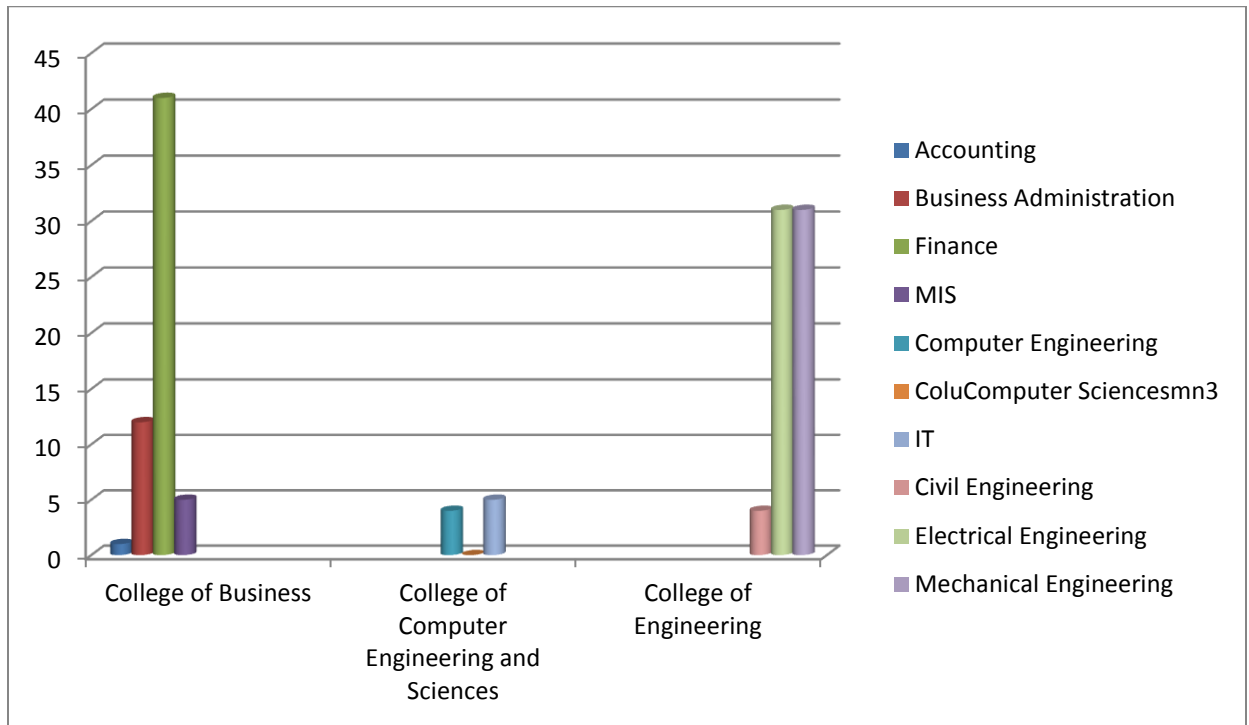


Figure 2.2 General overview of male graduates



Future plans

As the last graduation ceremony was successful, the department of Career Services will keep cooperating with other PMU departments for the next graduation ceremonies. And as the number of enrolled students is increasing, then the number of graduates per year will increase as well; which will require more planning and accuracy in preparing the upcoming ceremonies.

4. The Graduates (Alumni) & Employment of the Alumni:

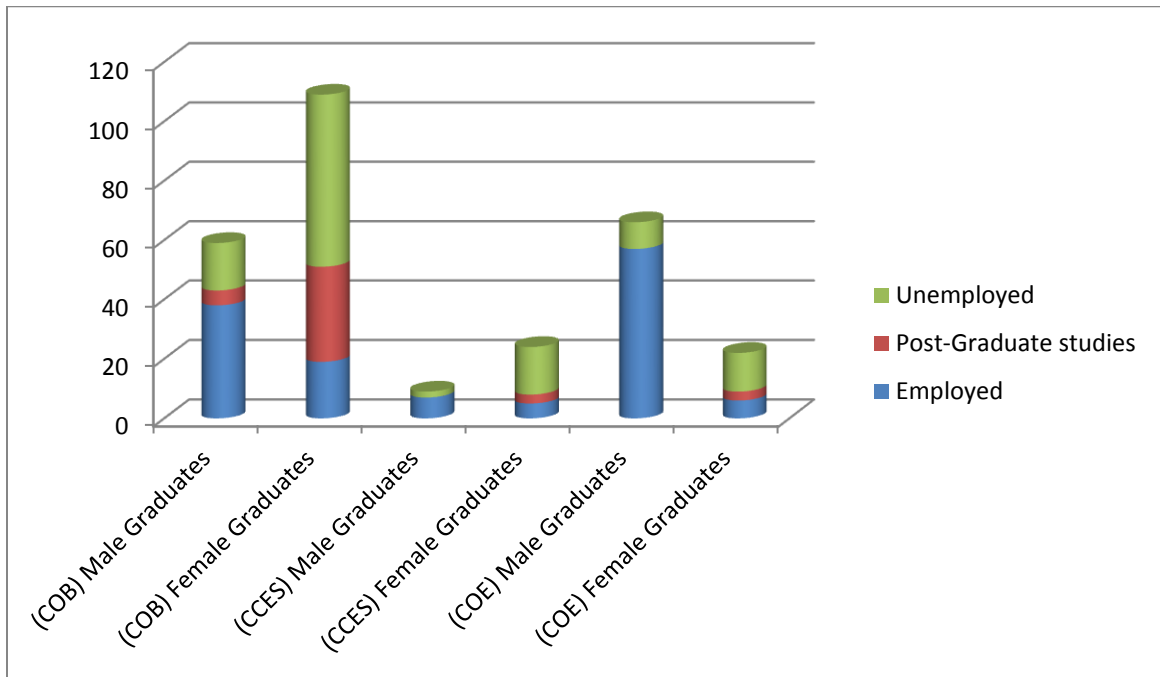
PMU had 321 graduates by this year, 134 males and 187 females. Most of them got employed at highly recognized companies, while some of them chose to pursue their post-graduate studies at well known universities locally and internationally.

The Department of Career Services contacted the graduates to follow up with their employment status*, and the collected information was as follows:

Colleges	Majors	Employed Alumni		Alumni Continuing Post-Graduate Degrees		Unemployed Alumni		Alumni with no full information	
		F	M	F	M	F	M	F	M
College of Business	Accounting	1	1	2	-	-	-	-	-
	Business Administration	5	9	11	-	11 (2 are willingly unemployed)	3	3 are being followed	-
	Finance	9	25	14	5	41 (6 are willingly unemployed)	11	11 are being followed	-
	Management Information Systems	4	3	5	-	6	2	3 are being followed	-
College of Computer Engineering and Sciences	Computer Engineering	2	4	1	-	4	-	3	-
	Computer Sciences	-	-	1	-	5 (1 is willingly unemployed)	-	1 is being followed	-
	Information Technology	3	3	1	-	7 (1 is willingly unemployed)	2	3 are being followed	-
College of Engineering	Interior Design	6	-	3	-	13 (3 are willingly unemployed)	-	8 are being followed	-
	Civil Engineering	-	4	4	-	-	-	-	-
	Electrical Engineering	-	27	31	-	-	4	-	-
	Mechanical Engineering	-	26	31	-	-	5	-	-

*the information collected throughout the Fall Semester of 2011/2012

2 Employment Status for males/females graduates per college



Employed Alumni:

The employed graduates got attracted by highly recognized organizations, such as Saudi ARAMCO, JP Morgan Bank, Al Inma Bank, Saudi Hollandi Bank, SABIC, Royal Commission for Jubail and Yanbu, Panalpina Swiss Co, SABB, AMAINTIT, SECECO, SAMBA, Tasnee’a, Price Water House Cooper, Al Bilad Bank, KEMYAYAH, P&G, STC, GE, and SAMSUNG.

Some graduates also chose to start their own business and be a young Entrepreneur.

Alumni who continue their Post Graduate Studies:

Number of the Graduates chose to continue their Master degrees, and they enrolled in very well-known Universities locally and internationally in different countries such as USA, UK, Canada, and United Arab Emirates.

Future plans

As the number of alumni is increasing, the university's responsibility towards those alumni is increasing as well, so the department of Career Services is planning to establish an Alumni Office that will support the alumni in all the career related aspects, and may help in finding job opportunities for them. An alumni association will be established as well, its members will be from the alumni themselves and they will work closely with the alumni office to support it in its mission. The department is also planning to create Social Network Accounts to communicate with Alumni. And, there is a plan to host a Homecoming Event for all PMU's Alumni and make it a continuous annual gathering to follow up with all the changes that might happen to our alumni.

2.14 Health Care and Counseling

2.12.11. Counseling Services

The Counseling service is here to meet the needs, when required, by all the student population. We are a team of qualified counselors working with a variety of approaches. Services are not confined to individual counseling sessions we offer short term and extend counseling depending on the individuals needs. As well as one to one counseling we operate workshops and presentations through out the semester around particular themes, to help provide awareness and support for all at PMU. The Department places importance on flexibility, therefore offering a drop-in service as well as one off appointments when appropriate.

2.12.12. About PMU Counseling Services

The process.....

A talking and listening service that helps you to focus on, and understand the issues that are troubling you

Counseling Provides.....

We provide a space where you can feel comfortable and at ease to talk about your problems. You will find us empathetic to your needs and will help you to explore as much or as little of your concern as you choose.

Counselor will.....

- Listen carefully to offer support and understanding, in a non-critical way

- Respect choices and values with out being judgmental
- Help to make appropriate choices, decisions or changes to improve academic and or personal development
- Help to work through feelings of inner conflict
- Help to improve relationships with instructors and others
- Help to address and resolve specific problems
- Be there to support students at every level/stage of their academic experience at PMU

Counseling Workshops & Activities

2010- 2011 Activities	
EVENT	DESCRIPTION
STUDY RIGHT	This skills workshop was introduced in October 2010 for students who suffer from procrastination and for those who need help to study effectively according to their learning style.
CANCER AWARENES	To promote awareness and increase knowledge of Cancer disease, to open a platform for those directly affected by it and to guide them to professional help and support.
ARRIVE & SURVIVE	<p>This presentation workshop was designed to promote full awareness to the chosen health matters listed below:</p> <p style="text-align: center;"><i>Pain Management Control</i></p> <p style="text-align: center;"><i>Eating Disorders</i></p> <p style="text-align: center;"><i>Self Examination</i></p> <p style="text-align: center;"><i>The Heart</i></p>
WELLNESS CLUB	<p>The primary functions of this club are to inspire and encourage all students, staff and faculty to care more about their well being:</p> <p style="text-align: center;">Healthy mind leads to healthy body and</p>

	heart.
EXAM SURVIVAL (1)	This workshop was designed to support all students and particularly the ones in Prep years with anxiety leading up to their exams. Over 130 students attended and were eager to share there experience with others.
EXAM SURVIVAL (2)	Part 2 initiated Due to popular demand by students and instructors for their classes, this workshop enticed an extra 60 students to attend
RIGHT START	A new workshop introduced for the beginning of each semester: to help all students understand the importance of scheduling a plan from beginning to the end of each semester, to enhance their study skills. Classroom induction.

The 2010 – 2011 academic year, included numerous changes and accomplishments for the Counseling Department. For instance, three new members of staff joined the department, implementation of revised polices and additional programs introduced and increased numbers of students scheduled to be seen by the department. As the student population grows so too will the amount of services that will be sought. Appointments were made for a variety of reasons including developmental concerns, judicial referrals emotional/ behavioural disturbances. Additionally all students who sought the support of counseling services, referred or by independent choice were seen on the day they made contact with the Department.

Quick Facts

- 75% of students seen were female
- Preparatory year students accounted for the largest group seen by The Department
- A high percent of students were satisfied with the service and would recommend the service to others

Think Pink

Cancer Awareness

Participant = 250

Arrive & Survive 1&2

Turn out = 190 students

12 Instructors

Wellness Club

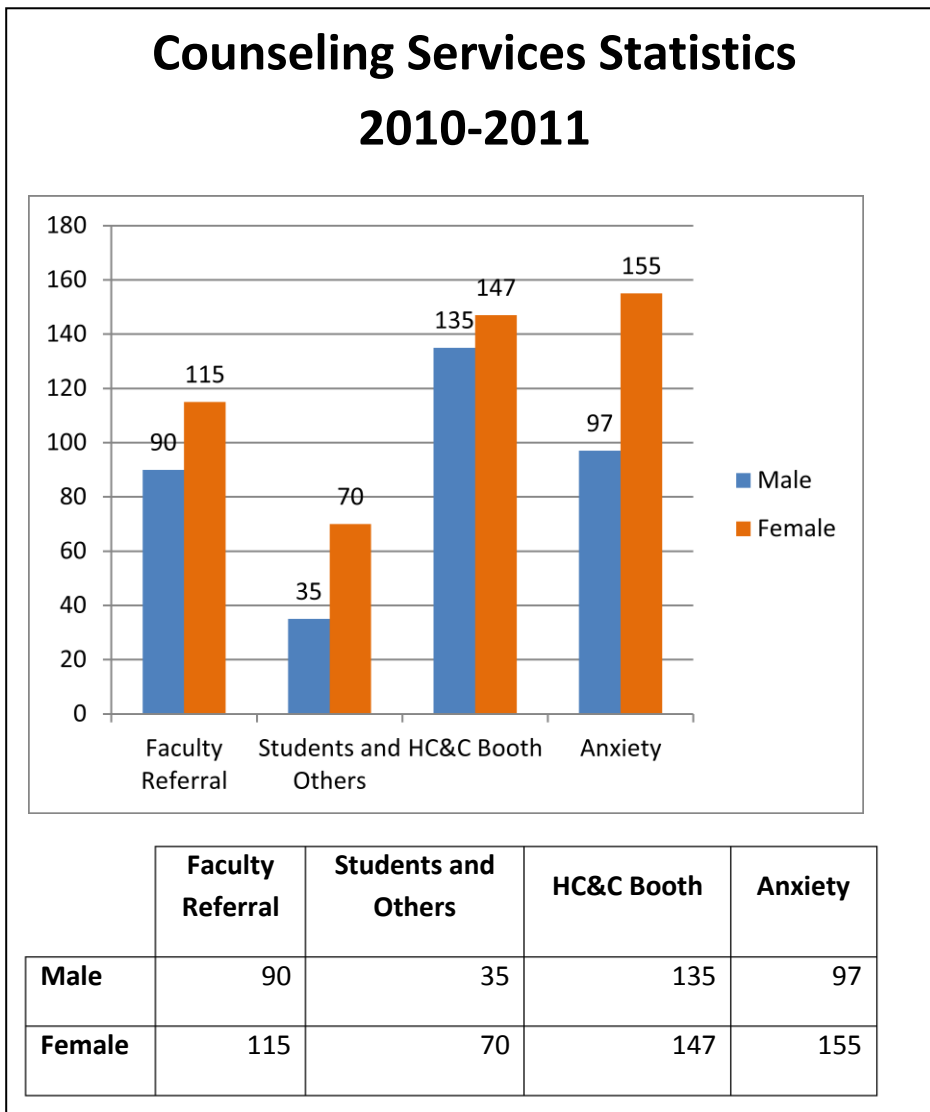
30 new members
signed up!

The Advisory

Our latest innovate service to lead the way forward in connecting with students to enhance co-curricular activities that compliment the academic focus to sustain motivation and achievement

Did you know?

- 157 monitoring at risk students were followed up by the Male & Female Counseling team.
- 108 students in probation period and academically dismissed were monitored by the Male & Female Counselors.
- Counselors have conducted over 250 general and personal counseling sessions and 318 academic inquiries and referrals Campus wide.



2.12.13. Goals for 2011 & Beyond

- ❖ Complete 5 year program review
- ❖ Conduct student / faculty awareness survey of counseling services
- ❖ Continue to update and develop the PMU Counseling website to increase efficiency
- ❖ Improve partnership with Registrars to provide extra support and a structured plan for students at risk
- ❖ Introduce self appraisal system for the department to implement regular evaluations of performance and services, data to be accumulated via;
 - student information sheet
 - interview form
 - monthly report form
 - survey instruments
 - Minutes of weekly meetings
- ❖ Initiate regular student feedback
- ❖ Enhance Counseling policies & procedures through constant update and review
- ❖ Promote/enhance student health & success through the implementation of the counseling Drop in Center (Outreach Program)
- ❖ Initiate staff attendance to professional development opportunities via on-line and external professional institutions, in line with international standards to enrich the quality of service provided.

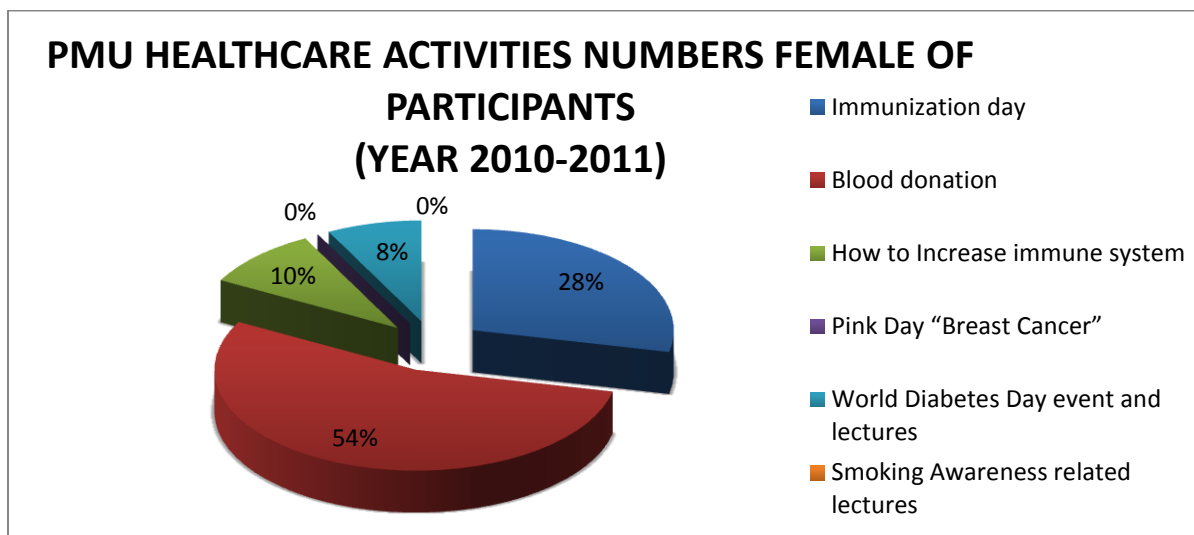
2.12.14. Health Care Services

The University health services serves to empower the students not only to take control of their own health but also to adopt and maintain a healthy lifestyle.

PMU health Services strives to lead both the male & female campuses in initiatives that sustain the safety and wellbeing of its population.

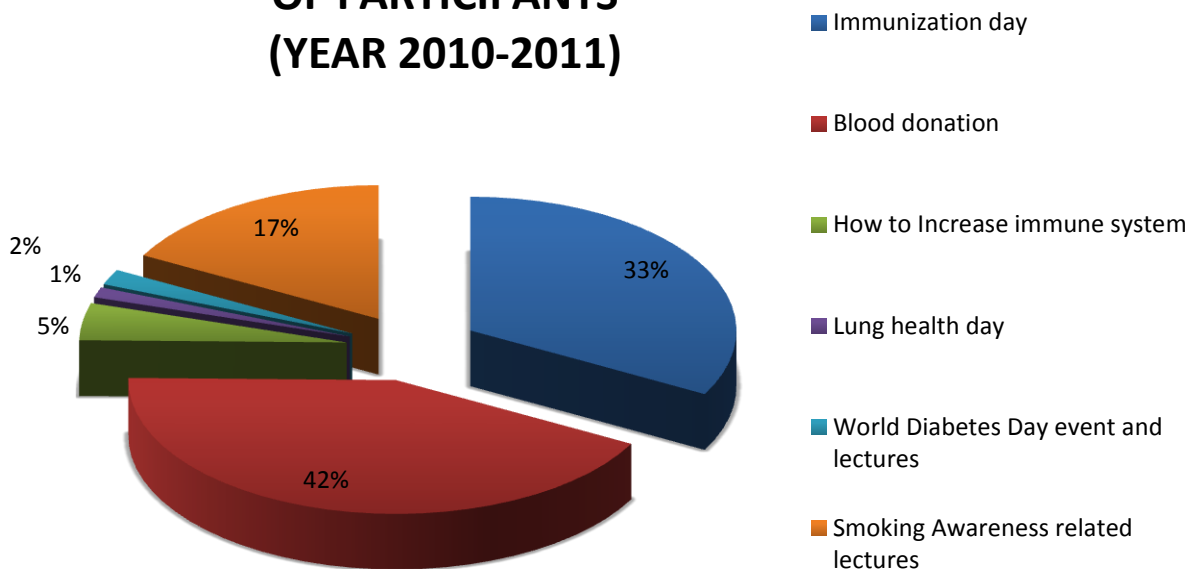
The quality of service does not stop once a student has been seen. The healthcare department serves as a central operation for the campus wide population. During the 2010-2012 academic year, Health Services logged over 900 student contacts. These contacts provided students with a variety of direct medical and patient care.

Health care Services provide numerous workshop activities to more than 1500 students across campus; below are some of the activities held during 2010 -2011:



Immunization day	Blood donation	How to Increase immune system	Pink Day "Breast Cancer"	World Diabetes Day event and lectures	Smoking Awareness related lectures
448	856	150	University campaign	120	University campaign

PMU HEALTHCARE ACTIVITIES NUMBERS MALE OF PARTICIPANTS (YEAR 2010-2011)



Immunization day	Blood donation	How to Increase immune system	Lung health day	World health day celebration	Smoking Awareness related lectures
630	812	86	36	213	328

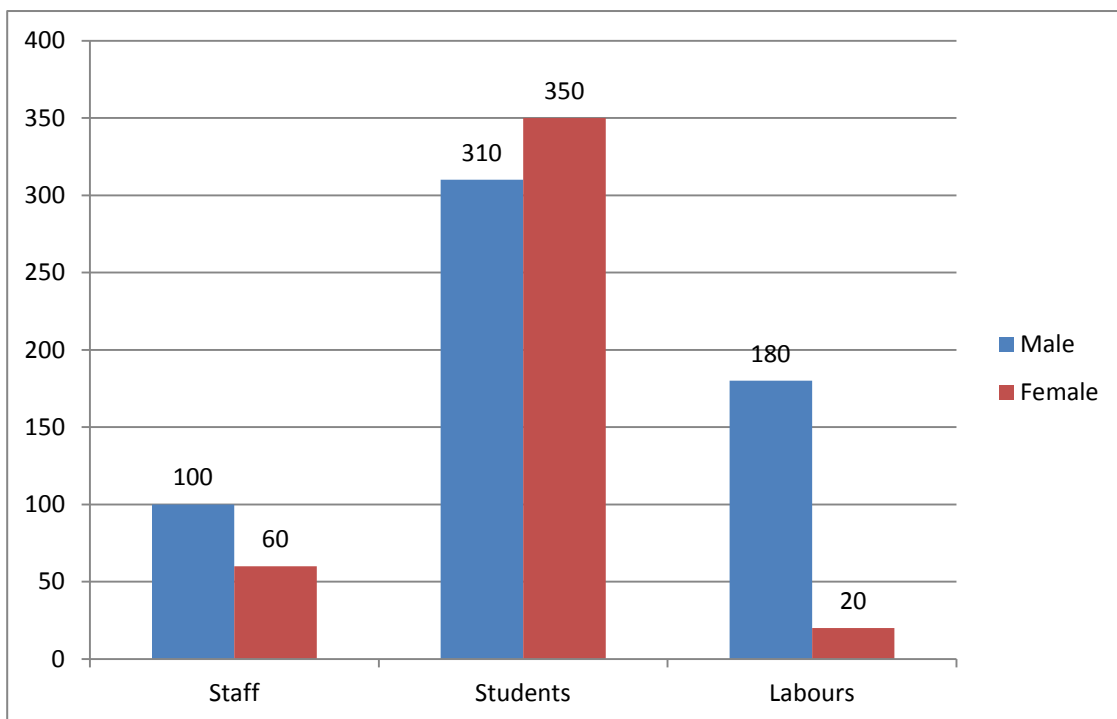
Perhaps the most significant accomplishment achieved by PMU health care services was the PMU Diabetes Day. The main purposes of the event were:

- To provide knowledge about the causes and prevention of diabetes.
- To evaluate the diabetes status among the participants (students, staff and faculty).
- To Advise lifestyle changes necessary and follow –up for those with high sugar levels. Outstanding participation took place with 213 participants; about 13% showed high blood sugar levels, and were advised to follow up and monitor their sugar levels.

Statistical Data accumulated from attendees and participants provide information on how awareness campaigns provide vital information to our students;

Blood Donation Drive
1st Annual event

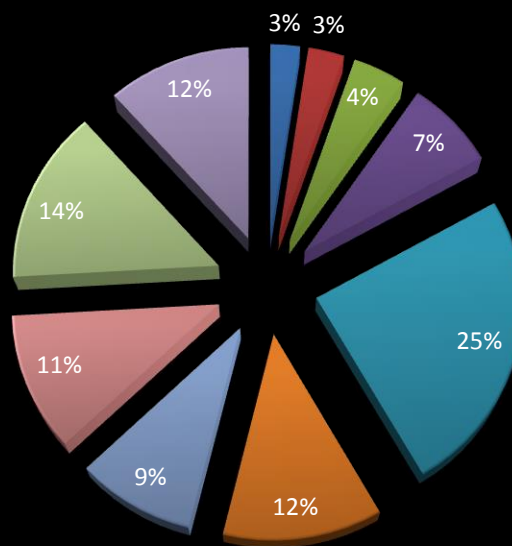
Patient Care Statistics by campus: 2010 -2011



Item	Quantity
Diabetes mellitus	14
Hypertension	17
Eye Diseases	25
ENT disorders	43
Upper & lower resptract infection	144
GIT problem	71
Kindey, Ureter , bladder disease	53
Dermatologic Problem	65
Muscular-skeletal Problem	83
Traumatic Injury (Emergency case)	68
Total	583

Common recorded cases in male and female campus illnessess for year 2010 - 2011

- Diabetes mellitus
- Hypertension
- Eye Diseases
- ENT disorders
- Upper & lower resp.tract infection
- GIT problem
- Kindey,ureter , bladder disease
- Dermatologic Problem
- Muscolu-skeletal Problem
- Traumatic Injury (Emergency case)



2.12.15. Our Goals

- Design programs and workshops according to student needs, to promote health on campus through information dissemination and health seminar events.
- Enhance student health and academic success through increased visibility for counseling and healthcare services.
- Enhance Healthcare policies and procedures.
- Improve and implement student E-health file.
- Partner with local health officials to develop appropriate emergency plan.
- Create a university wide crisis response team