



**Jouf University**  
**College of Engineering**  
**Department of Civil Engineering**

**ANNUAL PROGRAM REPORT**  
**(1440-1441)**

**CIVIL ENGINEERING**

### Annual Program Report

1. Institution Jouf University	Date: 31/8/2020	
2. College/ Department College of Engineering / Civil Engineering		
3. Dean /Department Head Dr. Majed Abdulrahman Alzara / Dr. Amjad Almatrood		
4. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education).		
Campus Branch/Location	Approval By	Date
Main Campus: College of Engineering, Sakaka		

#### A. Program Identification and General Information

Program title and code Bachelor in Civil Engineering (CE)
Name and position of persons completing the APR Dr. Mohamed Farag Abdel-Mongy/ Program Coordinator Dr. Wassef Abdulrahman Ounaies/ Head of Program Quality and CQI Committee (Quality Coordinator)
Academic year to which this report applies. 1440-1441 H

#### B Statistical Information

1. Number of students who started the program in the year concerned:	46
2. (a) Number of students who completed the program in the year concerned:	18
Completed the final year of the program:	27
Completed major tracks within the program (if applicable)	
Title.....	No
2. (b) Completed an intermediate award specified as an early exit point (if any)	No
3. Apparent completion rate.	
(a) Percentage of students who completed the program, (Number shown in 2 (a) as a percentage of the number that started the program in that student intake.)	39.1%

(b) Percentage of students who completed an intermediate award (if any)  
(e.g. Associate degree within a bachelor degree program)

N/A

(Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that student intake).

Comment on any special or unusual factors that might have affected the apparent completion rates (e.g. Transfers between intermediate and full program, transfers to or from other programs).

#### 4. Enrollment Management and Cohort Analysis (Table 1)

**Cohort Analysis** refers tracking a specific group of students who begin a given year in a program and following them until they graduate (How many students actually start a program and stay in the program until completion).

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

**Cohort Analysis** (Illustration): **Table 1** provides complete tracking information for the most recent cohort to complete the program, beginning with their first year and tracking them until graduation (Withdrawn students are subtracted and no new student is added). The report is to cover the past four years. Update of the years as needed.

**Enrollment Management and Cohort Analysis Table 1.**

Student Categories \ Years	*PYP	4 Years Ago	3 Years Ago	2 Years Ago	1 Year Ago	Current Year
	*PYP	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1. Total cohort enrollment		23	43	25	12	17
2. Retained till year end		23	43	25	12	17
3. Withdrawn		0	0	0	0	0
4. Cohort graduated successfully		29	37	25	21	17
5. Total graduated successfully		55	75	50	43	27

\* PYP - Preparatory Year

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

Date of Survey

Number Surveyed  Number Responded  Response Rate %

Destination	Not Available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number			15	0	25
Percent of Respondents			37.5%	0%	62.5%

**Analysis: List the strengths and recommendations.**

### C. Program Context

1. Significant changes within the institution affecting the program (if any) during the past year.

- **Coordinating the work between the department committees and the college committees**
- **Recruitment of new faculty members.**

#### **Implications for the program**

The quality committee in the Civil engineering program started a series of actions in order to meet the national and international requirements and some of them are as follows:

- Updating all course' files with the latest NCAAA templates.
- Workshops on assessment methods specially on improving the quality of major exams and associating the learning outcomes.
- Course Evaluation by another instructor.
  - Starting from the first semester, all students were asked to use Web-Based Questionnaire for evaluating each course that was offered.
  - Five workshops were conducted by civil engineering department staff for revising the Course Learning Outcomes (CLOs) for all the courses, identifying rubrics, course evaluation, KPI selection and finally course report writing.

2. Significant changes external to the institution affecting the program (if any) during the past year.  
Implications for the program

### D. Course Reports Information Summary

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

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

By the end of each term, open discussion is held in department council to discuss and evaluate important issues and recommendations raised in course reports.

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

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

i. Completion rate analysis:

The following table presents the grades distribution and course completion percentage during the first semester (1439-1440) :

Course Code	Registered	Withdrawn	Denied	Absent	Attending final exam	Passed	Passing Percent	Grades								
								A+	A	B+	B	C+	C	D+	D	F
GE 201	23	1	0	0	22	18	82	2	3	0	4	2	2	2	3	4
GE 202	7	0	1	0	6	4	67	1	0	0	0	1	0	1	1	2
CE 212	21	1	0	0	20	16	80	4	1	1	2	1	2	3	2	4
CE 302	10	1	0	1	8	6	75	1	0	0	1	1	0	0	3	2
CE 303	36	0	0	0	36	33	92	9	3	6	6	2	3	0	4	3
CE 304	34	0	0	0	34	32	94	4	4	6	7	5	5	1	0	2
CE 321	34	0	0	0	34	30	88	2	7	3	2	6	3	4	3	4
CE 360	29	0	2	0	27	25	93	2	3	4	3	1	5	2	5	2
CE 381	29	6	1	0	22	20	91	1	4	2	3	1	3	1	5	2
CE 402	36	0	1	0	15	34	97	5	2	6	7	7	2	2	4	1
CE 417	18	1	1	1	7	13	87	4	2	1	0	2	1	1	2	2
CE 420	7	0	0	0	9	6	86	0	0	1	1	1	1	0	2	1
CE 422	9	0	0	0	25	9	100	0	1	1	1	1	1	1	3	0
CE 423	26	1	0	0	9	24	96	5	3	0	0	1	3	1	8	4
CE 433	15	4	2	0	18	8	89	0	0	1	0	1	3	1	2	1
CE 436	20	1	1	0	23	15	83	3	2	1	1	2	1	1	4	3
CE 442	25	1	1	0	25	22	96	4	4	0	2	3	1	2	6	1
CE 444	25	0	0	0	20	24	96	8	2	3	1	3	1	3	3	1
CE 470	22	2	0	0	20	18	90	4	1	0	1	1	4	3	4	2
CE 473	23	1	1	1	20	19	95	5	2	1	2	3	2	2	2	1
CE 480	24	2	2	0	20	17	85	0	2	2	1	1	3	1	7	3
CE 482	25	1	1	1	22	21	95	7	1	1	2	1	0	1	8	1
GE 104	18	2	0	0	16	16	100	5	1	0	0	0	1	1	0	0
							Σ	79	52	41	47	47	46	34	82	46
							%	16.7	11	8.6	9.9	9.9	9.7	7.2	17.3	9.7

The following table shows the grades distribution and course completion percentage for the courses taught during first Semester (1440/1441):

Course Code	Registered	Withdrawn	Denied	Absent	Attending final exam	Passed	Passing Percent	Grades								
								A+	A	B+	B	C+	C	D+	D	F
CE212	25	1	1	23	0	21	91	2	2	0	6	1	1	3	6	2
MATH204	25	2	1	20	2	16	80	0	0	1	2	3	5	0	5	4
CE473	20	0	1	19	0	18	95	2	1	4	2	2	4	0	3	1
CE302	18	0	4	14	0	14	100	2	4	3	0	0	0	4	1	0
GE202	15	1	0	14	0	14	100	2	4	1	2	2	1	0	2	0
CE381	37	0	2	34	1	29	85	2	5	1	3	5	4	2	7	5
CE303	32	0	1	31	0	29	94	5	3	5	4	3	2	1	6	2
CE304	33	0	0	33	0	31	94	5	7	5	7	1	2	2	2	2
CE321	28	1	0	27	0	21	78	0	0	3	3	2	4	3	6	6
CE422	13	1	0	12	0	10	83	0	2	0	0	1	2	1	4	2
CE433	15	3	3	9	0	5	56	0	1	0	0	1	1	2	0	4
CE470	9	2	0	7	0	6	86	0	1	0	1	1	0	2	1	1
CE480	9	0	0	9	0	8	89	0	0	2	1	1	1	0	3	1
CE360	39	1	2	35	1	28	80	3	2	2	3	2	5	3	8	7
MATH254	31	2	1	28	0	21	75	4	2	4	3	1	0	4	3	7
CE436	25	0	0	25	0	23	92	1	2	3	6	4	3	3	1	2
CE442	22	1	0	21	0	21	100	7	3	7	2	0	1	0	1	0
CE417	28	2	0	26	0	26	100	5	6	4	2	3	3	2	1	0
CE482	14	0	0	14	0	12	86	1	2	1	0	3	3	0	2	2
GE401	26	1	1	24	0	23	96	3	2	4	5	3	2	2	2	1
CE423	15	0	0	15	0	15	100	0	1	1	2	2	2	4	3	0
CE444	5	0	0	5	0	5	100	1	1	0	1	0	0	1	1	0
GE104	15	3	0	12	0	12	100	5	3	0	2	2	0	0	0	0
GE201	13	0	0	13	0	10	77	2	1	0	3	0	0	2	2	3
MATH201	3	1	0	2	0	1	50	0	0	0	1	0	0	0	0	1
CE402	20	1	1	18	0	17	94	1	2	8	2	1	1	2	0	1
							Σ	53	57	59	63	44	47	4	70	54
							%	11	12	12	13	9	10	9	14	11

(2.) Grade distribution analysis:

The overall grade distribution (number or percentage) for the program for the first semester 1439/1440 and 1440/1441 are presented in Figure 1 and Figure 2, respectively:

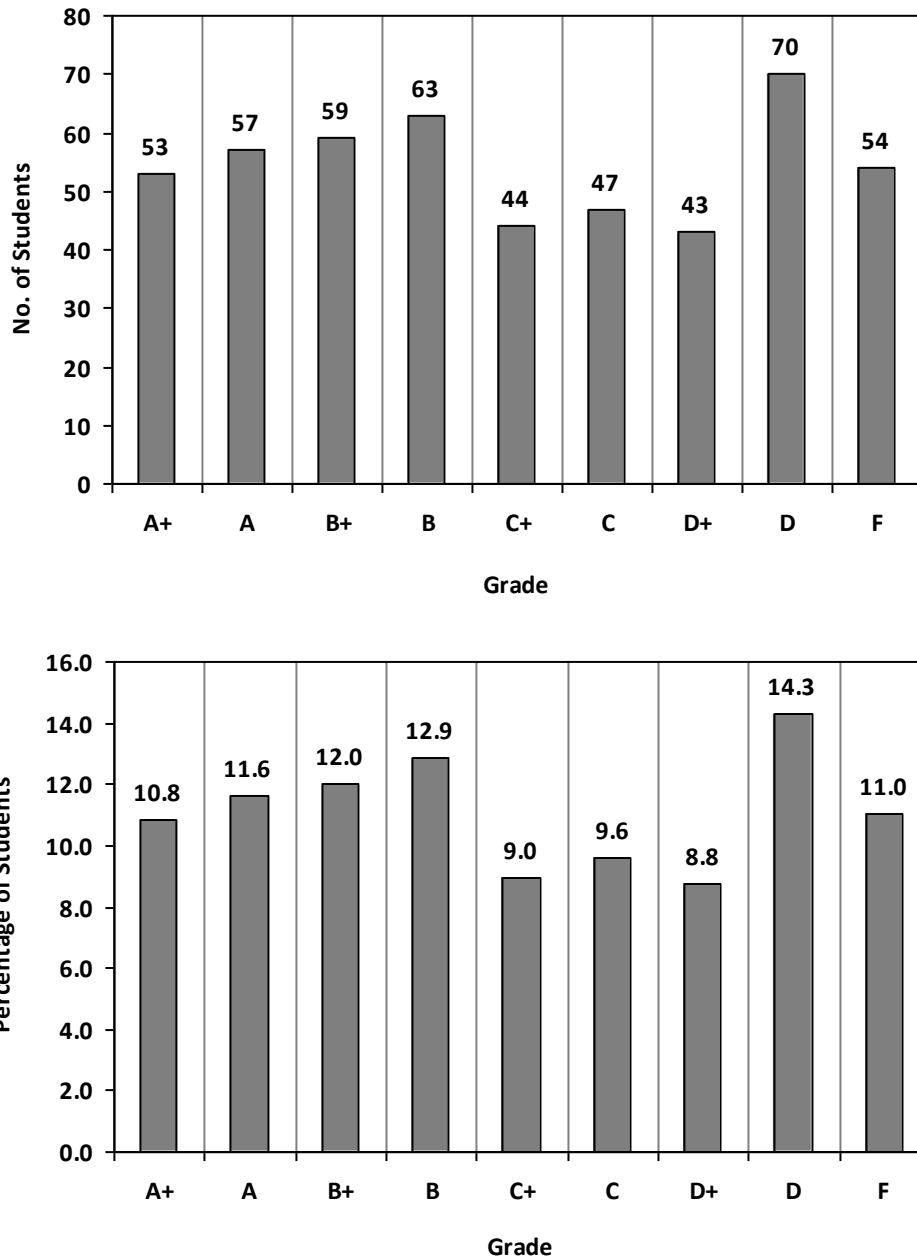


Figure 1 Grade distribution for the first semester 1440/1441



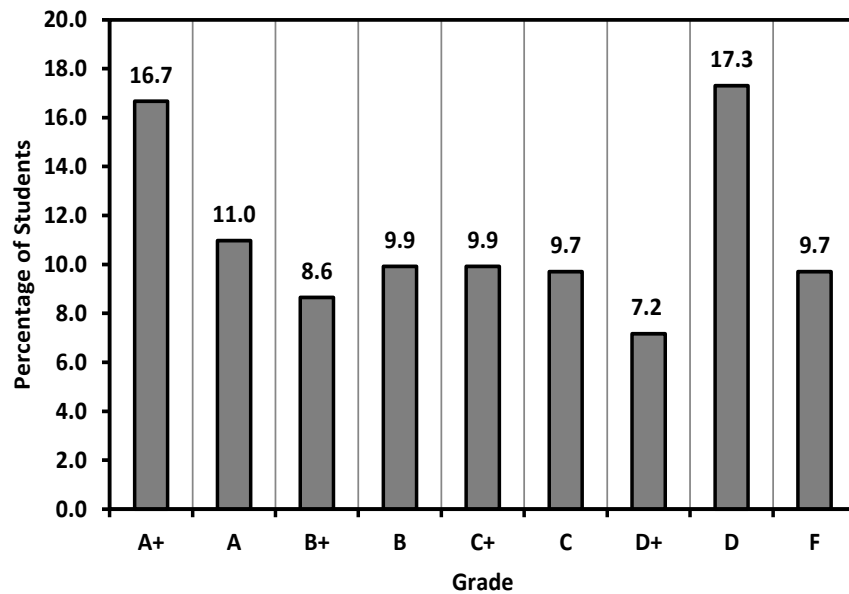
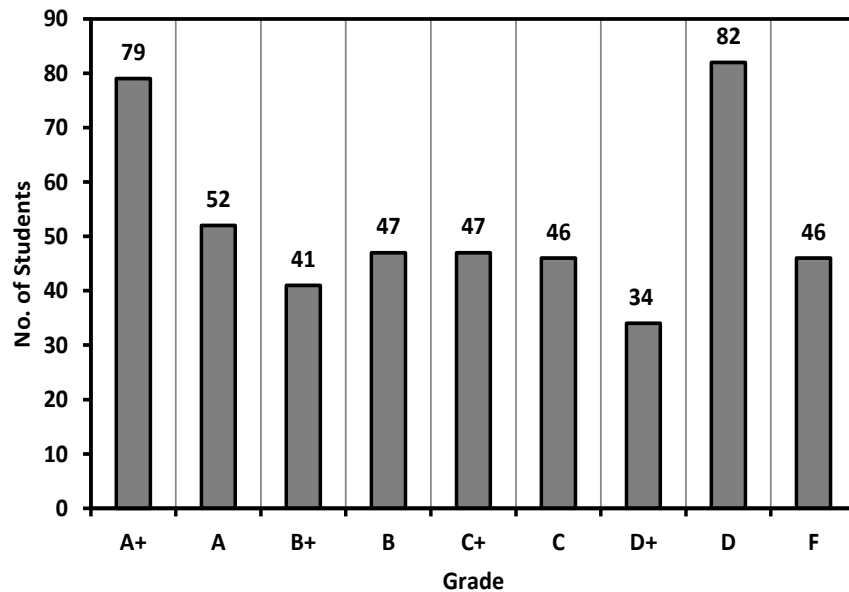


Figure 2 Grade distribution for the first semester 1439/1440

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

A comparison between the results of the two semesters is displayed in Figure 3.

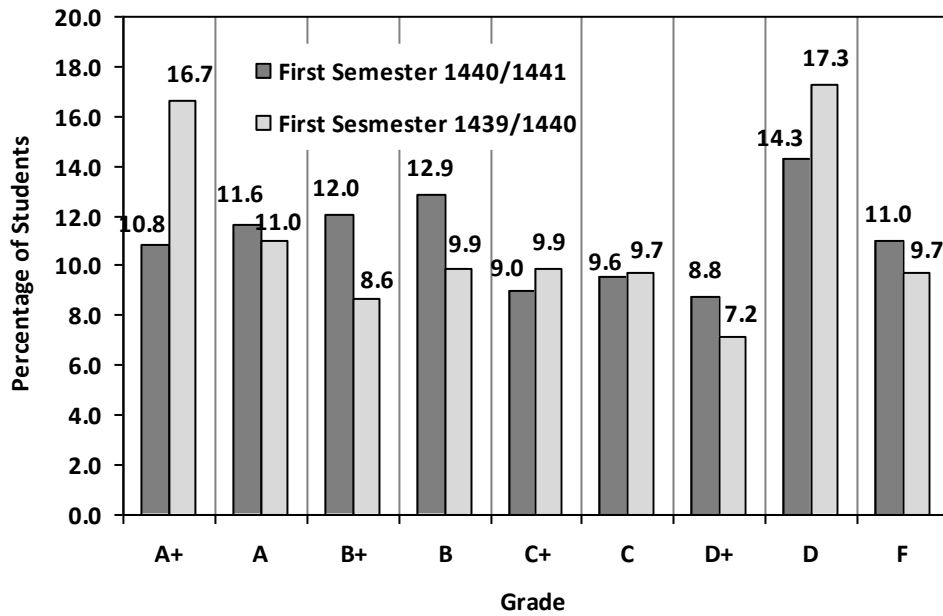
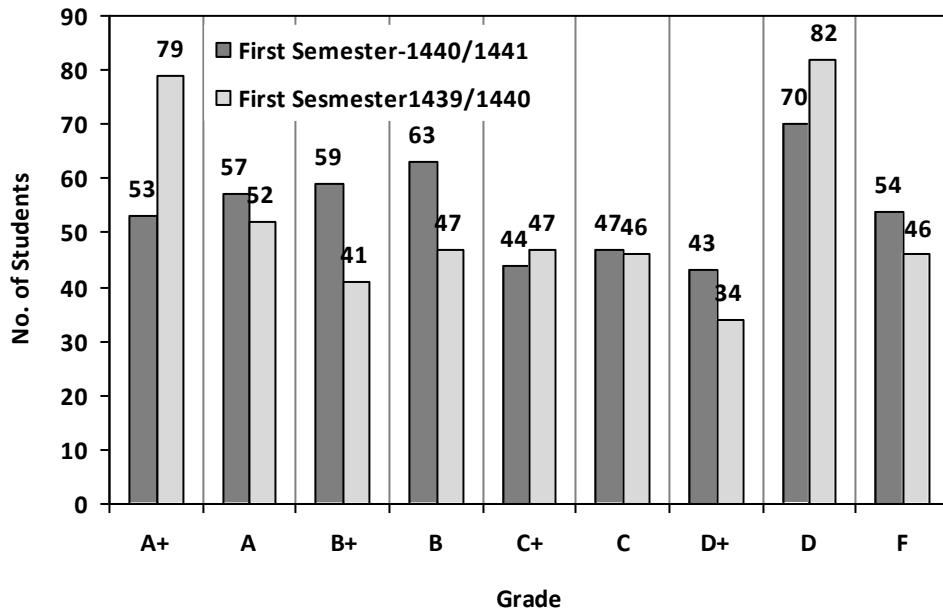


Figure 3 Comparison between the first semester 1439/1440 and 1440/1441

The following table shows the grades distribution and course completion percentage for the second semester (1439/1440) :

Course Code	Registered	Withdrawn	Absent	Denied	Attending final exam	Passed	Passing Percent	Grades								
								A+	A	B+	B	C+	C	D+	D	F
GE 201	12	2	0	0	10	10	100	1	0	2	1	1	0	0	5	0
GE 202	24	1	0	0	23	23	100	2	1	1	4	3	8	2	2	0
CE 212	16	3	0	0	13	13	100	1	1	1	4	2	2	1	1	0
CE 302	11	0	0	0	11	6	55	0	0	0	0	1	0	1	4	5
CE 303	19	1	0	1	17	16	94	0	3	0	7	2	1	2	1	1
CE 304	12	1	0	0	11	11	100	4	1	3	2	0	1	0	0	0
CE 360	17	2	1	0	14	10	71	0	1	1	2	0	3	1	2	4
CE 381	23	0	0	0	23	23	100	1	8	6	0	4	0	0	4	0
CE 402	18	1	0	0	17	17	100	2	4	3	1	4	0	0	3	0
CE 417	18	2	2	0	14	14	100	3	1	0	1	4	1	3	1	0
CE 420	30	0	0	2	28	26	93	5	4	1	2	4	2	3	5	4
CE 422	38	0	0	1	37	35	95	7	5	5	3	3	4	4	4	2
CE 423	24	1	1	0	22	17	77	1	2	1	3	1	1	1	7	5
CE 433	28	0	1	0	27	23	85	2	6	3	0	0	6	3	3	4
CE 436	25	2	0	0	23	23	100	4	1	4	2	2	1	2	7	0
CE 442	19	2	0	0	17	10	59	1	0	2	1	0	1	1	4	7
CE 444	29	3	0	0	26	26	100	4	3	3	6	1	3	2	4	0
CE 470	25	0	1	1	23	14	61	0	2	4	3	0	1	0	4	9
CE 473	17	1	1	0	15	11	73	1	1	1	2	0	3	0	3	4
CE 480	36	1	0	0	35	31	89	4	4	4	3	1	4	3	8	4
CE 482	13	0	0	0	13	13	100	4	1	0	1	1	2	1	3	0
							Σ	47	49	45	48	34	44	30	75	49
							%	11	12	11	11	8	10	7	18	12

The following table shows the grades distribution and course completion percentage for the courses taught during second Semester (1440/1441):

Course Code	Registered	Withdrawn	Absent	Denied	Attending final exam	Passed	Passing Percent	Grades								
								A+	A	B+	B	C+	C	D+	D	F
GE104	4	2	0	2	0	2	100	0	0	1	1	0	0	0	0	0
GE201	4	0	0	4	0	4	100	0	1	1	1	1	0	0	0	0
CVE101	15	1	0	14	0	14	100	4	5	2	1	0	1	1	0	0
MATH201	21	2	0	16	3	15	94	7	1	1	4	0	2	0	0	1
CE212	8	2	0	5	1	5	100	0	0	1	2	1	0	0	1	1
Stat325	39	2	0	35	2	34	97	25	5	1	2	0	1	0	0	1
CE473	18	0	0	18	0	18	100	1	4	5	1	1	3	2	1	0
CE302	15	2	0	13	0	13	100	2	4	0	3	3	0	0	1	0
CE221	8	0	0	8	0	8	100	2	0	4	1	1	0	0	0	0
GE202	30	2	0	28	0	28	100	18	8	1	1	0	0	0	0	0
CE381	14	3	0	11	0	11	100	4	2	0	1	0	3	1	0	0
CE303	19	0	0	19	0	19	100	8	8	1	0	0	0	2	0	0
CE304	17	0	0	17	0	16	94	4	6	4	1	0	1	0	0	0
CE321	22	0	0	22	0	22	100	3	11	5	1	1	1	0	0	0
CE422	26	1	0	25	0	25	100	7	8	3	4	2	1	0	0	0
CE433	35	1	0	34	0	34	100	5	7	9	7	3	3	0	0	0
CE470	31	0	0	31	0	30	97	8	4	4	7	2	3	2	0	1
CE480	28	1	0	27	0	27	100	4	2	9	6	2	3	1	0	0
CE360	24	1	0	22	1	21	95	3	5	3	2	2	2	3	1	1
MATH254	37	1	0	35	1	35	100	2	23	5	3	1	1	0	0	0
CE436	10	0	0	10	0	10	100	0	0	2	3	0	5	0	0	0
CE442	3	0	0	3	0	3	100	1	2	0	0	0	0	0	0	0
CE417	12	1	0	10	1	10	100	5	0	1	2	1	0	0	1	1
CE482	10	0	0	10	0	10	100	0	2	0	3	2	3	0	0	0
CE420	25	1	0	24	0	24	100	3	7	8	2	4	0	0	0	0
CE423	21	0	0	21	0	21	100	1	2	2	6	7	1	2	0	0
CE444	12	0	0	12	0	12	100	3	4	4	1	0	0	0	0	0
CE402	31	0	0	30	1	30	100	6	15	6	3	0	0	0	0	1
							Σ	126	136	82	68	34	34	14	5	7
							%	25	27	16	13	7	7	3	1	1

(2.) Grade distribution analysis:

The overall grade distribution (number or percentage) for the program for second semester 1440/1441 – 1439/1440 are presented in Figure 4 and Figure 5, respectively:

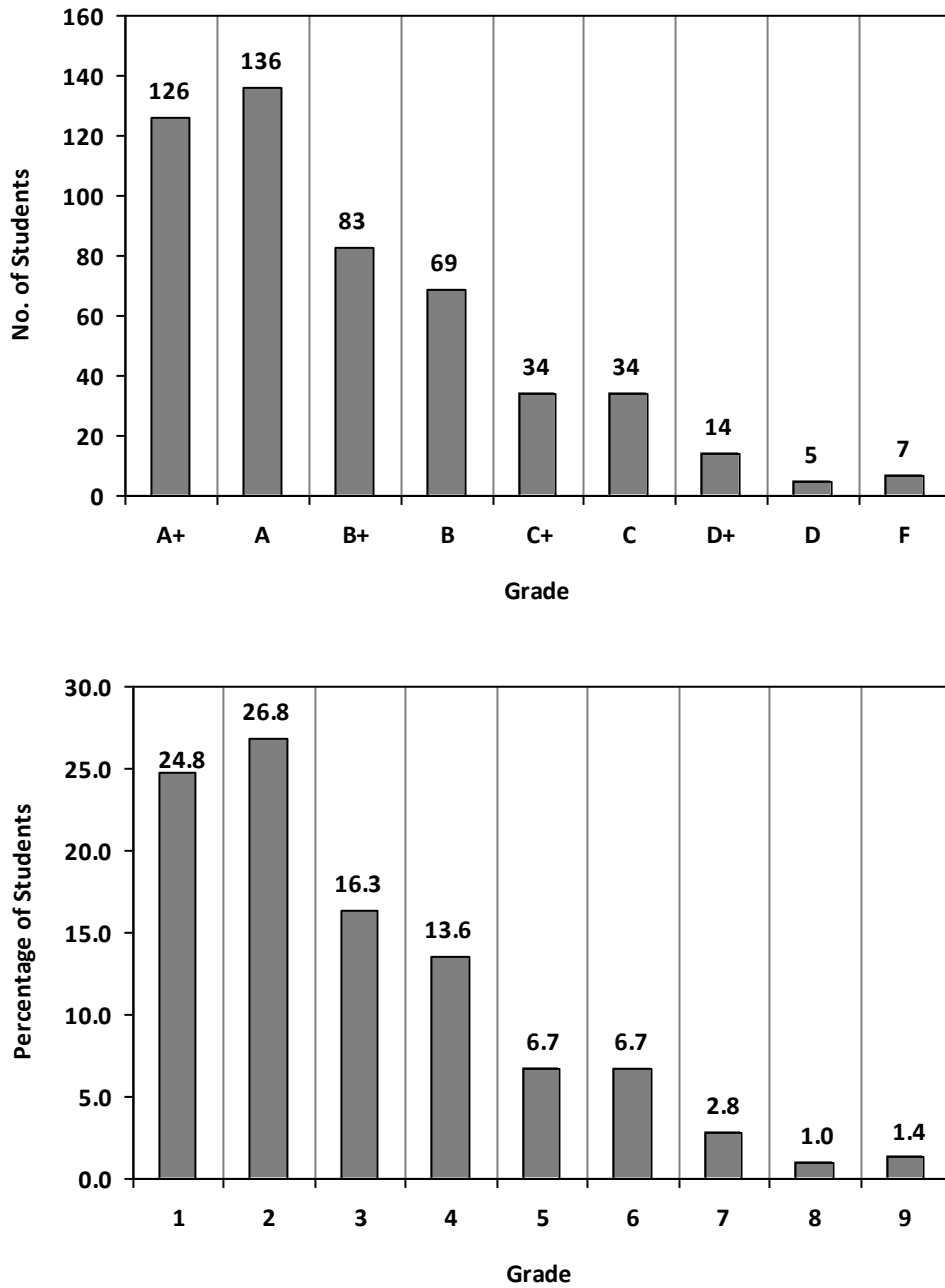


Figure 4 Grade distribution for the second semester 1440/1441

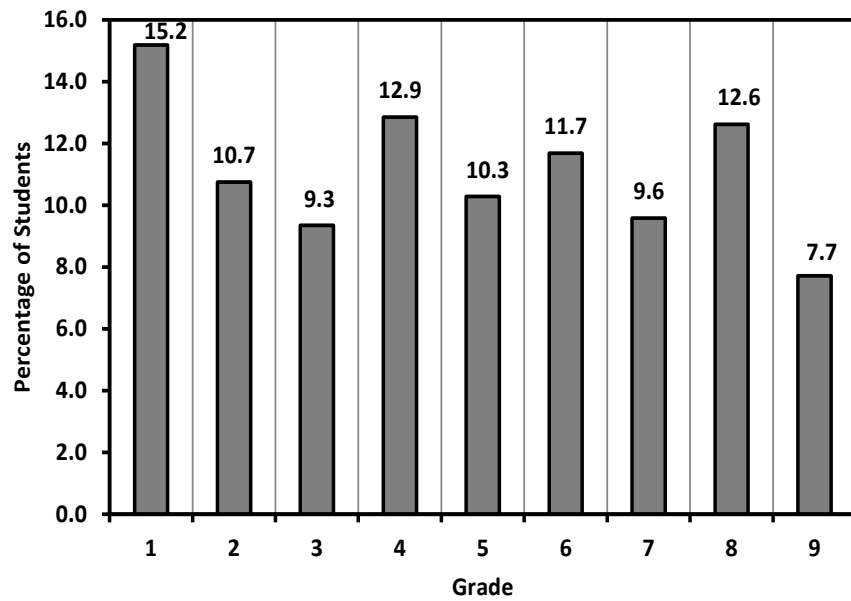
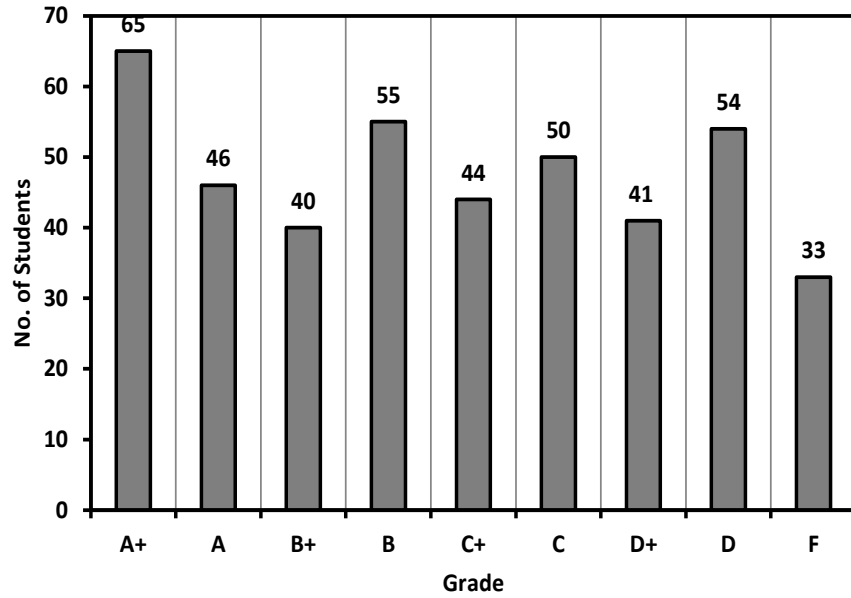


Figure 5 Grade distribution for the second semester 1439/1440

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

A comparison between the results of the two semesters is displayed in Figure 6.

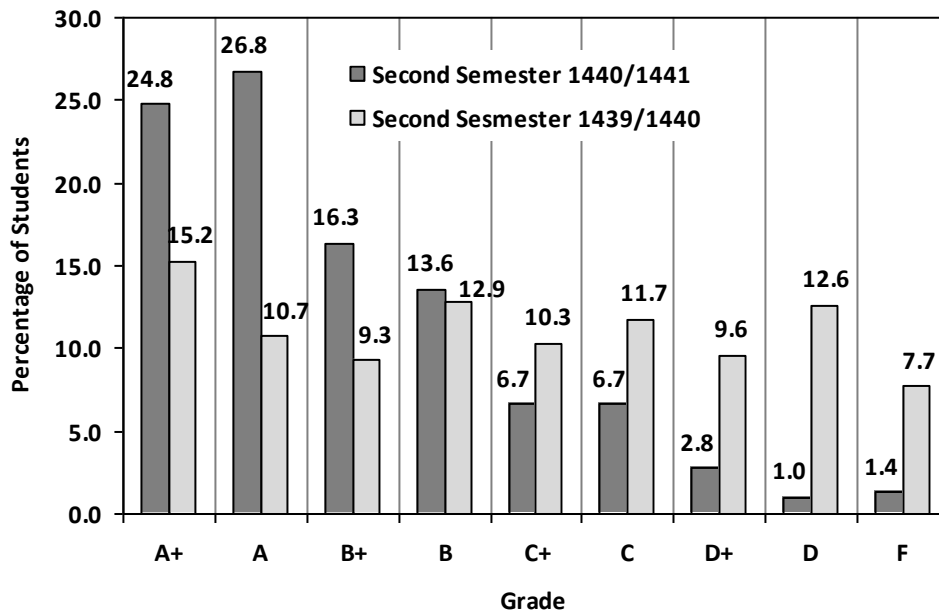
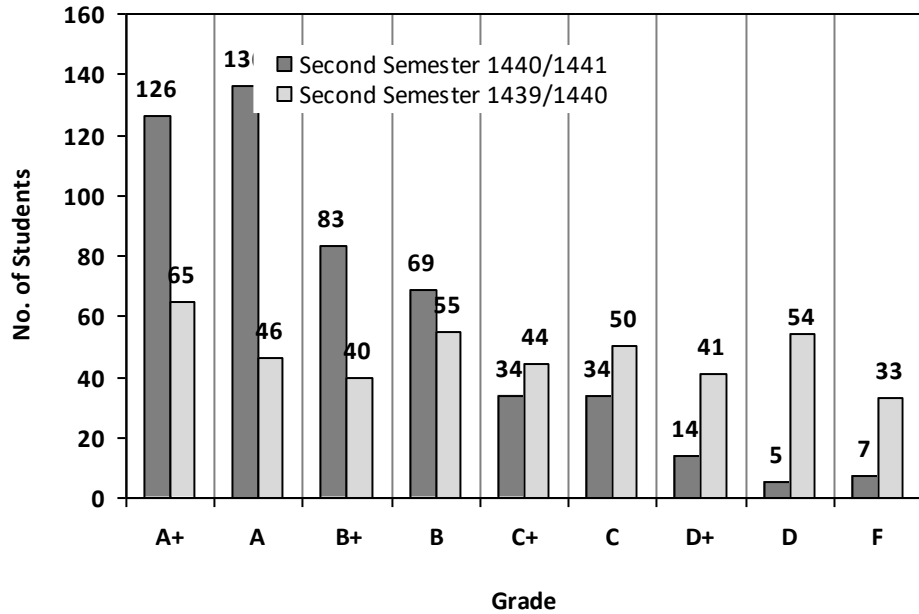


Figure 6 Comparison between the second semester 1439/1440 and 1440/1441

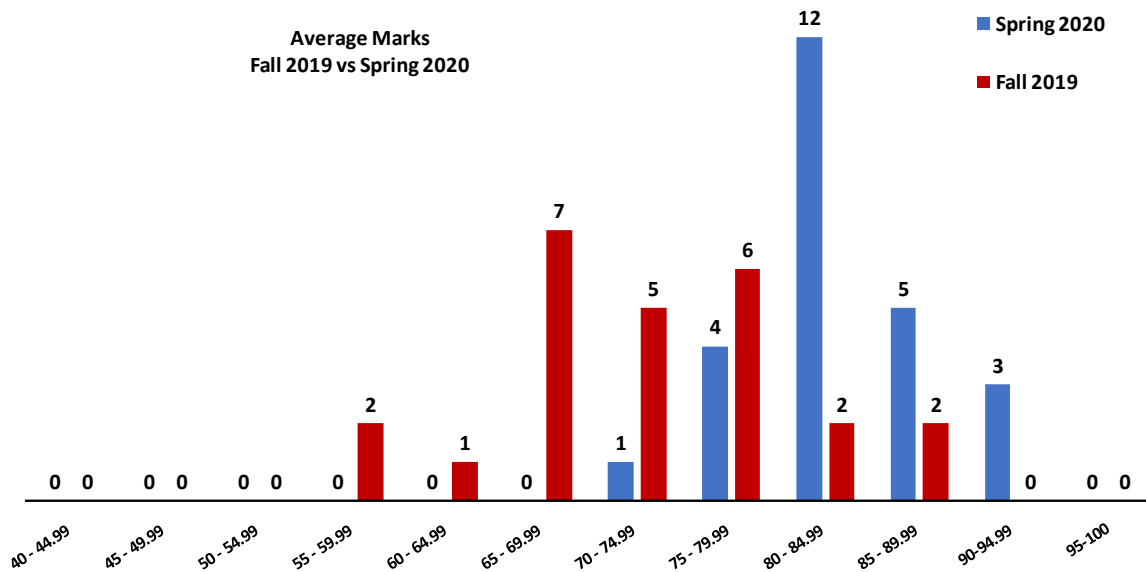
- ii. Trend analysis (a study of the differences, changes, or developments over time; normally several years):

The Exam results analysis is based on the tables and curves in the appendix.

The results of the distribution mark analysis revealed that the maximum scores, average marks and failing rates recorded for the fall 2019 and the spring 2020 no significant difference.

### 1. The average Marks

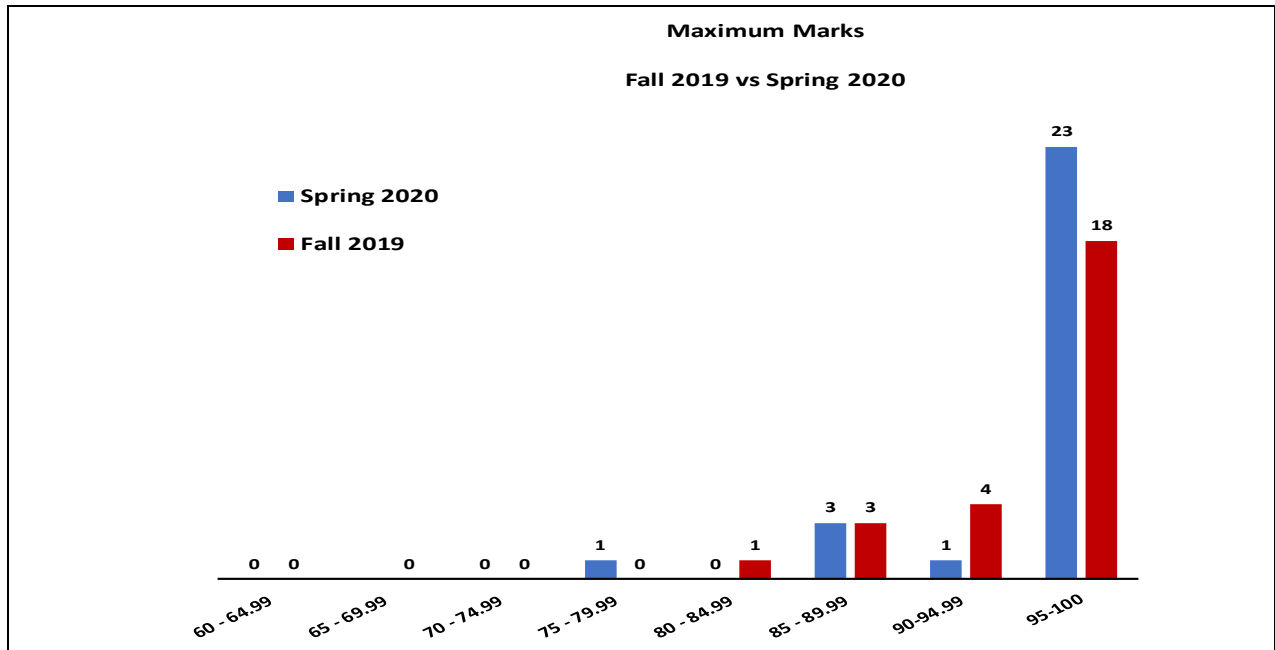
The distribution of average marks is more clustered around 80% -85%: 12 courses in Spring 2020 and 5 courses in Fall 2019. The number of courses with average marks above 85% is increased compared to those in Fall 2019.



### 2. Maximum grades in the courses

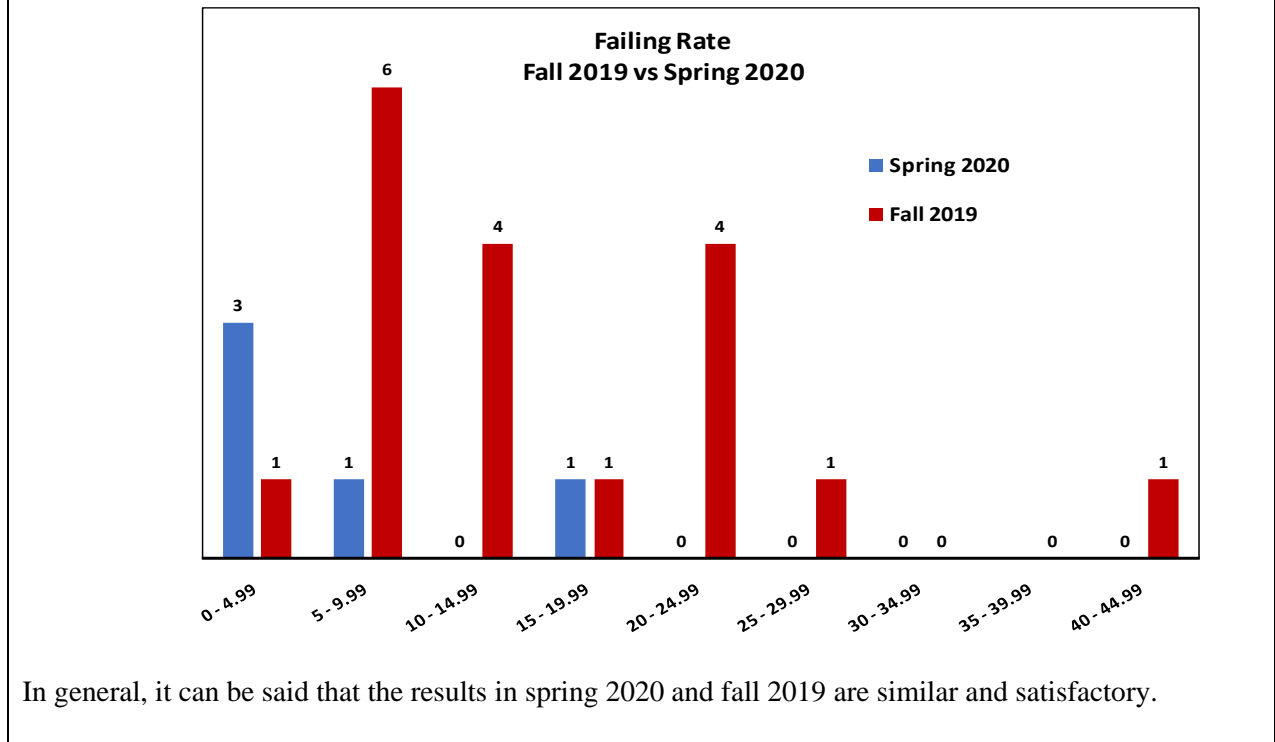
Generally, most of the courses have maximum marks above 95%. However, 2 courses are with maximum marks between 75% and 85% that need to be discussed and improved.





### 3. Passing Rates

Number of courses with passing rate above 95% has increased in the spring of 2020 in comparison to the fall 2019 Rates.



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

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

a. Course	Significant result or variation
Courses with low marks	
<b>Fall 2019</b>	<b>Above the average mark</b>
<i>CE 433 Transportation Systems</i>	56 % passing percent
<i>CE 321 Fluid Mechanics</i>	78 % passing percent
<i>GE 201 Statics</i>	77 % passing percent
<b>Spring 2020</b>	
<i>CE 360 Structural analysis I</i>	95 % passing percent
<i>CE 470 Reinforced Concrete I</i>	97 % passing percent
<i>MATH 201 Calculus -iii</i>	94 % passing percent
Courses with high marks	
<b>Fall 2019</b>	
<i>CE 302 Mechanics of Materials</i>	100 % passing percent
<i>GE 202 Dynamics</i>	100 % passing percent
<i>CE 442 Water Treatment and Wastewater</i>	100 % passing percent
<i>CE 417 Construction Equipment and Methods</i>	100 % passing percent
<i>CE 423 Hydraulic Structures</i>	100 % passing percent
<i>CE 444 Environmental Engineering</i>	100 % passing percent
<i>GE 102 Basic of Engineering Drawing</i>	100 % passing percent
<b>Spring 2020</b>	100 % passing percent
<b>All courses achieved 100% passing percent except the following courses:</b>	
<i>MATH 201 Calculus -iii</i>	94 % passing percent
<i>STAT 325 Statistics</i>	97 % passing percent
<i>CE 470 Reinforced Concrete I</i>	97 % passing percent
<i>CE 360 Structural Analysis -I-</i>	95 % passing percent
Investigation undertaken	

<b>Pending</b> Reason for significant result or variation <b>To be determined</b>	
Action taken (if required)	
b. Course	Significant result or variation
Investigation undertaken Reason for significant result or variation	
Action taken (if required)	
a. Course	Significant result or variation
Investigation undertaken Reason for significant result or variation	
Action taken (if required)	

(Attach additional summaries if necessary)

#### 4. Delivery of Planned Courses

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

(b) Compensating Action Required for Units of Work Not Taught in Courses that were Offered. (Complete only where units not taught were of sufficient importance to require some compensating action)		
Course	Unit of work	Reason
<b>None</b>		
Compensating action if required:		

### E. Program Management and Administration

List difficulties (if any) encountered in management of the program.	Impact of difficulties on the achievement of the program objectives.	Proposed action to avoid future difficulties in response.
Lack of functional for some laboratories' equipments	Difficulties in teaching students theoretical part only for some courses.	A list of laboratories' equipments was delivered to the university for maintenance
Lack of administrative staff	-Increase the administrative load on faculty members -Negative impact on the quality of services provided to students.	Administrative staff appointment
College is in temporarily building, not all supporting facilities for student are available, for example, rest and study area, lack of copier machines, computers in the lecture rooms, internet connections.	Students don't have a suitable and quite space to study or work between classes. This will lead to a time waste for student.	To move to new building.
There are no technicians for laboratories	The maintenance of laboratories saves precious time for teachers who will focus only on the transfer of knowledge during manipulations	Hiring qualified technicians for laboratories

## F. Summary Program Evaluation

### 1. Graduating Student Evaluations (surveys)

Date of Surveys | May 2020 | Number of Participants | 23

In order to evaluate the program, a survey was conducted in May 2020 to assess the graduated students' satisfaction from the program. All the questions were measured on a 5-point Likert scale from strongly disagree to strongly agree. 23 students participated in the survey. The results of the survey are shown in the following tables:

This analysis is prepared based on a survey designed specifically to analyze the opinions of the students in the Department of Civil Engineering on evaluating the Civil engineering program for the academic year 1440/1441. The survey includes four aspects as follows:

1. The first aspect: the assistance and support provided to my education
2. The second aspect: resources for educational support
3. The third aspect: Evaluation of the education that I got.
4. The fourth aspect: Overall evaluation.

#### **First aspect: the assistance and support provided to my education:**

Statement		Weighted Average	Degree of agreement	% of agreement
1.	I had the appropriate academic and professional guidance during my study period	4,78	Very High	95,65
2.	The teaching staff were available for guidance and advice when I needed to talk to them.	4,57	Very High	91,30
3.	The teaching staff encouraged me to do my best.	3,91	High	78,26
4.	The teaching staff in the department provided me with feedbacks on my work.	3,70	High	73,91
5.	The teaching staff in the department had great knowledge of the content of the courses they are studying.	4,35	Very High	86,96
6.	The teaching staff in the department were enthusiastic about the work.	4,13	High	82,61
7.	The faculty paid attention to the progress of their students.	4,57	Very High	91,30
<b>Overall</b>		<b>4.29</b>	<b>Very High</b>	<b>85.71</b>

The results summarized in the above table show that 85.71% of students are satisfied with the first axis of the survey “the assistance and support provided to my education”. The overall weighted average is 4.29, which means that the grade of satisfaction is "Very High".

**Second aspect: Resources for educational support**

Statement		Weighted Average	Degree of agreement	% of agreement
1.	The course materials were helpful and advanced.	4,13	High	82,61
2.	Library resources were appropriate and available whenever I needed them.	4,78	Very High	95,65
3.	Hall preparations (for lectures, labs, and lessons) were characterized by quality	4,13	High	82,61
4.	Computer labs were adequate for my needs.	3,70	High	73,91
5.	Appropriate preparations were available for supplementary activities (including sports and entertainment equipment).	3,91	High	78,26
6.	There are facilities suitable for performing religious rites.	4,35	Very High	86,96
7.	Field training programs (or year of excellence) were being effective in developing my skills	4,13	High	82,61
<b>Overall</b>		<b>4,16</b>	<b>High</b>	<b>83,23</b>

The summary results in the above table show that 83.23 % of the students are satisfied with the second aspect “resources for educational support”. The weighted average is 4.16, which means that the degree of satisfaction is "**High**".

**Third aspect: Evaluation of the education that I got**

Statement		Weighted Average	Degree of agreement	% of agreement
1.	What I had learned in this program (section) would be important to my future.	4,57	Very High	91,30
2.	The program had helped me in developing my attention to continue in updating my information as it comes to my field of study.	4,35	Very High	86,96
3.	The program had developed my capability to investigate and solve new problems.	4,57	Very High	91,30
4.	The program had developed my ability to work effectively within groups.	4,57	Very High	91,30
5.	The program had improved my communication skills.	4,13	High	82,61
6.	The program had helped me developing my skills in using technology to study issues and express results	4,13	High	82,61
7.	My knowledge and skills needed for my chosen profession had been developed.	4,57	Very High	91,30
<b>Overall</b>		<b>4,46</b>	<b>Very High</b>	<b>89,13</b>

The summary results in the above table show that 89.13 % of students are satisfied with the third aspect "Evaluation of the education that I got". The weighted average is 4.46, which means that the degree of satisfaction is "Very High".

**Fourth aspect: Overall Evaluation**

Statement		Weighted Average	Degree of agreement	% of agreement
1.	I am generally satisfied with the quality of my educational experience at the university.	4,57	Very High	91,30
<b>Overall</b>		<b>4,57</b>	<b>Very High</b>	<b>91,30</b>

The results in the above table show that 91.30% of students are satisfied with the fourth aspect "Overall evaluation of the civil engineering program". The weighted average is 4.57, which means that the degree of satisfaction is "Very High".

**Proposed plans for improvement:**

Statements		Items for Improvement
<b>Second aspect: resources for educational support</b>		
4	Computers labs were adequate for my needs.	Providing computer labs available to students
5	Appropriate preparations were available for supplementary activities (including sports and entertainment equipment).	Providing more sports and entertainment equipment



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

Describe evaluation process.

An evaluation was carried out by stakeholders: Employer Survey on Civil Engineering Graduates. This survey designed specifically to analyze the opinions of the employer on evaluating the graduates of civil engineering program for the academic year 1440/1441.

The survey includes the 3 following aspects:

Theme	Titles of the themes of the questionnaire	Number of items in each theme
First	Qualities and Abilities	12
Second	The level of program preparation for you in the following Program Learning Outcomes	10
third	The level of importance of these Learning Outcomes to your employment experience	10

The answers is selected from Strongly Agree, Agree, Neutral, Disagree or Strongly Disagree.

### First Aspect: Qualities and Abilities

Statement	Weight Average	Degree of Agreement	Percent
Problem solving skills	4,50	Very High	90,00%
Initiative and enterprise.	4,25	Very High	85,00%
Planning and organizing.	4,50	Very High	90,00%
Personality skills	4,50	Very High	90,00%
Positive attitude	4,75	Very High	95,00%
Reliability and punctuality	4,75	Very High	95,00%
Self-management.	4,75	Very High	95,00%
Willingness to learn	4,75	Very High	95,00%
Flexibility and management of priorities	4,25	Very High	85,00%
Communication.	4,75	Very High	95,00%
Teamwork.	4,75	Very High	95,00%
Technology and Digital Skills	4,25	Very High	85,00%
	<b>4,56</b>	<b>Very High</b>	<b>91,25%</b>

The results summarized in the above table show that 91.25% of the employer are satisfied with the first aspect of the survey “Qualities and Abilities”. The overall weighted average is 4.56, which means that the grade of employer satisfaction is "Very High”.

**Second Aspect: The level of program preparation for you in the following Program Learning Outcomes**

Statement	Weight Average	Degree of Agreement	Percent
1.1 Demonstrate an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.	4,75	Very High	95,00%
1.2 Describe knowledge of concepts, principles, theories, and procedures in civil engineering.	4,50	Very High	90,00%
1.3 Demonstrate knowledge of mathematics, science, and engineering and to use the techniques, skills, and modern engineering tools necessary for civil engineering practice.	4,50	Very High	90,00%
2.1 Analyze, formulate, and solve complex civil engineering problems by applying principles of engineering, science, and mathematics.	4,25	Very High	85,00%
2.2 Create civil engineering design to produce solutions that meet specified needs.	4,50	Very High	90,00%
2.3 Interpret project management techniques to civil systems.	4,50	Very High	90,00%
3.1 Demonstrate the ability to conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.	4,25	Very High	85,00%
3.2 Demonstrate the ability to recognize ethical and professional responsibilities of civil engineers.	4,50	Very High	90,00%
4.1 Demonstrate the ability to Communicate effectively with a range of audiences.	5,00	Very High	100,00%
4.2 Demonstrate the ability to perform work effectively in multidisciplinary teams.	4,50	Very High	90,00%
	<b>4,53</b>	<b>Very High</b>	<b>90,50%</b>

The results summarized in the above table show that 90,50 % of the employers are satisfied with the second aspect of the survey.

The overall weighted average is 4.53, which means that the grade of employer satisfaction is "Very High”.

**Third aspect: The level of importance of these Learning Outcomes to your employment experience**

Statement	Weight Average	Degree of Agreement	Percent
1.1 Demonstrate an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.	4,50	Very High	90,00%
1.2 Describe knowledge of concepts, principles, theories, and procedures in civil engineering.	4,50	Very High	90,00%
1.3 Demonstrate knowledge of mathematics, science, engineering and to use the techniques, skills, and modern engineering tools necessary for civil engineering practice.	4,25	Very High	85,00%
2.1 Analyze, formulate, and solve complex civil engineering problems by applying principles of engineering, science, and mathematics.	4,25	Very High	85,00%
2.2 Create civil engineering design to produce solutions that meet specified needs.	4,25	Very High	85,00%
2.3 Interpret project management techniques to civil systems.	4,25	Very High	85,00%
3.1 Demonstrate the ability to conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.	4,25	Very High	85,00%
3.2 Demonstrate the ability to recognize ethical and professional responsibilities of civil engineers.	4,50	Very High	90,00%
4.1 Demonstrate the ability to Communicate effectively with a range of audiences.	4,75	Very High	95,00%
4.2 Demonstrate the ability to perform work effectively in multidisciplinary teams.	4,50	Very High	90,00%
	<b>4,40</b>	<b>Very High</b>	<b>88,00%</b>

The results summarized in the above table show that 88 % of the employers are satisfied with the third aspect of the survey “The level of importance of these Learning Outcomes to your employment experience”. The overall weighted average is 4.40, which means that the grade of employer satisfaction is "Very High".

a. List most important recommendations for improvement, strengths and suggestions for improvement.	(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?)
b. Changes proposed in the program (if any) in response to this feedback.	
3. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.	

Standard 4 Sub-Standards. Are the “Best Practices” followed; Yes or No? Provide a revised rating for each sub-standard. Indicate action proposed to improve performance (if any).			
Standard 4 Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
4.1 Student Learning Outcomes	Y	*****	Developing a systematic way to collect and evaluate feedback from graduates, employers and other stakeholders.
4.2 Program Development Processes	Y	*****	Developed a plan to educate all faculty members at the Department of Civil Engineering on the processes and procedures concerned with Program development.
4.3 Program Evaluation and Review	Y	***	A comprehensive reassessment of the program should be conducted.
4.4 Student Assessment	Y	*****	<ul style="list-style-type: none"> <li>Students’ progress should be monitored, and their learning outcomes should be measured continuously.</li> <li>Establish a mechanism to independently verify student achievement.</li> </ul>
4.5 Educational Assistance for Students	Y	****	<ul style="list-style-type: none"> <li>Action plan for effective monitoring systems for academic advising and counselling.</li> <li>Action plan to correct and improve deficiencies found from feedback from students.</li> </ul>
4.6 Quality of Teaching	Y	****	<ul style="list-style-type: none"> <li>Establishing a systematic approach to monitor Faculty member's professional development activities improving the quality of teaching.</li> <li>Textbooks and reference material should be up to date and incorporate the latest developments in the field of study. Textbooks and other required materials should be available in sufficient quantities before classes commence.</li> </ul>
4.7 Support for Improvements in Quality of Teaching	Y	****	<ul style="list-style-type: none"> <li>Internal mechanisms should be established to build a training program for specific teachers facing difficulties.</li> <li>Establishing a systematic approach to monitor Faculty members professional development activities improving the quality of teaching.</li> </ul>

4.8 Qualifications and Experience of Teaching Staff	Y	****	<ul style="list-style-type: none"> <li>• An international external benchmark is recommended to compare actual benchmarks to similar programs at the international level.</li> <li>• Recruit Associate Professors and full professors</li> </ul>
4.9 Field Experience Activities	Y	***	<ul style="list-style-type: none"> <li>• Field experience agreement must indicate the measures to be followed in the case of injuries or accidents that the student may incur during his training as well as the responsibility of each participant (student, university, society)</li> </ul>
4.10 Partnership Arrangements With Other Institutions	N	NA	<ul style="list-style-type: none"> <li>• Establish a new partnership with other institutions.</li> <li>• Develop a joint research project between the faculty members and the other institutions</li> </ul>
<p>Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices.</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• The process of Student Learning Outcomes assessment and evaluation is clearly defined and followed.</li> <li>• The student survey is regularly conducted and feedback is used for course and program improvement.</li> <li>• The qualification and experience of teaching staff.</li> <li>• Recent recruitment of additional faculty members.</li> </ul> <p><b>Priorities for Improvement</b></p> <ul style="list-style-type: none"> <li>• Identification and involvement of external reviewers to assess quality materials such as course specifications, course reports, and course files.</li> <li>• Development of benchmarks to ascertain the level of student achievement.</li> <li>• Development of procedures and mechanisms to verify that the work submitted by students is done by the students themselves.</li> <li>• Provision of well-structured mentorship for students undergoing difficulties (low academic performance).</li> <li>• Provision for the additional professional and academic development of the faculty and staff (such as inviting specialists to deliver a scientific lecture or training on the use of modern software, equipment, etc).</li> <li>• Establishment new productive partnerships with other institutions.</li> <li>• Development of joint research projects with other institutions.</li> </ul>			

### G. Program Course Evaluation

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

Course Title/Course Code		Student Evaluations		Other Evaluation (specify)	Action Planned	
		Yes	No		Yes	No
CE 212	Surveying -i	√			√	
CE 221	Geology for Civil Engineers	√			√	
MATH 201	Calculus iii	√			√	
CE 302	Mechanics of Materials	√			√	
CE 303	Properties and Testing of Materials	√			√	
CE 304	Properties and Testing of Concrete	√			√	
CE 321	Fluid Mechanics	√			√	
CE 360	Structural Analysis -i	√			√	
CE 381	Engineering Properties of Soil and their Measurements	√			√	
MATHE 204	Differential Equations	√			√	
CE 402	Management of Engineering Projects	√			√	
CE 417	Construction Equipment & Methods	√			√	
CE 420	Hydraulics	√			√	
CE 422	Hydrology	√			√	
CE 423	Hydraulic Structures	√			√	
CE 433	Transportation Systems	√			√	
CE 436	Highway and Traffic Engineering	√			√	
MATH 254	Numerical Methods	√			√	
CE 442	Water and Wastewater Treatment	√			√	
CE 444	Environmental Engineering	√			√	
CE 470	Reinforced Concrete -i	√			√	
CE 473	Steel Structures	√			√	
STAT 325	Probability and Engineering Statistics	√			√	
CE 480	Soil Mechanics	√			√	
CE 482	Foundation Engineering	√			√	
GE 104	Basics of Engineering Drawing	√			√	
GE 201	Statics	√			√	
GE 202	Dynamics	√			√	
GE 401	Engineering Economy	√			√	

(Add items or attach list if necessary)

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

Level	Course Code	Course Title	Number of Sections	Credit Hours	College or Department
Level 1	ENG 101	Writing Skills	2	3	Preparation Year
	PHYS 101	General Physics (1)	2	3	
	CSC 101	Introduction to Computing & Programming	2	3	College of Computer Engineering
	MATH 101	Calculus (1)	2	3	Preparation Year
	CHEM 101	General Chemistry (1)	2	3	
Level 2	IC101	The entrance to the Islamic Culture	2	3	
	ARAB101	Language Skills	2	3	
	MATH 102	Calculus (2)	6	3	
	PHYS104	General Physics (2)	2	3	
	ENG 102	Introduction to Report Writing	4	3	
Level 3	IC102	Islam and the Society Building	1	3	College of Human Science
	ARAB103	Expository Writing	2	3	College of Science
	MATH 201	Calculus (3)	2	3	
	CE212	Surveying I	2	3	College of Engineering
	GE 201	Statics		3	
	GE104	Basic of Engineering Drawing	1	3	
Level 4	IC103	Economic System in Islam	2	3	College of Human Science
	CE302	Mechanics of Materials	1	3	College of Engineering
	CE221	Geology for Civil Engineers	1	2	
	MATH 204	Differential Equations	1	3	College of Science
	STST325	Probability & Engineering Statistics	1	3	College of Human Science
	ENGL214	Acad & Prof comm	1	3	
GE202	Dynamics	1	3		
Level 5	MATH 254	Numerical Methods	1	3	College of Science
	IC105	Principles of Human rights	1	2	College of Human Science
	CE381	Engineering Prop of Soils and their Measurements	1	2	College of Engineering
	CE303	Properties and Testing of Materials	1	2	
	CE304	Properties and Testing of Concrete	1	2	
	CE321	Fluid Mechanics	1	3	
CE360	Structural Analysis I	1	4		



<b>Level 6</b>	IC104	Fundamental of Islamic Political System	1	2	College of Human Science
	CE422	Hydrology	1	3	College of Engineering
	CE433	Transportation Systems	1	3	
	CE470	Reinforced Concrete	1	4	
	CE480	Soil Mechanics	1	3	
CE420	Hydraulics	1	3		
<b>Level 7</b>	CE496	Graduation Project I	10	2	College of Engineering
	CE436	Highway and Traffic Engineering	1	3	
	CE442	Water and Wastewater Treatment	1	3	
	CE417	Construction Equipment & Methods	1	3	
	CE482	Foundation Engineering	1	3	
<b>Level 8</b>	GE401	Engineering Economy	1	3	College of Engineering
	CE497	Graduation Project II	6	1	
	CE423	Hydraulic Structures	1	3	
	CE444	Environmental Engineering	1	3	
	CE473	Steel Structures	1	3	
	CE402	Management of Engineering Projects	1	3	
	CE999	Training	1	0	Field Training
Include additional levels if needed					

**3. Program Learning Outcomes Assessment.** Provide a report on the program learning outcomes assessment plan using an assessment cycle (a four to six-year cycle is recommended). All program learning outcomes are to be directly assessed at least once during the cycle. By the end of the cycle each program learning outcome will be assessed and recorded using a separate *KPI Assessment Table* (see below);

	<b>NQF Learning Domains and Learning Outcomes</b>	<b>Teaching Strategies</b>	<b>Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b>		
1.1	<b>Demonstrate</b> an ability to acquire and apply new knowledge in Civil Engineering as needed, using appropriate learning strategies.	<ul style="list-style-type: none"> <li>• Interactive lectures, Tutorials, Self-learning.</li> <li>• Internet and e-learning.</li> <li>• Discussions.</li> <li>• Group/individual activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Written exams, Quizzes, Assignments, and Practical exams.</li> <li>• Assessment of group and individual activities, reports and presentation</li> </ul>
1.2	<b>Describe</b> knowledge of concepts, principles, theories, and procedures in Civil Engineering.		
1.3	<b>Demonstrate</b> knowledge of mathematics, science, engineering and to use the techniques, skills, and modern engineering tools necessary for Civil Engineering practice.		
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	<b>Analyze</b> , formulate, and solve complex Civil Engineering problems by applying principles of engineering, science, and mathematics.	<ul style="list-style-type: none"> <li>• Interactive lectures, Tutorials, and Self-learning.</li> <li>• Internet and e-learning</li> <li>• Group discussions.</li> <li>• Case Studies.</li> <li>• Group and individual projects.</li> <li>• Field training.</li> <li>• Practical experiments.</li> </ul>	<ul style="list-style-type: none"> <li>• Written exams, Quizzes, Assignments, and Practical exams.</li> <li>• Assessment of group and individual projects.</li> <li>• Group and individual lab reports and presentations.</li> <li>• Assessment of training reports and oral presentations.</li> </ul>
2.2	<b>Create</b> Civil Engineering design to produce solutions that meet specified needs.		
2.3	<b>Interpret</b> project management techniques to civil fields.		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	<b>Demonstrate</b> the ability to conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to conclude.	<ul style="list-style-type: none"> <li>• Group and individual projects.</li> <li>• Self-learning.</li> <li>• Guided learning.</li> <li>• Cooperative learning.</li> <li>• The strategy of hands-on techniques.</li> <li>• Group Lab work and presentations.</li> <li>• Open Group discussions about new selected topics as well as ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of group and individual projects.</li> <li>• Class participation. discussions, and reports.</li> <li>• Practical exam and report.</li> <li>• Observations.</li> <li>• Oral presentations.</li> </ul>
3.2	<b>Demonstrate</b> the ability to recognize ethical and professional responsibilities of civil engineers.		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	<b>Demonstrate</b> the ability to communicate effectively with a range of audiences.	<ul style="list-style-type: none"> <li>• Group discussion, report</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assessment.</li> </ul>

4.2	<b>Demonstrate</b> the ability to perform work effectively in multidisciplinary teams.	and presentation. • Cooperative learning. • Practical work. • Learning-based projects.	<ul style="list-style-type: none"> <li>• Project report.</li> <li>• Oral presentation reports using the latest technologies.</li> <li>• Assessment of the skills in using computer-based programs and applications.</li> </ul>
<b>5.0</b>	<b>Psychomotor</b>		
5.1		NA	

Provide an analysis of the Program Learning Outcome Assessment Cycle (List strengths and recommendations for improvement).

Provide “direct assessments” for the current year’s program learning outcomes, according to the dates provided above (G.3). A **key performance indicator** (KPI) table is provided below. Each learning outcome should utilize a separate KPI table. Over the four (five/six) year cycle, all program learning outcomes are to be assessed and reported in the **Annual Program Report(s)**.

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

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

**KPI Assessment Table**

<b>KPI Code # 1.1 _____ Program KPI: Knowledge</b>	
<b>Assessment Year: 2020 Program Learning Outcome:</b>	
1.1 Demonstrate an ability to acquire and apply new knowledge in civil engineering as needed, using appropriate learning strategies.	
<b>NQF Learning Domain</b>	<b>Knowledge</b>
<b>KPI Target Benchmark</b>	<b>90%</b>
<b>KPI Actual Benchmark</b>	<b>87%</b>
<b>Last year's Benchmark (Internal Benchmarks)</b>	<b>80%</b>
<b>New Target Benchmark</b>	<b>90%</b>
<b>Analysis: (List strengths and recommendations)</b>	
This learning outcome has not achieved the current target benchmark. A new target benchmark of 90% has been set for this outcome.	
1-The college should be encouraging students to self-study from the recommended course books and enhances class room-based discussions.	
2. More emphasis to improve English language skills.	
<b>KPI Code # 1.2 Program KPI: Knowledge</b>	
<b>Assessment Year: 2020 Program Learning Outcome:</b>	
1.2 Describe knowledge of concepts, principles, theories, and procedures in civil engineering.	
<b>NQF Learning Domain</b>	<b>Knowledge</b>
<b>KPI Target Benchmark</b>	<b>80%</b>
<b>KPI Actual Benchmark</b>	<b>88%</b>
<b>Last year's Benchmark (Internal Benchmarks)</b>	<b>73%</b>
<b>New Target Benchmark</b>	<b>85%</b>
<b>Analysis: (List strengths and recommendations)</b>	
This learning outcome has achieved the current target benchmark, and higher than last year's benchmark. So, new target benchmark of 85% has been set for this outcome.	
<b>KPI Code # 1.3 Program KPI: Knowledge</b>	
<b>Assessment Year: 2020 Program Learning Outcome:</b>	
1.3 Demonstrate knowledge of mathematics, science, engineering and to use the techniques, skills, and modern engineering tools necessary for civil engineering practice.	
<b>NQF Learning Domain</b>	<b>Knowledge</b>
<b>KPI Target Benchmark</b>	<b>80%</b>
<b>KPI Actual Benchmark</b>	<b>86%</b>
<b>Last year's Benchmark (Internal Benchmarks)</b>	<b>79%</b>
<b>New Target Benchmark</b>	<b>85%</b>
<b>Analysis: (List strengths and recommendations)</b>	
This learning outcome has achieved the current target benchmark, and higher than last year's	

benchmark. A new target benchmark of 85% has been set for this outcome.

**KPI Code # 2.1 Program KPI: Cognitive Skills**

**Assessment Year: 2020 Program Learning Outcome:**

**2.1 Analyze, formulate, and solve complex civil engineering problems by applying principles of engineering, science, and mathematics.**

NQF Learning Domain	Cognitive Skills
<b>KPI Target Benchmark</b>	<b>75%</b>
<b>KPI Actual Benchmark</b>	<b>85%</b>
<b>Last year's Benchmark (Internal Benchmarks)</b>	<b>70%</b>
<b>New Target Benchmark</b>	<b>80%</b>

**Analysis: (List strengths and recommendations)**

This learning outcome has achieved the current target benchmark, and higher than last year's benchmark. So, new target benchmark of 80% has been set for this outcome.

**KPI Code # 2.2 Program KPI: Cognitive Skills**

**Assessment Year: 2020 Program Learning Outcome:**

**2.2 Create civil engineering design to produce solutions that meet specified needs.**

NQF Learning Domain	Cognitive Skills
<b>KPI Target Benchmark</b>	<b>80%</b>
<b>KPI Actual Benchmark</b>	<b>83%</b>
<b>Last year's Benchmark (Internal Benchmarks)</b>	<b>76%</b>
<b>New Target Benchmark</b>	<b>80%</b>

**Analysis: (List strengths and recommendations)**

This learning outcome has just achieved the current target benchmark. A new target benchmark is kept the same 80%.

**KPI Code # 2.3 Program KPI: Cognitive Skills**

**Assessment Year: 2020 Program Learning Outcome:**

**2.3 Interpret project management techniques to civil fields.**

NQF Learning Domain	Cognitive Skills
<b>KPI Target Benchmark</b>	<b>85%</b>
<b>KPI Actual Benchmark</b>	<b>86%</b>
<b>Last year's Benchmark (Internal Benchmarks)</b>	<b>76%</b>
<b>New Target Benchmark</b>	<b>85%</b>

**Analysis: (List strengths and recommendations)**

This learning outcome has just achieved the current target benchmark and higher than last year's benchmark. A new target benchmark is kept the same 80%.

**KPI Code # 3.1 Program KPI: Interpersonal Skills & Responsibility**

**Assessment Year: 2020 Program Learning Outcome:**

**3.1 Demonstrate** the ability to conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

NQF Learning Domain	Interpersonal Skills & Responsibility
KPI Target Benchmark	80%
KPI Actual Benchmark	86%
Last year's Benchmark (Internal Benchmarks)	67%
New Target Benchmark	80%

**Analysis: (List strengths and recommendations)**

This learning outcome has achieved the current target benchmark and there is a gap for last year's benchmark. A new target benchmark of 80% has been set for this outcome.

**KPI Code # 3.2 Program KPI: Interpersonal Skills & Responsibility**

**Assessment Year: 2020 Program Learning Outcome:**

**3.2 Demonstrate** the ability to recognize ethical and professional responsibilities of civil engineers.

NQF Learning Domain	Interpersonal Skills & Responsibility
KPI Target Benchmark	85%
KPI Actual Benchmark	85%
Last year's Benchmark (Internal Benchmarks)	84%
New Target Benchmark	85%

**Analysis: (List strengths and recommendations)**

This learning outcome has just achieved the current target benchmark. A new target benchmark of 85% has been set for this outcome.

**KPI Code # 4.1 Program KPI: Communication, Information Technology, Numerical**

**Assessment Year: 2020 Program Learning Outcome:**

**4.1 Demonstrate** the ability to Communicate effectively with a range of audiences.

NQF Learning Domain	Communication, Information Technology, Numerical
KPI Target Benchmark	90%
KPI Actual Benchmark	79%
Last year's Benchmark (Internal Benchmarks)	84%
New Target Benchmark	85%

**Analysis: (List strengths and recommendations)**

This learning outcome has not achieved the current target benchmark. There is a noticed gap from last year. So, new target benchmark of 85% has been set for this outcome.

**KPI Code # 4.2 Program KPI: Communication, Information Technology, Numerical**

<b>Assessment Year: 2020 Program Learning Outcome:</b>	
<b>4.2 Demonstrate</b> the ability to perform work effectively in multidisciplinary teams.	
<b>NQF Learning Domain</b>	<b>Communication, Information Technology, Numerical</b>
<b>KPI Target Benchmark</b>	<b>90%</b>
<b>KPI Actual Benchmark</b>	<b>81%</b>
<b>Last year's Benchmark (Internal Benchmarks)</b>	<b>80%</b>
<b>New Target Benchmark</b>	<b>85%</b>
<b>Analysis: (List strengths and recommendations)</b>	
This learning outcome has not achieved the current target benchmark. A new target benchmark is lowered to be 85% for this outcome.	

4. Orientation programs for new teaching staff

Orientation programs provided? Yes  No  If offered how many participated?

a. Brief Description

The orientation week aims to introduce the new faculty members with university regulations and rules. A booklet of these regulations contains the following:

- Guide to EDUGATE system
- Guide to Blackboard
- Workshop on Course file and Method of assessment for new teaching staff
- Uniform Rules for Scientific Research
- The rules of the faculty members

b. List recommendations for improvement by teaching staff.

For improvement of orientation week process, the faculty members recommend the following:

- The orientation booklet contents should be in the English language as some materials were downloaded from the university website are the Arabic language.

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



5. Professional Development Activities for Faculty, Teaching and Other Staff	How many Participated	
	Teaching Staff	Other Staff
a. Activities Provided		
Training courses in academic guidance	5	
Training courses in quality	4	
Training courses in Blackboard- and Collaborate learning	3	
Site visits to the field	5	
<p>b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.</p> <ul style="list-style-type: none"> <li>• Site visits were conducted by teaching staff to help students understand Civil Engineering problems.</li> <li>• Some students participated in gathering data and information for some funded projects, they worked under the supervision of teaching staff members.</li> <li>• The culture of quality assurance among the staff has been wildly increased upon their participation in the training course provided by the Quality Assurance and Developing Skills in the Jouf University.</li> </ul>		

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

1. Matters Raised by Evaluator Giving Opinion	Comments by Program Coordinator
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Advisory committee has been formed from the Civil Engineering community will improve the process of reviewing the program.</li> <li>• Mission is aligned with college and university missions. Objectives and goals are mapped to program learning outcomes.</li> <li>• Program learning outcomes are consistent with the Civil Engineering (CE) profession.</li> <li>• Four domains are considered which is realistic for the CE programs.</li> <li>• The mentioned teaching strategies and the assessment methods are the most common approaches in CE programs.</li> <li>• The attainment of PLO can be measured from suggested teaching strategies and assessment methods.</li> <li>• Academic counselling to monitor the students' performances are available online. In the case of student appeals, a clear process can be followed.</li> <li>• Direct assessment of PLOs through the CLOs and indirect assessment through student surveys are suitable to quantify the overall assessment of the program.</li> </ul> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• The outcomes of the courses were mapped to program learning outcomes. Only CE courses should appear in the matrix. It is better to see the three levels (I, P, A) of program outcomes covered in the CE courses.</li> <li>• Some teaching areas that include complex numbers and programming have to be emphasized in some courses.</li> <li>• Textbooks in course files have to be updated (latest version not more than 5 years).</li> </ul>	<ul style="list-style-type: none"> <li>• In the next academic year, we will make sure that Program matrix will cover the engineering programs only by the three levels (I, P, &amp; A) and we will also correct this for this year program a matrix as well.</li> <li>• In the next academic year, we will make sure that the complex numbers and programming to be emphasized in some courses.</li> <li>• Textbook in the course files will be updated</li> </ul>

## 2. Implications for Planning for the Program

- Course specification will be updated and approved by the department council.
- Mapping of Course learning outcomes to the Program learning outcomes will be reviewed

### Program KPI and Assessment Table

KPI #	KPI	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmark	KPI External Benchmark	KPI Analysis	KPI New Target Benchmark
KPI-P-01	<b>Percentage of achieved indicators of the program operational plan objectives</b> (Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year)	---	---	---	In progress		---
KPI-P-02	<b>Students' Evaluation of quality of learning experience in the program</b> (Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey)	4.15	4.04	4.13	In progress	The questionnaire results show that actual KPI is 4.04, which means that the grade of satisfaction is "High". But the actual KPI did not achieve the target KPI. The new target KPI will be (4.15) for the next academic year.	4.15
KPI-P-03	<b>Students' evaluation of the quality of the courses</b> (Average students overall rating for the quality of courses on a five-point scale in an annual survey)	4.2	4.11	4.14	In progress	The questionnaire results show that actual KPI is 4.11, which means that the grade of satisfaction is "High". But the actual KPI did not achieve the target KPI. The new target KPI is	4.2

						proposed (4.2) for the next academic year.	
<b>KPI-P-04</b>	<b>Completion rate</b> (Proportion of undergraduate students who completed the program in minimum time in each cohort)	70%	39%	66%	In progress	It was recommended to activate the academic guidance, to find out the reasons of delay in study and try to find solutions	70%
<b>KPI-P-05</b>	<b>First-year students retention rate</b> (Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year)	35%	92.5%	32%	In progress	The actual KPI achieves the target KPI. The new target KPI is proposed (96%) for the next academic year.	96%
<b>KPI-P-06</b>	<b>Students' performance in the professional and/or national examinations</b> (Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any))	---	---	---	In progress	---	---
<b>KPI-P-07</b>	<b>Graduates' employability and enrolment in postgraduate programs</b> (Percentage of graduates from the program who within a year of graduation were: a. employed b. enrolled in postgraduate programs during the first year of their graduation to the total	30%	26%	---	In progress	It is recommended to held more discussions with employers to improve weak points in our graduate. In addition, still there are no enrollment in postgraduate programs as it is not activated yet.	30%

	number of graduates in the same year)						
<b>KPI-P-08</b>	<b>Average number of students in the class</b> (Average number of students per class in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session)	15	12.60	18	In progress	The current student average number is acceptable. The new target KPI is proposed (4.6) for the next academic year.	12
<b>KPI-P-09</b>	<b>Employers' evaluation of the program graduates proficiency</b> (Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey)	4.5	4.5	4.1	In progress	The questionnaire results show that actual KPI is 4.5, which means that the grade of satisfaction is "High". The actual KPI achieves the target KPI. The new target KPI is proposed (4.6) for the next academic year.	4.6
<b>KPI-P-10</b>	<b>Students' satisfaction with the offered services</b> (Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising, ...) on a five-point scale in an annual survey)	4.1	4.1	4.02	In progress	The questionnaire results show that actual KPI is 4.1, which means that the grade of satisfaction is "High". The actual KPI achieves the target KPI. The new target KPI is proposed (4.2) for the next academic year.	4.2
<b>KPI-P-11</b>	<b>Ratio of students to teaching staff</b> (Ratio of the total number of students to the total number of full-time and full-time equivalent	10:1	12:1	12:1	In progress	The current ratio is not acceptable and a recommendation will be made to the Contracting Committee to hire new	10:1

	teaching staff in the program)					teaching staff.	
<b>KPI-P-12</b>	<b>Percentage of teaching staff distribution</b> (Percentage of teaching staff distribution based on: c. Academic Ranking): Associate prof. Assistant prof.	20% 80%	0% 100%	0% 100%	In progress	It is recommended to hire Associate professors	20% 80%
<b>KPI-P-13</b>	<b>Proportion of teaching staff leaving the program</b> (Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.)	5%	0%	23%	In progress	Renewal of the college staff is done annually based on academic evaluation	0%
<b>KPI-P-14</b>	<b>Percentage of publications of faculty members</b> (Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program)	50%	72.7%	46%	In progress	The actual KPI achieves the target KPI. The new target KPI is proposed (74%) for the next academic year.	74%
<b>KPI-P-15</b>	<b>Rate of published research per faculty member</b> (The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)	0.90	1.27	0.85	In progress	The actual KPI achieves the target KPI. The new target KPI is proposed (1.30) for the next academic year.	1.30
<b>KPI-P-16</b>	<b>Citations rate in refereed journals per faculty member</b>	10	12.64	8.54	In progress	The actual KPI achieves the target KPI. The new	14.0

	(The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published)					target KPI is proposed (14.0) for the next academic year.	
<b>KPI-P-17</b>	<b>Satisfaction of beneficiaries with the learning resources</b> (Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases... etc.) on a five-point scale in an annual survey.)	4.1	4.15	4.06	In progress	The questionnaire results show that actual KPI is 4.13, which means that the grade of satisfaction is "High". The actual KPI achieves the target KPI. The new target KPI is proposed (4.2) for the next academic year.	4.2

**Whole Program Analysis of KPIs and Benchmarks:** (list strengths and recommendations)

**Strengths:**

- Scientific publications are increased compared to the previous year.
- Proportion of teaching staff leaving the program is zero.
- Student satisfaction with learning resources and services is good.

**Recommendations**

- Completion rate is low, so academic guidance should put an effective plan to study this point.
- Average number of students in the class should be decreased by scheduling committee.



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

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

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

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

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

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

**KPI Analysis** refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.

**New Target Benchmark** refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.

### Program Action Plan Table

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

No.	Recommendations	Actions	Assessment Mechanism or Criteria	Responsible Person	Start Date	Completion Date
1	The recruitment of new teaching staff for the new academic year	Advertising in different web site pages for an available academic position	Graduated from high ranked university	University	Dec 2020	Sept 2021
2	Reviewing the program learning outcome, the teaching strategy and the assessment methods	Reviewing the program learning outcomes, the teaching strategy and the assessment methods	Quality committee and department		August. 2020	Sept. 2020
3	It is recommended to publish research papers from the outcomes of graduation projects	Encouraging the project supervisor for publishing research papers from the outcomes of student graduation projects	Number of published papers in international journals and conferences	Project supervisor	Sept 2020	May 2021
4	It is recommended to select the graduation projects based on the community problems	All faculty are required to submit proposals for a graduation project at the beginning of each academic semester. Then the department council decided which projects related to community problems	Stakeholders survey	Project supervisor and department	Sept 2020	Jan 2021
5	Organizing workshop for the new faculty regarding the measurement of	New faculty of the Civil Engineering department will participate in the university workshops	Increasing the number of faculty members participated in the university workshops	The quality committee in the CE program	Sept 2020	Oct 2020

	learning outcomes; assessment methods and course portfolio					
6	It is recommended to hold the first meeting of the advisory committee for the program	The college and department will invite the members of the program advisory committee for the first meeting	The feedback of the advisory committee on the annual program report	College and Department	Sept. 2020	Oct 2020
Action Plan Analysis (List the strengths and recommendations for improvement of the Program Action Plan).						
The establishment of industrial advisory Committee for the program						

## I. Action Plan Progress Report

1. Progress on Implementation of Previous Year's Action Plans					
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give	
				Reasons	Proposed action
a. Review of the program educational objectives (PEOs)	Sept. 2019	Department	November 2019		
b. Organizing some workshop for students to improve their skills	Sept. 2019	Department	January 2020		
c. Reviewing the program learning outcome, the teaching strategy and the assessment methods	August. 2019	Quality committee and department	Sept. 2019		
d. The recruitment of new teaching staff for the new academic year	Dec. 2018	University & College	Sept. 2019		
e. Updating the program additional text books for all courses	August. 2019	Department and Central library	Dec. 2019		
f. Updating the program laboratories	August. 2017	Laboratories committee and department	Dec. 2019		
g. The civil curriculum is not covering an additional area of basic science. It is recommended to one more course to cover this area.	December 2019	Department and college council	January 2020		
h. Establishment of industrial advisory Committee for the program	Sept. 2019	College and Department	June 2020		

i. Improving the graduation projects that can solve the existing problems of the society	Sept. 2019	Project coordinator	May 2020		
j. Organizing workshop regarding the measurement of learning outcomes; assessment methods and course portfolio	Sept. 2019	Quality committee in the CE program	Oct. 2019		
k. Preparing the next semester schedule	End of second semester 40-41	Committee of timetable	August 2020		

**Program Coordinator Name: Dr. Mohamed Farag Abdel-Mongy**

Signature: M. Farag

**Date Report Completed: 31/8/2020**

**Received by: Dr. Amjad Almatrood**

**Department Head**

Signature: [Handwritten Signature]

**Date: 31/8/2020**