



Jouf University
Rectorate for Development and Quality
Deanship of Quality and Academic Accreditation

جامعة الجوف
Jouf University



Results and Analysis of Alumni Survey

**Program: Computer Engineering and
Networks**

College: Computer and Information Sciences

Academic year 1441-1442 AH

Deanship of Quality and Academic Accreditation
1441-1442 AH

This analysis was based on a survey specifically designed to determine the results of student evaluation of the university programs. This survey included four aspects as follows:

- **The first aspect:** Qualities and Abilities
- **The second aspect:** The level of program preparation for you in the following Program Learning Outcomes
- **The third aspect:** The level of importance of these Learning Outcomes to your employment experience

The total number of Alumni in the program responding to this survey (sample size) were **6 (Students)**.

This survey uses the five-point scale (Likert scale). In addition, the mean and rotation are calculated for each statement and all the three aspects. The range of the approval level is determined based on the weighted average as follows:

Position (degree of agreement)	Weighted average value
Very Low (V. Low)	Less than 1.80
Low	From 1.80 to less than 2.60
Average	From 2.60 to less than 3.40
High	From 3.40 to less than 4.20
Very High (V. High)	Greater than or equal to 4.20

To verify the truth and stability of the phrases in each axis, the truth and stability scale (Alpha Cronbach) is verified on the ten aspects of the survey as follows:

Truth and stability coefficient of the questionnaire:

Alpha Cronbach reliability coefficient	Number of items in each theme	Titles of the themes of the questionnaire	Theme
0.887	12	Qualities and Abilities	First
0.819	11	The level of program preparation for you in the following Program Learning Outcomes	Second
0.860	11	The level of importance of these Learning Outcomes to your employment experience	third

Where the scale is showing the truth and stability of all aspects of the survey. The following is showing the summary of the survey results and analysis:

The following table shows the different data regarding the Alumni employed

Number	Item	.No
2	Number of alumni that are self-employed	1
4	Number of alumni that find a job after their graduation within 6 months	2
0	Number of alumni that find a job after their graduation more than 6 months	3

First Aspect: Qualities and Abilities

Statement	Very High		High		Medium		Low		Very low		Weight Average	Degree of Agreement	Percent
	N	%	N	%	N	%	N	%	N	%			
Problem solving skills	1	17%	4	67%	1	17%	0	0%	0	0%	4.2	Very High	83%
Initiative and enterprise.	1	17%	3	50%	2	33%	0	0%	0	0%	3.33	Average	67%
Planning and organizing.	0	0%	4	67%	1	17%	0	0%	1	17%	3.33	Average	67%
Personality skills	3	50%	2	33%	1	17%	0	0%	0	0%	4.2	Very High	83%
Positive attitude	4	67%	2	33%	0	0%	0	0%	0	0%	5	Very High	100%
Reliability and punctuality	2	33%	3	50%	0	0%	0	0%	1	17%	4.2	Very High	83%
Self-management.	5	83%	0	0%	1	17%	0	0%	0	0%	4.2	Very High	83%
Willingness to learn	2	33%	3	50%	1	17%	0	0%	0	0%	4.2	Very High	83%
Flexibility and management of priorities	2	33%	3	50%	1	17%	0	0%	0	0%	4.2	Very High	83%
Communication Skills.	1	17%	3	50%	2	33%	0	0%	0	0%	3.33	Average	67%
Teamwork.	4	67%	2	33%	0	0%	0	0%	0	0%	5	Very High	100%
Technology and Digital Skills	2	33%	2	33%	2	33%	0	0%	0	0%	3.33	Average	67%
Average											4.03	High	81%

The results summarized in the above table show that **“Qualities and Abilities”** of the Alumni are satisfied with “81%” which is a high rate. However, there exist unsatisfactory elements that achieved “average” rate and will be discussed in weak and strength points sections. In addition, an action plan will entail measures and activities to retain strength points and fix weak ones.

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

Statement	Very High		High		Medium		Low		Very low		Weight Average	Degree of Agreement	Percent
	N	%	N	%	N	%	N	%	N	%			
K1 Demonstrate sound knowledge of contemporary issues.	1	17%	3	50%	2	33%	0	0%	0	0%	3.33	Average	67%
K2 Demonstrate sound knowledge of engineering problems.	0	0%	3	50%	3	50%	0	0%	0	0%	2.5	Low	50%
K3 Demonstrate sound knowledge of mathematics, science, and engineering.	1	17%	4	67%	1	17%	0	0%	0	0%	4.2	Very High	83%
S1 Design and prepare experiments, as well as to analyze and interpret data.	2	33%	2	33%	3	50%	0	0%	0	0%	3.33	Average	67%
S2 Develop a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.	1	17%	1	17%	2	33%	0	0%	1	17%	1.67	Very Low	33%
S3 Analyze and solve engineering problems. problems.	0	0%	5	83%	1	17%	0	0%	0	0%	4.2	Very High	83%

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S4 Illustrate an ability to communicate effectively.	3	50%	3	50%	0	0%	0	0%	0	0%	5	Very High	100%
S5 Demonstrate an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.	1	17%	4	67%	1	17%	0	0%	0	0%	4.2	Very High	83%
V1 Demonstrate an ability to function on multidisciplinary teams.	2	33%	3	50%	1	17%	0	0%	0	0%	4.2	Very High	83%
V2 Show professional and ethical responsibility.	2	33%	2	33%	2	33%	0	0%	0	0%	3.33	Average	67%
V3 Justify the ability to engage in life-long learning.	3	50%	1	17%	2	33%	0	0%	0	0%	3.33	Average	67%
Average											3.56	High	71%

The results summarized in the above table show that **“PLOS”** are satisfied with “71%” which is a high rate. However, there exist unsatisfactory elements that achieved “average” rate and twill be discussed in weak and strength points sections. In addition, an action plan will entail measures and activities to retain strength points and fix weak ones.

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

Statement	Very High		High		Medium		Low		Very low		Weight Average	Degree of Agreement	Percent
	N	%	N	%	N	%	N	%	N	%			
K1 Demonstrate sound knowledge of contemporary issues.	1	17%	3	50%	1	17%		0%	1	17%	3.33	Average	67%
K2 Demonstrate sound knowledge of engineering problems.	1	17%	4	67%	1	17%	0	0%	0	0%	4.2	Very High	83%
K3 Demonstrate sound knowledge of mathematics, science, and engineering.	3	50%	1	17%	1	17%	0	0%	0	0%	3.33	Average	67%
S1 Design and prepare experiments, as well as to analyze and interpret data.	3	50%	1	17%	2	33%	0	0%	0	0%	3.33	Average	67%
S2 Develop a system, component,	1	17%	2	33%	2	33%	0	0%	1	17%	2.5	Low	50%

or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.													
S3 Analyze and solve engineering problems.	1	17%	3	50%	2	33%	0	0%	0	0%	3.33	Average	67%
S4 Illustrate an ability to communicate effectively.	1	17%	4	67%	1	17%	0	0%	0	0%	4.2	Very High	83%
S5 Demonstrate an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.	1	17%	2	33%	3	50%	0	0%	0	0%	2.5	Low	50%
V1 Demonstrate an ability to function on multidisciplinary teams.	1	17%	3	50%	2	33%	0	0%	0	0%	3.33	Average	67%
V2 Show professional and ethical responsibility.	3	50%	1	17%	2	33%	0	0%	0	0%	3.33	Average	67%
V3 Justify the ability to engage in life-long learning.	2	33%	2	33%	2	33%	0	0%	0	0%	3.33	Average	67%
Average											3.33	Average	67%

The results summarized in the previous table show that **“employment experience”** is average with rate “67%”.

Strength points:

1. The engineering sense and design is sound as reflected by the participants.
2. The coverage of mathematical and theoretical background is in good condition and reflects the fact that the staff members offer courses with appropriate coverage of mathematical background.
3. The adequacy of solving complex engineering problems is observed.
4. It seems that the staff members encourage their students to speak up and freely and this has been witnessed in the survey.

Weak points:

1. Courses need frequent update to cover recent updates (contemporary issues).
2. Courses and tutorials should promote learn on your own style, i.e., self-study sections.
3. Ethical values like plagiarism and deadline should be imposed to match the values and ethics of the professional life.
4. CEN program should pay more attention to hands on tool and put labs and experiments at front. After all, CIS in general and CEN in particular are all about practice.

Proposed recommendations for improvement:

Statement		Items for Improvement
Qualities and Abilities		
1	Communication Skills.	Presentations and class-discussions should be paid more attention to develop the abilities of communication, which is very crucial in the engineer curriculum.
2	Technology and Digital Skills	Pursue to encourage faculty to involve mini-projects especially at high level courses so as to develop the ability of students to apply what they have learned, use technical tools and develop skills so as to solve complex engineering problems
:3	Initiative and enterprise.	Encourage the students to work in teams to develop the ability to integrate a team and cooperate with other parts and develop their ability to launch their proper enterprise
The level of relevance of these Program Learning Outcomes_		
4	K1 Demonstrate sound knowledge of contemporary issues.	Pursue to increase the awareness about the importance of Professional training courses to the students to enrich their knowledge in the field of computer engineering and networks
5	K2 Demonstrate sound knowledge of engineering problems.	
6	K3 Demonstrate sound knowledge of mathematics, science, and engineering.	
7	S1 Design and prepare experiments, as well as to analyze and interpret data.	Courses and tutorials should have more interaction with application of multidisciplinary areas that covers economic, environmental, and societal context.
8	S2 Develop a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.	Make use of the recently established labs and reserve a room for students to apply their experiments

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9	S3 Analyze and solve engineering problems.	Pursue to encourage faculty to involve mini-projects especially at high level courses so as to develop the ability of students to apply what they have learned, use technical tools and develop skills so as to solve complex engineering problems
10	S4 Illustrate an ability to communicate effectively.	Presentations and class-discussions should be paid more attention to develop the abilities of communication, which is very crucial in the engineer curriculum.
11	S5 Demonstrate an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.	Pursue to encourage faculty to involve mini-projects especially at high level courses so as to develop the ability of students to apply what they have learned, use technical tools and develop skills so as to solve complex engineering problems
12	V1 Demonstrate an ability to function on multidisciplinary teams.	Emphasize the importance of clubs in the CEN department to the students (Electronics, Technology and Programming Clubs) and their role in developing the ability of students to communicate with others and working in teams.
13	V2 Show professional and ethical responsibility.	Increase the awareness of the students about the reliability as one of the most crucial attributes of the engineer.
14	V3 Justify the ability to engage in life-long learning.	It seems that courses and/or tutorials don't impose self-study sections or try-and-error learning paradigm.

Graduate Unit Coordinator

Dr. Mohamed Amir Sharaf



College of Computer and Information Sciences

Report on Action Plan for 2020-2021

and

Action Plan for 2021-2022

Based on the results of the evaluation of the

Alumni Survey, 2020-2021

Program: Bachelor in Computer Engineering and Networks

Report on Action Plan for 2020-2021 Based on the results of the alumni surveys, 2019-2020

Planned Actions	Responsibility of Action	Planned Completion Date	Level of Completion		If Not Completed	
			Complete	Not Complete	Reasons	Proposed Actions
Offer training courses related the CEN courses	CIS College Committee of Professional training	05/2021	√	--	--	--
Use mini-project to assess high-level courses	Course coordinators of high level courses	05/2021	√			--

Action Plan for 2021-2022, Based on the results of the evaluation of the CEN Alumni Survey, 2020-2021

No.	Recommendation:	Actions	Assessment Mechanism	Responsible person	Start date	Completion date
1	Pursue to increase the awareness about the importance of Professional training courses to the students to enrich their knowledge in the field of computer engineering and networks	Offer training courses related the CEN courses	The program outcomes attainment at courses related to the offered training courses	CIS College Committee of Professional training	09/2021	05/2022
2	Pursue to encourage faculty to involve mini-projects especially at high level courses so as to develop the ability of students to apply what they have learned, use technical tools and develop skills so as to solve complex engineering problems	Use mini-project to assess high-level courses	The program outcomes attainment of the skills outcome at high level courses	Course coordinators of high level courses	09/2021	05/2022
3	Emphasize the importance of clubs in the CEN department to the students (Electronics, Technology and Programming Clubs) and their role in developing the ability of students to communicate with others and working in teams.	Organize a meeting with the students to publicize and reactivate the clubs in the CEN department as presence learning is enacted	Student experience surveys	Department	09/2021	05/2022

Date 26-04-2021

Program Coordinator

Dr. Anis Boudabbous