

Statement of the students of the B.Sc. programs in Mathematics

1. A brief assessment of the overall design of the program

1.1 The curriculum of the B.Sc. program in Mathematics proceeds realistically, providing the first year students with Computer, English, Communications and teaching skills to continue in the coherently proceeding field-specific studies. The first year courses "Introduction in Mathematics I & II" during the first year give the students an impression of the nature of studying in the B.Sc. program in Mathematics and provide them with adequate knowledge to select an interesting minor subject in the B.Sc. degree.

1.2 The learning outcomes of the B. Sc. program in Mathematics are extensive, and appropriate from the viewpoint of the working life. On individual courses, the learning outcomes are concrete and realized, and form the basis for the evaluation.

1.3 The workload of the courses In general, is adequate to the obtained credit points. However, there are some special courses on which the workload is heavier than others which could be expected based on the achievable credit points.

2. A brief assessment of the program delivery and operations

2.1 The beginning of the studies is effective and intensive. The students are well integrated right in the beginning into the academic society. In the integration of the students, both the peer student tutors and the teacher advisors play an important role. Already in the beginning, we got a feeling that the teaching staff is here for us, and that the discussion between the staff and students is open.

2.2 The student counseling begins at an early stage, and it is efficient. It is generally known where the counseling is available and in which form. After the beginning of the studies, the student counseling is not systematic, and after the first year, it is the student's own responsibility to seek one's way to the student counseling.

2.3 The teaching methods of the courses include lectures, tutorials, homework, project/laboratory assignments, and study excursions. Different courses utilize the above mentioned teaching methods variously. The material presented in the lectures and tutorials is updated, and it is also electronically available, thus enabling the self-study. However, the lectures could be more interactive, practical, and visualizing. The pedagogical skills of the teaching staff vary to some extent, and this seems to affect the

diversified use of teaching methods. The course information is delivered electronically and regularly. The course handouts are good and contain the essential issues of the courses, and the students are always referred to the updated text Books.

2.4 Learning is evaluated mainly on the basis of written examinations and project assignments. The project assignments support well the students' learning and the achievement of learning outcomes. Nevertheless, it would be desirable that authentic working life projects would be utilized as project assignments to some greater extents. Correspondingly, the examinations measure well the achievement of the essential learning outcomes.

2.5 The staff of the Mathematics program provides the students with information related to career counseling. Nonetheless, the development of practical professional skills remains greatly the responsibility of the student him/herself.

3. A brief assessment of the program outcomes

3.1 The learning outcomes of the degrees of Bachelor of Science and Master of Science set by the degree program are realized excellently and the students' education related expectations are met.

3.2 The degree related expectations of the working life are met well, as regards to the working life related skills and knowledge. More practical skills




3.3 30 are yearned to some extent. After the graduation, the employment opportunities are good, and the graduates from B.Sc. program in Mathematics are respected by the employers.

4. Main strengths and weaknesses of the B.Sc. program in Mathematics

4.1 The strength of the B.Sc. program in Mathematics is the unique teaching of Mathematics. Additionally, the graduates from the B.Sc. program in Mathematics are well specialized, regarding the working life expectations. The teaching staff is actively in contact with the students, and there is an open dialogical connection between these two. In addition, the teachers are genuinely interested in, how the studies of the students' progress and what are their career expectations like. The students give feedback on the teaching, and it is taken into account when developing the courses.

4.2 The limited number of the exchange universities can be considered as a weakness. Students wish that various teaching and evaluation methods would be used to a greater extent. More effort could be done to the pedagogical skills of the teachers, and the measurements of the courses could be checked, so that on every course, the workload would correspond to the credit point awarded.

5. Participants

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