



ATTACHMENT 2 (c)

Annual Program Report

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

ANNUAL PROGRAM REPORT
(APR)



Program Eligibility: The program is to submit the two most recent APRs as part of the requirements for program eligibility using the NCAAA Template.

Post Accreditation: The program is required to annually complete an APR. The APR is to document a complete academic year.

APR's are prepared by the program coordinator in consultation with faculty teaching in the program. The reports are submitted to the head of department or college, and used as the basis for any modifications or changes in the program. The APR information is used to provide a record of improvements in the program and is used in the Self Study Report for Programs (SSRP) and by external reviews for accreditation.

Annual Program Report

1. Institution: Majmaah University	Date of Report: 10-8-1435H
2. College/ Department: Faculty of Science, Physics Department	
3. Dean: Mohammad Saleh AlAboudi	
4. List all branches/locations offering this program	
1. Zulfi	
2. _____	
3. _____	
4. _____	



A. Program Identification and General Information

Program title and code: B. Sc. Physics (PHYS)
Name and position of person completing the APR: Dr/Ibrahim Shaarany Asst. Prof of Physics
Academic year to which this report applies. 1434-1435H : 2013-2014M

B- Statistical Information

1. Number of students who started the program in the year concerned: 35
2. (a) Number of students who completed the program in the year concerned: 29
Completed the final year of the program: 25
Completed major tracks within the program (if applicable): NA
Title.....No
Title.....No
Title.....No
Title.....No



2. (b) Completed an intermediate award specified as an early exit point (if any)

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.)

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

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

Comment on any special or unusual factors that might have affected the apparent completion rates (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 to 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 (students that withdraw are subtracted and no new students are added). Update the years as needed.

Student Category	PYP*			Current Year
	2010-2011	2011-12	2012-13	2013-14
Total cohort enrollment				
Retained till year end				
Withdrawn during the year and re-enrolled the				



following year				
Withdrawn for good				
Graduated successfully	Second semester 7	Two semesters 10+10=20	Two semesters 19+25=44	First semester 11+

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: **10/8/1435H-8/6/2014M**

Number Surveyed : **49** Number Responded : **49** Response Rate % : **100%**

Destination	Not Available for Employment		Available for Employment		
	Further Study	Other Reasons	Demonstrator	Private + Public sectors	Unemployed
Number	3		3	13	33
Percent of Respondents	6.12%		6.12%	26.53%	67.35%

Analysis: List the strengths and recommendations

Strengths:

-

Recommendations:

- 1- Work meetings with community institutions to find out its opinion on the plan of study for the Department of Physics.**
- 2- A map to follow social institutions for the study plan for the program and learn to work in compliance with these institutions.**
- 3- Add some of the decisions that have the status of the application to increase the proportion of graduates' worker program decisions such as Radiation Physics.**
- 4- Regular meetings to follow up on graduates of the program in their work within these**



institutions and to clarify what is new in the program and is useful for graduates and helps in the development of their work.

C. Program Context

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

a- Adding more specified labs.

b- Department faculty members qualified to assume the responsibility of teaching the program courses

c- There is encouragement from the administration of the college faculty members who work for the unity of the quality program.

d- The participation of all faculty members in the quality work

e-. Adding E-Podium in class rooms

Implications for the program

1- Add some sub-specialties that are compatible with the labor and professional market.

2- Attempt to rehabilitate the students in terms of field training in community institutions that fit the specialties of the program.

3- Continuous communication between the program and various social institutions.

4- Improvements of the students' psychomotor skills

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

a- High demand of university education and the increasing relative year after year.

b- Establishment of new schools in the Kingdom, which absorbs many graduates.

c- Establishment of new specified labs. in the Kingdom, which absorbs many graduates.

Implications for the program



- 1- Courses and lectures continuing between faculty members and program various social institutions which works out to graduates of the program can be updated even their teachers and inform them of what is new in the program.
- 2- Add more specialized field training in the new plan, which helps to increase job opportunities for graduates of the program.

D. Course Information Summary: Specified and Report courses (Book)

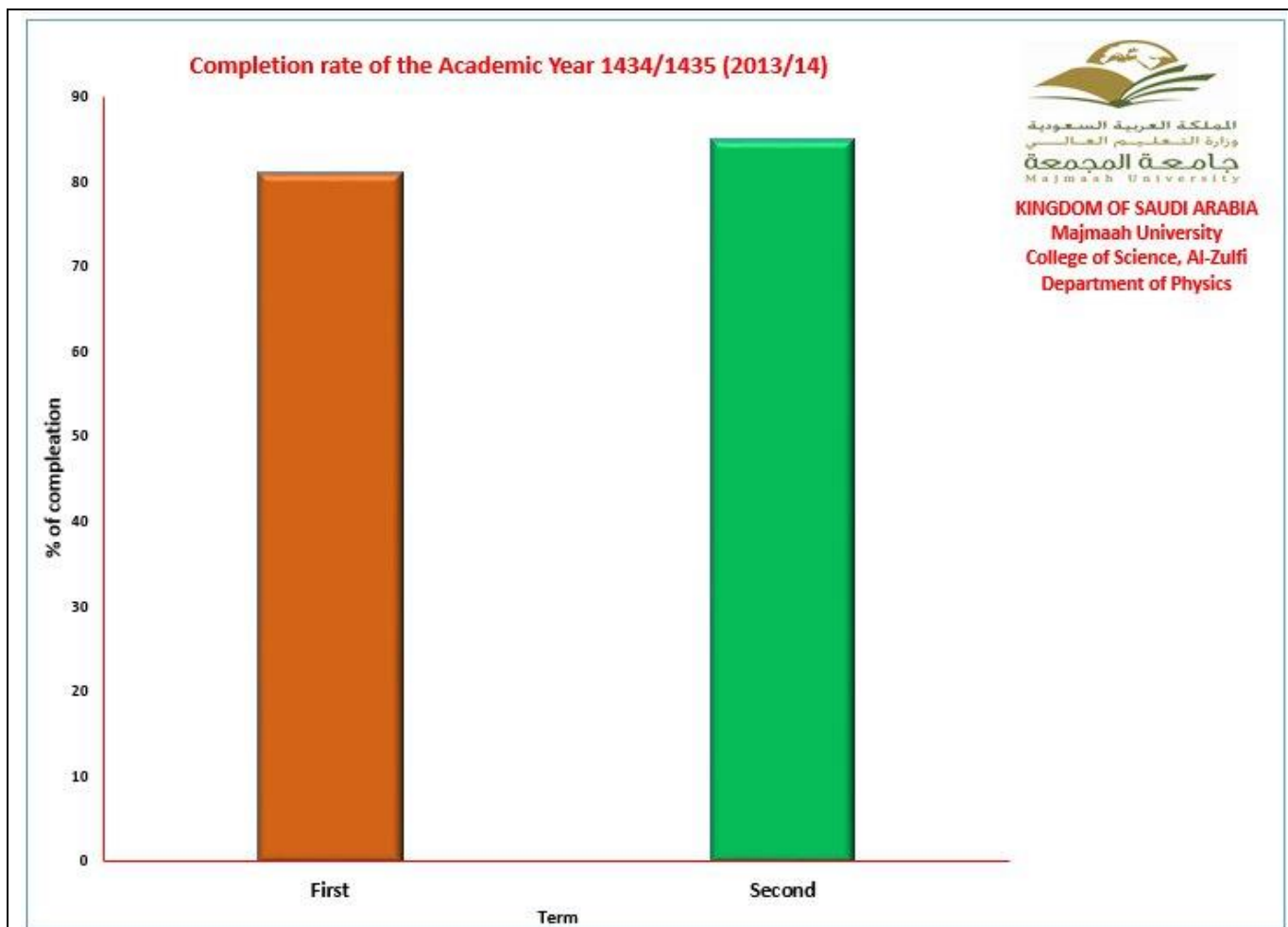
1. Course Results. Describe and analyze how the individual NCAAA “Course Reports” are utilized to assess the program and to ensure ongoing quality assurance (eg. Analysis of course completion rates, grade distributions, and trend studies.)

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

- There are an internal committee in the department that examined each course report and determine the imported feedback points from each one.
- The feedbacks collected by the committee are considered in the program evaluations
- The points of strength and recommendations of each course reports are taken into consideration when this report is prepared.

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

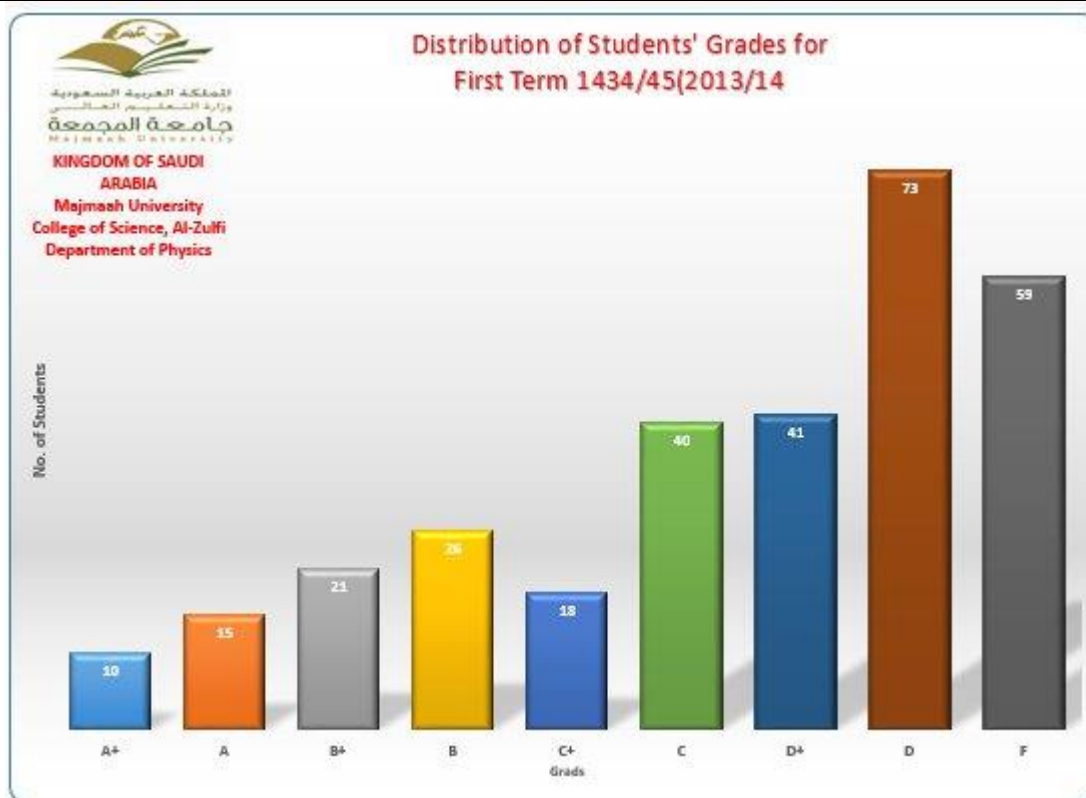
(1.) Completion rate analysis:



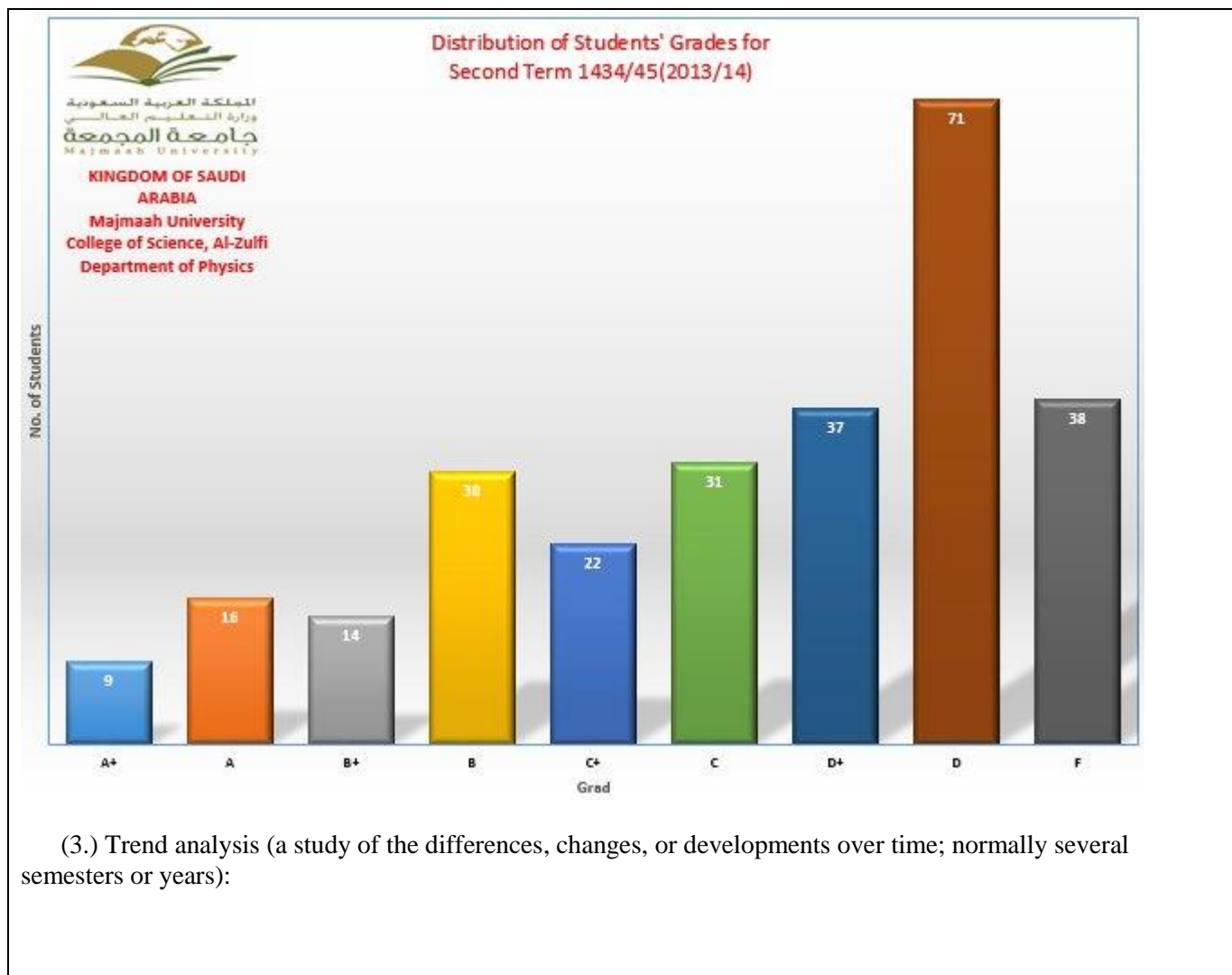
With reference to the improvements and enhancements that have been considered in the second term the completion rate increased by 4% in the second term than that of the first term

(2.) Grade distribution analysis:

First Term Grade distribution



Second Term Grade distribution



2. Analysis of Significant Results or Variations.

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
General Physics 1 PHIS 101	Completion rate 100%
Electromagnetism 1 PHYs 221	Completion rate 100%
Classical Physics 2 PHYS 212	Completion rate 100%



<p>Thermodynamics Lab. Phys291 Statistical Physics PHIS 342 Electromagnetism 2 PHYs 321 Electromagnetism Lab PHYs 392 Modern Lab PHYs 393 Electronics PHYS422 Solid state 1 PHIS 471 Solid state 1 PHYS 471 Quantum 2 PHIS 454 Quantum 2 PHYs 452 Nuclear 1 PHYs 481 Nuclear 2 PHIS 482 Nuclear Lab PHIS 497 Solid state Lab PHIS 495 Nuclear Lab PHYs 498 Electronics 2 PHIS 425 Semiconductors PHYS 473 Project PHIS 496+ PHYS 499</p>	<p>Completion rate 100% Completion rate 100% Completion rate 100% Completion rate 100% Completion rate 100% Completion rate 100% Completion rate 100% Completion rate 100% Completion rate 100% Completion rate 100% Completion rate 100% Completion rate 100% Completion rate 100% Completion rate 100% Completion rate 100% Completion rate 100% Completion rate 100% Completion rate 100% Completion rate 100%</p>
<p>Investigation undertaken -The reviewer committee checked the students' answer papers, and students' final exam satisfaction Questionnaire has been applied</p> <p>Reason for significant result or variation -The major number of exam questions measured the low skills of Blooms' taxonomy -repeated questions in the first, and second midterm exams, also in the final exam</p>	
<p>Action taken (if required)</p> <ol style="list-style-type: none"> 1- Using of non-traditional ways of teaching these courses. 2- Prevent questions repeating in exams 3- Increasing the questions that measure high levels of skills 4- Increasing questions that measure the individual differences among students 	
<p>b. Course 5- Nuclear 1 PHIS 381</p>	<p>Significant result or variation Completion rate 0%</p>
<p>Investigation undertaken -The reviewer committee checked the students' answer papers, and students' final exam satisfaction Questionnaire has been applied</p> <p>Reason for significant result or variation This course contains Only one Students from old plan which has low level</p>	
<p>Action taken (if required)</p>	



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(Attach additional summaries if necessary)

4. Delivery of Planned Courses (NA)

(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) Compensating Action Required for Units of Work Not Taught in Courses that were Offered. (Complete only where units not taught were of sufficient importance to require some compensating action)		
Course	Unit of work	Reason
Compensating action if required		

Course	Unit of work	Reason
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
There no budget allowance for the quality	Weaken the results of the application of the quality of the program	Program Management and Administration credence budget allowance for the quality for the program
The lack of Modeling Lab. With a sufficient number of computers that have a licensed copies of the software	Lack of skill of communications and numerical skills of students	Establishments of Modeling Lab.



The great occupation with the administrative work which wastes most of the staff time as a result of the lack of the technical and administrative teams who can help the faculty members in their administrative and technical work.	Time wasting of faculty members in the administrative, clerical and technical works which was sufficient to carry out scientific research or to improve their teaching.	The need to provide the necessary number of administrative and technical staff to do managerial and technical jobs instead of faculty members
Extreme weakness of students in English and Physics as a direct result of the weakness of public education.	Has a severe impact on the level of graduates.	The need to compel students to study English language courses and get certificates from world authorities for programs such as TOEFL and IELTS.

F. Summary Program Evaluation :

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

Date of Survey : **12/8/1435H - 10/6/2014M**

Satisfaction of the graduate on...	2014	2013	2012	2011
Course content	3.6	3.5	3.0	2.7
Professional abilities	3.5	3.6	3.1	2.9
Transferable skills	3.7	3.3	3.2	3.2
Knowledge on my own field	3.9	3.6	3.1	3.1
The ability to apply theoretical knowledge into Practice	3.8	3.3	3.0	3.2
Study guidance and atmosphere in the Department	3.6	3.4	2.9	3.0



<p>List most important recommendations for improvement, strengths and suggestions</p> <p>1- Criticism:</p> <ul style="list-style-type: none">- The students are not satisfied with the curriculum.- The University did not prepare students well to enter the labor market.- The most important criticism is not having sufficient capacity to graduate critical thinking and objective, monetary and inability to deal with problems. <p>2- Strengths:</p> <ul style="list-style-type: none">- University graduates have the basic skills.- University graduates have the technical skills and are characterized by high moral characters.- Strengths are graduates possess the knowledge and skills necessary for the values of his job and his ability to carry the burden of work- Add a separate article for a field training program which helps students acquire their sense of atmosphere and teaching the public	<p>Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)</p>
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b. Changes proposed in the program (if any) in response to this analysis and feedback.

- **The development of the English language to students in the first years**
- **Try to raise the level of students in different materials such as human development: communication skills - negotiation skills - Leadership and Governance**

The need to use modern methods in education which is based on problem solving and the need to urge the students on the initiatives to solve a problem being introduced to them. In addition, there is a need to give more attention to summer training and giving it a credit hour and making it as a success and fail subject. Follow-up action to the students during that period is necessary. That is what is being recommended in the new plan being prepared recently.

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

-

Describe evaluation process

-

Attach review/survey report

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.

2. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.

(a) List 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).



Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
4.1	Yes	***	Forming a committee of academic experts from inside and outside the university to express an opinion about identifying learning outcomes targeted. 2 - Doing the questionnaires to companies and graduates and other employers.
4.2	Yes	***	- Designing and implementation of training courses in the description of courses and programs for those who are bound by an unprecedented entry of faculty members 2 - Forming a committee to follow up the academic department and professional fields worked by students 3 - Formatting of advisory teams of permanent and temporary faculty inside and outside the university for follow-up and counseling 1- Putting mechanisms and strategies to ensure a clear and appropriate to ensure in-depth consultations and detailed in the acceptance or rejection of proposals and amendments



4.3	Yes	***	<p>- Activation procedures and strategies for quality control of the quality department in college.</p> <p>2 - Selecting a fixed place to save the details of the amendments made and the reasons that called forth in the files of the program and courses</p> <p>3 - Identifying indicators which include quality standards for learning outcomes for all courses of the program</p> <p>4 - periodic review of reports on the program annually by senior officials in the senior management committees quality</p> <p>5 - Determining appropriate procedures for the necessary work improvements upon detection of any problems during the assessment processes</p> <p>6 - An annual and comprehensive evaluation must be done at least every five years</p> <p>7 - Hiring of relevant professional and industrial sectors, in addition, to faculty members with experience from other educational institutions.</p>
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4.4	Yes	**	<p>1 - Determining appropriate mechanisms and honest reliable verification of levels (Standards) student achievement</p> <p>2 - Determining matrices and other means which are a modern use by students when correcting tests and duties and projects</p> <p>3 - Developing policies and procedures that can be followed to deal with cases where the levels of student achievement inappropriate</p> <p>4 - Developing effective measures to check the students' performance of their duties personally</p>
4.5	Yes	**	<p>1 - Activating the academic guidance and means of electronic communication between students and the academic advisor.</p> <p>2 - Selecting a program of additional appropriate lessons to help students defaulting.</p> <p>3 - Language training for students prior to acceptance into the program.</p> <p>4 - To provide suitable facilities for the study of individual privacy with a way that allows the provision of computer labs.</p>



4.6	Yes	**	<p>1 - Implementation of training sessions for new faculty</p> <p>2 – update ding textbooks and references for students and provided</p> <p>3 – Using of effective systems for evaluating courses and teaching</p> <p>4 - Developing appropriate mechanisms for reviewing the effectiveness of various teaching strategies used</p>
4.7	Yes	***	Encouraging faculty members to develop appropriate strategies to improve their performance teaching
4.8	Yes	**	<p>-Comment on the qualifications and experience of teachers, relating to the requirements of the program. A table containing a list of 'class program, and higher academic qualifications that they hold should be attached to, with reference to the part of names who teach courses within the field of higher education or not</p> <p><u>-Assessing the qualifications and experience of teachers.</u> Pointing to the evidence, and submitted a report containing a summary of the strengths and areas requiring development, and implementation priorities.</p>



4.9	Yes	**	-Describing the procedures for the planning of the activities of field experience (training), and planning for development. -Completing the verification process through the work of questionnaires on the level of faculty members -Evaluation of field experience, submitted a report containing a summary of the strengths and areas requiring development, and implementation priorities
4.10	No		-
Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices.			
See report and description of courses			

G. Program Course Evaluation: [See the different questionnaires](#)

1. List courses taught during the year. Indicate for each course whether student evaluations were undertaken and/or other evaluations made of 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
	Yes		Exam Satisfaction Questionnaire	Yes	



See Curriculum of the Department of Physics (program).

(Add items or attach list if necessary)

1- Add some applied Physics Courses as a core Courses

- a- Quantum Information physics
- b- Physics Simulations and Modeling
- c- Computational Physics

2. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education).

Campus Branch/Location	Approval By	Date
Main Campus:		
1:		
2:		
3:		
4:		

List all courses taught by this program and for this program that are in other programs (if any).

[See the study plan for the program](#)

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
Prep Year					
1 st Year Semester					



1					
1st Year Semester 2					
2nd Year Semester 1					
2nd Year Semester 2					
3rd Year Semester 1					
3rd Year Semester 2					
4th Year					



Semester 1					
4th Year Semester 2					
Include additional years if needed					

3. Program Learning Outcome Assessment. Design a program learning outcome assessment plan using the NCAAA accreditation four year cycle. By the end of the four year cycle all program learning outcomes are to be assessed using KPIs with benchmarks and analysis, national or international standardized testing if available, rubrics, exams and grade analysis, or some alternative scientific measure of student performance.

[See the courses report and specification of the Program.](#)

KPI #	NQF Learning Domains and Learning Outcomes	Method of Assessment	Date of Assessment
1.0	Knowledge		
1.1			
1.2			
1.3			
1.4			
2.0	Cognitive Skills		
2.1			
2.2			
2.3			
2.4			
3.0	Interpersonal Skills & Responsibility		
3.1			



Provide “direct assessments” for the current year’s program learning outcomes, according to the dates provided above

(G.2). A **KPI Assessment Table** is provided below. Each learning outcome

outcomes are to be assessed and reported in the **Annual Program Report(s)**. Normally a program has 6 to 8

outcomes are to be assessed and reported in the **Annual Program Report(s)**. Normally a program has 6 to 8 program learning outcomes. Therefore 1 to 3 learning outcomes are directly assessed each year.

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

See the KPI Report

KPI Assessment Table (Institutionally approved for the program)

KPI # _____ Program KPI: _____	

Assessment Year _____ Program Learning Outcome: _____	

NQF Learning Domain	
Target Benchmark	
KPI Actual Benchmark	
Internal Benchmark	
External	



Benchmark	
New Target Benchmark	
Analysis: (List strengths and recommendations)	



3. Orientation programs for new teaching staff		
Orientation programs provided? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If offered how many participated?		
All Members		
a-Brief Description		
Weekly workshops at the college level as well as an introductory program for new staff introduced at the beginning of the academic year by the Quality and Skills development University Dean-shops.		
b. List recommendations for improvement by teaching staff.		
Very Good		
c. If orientation programs were not provided, give reasons.		

4. Professional Development Activities for Faculty, Teaching and Other Staff	How many Participated	
	Teaching Staff	Other Staff
a. Activities Provided		
4. Professional Development Activities for Teaching staff and Others Staff		
a. Organized Activities		
E-learning	8	-
Smart Board	11	-
Modern trends in teaching and evaluation	5	-
Education based on problem solving	6	-



Curriculum design	1	-
Workshop on Digital Saudi Library	7	-
Social activities and meetings with students	11	-
E-Podium	12	-
<p>b. Summary of the comments concerning the effectiveness of the later activities based on participants evaluations</p> <p>These courses had the benefits of the development of teachers in the processes of teaching and assessment, the use of modern technologies in education, such as Education based on problem solving, curriculum design and how to get the information through the digital Saudi library and other.</p>		

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

(Attach notes)

1. Matters Raised by Evaluator Giving Opinion	Comment by Program Coordinator
2. Implications for Planning for the Program	

I. Action Plan

1-Progress on the Implementation of Previous Year's Action Plans



Planned Actions	Completion Date	Responsible Person	Completed or not completed
A new curriculum has been designed that take into account the advancing occurring in the field of computer Science & Information. The new designed curriculum has been raised to the university' plans committee to approve it and start applying it from the next year.	6/1435	Dep. curriculum committee in conjunction with the head of the department	Completed
Reason if not completed as planned. _____			
b.			
Reason if not completed as planned _____			
c.			
Reason if not completed as planned _____			
d.			
Reason if not completed as planned _____			
2. Proposals for Program Development			



- a. Proposals for Changing of the Program Structure (units/credit-hours, compulsory or optional courses... etc.)
A new curriculum has been designed that take into account the advancing occurring in the field of Physics. The new designed curriculum has been raised to the university' curriculum committee to approve it and start applying it from the next year. In the new curriculum, some courses have been deleted, some others have been added and some others have been updated.
The following improvement priorities have been prepared:
- 1-The necessary actions to ensure that the appropriate language skills of students have been achieved, as the language of instruction in the program is English.**
 - 2-The academic and professional fields that students are prepared for are always monitored, and the necessary adjustments in the curriculum and in the content of courses and their references are being adopted to ensure their quality.**
 - 3-The effectiveness of academic guidance is being evaluated though the use of electronic means and data available, such as the analysis of the response time and the results of evaluation of students, and the inclusion of student's academic guidance on the electronic communications such as e-mail or other means of communication methods .**
 - 4-A comprehensive program guide for new students is offered to ensure that they are fully understanding of the types of services and resources available to them, and their duties and responsibilities.**
 - 5-Introducing potential and sufficient modern computing resources to teaching staff, students and program employees to meet their needs to reach to various electronic resources and access to reference materials.**
 - 6-Consultation with the teaching staff before the purchase of basic equipment to ensure their appropriateness to the current and future expected needs.**
 - 7-The necessary technical support for the users of information and communication technologies has to be available for staff , employees, and students.**
 - 8-An advisory teams that involve members who are distinguished, practitioners and professionals in the field of Physics and its related jobs have to be available in order to follow-up and provide advice on program content and its quality.**
 - 9-A regular review of the effectiveness of various previously planned teaching strategies has to be adopted in order to ensure their learning outcomes achievement. The necessary and appropriate modifications have to be made to these strategies in light of the available evidence of the effectiveness of those strategies.**
 - 10-Activation of the use of the library to support the learning process and the notion to the use of electronic systems in the search for information process.**



- 1- Study plan was amended to comply with the university direction, where the university has approved the preparatory year students on the science section, as well as changes in some of the courses.
- 2- The number of credit hours becomes 137 instead of 134
- 3- The number of hours of study for some courses has been increasing based on saw the faculty numbers based on the teaching of those courses.
- 4- The number of elective courses has been increasing to four instead of three decisions in order to increase the opportunity to chosen for the student.
- 5- The hours of free course has been changed from two hours instead of six hours because the decisions of the preparatory year deduced a large portion of the decision of the hours of specialization.
- 6- The field-training course has been add in order to give the students a chance to process and friction to the labor market.
- 7- The decision to increase the number of hours the project to four hours instead of three hours in order to give students more space in the work of the project and now has a flexible section in the possibility of extending the project to another semester if the student is unable to complete the project in one semester.

b- Proposals for Courses changing, (omitting and adding of units or topics, changing in teaching quality or assessment procedures etc.)

An assessment to all courses has been implemented upon which modifications in them based on the occurring technological advance in the field of Physics have been suggested. These suggested modifications have been included in the new curriculum plan that has been prepared and waiting for approval from the curriculum committee at the university.

1- Adding a quantitative methods course.

c. Development Activities for Faculty and Teaching Staff

1- Training courses for teaching staff will be asked for in order to improve teaching processes and the use of E-learning, distance learning, and E-Podium.

3. New Action Plan for Academic Year: **(1434-1435H) –(2013-2014M)**

Actions Required	Completion Date	Person Responsible
A new plan to comply with the requirements of the new preparatory year program giving's	The end of the first semester 2014M	The study plans committee head



Course descriptions in English language according to NCAAA.	As soon as possible	Professor of each course
Re-forming of department's internal committee	11/1434	Head of the Department
Activation of academic guidance	11/1434	All department staff
Follow up of the execution of the new proposed curriculum	1/1435	Dep. Curriculum committee
Questionnaire to students about the new curriculum	1/1435	Academic guidance committee
Applying new methods in courses teaching	During the year	All department staff
Development of department labs and their software	12/1434	Labs committee
Applying new methods in students evaluation.	12/1434	All department staff

See Improvement Plan Program

Program Chair/ Coordinator Name: _____

Signature: _____ Date Report Completed: _____

Received by: _____ Dean/Department Head

Signature: _____ Date: _____