



قسم الهندسة الكيميائية
Department of Chemical Engineering



وزارة التعليم العالي
المعهد العالي للهندسة والتكنولوجيا
بدمياط الجديدة

وثيقة اعتماد
برنامج "الهندسة الكيميائية"
للفصول الدراسية

لائحة الفصول الدراسية قرار رقم 1328

بتاريخ 2019/4/14

مجلس القسم العلمي لاعتماد تقارير البرنامج والمقررات

بتاريخ 2025/7/27

المجلس الأكاديمي لاعتماد تقارير البرامج والمقررات

بتاريخ 2025/7/29

مجلس إدارة المعهد لاعتماد تقارير البرنامج والمقررات

بقرار رقم (120) بتاريخ 2025/7/30



Program Coordinator	Vice Dean for Education and Student Affairs
	
Assoc. Prof. Dr. Hend Elsayed Gadaw	Prof. Dr. Khaled Samir



الفرقة الاعدادية

(2024-2025)



الفصل الدراسي الأول

(2024-2025)



Course Report

Academic Year

2024/2025

Semester

First Semester

1. Basic Information

Course Title:	Mathematics 1
Course Code:	BAS011
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	8
Course Type:	Obligatory
The level to which the course was introduced:	Level: 0
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Dr. Reda Abdo
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
	1	3	
Instructor Name	Department	Academic degree	Specialty
1.Dr. Reda Abdo	Basic Science and Engineering Department	Ph. D.	Engineering mathematics Integral equations
2.Eng. Mariem Yasser	Basic Science and Engineering Department	B. Sc	Civil Engineering
3.Eng. FatmaElzahraa Khaled	Basic Science and Engineering Department	B. Sc	Electrical engineering
4.Eng. Ola Ghazal	Basic Science and Engineering Department	B. Sc	Electrical engineering
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of exercise hours (if any)	Total number of Student's load hours (if any)	Other (to be mentioned)
14	28	-	28	56	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:					

Student Assessment Methods that have been Implemented					
Method of assessment *		Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic exams	Midterm exam	16/11/2024	30	4 questions Question 1 (6 marks): Using the graph of f(x), solve the following. Question 2(8 marks) : a. Sketch the solution of the inequality b. find dy/dx Question 3 (8 marks): Complete the following & prove that... Question 4 (8 marks): Complete the following	(A1) 1. Explain the basic principles of engineering. 2. Apply engineering basics that are relevant to the subject. 3. Formulate complex engineering problems by applying engineering fundamentals.

	Assignments/ quizzes/ sheets	Any week	30	Unlimited questions (MCQ & Complete the following & ..)	(A1) 1. Explain the basic principles of engineering. 2. Apply engineering basics that are relevant to the subject. 3. Formulate complex engineering problems by applying engineering fundamentals.
Final written exam		31/12/2024	90	5 questions Question 1 (16 marks): a)Using the graph of $f(x)$, solve the following. b) Sketch the solution of the inequality. Question2(16marks) : (Using..., Find...& Deduce the equation...) Question 3 (16 marks): (Find dy/dx & Complete the following) Question 4 (21 marks): (a & b)Find... & (c)Find the Maclaurin series of $f(x)$ and Using	(A1) 1. Explain the basic principles of engineering. 2. Apply engineering basics that are relevant to the subject. 3. Formulate complex engineering problems by applying engineering fundamentals.

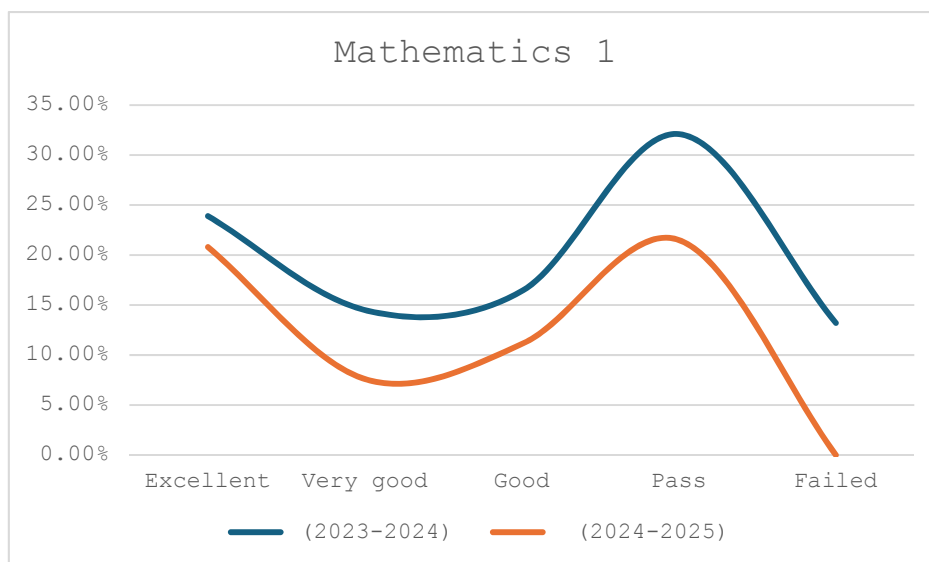
			the result of $f(x)$ to find the expansion of the following. Question 5 (21 marks): a) Using Gauss Jordan elimination method, solve the following system.. b) Using Gauss Jordan elimination method, discuss the solution of system.. c) Complete the following...	

Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course:

Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes (LOs) and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.

Student Assessment Results	
Number of students (who started the course):	144
Number of students (who completed the course/ sat for the exam):	144/143
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	1 absent
Total number of students who passed the exams successfully:	88
Percentage of success (out of the total number of students who sat for the final exam)	61.54%

Grade Distribution																						
Grade	Excellent	Very good	Good	Pass																		
Number of students	30	11	16	31																		
Percentage	20.8%	7.6%	11.1%	21.5%																		
Total number of students who failed the exams:			55																			
Percentage of failure (for the total number of students who took the final exam)			38.46%																			
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: • The majority of students (21.5%) achieved a Pass grade, indicating that nearly 25% of the class met the minimum requirements but may need additional support to reach higher achievement levels. • A significant portion (20.8%) performed Excellent, demonstrating strong understanding of the subject. • Good (11.1%) and Very Good (7.6%) grades show moderate performance, with low need for improvement. • A notable percentage (20.8%) of students excelled, reflecting effective teaching strategies for high achievers. • Combined, Excellent, Very Good, and Good grades account for 39.5%, indicating a substantial group performing above average. By comparing the results of this year and previous year <table><tr><td></td><td>Excellent</td><td>Very good</td><td>Good</td><td>pass</td><td>Failed</td></tr><tr><td>2023-2024</td><td>23.9%</td><td>14.5%</td><td>16.4%</td><td>32.1%</td><td>13.21%</td></tr><tr><td>2024-2025</td><td>20.8%</td><td>7.6%</td><td>11.1%</td><td>21.5%</td><td>38.46%</td></tr></table>						Excellent	Very good	Good	pass	Failed	2023-2024	23.9%	14.5%	16.4%	32.1%	13.21%	2024-2025	20.8%	7.6%	11.1%	21.5%	38.46%
	Excellent	Very good	Good	pass	Failed																	
2023-2024	23.9%	14.5%	16.4%	32.1%	13.21%																	
2024-2025	20.8%	7.6%	11.1%	21.5%	38.46%																	



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.

Timing of Evaluation: At the end of the semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	95
Percentage of participants to the total number	65.97%
Important points of satisfaction	1- يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن. (77.89%) 2- لا يهدر المحاضر وقت المحاضرة بما هو خارج. (76.84%) 3- يلتزم المحاضر بمحتويات المقرر. (75.79%)
Important points of dissatisfaction	1- يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها. بنسبة عدم رضا (مجموع غير موافق و غير موافق تماما) 11.58%

4. Instructors Reflection *

Based on the students' feedback, I am pleased to see that a high percentage of students (over 75%) expressed satisfaction with my commitment to the lecture schedule, effective use of class time, and adherence to the course content. This reflects positively on the teaching environment and encourages me to continue maintaining this level of discipline and organization.

However, it is clear that one area requires improvement — only 11.58% of students felt they had difficulty in access to their exam papers to review their mistakes. This indicates a need for greater transparency and more opportunities for students to reflect on their performance and learn from their errors.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	In many cases, students are not given access to their graded exam papers.	Allow students to view their semester exam papers at certain times to recognize their mistakes and learn from them to prevent them from being repeated later and increase the benefit to the student.	This is achieved through communication between the course coordinator and the student to determine and inform the student of the permitted times which must be adhered to by the student.	

Name and Signature
Course Coordinator
Dr. Reda Abdo

Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend Elsayed Gadow



Course Report

Academic Year

2024/2025

Semester

First Semester

1. Basic Information

Course Title:	Mechanics 1
Course Code:	BAS012
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	8
Course Type:	Obligatory
The level to which the course was introduced:	Level: 0
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Dr. Moataz Mostafa
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
-	1	2	-
Instructor Name	Department	Academic degree	Specialty
1. Dr Moataz Mostafa	Basic Science	Ph. D.	Mechanical power Department
2. Eng. Karim Hussein	Basic Science	M. Sc	Mechanical Power Engineering
3. Eng Mustafa El-Bana	Basic Science	B. Sc	Mechanical Power Engineering
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of field training hours (if any)	Total number of self-learning hours (if any)	Other (to be mentioned)
14	28	-	28	56	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: None.					

Student Assessment Methods that have been Implemented

Method of assessment *		Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic Exams	a. Midterm exam	20/11/2024	20	The midterm exam consists of Three problem-solving questions	(A1) 1. Define concepts and theories of space vectors, momentums, equivalent couples, and equation of equilibrium for rigid body. 2. Identify methodologies of solving equilibrium under the effect of forces.
	b. Assignments, sheets	11/12/2024	20	-	(A1) 1. Define concepts and theories of space vectors, momentums, equivalent couples, and equation of equilibrium for rigid body. 2. Identify methodologies of solving equilibrium under the effect of forces. 3. Solve engineering problems, such as finding the center of mass (group of particles – flat surfaces).
Final written exam		21/1/2025	60	The final term exam consists of six problem-solving questions	(A1) 1. Define concepts and theories of space vectors, momentums, equivalent couples, and equation of equilibrium for rigid body. 2. Identify methodologies of solving equilibrium under the effect of forces. 3. Solve engineering problems, such as finding the center of mass (group of particles – flat surfaces).
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels).					

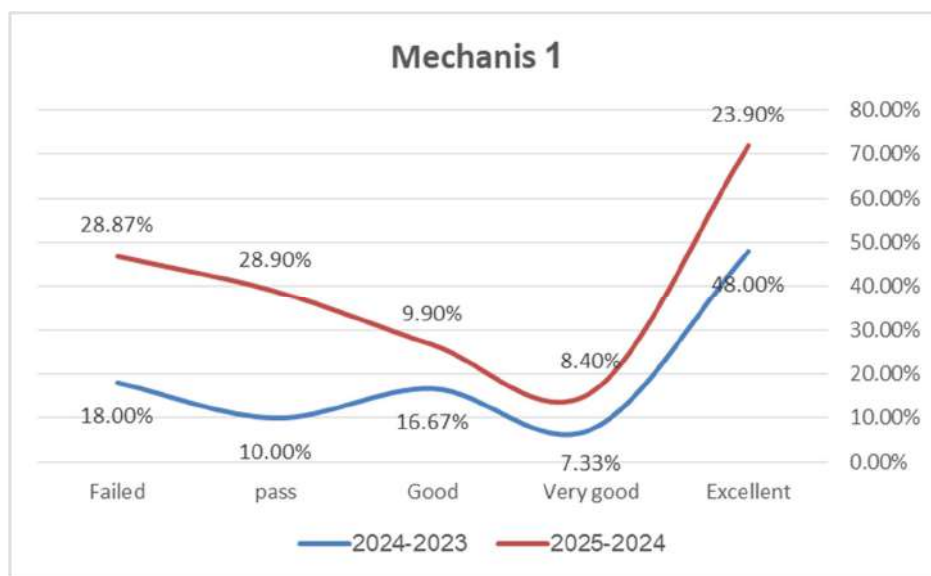
Fair, balanced coverage of topics through detailed exam blueprints.
 Model answers and rubrics are created to ensure consistent, objective grading.
 Passing requirements: Minimum 50% overall grade and 30% of written exam.
 These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.

Student Assessment Results				
Number of students (who started the course):		144		
Number of students (who completed the course/ sat for the exam):		144/142		
Number of students who did not attend the final written exam (absent - deprived - withdrawn):		2 absent		
Total number of students who passed the exams successfully:		101		
Percentage of success (out of the total number of students who sat for the final exam)		71.13%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	34	12	14	41
Percentage	23.9%	8.4%	9.9%	28.9%
Total number of students who failed the exams:		41		
Percentage of failure (for the total number of students who took the final exam)		28.87%		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:				

- The percentage of students achieving **Excellent** decreased from (48% to **23.90%**).
- **Very Good** grades slightly increased from (7.33% to 8.40%).
- A **decrease** was seen in **Good** and increase in pass **Pass** categories in (2024–2025).
- The failed students percentage increased.

Overall, the comparison shows that student performance has remained consistent, with a more balanced grade distribution in (2024–2025). This may reflect improved teaching strategies, assessment methods, or student support mechanisms, contributing positively to the course quality.

Year	Excellent	Very Good	Good	Pass	Fail
2023-2024	48.00%	7.33%	16.67%	10.00%	18.00%
2024-2025	23.90%	8.40%	9.90%	28.90%	28.87%



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	93
Percentage of participants to the total number	64.58%
Important points of satisfaction	1- يعامل المحاضر الطلاب باحترام. 2- المعيد يعامل الطلاب باحترام. 3- المحاضر يعطن للطلاب نتائج الامتحانات وأعمال السنة. 4- يلتزم المحاضر بمحتويات المقرر.
Important points of dissatisfaction	لا يوجد نقاط عدم رضا مؤثرة حيث ان نسبة عدم الرضا لا تتعدى 5%

4. Instructors Reflection *

This semester, the Mechanics 1 course successfully covered core concepts, but students faced difficulties in solving some problems. Next time, I will include more problem-solving with video explanation in the learning platform (MOODLE) with interactive elucidations. The practical part needs some enhancement. The institute library and MOODLE contain adequate resources of the course.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Low student performance on problems of some topics	Create a step-by-step problem-solving guide and video tutorials for complex problems.	Guide will be posted on the learning platform	

Name and Signature
Course Coordinator
Dr. Moataz Mostafa

Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend Elsayed Gadow



Course Report

Academic Year

2024/2025

Semester

First Semester

1. Basic Information

Course Title:	Physics 1
Course Code:	BAS013
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	10
Course Type:	Obligatory
The level to which the course was introduced:	Level: 0
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology- New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Assoc. Prof. Dr. Amal Behairy Dr. Ahmed Lotfy
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
2	-	2	-
Instructor Name	Department	Academic degree	Specialty
1. Associate Prof. Dr Amal Behairy	Basic Science	Associate Professor Dr	Experimental Physics
2. Dr Ahmed Lotfy	Basic Science	Ph. D.	Experimental Physics
3. Eng Kareem Hussin	Basic Science	M. Sc	Mechanical Power Engineering
4. Eng Sara Emad	Basic Science	M. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of field training hours (if any)	Total number of self-learning hours (if any)	Other (to be mentioned)
14	28	28	28	56	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: None.					

Student Assessment Methods that have been Implemented					
Method of assessment *		Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic Exams	Midterm Exam	20/11/2024	30	The midterm exam consists of two main questions that incorporated a variety of formats, including fill-in-the-blank questions, theoretical questions, and problem-solving questions.	A1 1- Explain concepts and theories of mathematics for physical quantities, unit’s dimensional analysis and basics of thermodynamics.
	Assignments, sheets	Any week	30	-	A1 1. Explain concepts and theories of mathematics for physical quantities, unit’s dimensional analysis and basics of thermodynamics. 2. Describe methodologies of solving problems for stress-strain diagram, and fluids study. 3.Select the appropriate solutions for properties of materials through Brittle and Ductile material.
Final Practical Exam		21/12/2024	15	Exam of an experiment in the lab	A1 3.Select the appropriate solutions for properties of materials through Brittle and Ductile material.
Final written exam		11/1/2025	75	The final exam consists of four main questions that incorporated a variety of formats,	A1 1. Explain concepts and theories of mathematics for physical quantities, unit’s dimensional

			including fill-in-the-blank questions, theoretical questions, and problem-solving questions.	analysis and basics of thermodynamics. 2. Describe methodologies of solving problems for stress-strain diagram, and fluids study. 3. Select the appropriate solutions for properties of materials through Brittle and Ductile material.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results				
Number of students (who started the course):		148		
Number of students (who completed the course/ sat for the exam):		148/146		
Number of students who did not attend the final written exam (absent - deprived - withdrawn):		2 absent		
Total number of students who passed the exams successfully:		101		
Percentage of success (out of the total number of students who sat for the final exam)		69.18%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	17	20	19	45
Percentage	11.65%	13.7%	13.01%	30.82%

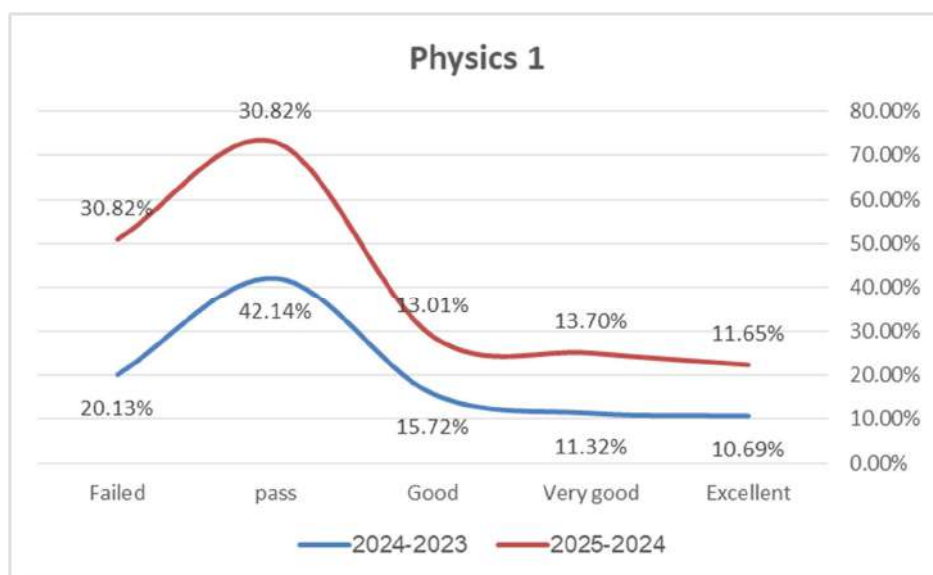
Total number of students who failed the exams:	45
Percentage of failure (for the total number of students who took the final exam)	30.82%

Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:

- The percentage of students achieving **Excellent** slightly increased from (10.69% to 11.65%).
- **Very Good** grades slightly increased from (11.32% to 13.70%).
- A **slight decrease** was seen in **Good** and **Pass** categories in (2024–2025).

Overall, the comparison shows that student performance has remained consistent, with a more balanced grade distribution in (2024–2025). This may reflect improved teaching strategies, assessment methods, or student support mechanisms, contributing positively to the course quality.

Year	Excellent	Very Good	Good	Pass	Fail
2023-2024	10.69%	11.32%	15.72%	42.14%	20.13%
2024-2025	11.65%	13.70%	13.01%	30.82%	30.82%



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	103
Percentage of participants to the total number	69.59%
Important points of satisfaction	1- تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة. 2- يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعن. 3- يعامل المحاضر الطلاب باحترام. 4- المعيد يعامل الطلاب باحترام. 5- المعيد على قدر عالي من استيعاب المنهج الدراسي.
Important points of dissatisfaction	1- تتم في المقررات الدراسية تكاليفات تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي.

4. Instructors Reflection *

This semester, the Physics 1 course successfully covered core concepts, but students faced difficulties in solving some problems. Next time, I will include more problem-solving with video explanation in the learning platform (MOODLE) with interactive elucidations. The practical part needs some enhancement. The institute library and MOODLE contain adequate resources of the course.

5. Course Enhancement

**Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)**

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Update laboratory experiment	Review and revise syllabus to introduce some new experiments	• Increase hands efficacy -on lab work • Introduce flipped classrooms where students prepare before lab sessions.	

Name and Signature
Assoc. Prof. Dr. Amal Behairy
Dr. Ahmed Lotfy
Course Coordinator

Name and Signature
Assoc. Prof. Dr. Hend Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

First Semester

1. Basic Information

Course Title:	Engineering chemistry
Course Code:	BAS014
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	8
Course Type:	Obligatory
The level to which the course was introduced:	Level: 0
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Prof. Dr Khaled Samir Mohamed
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
2	-	2	
Instructor Name	Department	Academic degree	Specialty
1. Prof. Dr Khaled Samir Mohamed	Basic Science	Professor Dr	Organic Chemistry
2. Dr Mohamed ElBindary	Basic Science	Ph. D.	Inorganic Chemistry
3. Eng Sara Emad Eldin	Basic Science	M. Sc	Engineering Chemistry
4. Eng Elham Abd ElRouf Hussein	Chemical Engineering	B. Sc	Engineering Chemistry
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of field training hours (if any)	Total number of self-learning hours (if any)	Other (to be mentioned)
14	28	28	-	56	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: Water processes topic in 14 th week is not covered completely due to time lack.					

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Exam (1) Semester work	12/10/2024	10	MCQ and true or false - 5 questions of each type	A1.3: Solve practical problems in chemical engineering by applying scientific methods and chemical fundamentals.
Midterm exam	18/11/2024	10	Three problems and one question (true or false and one definition point. Total number of questions is four.	A1.1: Explain the essential chemical principles and theories related to physical, chemical, and industrial processes A1.2: Identify the appropriate chemical engineering concepts and their applications in areas like fuel combustion, solution properties, and material processing. A1.3: Solve practical problems in chemical engineering by applying scientific methods and chemical fundamentals.
Final Practical Exam	24/12/2024	15	Estimation of two unknown concentrations	A10.1: Acquire chemical engineering principles for professionally merge , understanding, and feedback to improve design, products for many chemical engineering industries.
Final written exam	18/1/2025	60	Three questions include problems and other all types of questions	A1.1: Explain the essential chemical principles and theories related to physical, chemical, and industrial processes A1.2: Identify the appropriate chemical engineering concepts and their applications in areas like fuel combustion, solution properties, and material processing.

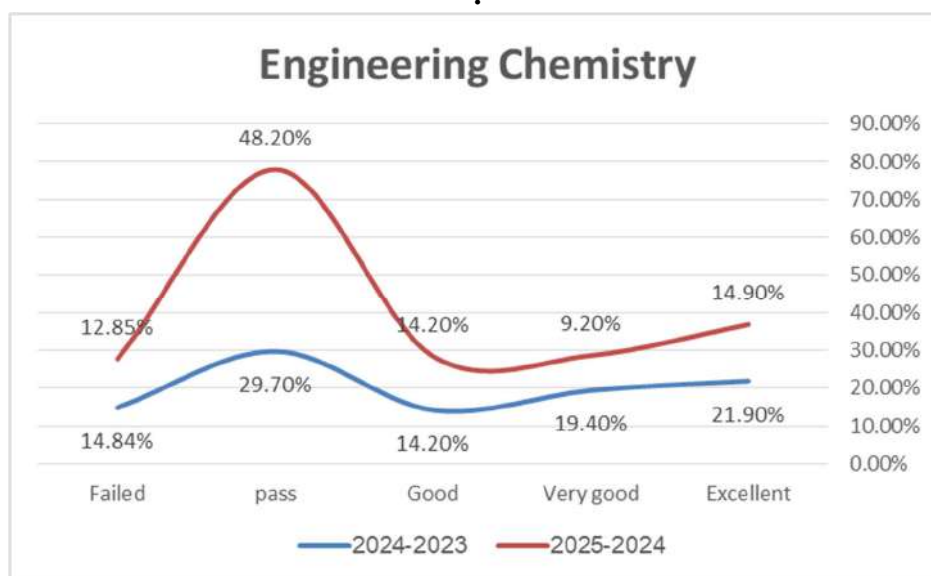
				A1.3: Solve practical problems in chemical engineering by applying scientific methods and chemical fundamentals. A10.1: Acquire chemical engineering principles for professionally merge , understanding, and feedback to improve design, products for many chemical engineering industries.
Assignments/ quiz/ sheets	Any week	30	Mcq, complete and True or false questions. Number of questions is unlimited	A1:1: Explain the essential chemical principles and theories related to physical, chemical, and industrial processes A1:2:chemical engineering concepts and their applications in areas like fuel combustion, solution properties, and material processing. A1:3: Solve practical problems in chemical engineering by applying scientific methods and chemical fundamentals. A10.1: Acquire chemical engineering principles for professionally merge , understanding, and feedback to improve design, products for many chemical engineering industries.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom’s taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results				
Number of students (who started the course):		141		
Number of students (who completed the course/ sat for the exam):		141/140		
Number of students who did not attend the final written exam (absent - deprived - withdrawn):		1 absent		
Total number of students who passed the exams successfully:		122		
Percentage of success (out of the total number of students who sat for the final exam)		87.14%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	21	13	20	68
Percentage	14.9%	9.2%	14.2%	48.2%
Total number of students who failed the exams:		19 (18 failed students from who took exam and one is absent)		
Percentage of failure (for the total number of students who took the final exam)		12.85% of failed students who took exam		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: - The majority of students (48.2%) achieved a Pass grade, indicating that nearly half of the class met the minimum requirements but may need additional support to reach higher achievement levels. - A significant portion (14.9%) performed Excellent, demonstrating strong understanding of the subject. Good (14.2%) and Very Good (9.2%) grades show moderate performance, with low need for improvement.				

- A notable percentage (14.9%) of students excelled, reflecting effective teaching strategies for high achievers.
- Combined, **Excellent, Very Good, and Good** grades account for **38.3%**, indicating a substantial group performing above average.

By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	21.9 %	19.4 %	14.2 %	29.7 %	14.84 %
2024-2025	14.9%	9.2%	14.2%	48.2%	12.85%



Comparing the results of this year with previous year showed that in 2024-2025 the percentage of failed student decrease than 2023-2024 while excellent and very good degree decrease.

3. Student Feedback *

* **Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -**
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	96
Percentage of participants to the total number	68%
Important points of satisfaction	1- يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن 2- لا يهدر المحاضر وقت المحاضرة بما هو خارج. 3- المعيد ملتزم بالحضور وفقا لمواعيد الجداول الدراسية
Important points of dissatisfaction	هذه النقاط لا تعبر فعليا عن عدم رضا لأن نسبتها من 1-7% (مجموع غير موافق و غير موافق تماما) من العينة التي تم استبيانها 1- أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم. (بنسبة 7% مجموع غير موافق و غير موافق تماما) 2- المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة. (بنسبة 3% مجموع غير موافق و غير موافق تماما)

4. Instructors Reflection *

This semester, the Engineering Chemistry course successfully covered core concepts, but students faced difficulties in solving some problems. Next time, I will include more problem-solving with video explanation in the learning platform (MOODLE) with interactive elucidations. The practical part needs some enhancement. The institute library and MOODLE contain adequate resources of the course.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Weak connection between core chemical principles and their engineering applications.	Develop "Engineering Application Case Studies" for each topic.	1-Develop Engineering Application Case Studies" for each topic. 2-Highlight the role of chemistry in various engineering disciplines	

Name and Signature
Prof. Dr Khaled Samir
Course Coordinator

Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend Elsayed Gadow



Course Report

Academic Year

2024/2025

Semester

First Semester

1. Basic Information

Course Title:	Engineering Drawing and Projection
Course Code:	BAS015
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	9
Course Type:	Obligatory
The level to which the course was introduced:	Level: 0
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Dr. Moataz Mostafa
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7 7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
-	1	<u>3</u>	=
Instructor Name	Department	Academic degree	Specialty
1. Dr. Moataz Mostafa	Basic Science and Engineering Department	Ph. D.	Mechanical Power Engineering
2. Eng. Mostafa El-Bana	Basic Science and Engineering Department	B.Sc.	Mechanical Power Engineering
3. Eng. Nermeen Adel	Basic Science and Engineering Department	B.Sc.	Production Engineering
4. Eng. FatmaElzahraa Khaled	Basic Science and Engineering Department	B. Sc	Electrical Power Engineering
Notes (if any):			

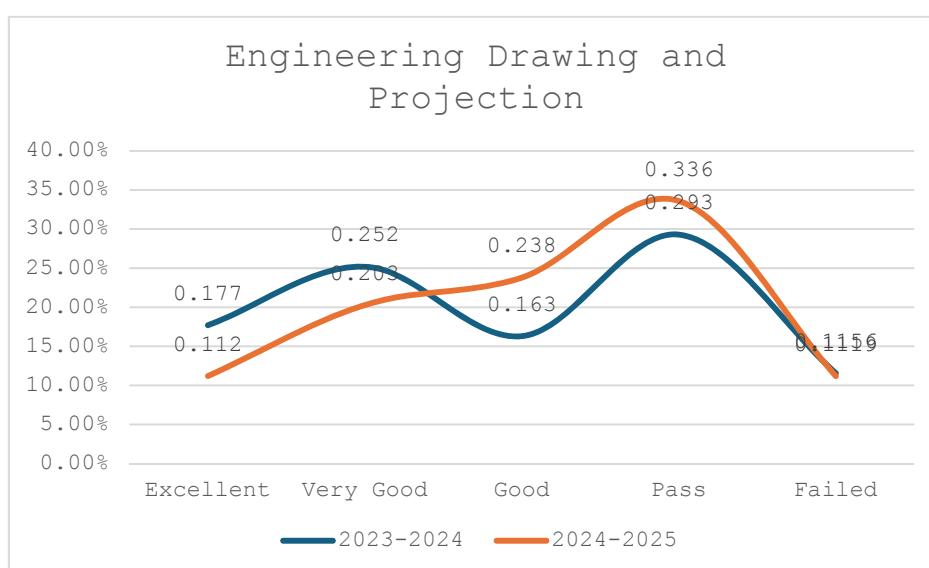
	Assignments/ quiz/ sheets	Any Week	25	Drawing exercises covering all topics - Number of questions is unlimited	A1 1. Explain the basic principles of engineering drawing. 2. Discuss the fundamental scientific principles and theories that underpin the topic. 3. Use scientific concepts and tools that are relevant to the profession.
Final Practical Exam		04/01/2025	75	Question 1 (40 Points) • Draw the projections • Draw the sectional projections Question 2 (35 Points) • Redraw the contour lines • Redraw the isometric	A1 1. Explain the basic principles of engineering drawing. 2. Discuss the fundamental scientific principles and theories that underpin the topic. 3. Use scientific concepts and tools that are relevant to the profession..
					A10 1-Apply engineering drawing basics that are relevant to the subject.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes (LOs) and Bloom’s taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.					

Student Assessment Results				
Number of students (who started the course):		143		
Number of students (who completed the course/ sat for the exam):		143/143		
Number of students who did not attend the final written exam (absent - deprived - withdrawn):		0		
Total number of students who passed the exams successfully:		127		
Percentage of success (out of the total number of students who sat for the final exam)		88.8%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	16	29	34	48
Percentage	11.2%	20.3%	23.8%	33.6%
Total number of students who failed the exams:		16		
Percentage of failure (for the total number of students who took the final exam)		11.2%		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: • The majority of students (33.6%) achieved a Pass grade, indicating that nearly 40% of the class met the minimum requirements but may need additional support to reach higher achievement levels. • A significant portion (11.2%) performed Excellent, demonstrating strong understanding of the subject. • Good (23.8%) and Very Good (20.3%) grades show moderate performance, with low need for improvement. • A notable percentage (11.2%) of students excelled, reflecting effective teaching strategies for high achievers.				

- Combined, **Excellent, Very Good, and Good** grades account for **55.3%**, indicating a substantial group performing above average.

By comparing the results of this year and previous year:

	Excellent	Very good	Good	pass	Failed
2023-2024	17.7%	25.2%	16.3%	29.3%	11.56%
2024-2025	11.2%	20.3%	23.8%	33.6%	11.19%



Comparing the results of this year with the previous year showed that in 2024-2025, the percentage of failed students is lower than in 2023-2024, while good and pass degrees are higher.

3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	92
Percentage of participants to the total number	64.3%
Important points of satisfaction	1- يعامل المحاضر الطلاب باحترام (80.43%) 2- تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني على اكتساب القدرة علي التعلم الذاتي (77.71%) 3- تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية (73.91%)
Important points of dissatisfaction	1- يتم اطلاعي على أوراق امتحاناتي الفصلية للتعرف على أخطائي والتعلم منه (7.61%) 2- أجد أن المراجع العلمية المتاحة (مرجع/كتاب/مذكرة) تساعدني في التحصيل والفهم (2.17%)

4. Instructors Reflection *

This semester, the Engineering Drawing and Projection course successfully covered core concepts. Instructor will increase the percentage of using appropriate software in the course learning of next year.

5. Course Enhancement

**Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)**

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Some students may struggle with learning and understanding course material	Diversify learning resources	• Include both Arabic and English resources to support bilingual understanding • Recommend a variety of reference materials (books, videos, and online lectures) that cater to different learning styles.	

Name and Signature
Dr. Moataz Mostafa
Course Coordinator

Name and Signature
Assoc. Prof. Dr. Hend Elsayed Gadow Head of the
department council



وحدة ضمان الجودة



وزارة التعليم العالي

المعهد العالي للمهندسة والتكنولوجيا بدمياط الجديدة

Course Report

Academic Year

2024 / 2025

Semester

First semester

1. Basic Information

Course Title	Introduction to Computer Systems
Course Code	BAS016
Department that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	7 (4 contact hours + 3 student load)
	Obligatory
The level to which the course was introduced	Level 0
Academic Program:	All programs
Institute:	High institute For Engineering & Technology in new Damietta
University:	Ministry of Higher Education and Scientific Research
Name of Course Coordinator:	Dr. Amira Elsonbaty
Course Report Approval	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
One		2	
Instructor Name	Department	Academic degree	Specialty

1.Dr. Amira Elsonbaty	Communication & Electronics Engineering	Ph.D. in Electronic Engineering	Computer and Control Engineering
2.Ass. tec. Ahmed Abdu Saleh	Basic Science and Engineering	Master's in Computer Science	Computer Science
3.Nady Mohamed Abdelhady	Basic Science and Engineering	B. Sc	Computer Science

Teaching and Learning						
Number of weeks of actual study		Lectures	Practical	Tutorial	Total	Student loads
14 weeks		28	28	-	56	56
Topics not covered		All topics were covered as planned in the course specification.				
Changes in teaching methods		No major changes. However, more emphasis was placed on interactive learning and practical demonstrations due to students' feedback.				
Number of teaching hours or content		Teaching hours were consistent with the course specification.				
Student Assessment Methods that have been Implemented						
Method of assessment *		Date of Evaluation	Marks/Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)	
Periodic exams	Midterm exam	11/16/2024	20	one_ Essay-type questions	A4.1. Define contemporary engineering technologies and their applications in relation to disciplines A4.2. Utilize modern technologies A8.1. Communicate effectively. A8.2. Demonstrate efficient IT capabilities.	
	Projects/ Assignments/	12/30/2024	20	Comprehensive task requiring students to submit a full feasibility study including system analysis and design phase		
Final Practical Exam		1/7/2025	10	One question _C++ Programming	A8.1. Communicate effectively.	

			Design in computer lab	A8.2. Demonstrate efficient IT capabilities.
Final written exam	1/14/2025	50	one_Essay-type questions + one C++ Programming Design in	A4.1. Define contemporary engineering technologies and their applications in relation to disciplines A4.2. Utilize modern technologies A8.1. Communicate effectively. A8.2. Demonstrate efficient IT capabilities.

Comment on the procedures and rules of student assessment that have been implemented (e.g., examination committees, exam paper review, blueprints...), and the rules for passing the course: The course follows well-defined and standardized student assessment procedures that align with institutional and quality assurance requirements. An Examination Committee is formed at the beginning of each academic semester to oversee all assessment processes. This committee is responsible for reviewing exam papers to ensure alignment with course LOs, fairness, and appropriate coverage of topics. Detailed exam blueprints are prepared in advance, mapping each question to specific learning outcomes and cognitive levels (based on Bloom's taxonomy). This ensures balanced assessment across theoretical and practical components. Model answers and grading rubrics are also developed and reviewed by the committee to ensure consistency and objectivity in marking. The rules for passing the course require students to achieve at least 50% of the total course grade, with a mandatory minimum performance in both continuous assessment (e.g., assignments, quizzes, practical work) and final examinations, and 30% of written exam. These procedures aim to ensure transparency, fairness, and alignment with the academic standards set by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE).

Student Assessment Results	
Number of students (who started the course):	145
Number of students (who completed the course/ sat for the exam):	145/143
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	2 absent
Total number of students who passed the exams successfully:	102

Percentage of success (out of the total number of students who sat for the final exam)				71.32	
Grade Distribution *					
Grade	Excellent	Very Good	Good	pass	
Number of students	1	12	23	66	
Percentage	0.7	8.3	15.9	45.5	
Total number of students who failed the exams:				41	
Percentage of failure (for the total number of students who took the final exam)				28.7	
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:					
Failed	pass	Good	Very good	Excellent	
24.05%	27.8%	22.2%	17.7%	8.2%	2023-2024
28.7%	45.5%	15.9%	8.3%	0.7%	2024-2025

Introduction to computer systems

Grade	2024-2023 (%)	2025-2024 (%)
Failed	24.05%	28.70%
pass	27.80%	45.50%
Good	22.20%	15.90%
Very good	17.70%	8.30%
Excellent	8.20%	0.70%

3. Student Feedback *

Item	Comment
Means of Evaluation: Questionnaires	Online questionnaire using the institutional course evaluation system
Timing of Evaluation: At last two weeks of semester	During the last two weeks of the semester
Number of students who participated in the course evaluation	92

Percentage of participants to the total number	63.4%
Important points of satisfaction	High satisfaction with the lecturer's respect and commitment Effectiveness of teaching methods in promoting self-learning Adequacy of educational resources
Important points of dissatisfaction	Limited availability of scientific references Some dissatisfaction with grading transparency Minor concerns about the lecturer's adherence to office hours

4. Instructors Reflection *

1. The overall educational process was satisfactory, with good student engagement, especially during practical sessions. However, continuous motivation and follow-up remain necessary to maintain participation levels.
2. Student performance was varied, with strong results among students who consistently attended and participated, while weak performance was observed among those who were less engaged.
3. The blended learning model (face-to-face + online) was helpful in providing flexibility, though some students faced difficulties with the online platforms.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan:

Partially implemented and are currently being completed as part of the current year's plan.

Course development plan for the next academic semester/year

(Considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1	Limited availability of scientific references	Enrich the course with updated and diverse references	- Add open-access resources and academic links to LMS- Recommend external e-books and journals	Focus on freely accessible, peer-reviewed content
2	Concerns about grading transparency	Increase clarity and fairness in grading	- Share grading rubrics in advance- Provide individual feedback on assessments	Clarify grading policy early in the semester
3	Inconsistent student engagement and online platform difficulties	Improve student motivation and digital accessibility	- Use interactive methods and blended learning- Offer technical guidance for platform use	Encourage participation through active learning strategies

Name and Signature
Course Coordinator
Dr.Amira Elsonbaty

Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend Elsayed Gadow



الفصل الدراسي الثاني

(2024-2025)



Course Report

Academic Year

2024/2025

Semester

Second Semester

1. Basic Information

Course Title:	Mathematics 2
Course Code:	BAS021
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	8
Course Type:	Obligatory
The level to which the course was introduced:	Level: 0
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Dr. Reda Abdu
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
-	1	3	-
Instructor Name	Department	Academic degree	Specialty
1. Dr. Reda Abdu	Basic Science and Engineering Department	Ph. D.	Engineering Mathematics (Integral Equations)
2. Eng. Mariam Yasser	Basic Science and Engineering Department	B. Sc.	Civil Engineering
3. Eng. Fatma Elzahraa Khaled	Basic Science and Engineering Department	B. Sc.	Electrical Engineering
4. Eng. Ola Ghazal	Basic Science and Engineering Department	B. Sc.	Electrical Engineering
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of Exercise hours (if any)	Total number of Student load hours (if any)	Other (to be mentioned)
14	28	-	28	56	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:					

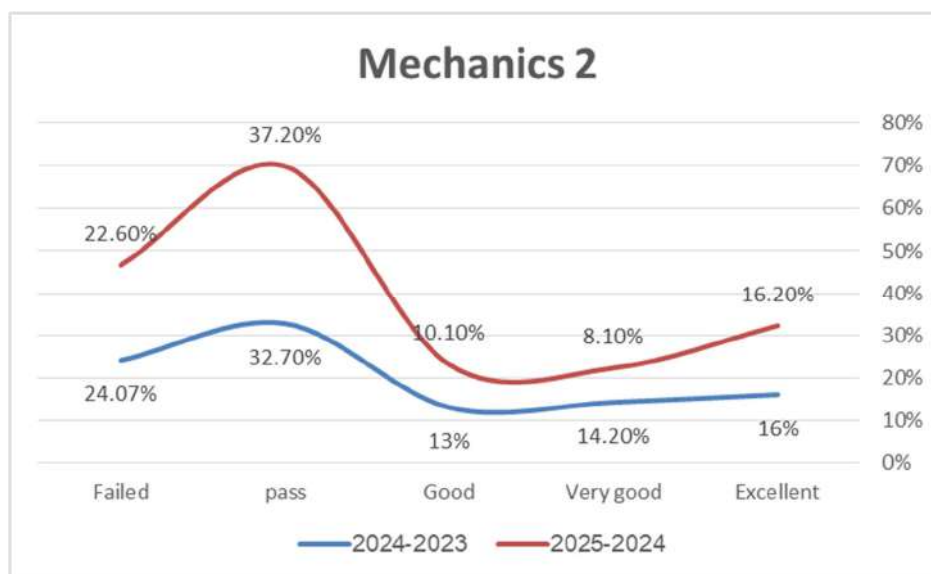
Student Assessment Methods that have been Implemented					
Method of assessment *		Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic Exams	Midterm Exam	09/04/2025	30	• Sketch the conic section - 2 questions (6, 5 Points) • Find properties of conic section – 1 question (4 Points) • Find the antiderivative - 4 questions (3, 5, 3, 5 Points)	A1 1. Identify complex engineering problems by applying the concepts and the theories of sciences, appropriate to the discipline 2. Apply engineering basics that are relevant to the subject.
					A5 1. Assess different ideas, views, and knowledge from a range of sources. 2. Search for information to engage in lifelong self-learning discipline
	Assignments/ quiz/ sheets	Any Week	30	• MCQ • Complete the following Number of questions is unlimited	A1 1. Identify complex engineering problems by applying the concepts and the theories of sciences, appropriate to the discipline 2. Apply engineering basics that are relevant to the subject.
					A5 1.Assess different ideas, views, and knowledge from a range of sources. 2.Search for information to engage in lifelong self-learning discipline.

Final Written Exam	17/05/2025	90	Problem 1 (27 Points) - Find properties of conic section - Find properties of surface - Sketch the plane	A1 - Identify complex engineering problems by applying the concepts and the theories of sciences, appropriate to the discipline - Apply engineering basics that are relevant to the subject.
			Problem 2 (16 Points) - Conic sections application - Sketch the parabola - Find properties of conic section Problem 3 (20 Points) - Find the antiderivative Problem 4 (28 Points) - Applications of definite integral	A5 - Assess different ideas, views, and knowledge from a range of sources. - Search for information to engage in lifelong self-learning discipline.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes (LOs) and Bloom’s taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results				
Number of students (who started the course):		148		
Number of students (who completed the course/ sat for the exam):		148/137		
Number of students who did not attend the final written exam (absent - deprived - withdrawn):		11 absent		
Total number of students who passed the exams successfully:		106		
Percentage of success (out of the total number of students who sat for the final exam)		77.4%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	24	12	15	55
Percentage	16.2%	8.1%	10.1%	37.2%
Total number of students who failed the exams:		31		
Percentage of failure (for the total number of students who took the final exam)		22.6%		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: • The majority of students (37.2%) achieved a Pass grade, indicating that nearly 40% of the class met the minimum requirements but may need additional support to reach higher achievement levels. • A significant portion (16.2%) performed Excellent, demonstrating strong understanding of the subject. • Good (10.1%) and Very Good (8.1%) grades show moderate performance, with low need for improvement. • A notable percentage (16.2%) of students excelled, reflecting effective teaching strategies for high achievers. • Combined, Excellent, Very Good, and Good grades account for 34.4%, indicating a substantial group performing above average.				

By comparing the results of this year and previous year:

	Excellent	Very good	Good	pass	Failed
2023-2024	16%	14.2%	13%	32.7%	24.07%
2024-2025	16.2%	8.1%	10.1%	37.2%	22.6%



Comparing the results of this year with the previous year showed that in 2024-2025, the percentage of excellent and pass degrees increased compared to 2023-2024.

3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.

Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	98
Percentage of participants to the total number	66.22%
Important points of satisfaction	1- يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن (%81.63) 2- تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني على اكتساب القدرة على التعلم الذاتي (%74.49) 3- المعيد على قدر عالي من استيعاب المنهج الدراسي (%72.45)
Important points of dissatisfaction	1- يتم إطلاعي على أوراق امتحاناتي الفصلية للتعرف على أخطائي والتعلم منها (%7.14)

4. Instructors Reflection *

Based on student feedback, there are several areas of satisfaction that reflect positively on the course delivery and teaching practices. A high percentage of students confirmed that the instructor was committed to the scheduled lecture times (81.63%). Additionally, 74.49% of students appreciated the variety of learning activities incorporated in the course, which supported their ability to engage in self-directed learning. Moreover, 72.45% of students recognized the teaching assistant's strong understanding of the course content. These results indicate effective teaching strategies and dedication from the instructional team. On the other hand, only 7.14% of students felt that they were adequately informed about their exam papers and mistakes to help them learn and improve. This is a critical area for development, as feedback is essential for academic growth.

Corrective Actions:

Ensure that students are given the opportunity to review their graded exam papers.

Allocate dedicated time after midterms and finals for feedback sessions.

Encourage students to reflect on their mistakes and ask questions during these sessions.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Students struggle to apply integration concepts to real-world engineering and scientific problems.	Develop "Applied Context Modules" for each major topic.	For each unit create a lecture segment with 2-3 applied examples (e.g., related rates in integration.	

Name and Signature
Dr. Reda Abdu
Course Coordinator

Name and Signature
Assoc. Prof. Dr. Hend Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

Second Semester

1. Basic Information

Course Title:	Mechanics 2
Course Code:	BAS022
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	8
Course Type:	Obligatory
The level to which the course was introduced:	Level: 0
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Dr. Moataz Mostafa
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
-	1	3	-
Instructor Name	Department	Academic degree	Specialty
1. Dr Moataz Mostafa	Basic Science and Engineering Department	Ph. D.	Mechanical Power Engineering
2. Eng. Karim Hussein	Basic Science and Engineering Department	M. Sc	Mechanical Power Engineering
3. Eng Mustafa El-Bana	Basic Science and Engineering Department	B. Sc	Mechanical Power Engineering
4. Eng. FatmaElzahraa Khaled	Basic Science and Engineering Department	B. Sc	Electrical Power Engineering
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of field training hours (if any)	Total number of self-learning hours (if any)	Other (to be mentioned)
14	28	-	28	56	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: None.					

Student Assessment Methods that have been Implemented					
Method of assessment *		Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic exams	a. Midterm exam	7/4/2025	20	The midterm exam consists of Three problem-solving questions	A1.1 Define position, velocity and acceleration of particles and principles of conversation of mechanical energy. A1.3 Solve engineering problems to determine the velocity and position of projectile.
	b. Assignments, sheets	Any week	20	-	A1.1 Define position, velocity and acceleration of particles and principles of conversation of mechanical energy. A1.3 Solve engineering problems to determine the velocity and position of projectile. A1.2 State methodologies of solving engineering problems including principles of work and energy.
Final written exam		3/6/2025	60	The final term exam consists of six problem-solving questions	A1.1 Define position, velocity and acceleration of particles and principles of conversation of mechanical energy. A1.2 State methodologies of solving engineering problems including principles of work and energy. A1.3 Solve engineering problems to determine the velocity and position of projectile. A1.4 Apply knowledge of principle of work and principle of work and energy of motion and principle of conservation of mechanical energy and momentum of rigid body.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course:					

Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.

Student Assessment Results																						
Number of students (who started the course):			148																			
Number of students (who completed the course/ sat for the exam):			148/139																			
Number of students who did not attend the final written exam (absent - deprived - withdrawn):			9 absent-																			
Total number of students who passed the exams successfully:			109																			
Percentage of success (out of the total number of students who sat for the final exam)			78.42 %																			
Grade Distribution																						
Grade	Excellent	Very good	Good	Pass																		
Number of students	37	19	15	38																		
Percentage	26.62%	13.67%	10.79%	27.34%																		
Mechanis 2 <table><thead><tr><th>Grade</th><th>2024-2023 (%)</th><th>2025-2024 (%)</th></tr></thead><tbody><tr><td>Failed</td><td>15.49%</td><td>21.58%</td></tr><tr><td>pass</td><td>21.13%</td><td>27.34%</td></tr><tr><td>Good</td><td>7.74%</td><td>10.79%</td></tr><tr><td>Very good</td><td>19.72%</td><td>13.67%</td></tr><tr><td>Excellent</td><td>35.92%</td><td>26.62%</td></tr></tbody></table>					Grade	2024-2023 (%)	2025-2024 (%)	Failed	15.49%	21.58%	pass	21.13%	27.34%	Good	7.74%	10.79%	Very good	19.72%	13.67%	Excellent	35.92%	26.62%
Grade	2024-2023 (%)	2025-2024 (%)																				
Failed	15.49%	21.58%																				
pass	21.13%	27.34%																				
Good	7.74%	10.79%																				
Very good	19.72%	13.67%																				
Excellent	35.92%	26.62%																				
Total number of students who failed the exams:			30																			

Percentage of failure (for the total number of students who took the final exam)

21.58%

3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	96
Percentage of participants to the total number	64.86%
Important points of satisfaction	1- يعامل المحاضر الطلاب باحترام. 2- المعيد ملتزم بالحضور وفقا لمواعيد الجداول الدراسية. 3- المعيد يعامل الطلاب باحترام. 4- تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة. 5- يلتزم المحاضر بمحتويات المقرر. 6- تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
Important points of dissatisfaction	لا يوجد نقاط عدم رضا مؤثرة حيث ان نسبتها ضئيلة

4. Instructors Reflection *

This semester, the Mechanics 2 course successfully covered core concepts, but students faced difficulties in solving some problems. Next time, I will include more problem-solving with video explanation in the learning platform (MOODLE) with interactive elucidations. The practical part needs some enhancement. The institute library and MOODLE contain adequate resources of the course.

5. Course Enhancement

**Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)**

None

Course development plan for the next academic semester/year
(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Course improvement	Define new learning outcomes	Add more literature in instate library and in learning platform	

Name and Signature
Course Coordinator
Dr. Moataz Mostafa

Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend Elsayed Gadow



Course Report

Academic Year

2024/2025

Semester

Second Semester

1. Basic Information

Course Title:	Physics 2
Course Code:	BAS023
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	10
Course Type:	Obligatory
The level to which the course was introduced:	Level: 0
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Assoc. Prof. Dr. Amal Behairy, Dr. Ahmed Lotfy
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

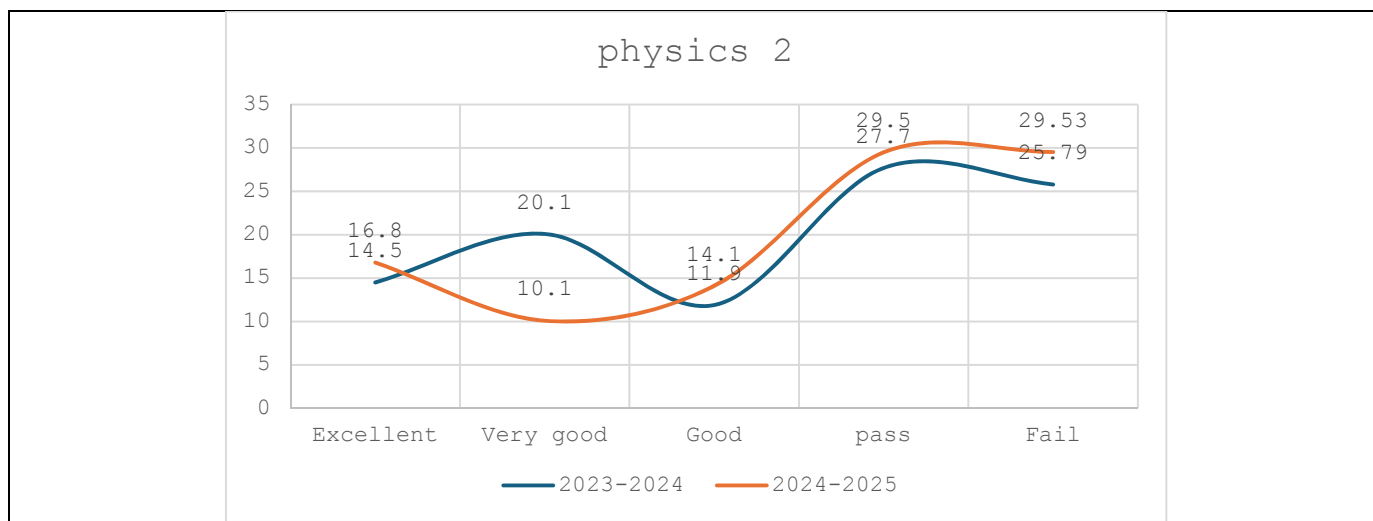
2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
2	-	1	1
Instructor Name	Department	Academic degree	Specialty
1. Assoc. Prof. Dr. Amal Behairy	Basic Science and Engineering Department	Associate Professor Doctor	Experimental Physics
2. Dr. Ahmed Lotfy	Basic Science and Engineering Department	Ph. D.	Experimental Physics
3. Eng Kareem Hussin	Basic Science and Engineering Department	M. Sc	Mechanical Power Engineering
4. Eng Elham Abd ElRauf	Basic Science and Engineering Department	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of field training hours (if any)	Total number of self-learning hours (if any)	Other (to be mentioned)
14	28	28	28	56	-
Notes (if any) on:					

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Assignments/ quiz/ sheets	Any week	30	Mcq, complete , True or false questions and oral. Number of questions is unlimited	A1-1 Define concepts and theories of physics necessary for engineering system analysis.
Midterm exam	5/04/2025	30	two questions include problems ,definitions and other theoretical questions	A1-1 Define concepts and theories of physics necessary for engineering system analysis A1-2 Solve engineering problems including Einstein's quantum hypothesis, laws of reflection and refraction, interference and diffraction
Final Practical Exam	10/5/2025	15	Choose one experimental randomly	A1-3 Define measurement devices in electrical conductivity, basic characteristics, and properties
Final written exam	24/5/2025	75	four questions include problems and other all types of questions	A1-1 Define concepts and theories of physics necessary for engineering system analysis A1-2 Solve engineering problems including Einstein's quantum hypothesis, laws of reflection and refraction, interference and diffraction A1-4 Select the appropriate solutions for engineering problems including Newton's Rings and design of optical fibers.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes. Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results							
Number of students (who started the course):		149					
Number of students (who completed the course/ sat for the exam):		149/149					
Number of students who did not attend the final written exam (absent - deprived - withdrawn):		0					
Total number of students who passed the exams successfully:		105					
Percentage of success (out of the total number of students who sat for the final exam)		70.47 %					
Grade Distribution							
Grade	Excellent	Very good	Good	Pass			
Number of students	25	15	21	44			
Percentage	16.8	10.1	14.1	29.5			
Total number of students who failed the exams:		44					
Percentage of failure (for the total number of students who took the final exam)		29.53					
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:							
					year	2023-2024	2024-2025
					Excellent	14.5	16.8
					Very good	20.1	10.1
					Good	11.9	14.1
					pass	27.7	29.5
					Fail	25.79	29.53



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	99
Percentage of participants to the total number	68

Important points of satisfaction	1- يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن. 2- يلتزم المحاضر بمحتويات المقرر. 3- المعيد ملتزم بالحضور وفقا لمواعيد الجداول الدراسية. 4- المعيد يعامل الطلاب باحترام.
Important points of dissatisfaction	يتم اطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها

4. Instructors Reflection *

Physics II course successfully exposed fundamental concepts. To decrease the percentage of failure students and increase the grade of passed students, course instructor's decided next time will provide to the student problem-solving with video explanation in the learning platform (MOODLE) with interactive elucidations. In addition to increase questions in questions bank with its model answers in the MOODLE.

5. Course Enhancement

**Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)**

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Difficulty visualizing and understanding of some topics	Integrate interactive simulations and visualizations into lectures and homework.	Use Interactive Simulations in lecture and assign them as pre-lab or homework activities.	

Name and Signature
Assoc. Prof. Dr. Amal Behairy
Dr. Ahmed Lotfy
Course Coordinator

Name and Signature
Assoc. Prof. Dr. Hend Elsayed Gadow Head of the
department council



Course Report

Academic Year

2024/2025

Semester

Second Semester

1. Basic Information

Course Title:	Production Engineering
Course Code:	BAS024
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	9
Course Type:	Obligatory
The level to which the course was introduced:	Level: 0
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Dr.Moataz Mostafa
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
-	1	3	-
Instructor Name	Department	Academic degree	Specialty
1. Dr. Moataz Mostafa	Basic Science	Ph. D.	Mechanical Power Engineering
2. Eng. Mostafa Mohamed	Basic Science	B. Sc	Mechanical Power Engineering
3. Eng. Nermeen Adel	Basic Science	B. Sc	Mechanical design and production Engineering
4. Eng. Reham Elkhodary	Basic Science	B. Sc	Mechanical Power Engineering
Notes (if any):			

Teaching and Learning			
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of self-learning hours
14	42	28	56

Notes (if any) on:

Topics not covered, changes in teaching methods, number of teaching hours or content.....:

None.

Student Assessment Methods that have been Implemented					
Method of assessment *		Date of Evaluation	Marks/Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic Exam	Midterm exam	7/4/2025	20	The total number of questions is five. All questions are definitions	A1.1: Explain the basic principles of production engineering. A1.2: List the characteristics of engineering materials related to production engineering.
	Assignments / quiz/ sheets	Any week	30	MCQ, complete and True or false questions. Number of questions is unlimited	A2.1: Define, basic characteristics, properties, concepts, and techniques of products of modern tools, systems and procedure, to make the engineering process more balanced costs, benefits, safety, quality and reliability and environmental impact
Final Practical Exam		10/5/2025	15	MCQ and true or false - 5 questions of each type	A2.2 Conduct basic experiments to learn about the applications of engineering production, properties and strength of materials.
Final written exam		31/5/2025	60	The exam consists of three questions, each containing three points. All questions are essay-type only	A1.1: Explain the basic principles of production engineering. A1.2: List the characteristics of engineering materials related to production engineering.. A2.1:define, basic characteristics, properties, concepts, and techniques of products of modern

				tools, systems and procedure, to make the engineering process more balanced costs, benefits, safety, quality and reliability and environmental impact A4.1 Define contemporary engineering technologies and their applications in relation to disciplines.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course:				

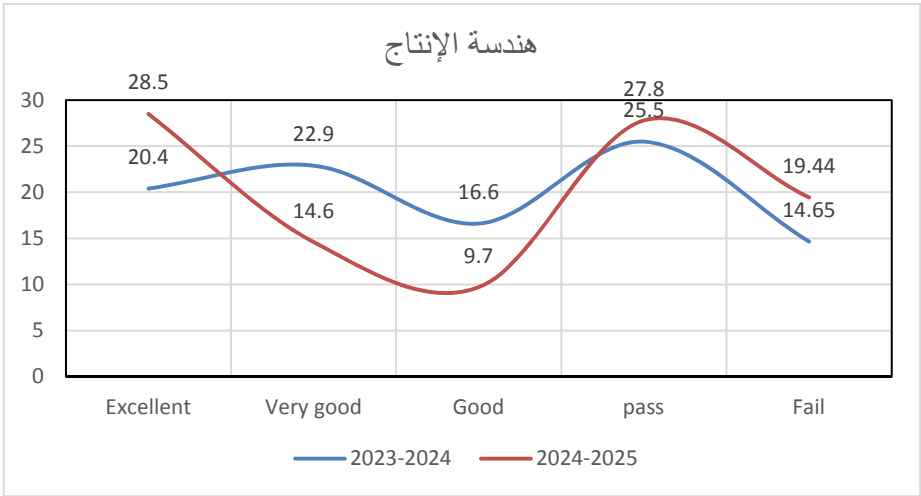
Student Assessment Results				
Number of students (who started the course):		144		
Number of students (who completed the course/ sat for the exam):		144/135		
Number of students who did not attend the final written exam (absent - deprived - withdrawn):		9 absent		
Total number of students who passed the exams successfully:		109		
Percentage of success (out of the total number of students who sat for the final exam)		80.74%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	39	18	13	38
Percentage	28.5%	14.6%	9.7%	27.8%
Total number of students who failed the exams:		26		
Percentage of failure (for the total number of students who took the final exam)		19.26%		

Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:

- The percentage of students achieving **Excellent** slightly decreased from (30.9% to 28.5%).
- **Very Good** grades remained almost the same (14.5% vs. 14.6%).
- A **slight increase** was seen in **Good** and **Pass** categories in (2024–2025).

Overall, the comparison shows that student performance has remained consistent, with a more balanced grade distribution in (2024–2025). This may reflect improved teaching strategies, assessment methods, or student support mechanisms, contributing positively to the course quality.

Year	Excellent	Very Good	Good	Pass	Fail
2023-2024	20.4%	22.9%	16.6%	25.5%	14.65%
2024-2025	28.5%	14.6%	9.7%	27.8%	19.26%



3. Student Feedback

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	89
Percentage of participants to the total number	61.8%
Important points of satisfaction	1-تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة. 2-المعيد ملتزم بالحضور وفقا لمواعيد الجداول الدراسية. 3-أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي. 4-تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي.
Important points of dissatisfaction	1-يتم اطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.

4. Instructors Reflection

This semester, the Production Engineering course successfully covered core concepts, but students faced difficulties in solving some problems. Next time, I will include more problem-solving with video explanation in the learning platform (MOODLE) with interactive elucidations. The practical part needs some enhancement. The institute library and MOODLE contain adequate resources of the course.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Theory-practice gap	1-Develop integrated case studies based on real industry problems. 2-Increase use of video-based learning from actual manufacturing environments.	1-Partner with industry advisors to create 3-4 detailed cases per semester. 2-Curate a library of short, professional videos demonstrating processes like injection molding, and assembly operations to show in Moodle.	

Name and Signature
Dr.Moataz Mostafa
Course Coordinator

Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend Elsayed Gadow



Course Report

Academic Year

2024/2025

Semester

Second Semester

1. Basic Information

Course Title:	Int. to Engineering and Environment
Course Code:	BAS025
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	4
Course Type:	Obligatory
The level to which the course was introduced:	Level: 0
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Prof. Dr. Osami Rageh Assoc. Prof. Dr. Ramadan Elkateb
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
2			
Instructor Name	Department	Academic degree	Specialty
1. Prof. Dr. Osami Rageh	Civil Engineering	Professor Dr	Harbor Engineering
2. Assoc. Prof. Dr. Ramadan Elkateb	Basic Science and Engineering Department	Associate Professor	Physical chemistry
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of exercise hours (if any)	Total number of Student's load hours (if any)	Other (to be mentioned)
14	28	-	-	28	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:					

Student Assessment Methods that have been Implemented					
Method of assessment *		Date of Evaluation	Marks/Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic exams	Midterm exam	9/4/2025	10	2 questions Question 1 (5 marks): Talk About.. & Compare... & Mention.. & Write an appropriate scientific explanation for the following statements. Question 2(5 marks) : Mark (√) or (x) in front of the following statements, correcting those that are incorrect.	(A3) 1. Judge engineering decisions considering balanced costs, benefits, safety, quality, reliability, and environmental impact. 2. Incorporate economic, societal, global, environmental, and risk management factors into design.
					(A4) 1-Describe quality assurance systems, codes of practice, and standards, as well as health and safety regulations and environmental concerns.
	Assignments/quizzes/sheets	Any week	15	Unlimited questions (Complete the following & ..)	(A3) 1. Judge engineering decisions considering balanced costs, benefits, safety, quality, reliability, and environmental impact. 2. Incorporate economic, societal, global, environmental, and risk management factors into design.
					(A4) 1-Describe quality assurance systems, codes of practice, and standards, as well as health and safety regulations and environmental concerns.

Final written exam	27/5/2025	50	4 questions Question 1 (14 marks): Choose the correct answer. & state... & solve the following. Question2(12marks) Write an appropriate scientific explanation for the following statements. & State.. & Solve the following. Question 3 (12 marks): Mark (√) or (X) in front of the following statements, correcting the wrong ones. & compare.. & solve the following. Question 4 (12marks): Complete the following statements as appropriate. & Illustrate.. & Sketch a full-of-data diagram.. & Mention..	(A3) 1. Judge engineering decisions considering balanced costs, benefits, safety, quality, reliability, and environmental impact. 2. Incorporate economic, societal, global, environmental, and risk management factors into design.
				(A4) 1-Describe quality assurance systems, codes of practice, and standards, as well as health and safety regulations and environmental concerns.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes (LOs) and Bloom’s taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints.				

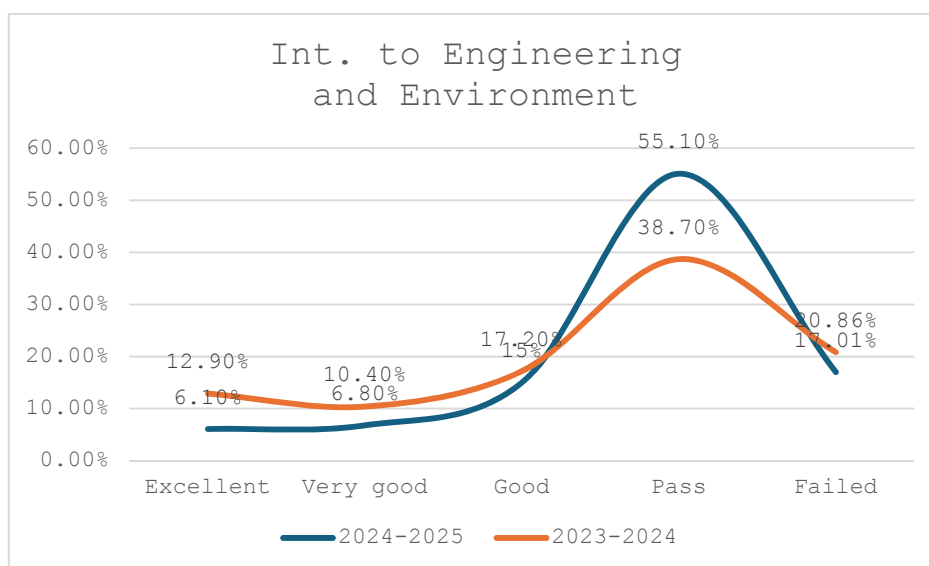
Model answers and rubrics are created to ensure consistent, objective grading.
 Passing requirements: Minimum 50% overall grade and 30% of written exam.
 These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.

Student Assessment Results				
"Note: The course is shared among the three programs, and the statistics shown reflects the overall performance (pass/fail rates and grades) of all enrolled students collectively."				
Number of students (who started the course):		147		
Number of students (who completed the course/ sat for the exam):		147/137		
Number of students who did not attend the final written exam (absent - deprived - withdrawn):		9 absent and 1 deprived due to disturbance during exam		
Total number of students who passed the exams successfully:		122		
Percentage of success (out of the total number of students who sat for the final exam)		89.051%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	9	10	22	81
Percentage	6.1%	6.8%	15%	55.1%
Total number of students who failed the exams:		15 (only 5 of failed students sat the exam). Other are absent and one deprived		
Percentage of failure (for the total number of students who took the final exam)		10.95%		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:				
- The majority of students (55.1%) achieved a Pass grade, indicating that nearly 60% of the class met the minimum requirements but may need additional support to reach higher achievement levels. - A significant portion (6.1%) performed Excellent, demonstrating strong understanding of the subject. - Good (15%) and Very Good (6.8%) grades show moderate performance, with low need for improvement.				

- A notable percentage (6.1%) of students excelled, reflecting effective teaching strategies for high achievers.
- Combined, **Excellent, Very Good, and Good** grades account for **27.9%**, indicating a substantial group performing above average.

By comparing the results of this year and previous year :

	Excellent	Very good	Good	pass	Failed
2023-2024	12.9%	10.4%	17.2%	38.7%	20.86%
2024-2025	6.1%	6.8%	15%	55.1%	10.95%



3. Student Feedback *

* **Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -**
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The

	questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of the semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	103
Percentage of participants to the total number	70.068%
Important points of satisfaction	1- يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعين. (72.82%) 2- المعيد ملتزم بالحضور وفقا لمواعيد الجداول الدراسية. (67.96%) 3- يلتزم المحاضر بمحتويات المقرر. (67.96%)
Important points of dissatisfaction	لا يوجد نقاط عدم رضا غير مؤثرة حيث ان نسبتها اقل من 5%

4. Instructors Reflection *

This semester, the course successfully enclosed essential concepts. The grades of students were not satisfactory. The instructors will provide more questions bank with model answer to compensate for the absence of exercise hours

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)
None

Course development plan for the next academic semester/year
(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Incensement of learning sources	Increase the learning resources	Increase the number of books in the institute library and links for suitable learning in MOODLE	

Name and Signature
Course Coordinator
Prof. Dr. Osami Rageh
Assoc. Prof. Dr. Ramadan Elkateb

Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend Elsayed Gadow



Course Report

Academic Year

2024/2025

Semester

Second Semester

1. Basic Information

Course Title:	Technical English Language 1
Course Code:	BAS026
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	7
Course Type:	Obligatory
The level to which the course was introduced:	Level: 0
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Dr. Doaa El-Sherbiny
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
-	1	-	2
Instructor Name	Department	Academic degree	Specialty
1. Dr Doaa El-Sherbiny	Basic Science and Engineering Department	Ph.D.	English Language
2. Doaa Rabeih Yousif	Basic Science and Engineering Department	B. Sc	English Language
3. HebaAllah Abdu Mohamed	Basic Science and Engineering Department	B. Sc	English Language
Notes (if any):			

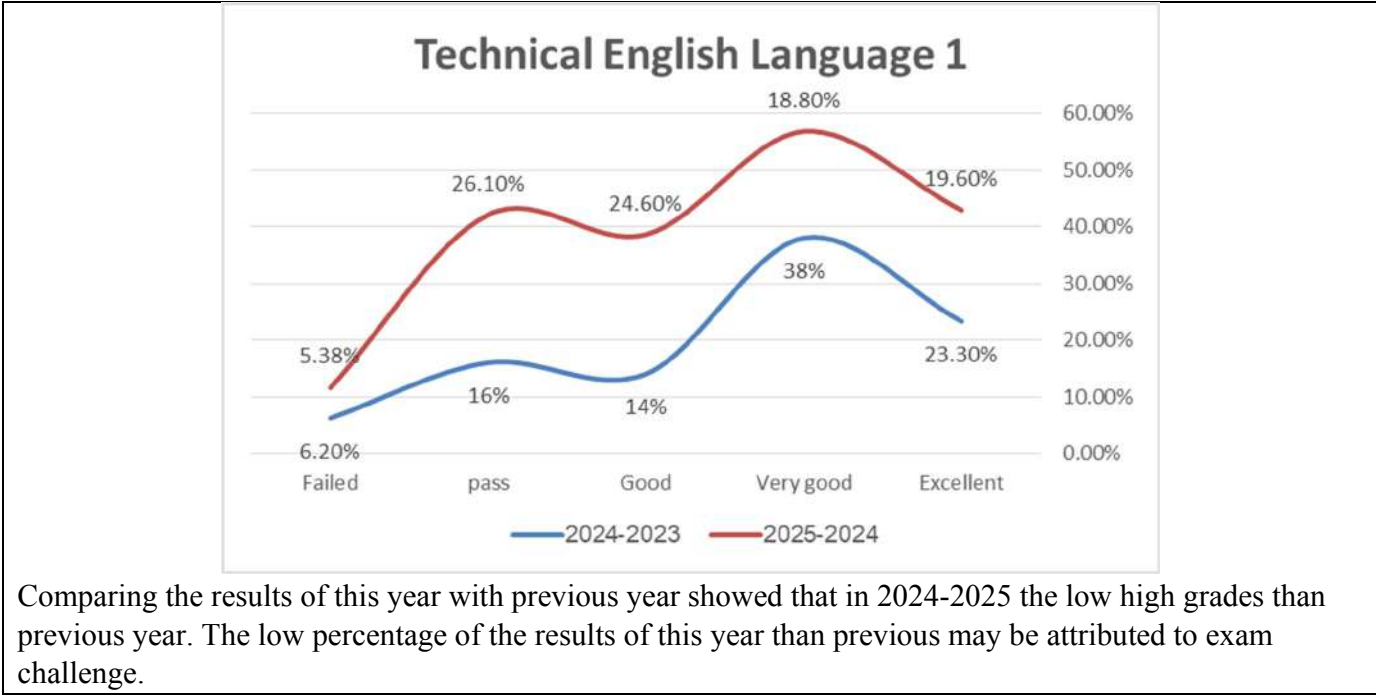
Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of field training hours (if any)	Total number of self-learning hours (if any)	Other (to be mentioned)
14	28	28	-	42	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: None					

Student Assessment Methods that have been Implemented

Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Midterm exam	5/4/2025	10	Four questions include complete, write sentence in correct form, theoretical and write paragraph.	A8.1 Communicate effectively with a range of audiences using contemporary tools.
Final Practical Exam	10/5/2025	10	Some questions on paragraph listening	A8.1 Communicate effectively with a range of audiences using contemporary tools.
Final written exam	20/5/2025	50	Seven questions include Choose, definition, write sentence in correct form, theoretical questions, write paragraph and translate question	A8.1 Communicate effectively with a range of audiences using contemporary tools.
Assignments/ quiz/ sheets	Any week	30	Mcq, complete and True or false questions. Number of questions is unlimited	A8.1 Communicate effectively with a range of audiences using contemporary tools.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results	
Number of students (who started the course):	138
Number of students (who completed the course/ sat for the exam):	138/130
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	8 absent

Total number of students who passed the exams successfully:			123		
Percentage of success (out of the total number of students who sat for the final exam)			94.61 %		
Grade Distribution					
Grade	Excellent	Very good	Good	Pass	
Number of students	16	23	24.6	58	
Percentage	19.6%	18.8%	24.6%	26.1%	
Total number of students who failed the exams:			15 (7 failed + 8 absent) included absent students		
Percentage of failure (for the total number of students who took the final exam)			5.38% (failed who sat exam)		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: The distribution shows a typical bell curve with a slight skew toward lower grades. Focused efforts on the middle and lower levels could enhance overall outcomes. For "Pass" Students: Investigate causes (e.g., attendance, comprehension gaps) and implement interventions like peer assignments. For "Good/Very Good" Students: Encourage critical thinking tasks to bridge the gap to "Excellent."					
By comparing the results of this year and previous year					
	Excellent	Very good	Good	pass	Failed
2023-2024	23.3%	38%	14%	16%	6.2%
2024-2025	19.6%	18.8%	24.6%	26.1%	5.38%



3. Student Feedback

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	93
Percentage of participants to the total number	67.4%

Important points of satisfaction	1- يعامل المحاضر الطلاب باحترام. 2- المعيد ملتزم بالحضور وفقا لمواعيد الجداول الدراسية. 3- الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية.
Important points of dissatisfaction	هذه النقاط لا تعبر فعليا عن عدم رضا لأن نسبتها من 1-10% (مجموع غير موافق وغير موافق تماما) من العينة التي تم استبيانها 1- يتم اطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها. (بنسبة 10.7% مجموع غير موافق وغير موافق تماما) 2- أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم. (بنسبة 3% مجموع غير موافق وغير موافق تماما) 3- تواجد المحاضر في أوقات الساعات المكتبية (بنسبة 3% مجموع غير موافق وغير موافق تماما)

4. Instructors Reflection

This semester, the Technical English Language 1 course successfully covered core concepts. While results show a healthy distribution, the skew toward lower grades warrants reflection on reasons.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Increase of Self-learning	Bridge language and technical skills	Provide suitable references and links on the MOODIE	

Name and Signature
Dr Doaa El-Sherbiny
Course Coordinator

Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend Elsayed Gadow



Course Report

Academic Year

2024/2025

Semester

Second Semester

1. Basic Information

Course Title:	Human Rights
Course Code:	BAS027
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	4
Course Type:	Obligatory
The level to which the course was introduced:	Level: 0
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Prof. Dr. Osami Rajeh
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	-	-
Instructor Name	Department	Academic degree	Specialty
1. Prof. Dr. Osami Rajeh	Civil Engineering	Professor Dr	Harbor Engineering
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of field training hours (if any)	Total number of self-learning hours (if any)	Other (to be mentioned)
14	28	-	-	28	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: None					

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Final written exam	14/5/2025	30	Four questions include theoretical questions, mcq, and rewrite	A8.1Communicate effectively with a range of audiences using contemporary tools.

			sentences in correct form.	
Assignments/ quiz/ sheets	Any week	20	Mcq, complete and True or false questions. Number of questions is unlimited in addition to reports	A8.1Communicate effectively with a range of audiences using contemporary tools
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results				
Number of students (who started the course):				138
Number of students (who completed the course/ sat for the exam):				138/138
Number of students who did not attend the final written exam (absent - deprived - withdrawn):				0
Total number of students who passed the exams successfully:				122
Percentage of success (out of the total number of students who sat for the final exam)				88.41 %
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	16	23	25	58
Percentage	11.6%	16.7%	18.1%	42%
Total number of students who failed the exams:				16
Percentage of failure (for the total number of students who took the final exam)				11.59%

Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:

- **Total Students Assessed:** 138, **Pass Rate:** 88.4% and **Failure Rate:** 11.59% (16 students),

Excellent (11.6%): 16 students performed exceptionally well, indicating strong mastery of the subject.

Very Good (16.7%): 23 students demonstrated above-average understanding.

Good (18.1%): 25 students met expectations but may have minor gaps.

Pass (42%): 58 students achieved the minimum grade, suggesting they met basic requirements but may need additional support for higher-level understanding.

The high proportion of students in the **"Pass"** category (42%) suggests that while most students met the minimum standards, a significant number did not achieve higher proficiency levels.

Majority in Mid-to-Lower Tiers: Over **76%** of students scored in the "Good," "Pass," or "Fail" categories, indicating room for improvement in overall comprehension.

Failure Rate: At **11.59%**, the failure rate is concerning and may reflect:

Gaps in instruction or student engagement.

Challenging exam or grading standards.

External factors (e.g., attendance, motivation).

4. Recommendations for Improvement

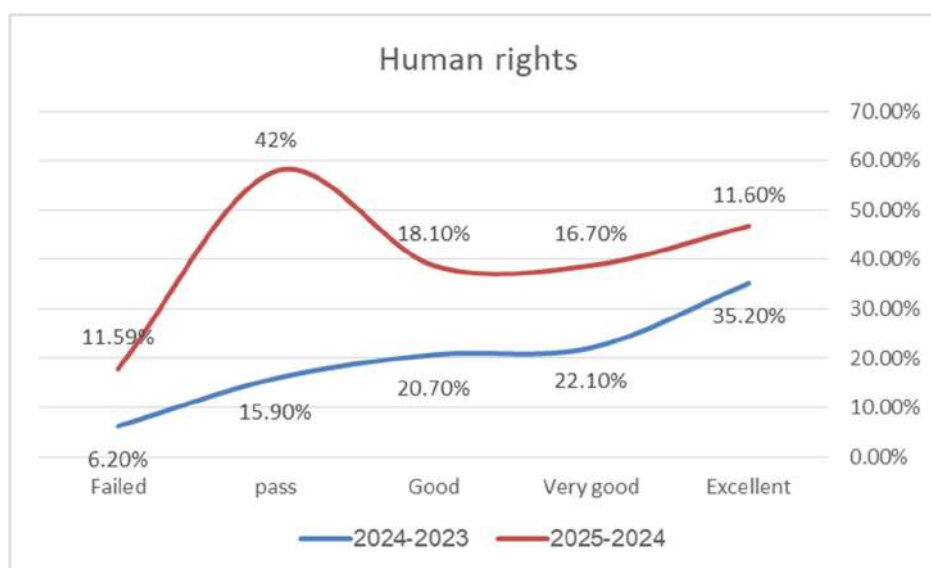
Targeted Support for "Pass" Students: Interventions (e.g., tutoring, remedial sessions) could help elevate these students to higher grades.

Addressing Failures: Investigate root causes (e.g., topic difficulty, student preparedness) and consider additional resources or review sessions.

Encouraging Excellence: Recognize high achievers ("Excellent" tier) to motivate others, while providing advanced opportunities for further growth.

By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	35.2%	22.1%	20.7%	15.9%	6.2%
2024-2025	11.6%	16.7%	18.1%	42%	11.59%



Comparing the results of this year with previous year showed that in 2024-2025 the low results than previous year. The low percentage of the results of this year than previous may be attributed to exam challenge.

3. Student Feedback

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	88
Percentage of participants to the total number	63.77%

Important points of satisfaction	1- تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة. 2- يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن. 3- لا يهدر المحاضر وقت المحاضرة بما هو خارج.
Important points of dissatisfaction	هذه النقاط لا تعبر فعليا عن عدم رضا لأن نسبتها من 2-9% (غير موافق وغير موافق تماما) من العينة التي تم استبيانها 1- يتم اطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها. (بنسبة 9% مجموع غير موافق و غير موافق تماما) 2- أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم. (بنسبة 3% مجموع غير موافق وغير موافق تماما) 3- الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية. (بنسبة 2.27% مجموع غير موافق و غير موافق تماما)

4. Instructors Reflection

This semester, the Human rights course successfully covered core concepts. I Think that increasing self-leaning area may be useful for students.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)

None

Course development plan for the next academic semester/year
(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Human rights understanding	Integrate detailed case studies of specific human rights situations.	Develop 4-5 in-depth case studies per semester (e.g., freedom of expression). Use these as a central teaching tool.	

Name and Signature
Prof. Dr. Osami Rajeh
Course Coordinator

Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend Elsayed Gadow



الفرقة الأولى

(2024-2025)



الفصل الدراسي الأول

(2024-2025)



Course Report

Academic Year

2024/2025

Semester

First Semester

1. Basic Information

Course Title:	Mathematics 3
Course Code:	BAS111
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	8/week(4contact+4student)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 1
Academic Program:	All Programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Assoc. Prof. Dr. Samar Madian
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	7/29/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
<u>2</u>	<u>1</u>	<u>2</u>	-
Instructor Name	Department	Academic degree	Specialty
1. Assoc. Prof. Dr. Samar Madian	Basic Science and Engineering Department	<u>Associate Professor Dr</u>	Pure Mathematics (Complex analysis)
2. Eng. Mariam Yasser	Basic Science and Engineering Department	B. Sc	Civil Engineering
3. Eng. Fatma Elzahraa Khaled	Basic Science and Engineering Department	B. Sc	<u>Electrical Power Engineering</u>
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of Exercise hours (if any)	Total number of student load hours (if any)	Other (to be mentioned)
14	28	-	28	56	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:					

Student Assessment Methods that have been Implemented					
Method of assessment		Date of Evaluation	Marks/S core	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic Exams	Midterm Exam	17/11/2024	30	Q.1 (20 Points) • Solve the differential equations Q.2 (4 Points) • Find Unknown that satisfies the D.E. Q.3 (6 Points) • Determine the order of the O.D. E. and state linearity	A1.1 Describe the relevant mathematical principles and theories in the discipline. A1.2 Use math ideas and theories that are applicable to the field. A1.3 Identify complex engineering problems by applying the concepts and the theories of sciences, appropriate to the discipline.
					A10.1 Search for information to engage in lifelong self-learning discipline. A10.2 Apply mathematical synthesis of engineering principles to enhance design, products, and/or services.

	Assignments/ quizzes/ sheets	Any Week	30	A1.a1 Describe the relevant mathematical principles and theories in the discipline. A1.b1 Use math ideas and theories that are applicable to the field. A1.c2 Identify complex engineering problems by applying the concepts and the theories of sciences, appropriate to the discipline.	A1.1 Describe the relevant mathematical principles and theories in the discipline. A1.2 Use math ideas and theories that are applicable to the field. A1.3 Identify complex engineering problems by applying the concepts and the theories of sciences, appropriate to the discipline.
					A10.1 Search for information to engage in lifelong self-learning discipline. A10.2 Apply mathematical synthesis of engineering principles to enhance design, products, and/or services.

Final written exam	12/01/2025	90	Q.1 (35 Points) • Solve the differential equations . • Find Laplace transform . • Determine the domain with sketch . • Find Unknown that satisfies the D.E. Q.2 (35 Points) • Calculate the limit • Discuss the continuity • Draw the direction field • Prove the conservativity of the vector field • Find and classify all critical points	A1.1 Describe the relevant mathematical principles and theories in the discipline. A1.2 Use math ideas and theories that are applicable to the field. A1.3 Identify complex engineering problems by applying the concepts and the theories of sciences, appropriate to the discipline.

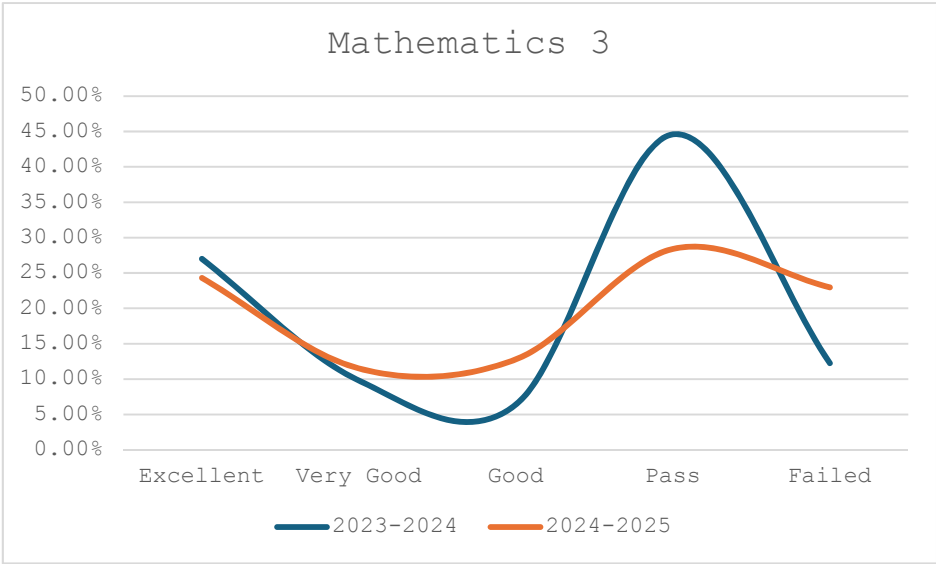
			Q.3 (20 Points) • Find all second order derivative • Compute div • By using chain rule find dz/dt • Find direction vector • Evaluate the integrals	A10. 1 Search for information to engage in lifelong self-learning discipline. A10.2 Apply mathematical synthesis of engineering principles to enhance design, products, and/or services.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes (LOs) and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results				
Note: The course is shared among the three programs, and the statistics shown reflect the overall performance (pass/fail rates and grades) of all enrolled students collectively.				
Number of students (who started the course):			148	
Number of students (who completed the course/ sat for the exam):			148/148	
Number of students who did not attend the final written exam (absent - deprived - withdrawn):			0	
Total number of students who passed the exams successfully:			114	
Percentage of success (out of the total number of students who sat for the final exam)			77.03%	
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	36	17	19	42
Percentage	24.3%	11.5%	12.8%	28.4%
Total number of students who failed the exams:			34	
Percentage of failure (for the total number of students who took the final exam)			22.97%	
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: - The majority of students (28.4%) achieved a Pass grade, indicating that nearly 30% of the class met the minimum requirements but may need additional support to reach higher achievement levels. - A significant portion (24.3%) performed Excellent, demonstrating strong understanding of the subject. Good (12.8%) and Very Good (11.5%) grades show moderate performance, with low need for improvement.				

- A notable percentage (24.3%) of students excelled, reflecting effective teaching strategies for high achievers.
- Combined, **Excellent, Very Good, and Good** grades account for **48.6%**, indicating a substantial group performing above average.

By comparing the results of this year and previous year:

	Excellent	Very good	Good	pass	Failed
2023-2024	27%	9.8%	6.4%	44.6%	12.25%
2024-2025	24.3%	11.5%	12.8%	28.4%	22.97%



Comparing the results of this year with the previous year showed that in 2024-2025, the percentage of very good and good degrees increased compared to 2023-2024.

3. Student Feedback

Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	108
Percentage of participants to the total number	72.97%
Important points of satisfaction	المعيد ملتزم بالحضور وفقا لمواعيد الجداول الدراسية. (65.74%) المعيد يعامل الطلاب باحترام. (62.96%) لا يهدر المحاضر وقت المحاضرة بما هو خارج. (62.04%)
Important points of dissatisfaction	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم. (1.85%)

4. Instructors Reflection

Based on the students' feedback, it is evident that there are several areas of satisfaction as well as one significant area that needs improvement.

I am pleased to note that a high percentage of students acknowledged the teaching assistant's commitment to class schedules (65.74%), respectful treatment of students (62.96%), and my effective use of lecture time (62.04%). These indicators reflect positively on the professional and instructional aspects of the course delivery. However, it is also clear that there is a concern regarding the adequacy and helpfulness of the available references (books, handouts, or notes). This highlights a need to improve the quality and accessibility of the course materials.

Corrective Actions:

- Revise and update the reference materials used in the course.
- Provide additional supporting materials such as summary sheets, solved examples, and supplementary explanations.
- Explore adopting a more suitable textbook or compiling a structured course handout tailored to students' needs.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Low student benefit from the available references (textbook/handout/notes)	Improve the quality and relevance of reference materials	• Update the course references. • Prepare a well-organized and student-friendly handout. • Provide summaries and solved examples.	

2.	Need to enhance student understanding through additional supportive tools	Support the course content with supplementary resources	• Record short videos explaining difficult concepts. • Create an interactive Q&A forum. • Offer review sessions.	

Name and Signature
Course Coordinator
Assoc. Prof. Dr. Samar Madian

Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend Gadow



وحدة ضمان الجودة



وزارة التعليم العالي

المعهد العالي للمبنة والتكنولوجيا بدمياط الجديدة

Course Report

Academic Year

2024 / 2025

Semester

First semester

1. Basic Information

Course Title	Electrical Engineering Fundamentals
Course Code	BAS112
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course	9/week (5 contact hours + 4 student load)
Course Type:	Compulsory
The level to which the course was introduced:	1 st Level
Academic Program:	All Programs
Institute:	High institute For Engineering & Technology in New Damietta
University:	Ministry of Higher Education and Scientific Research
Name of Course Coordinator:	Dr. Rabab Reda
Course Report Approval	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

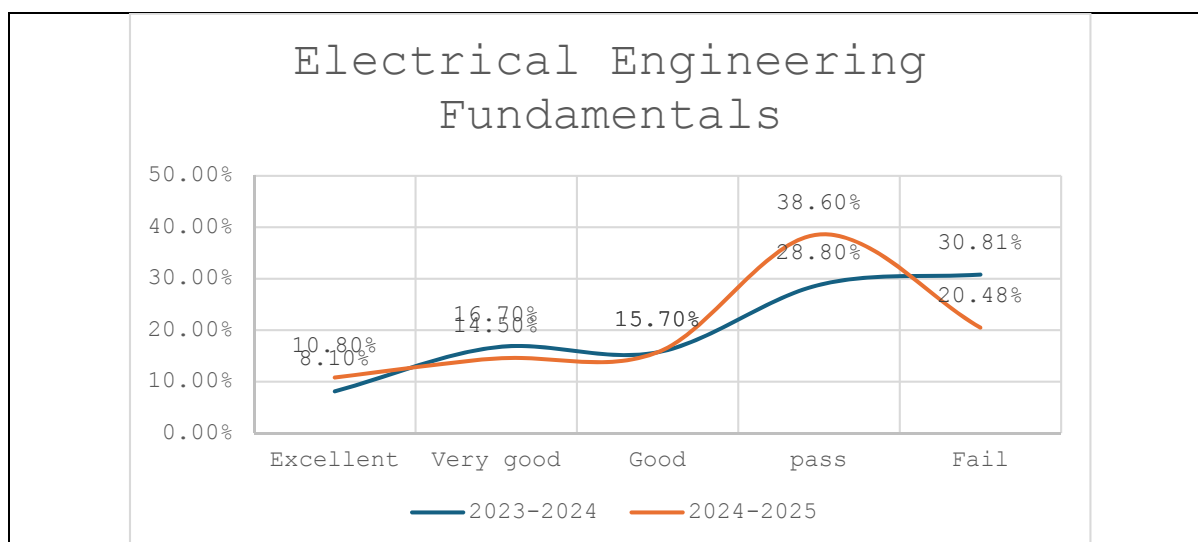
Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1		2	

Instructor Name	Department	Academic degree	Specialty
1. Dr. Rabab Reda	Communications and Electronics Engineering	Ph. D	Power and machine engineering
2. Marim Abozid	Communications and Electronics Engineering	B. Sc	Communications and Electronics Engineering
3. Aya Hamdy	Communications and Electronics Engineering	B. Sc	Communications and Electronics Engineering

Teaching and Learning					
Number of weeks of actual study	Lectures	Practical	Tutorial	Student loads	Other
14 weeks	42	-	28	56	-
Notes (if any) on: All topics were covered as planned in the course specification. However, more emphasis was placed on interactive learning and practical demonstrations due to students' feedback.					
Student Assessment Methods that have been Implemented					
Method of assessment *		Date of Evaluation	Marks/Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic exams	Midterm exam	19/11/2024	30	2- Questions Mcq	A1-1, Identify the key mathematical principles and theories relevant to analyzing electrical circuits, including DC, AC, and power calculations A2-1, Evaluate and optimize electrical systems (such as DC and AC circuits, transformers, and motors) by analyzing experimental data and applying engineering judgment to improve system performance.
	Projects/ Assignments/ Portfolio/ Logbook	26/11/2024	30	2- Questions Mcq	A1-2, Apply mathematical and scientific concepts to solve complex electrical engineering

					problems, such as circuit analysis, power factor determination, and machine operations
Final written exam		5/1/2025	90	3- Question (one Mcq+ two say Question)	A1-1, Identify the key mathematical principles and theories relevant to analyzing electrical circuits, including DC, AC, and power calculations) A1.3 Solve complex engineering problems by applying fundamental electrical engineering principles in the analysis of circuits, and power systems. A2-2, Evaluate and optimize electrical systems (such as DC and AC circuits, transformers, and motors) by analyzing experimental data and applying engineering judgment to improve system performance
Comment on the procedures and rules of student assessment that have been implemented (e.g., examination committees, exam paper review, blueprints...), and the rules for passing the course: The course follows well-defined and standardized student assessment procedures that align with institutional and quality assurance requirements. An Examination Committee is formed at the beginning of each academic semester to oversee all assessment processes. This committee is responsible for reviewing exam papers to ensure alignment with course LOs, fairness, and appropriate coverage of topics. Detailed exam blueprints are prepared in advance, mapping each question to specific learning outcomes and cognitive levels (based on Bloom's taxonomy). This ensures balanced assessment across theoretical and practical components. Model answers and grading rubrics are also developed and reviewed by the committee to ensure consistency and objectivity in marking. The rules for passing the course require students to achieve at least 50% of the total course grade, with a mandatory minimum performance in both continuous assessment (e.g., assignments, quizzes, practical work) and final examinations, and 30% of written exam. These procedures aim to ensure transparency, fairness, and alignment with the academic standards set by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE)					

Student Assessment Results					
Note: The course is shared among the three programs, and the statistics shown reflect the overall performance (pass/fail rates and grades) of all enrolled students collectively.					
Number of students (who started the course):		166			
Number of students (who completed the course/ sat for the exam):		166/166			
Number of students who did not attend the final written exam (absent - deprived - withdrawn):		0			
Total number of students who passed the exams successfully:		132			
Percentage of success (out of the total number of students who sat for the final exam)		79.52%			
Grade Distribution *					
Grade	Excellent	Very Good	Good	pass	
Number of students	18	24	26	64	
Percentage	10.8%	14.5%	15.7%	38.6%	
Total number of students who failed the exams:		34			
Percentage of failure (for the total number of students who took the final exam)		20.48%			
Commenting on student results, analyzing student performance					
The recent student results show a significant upward trend across all performance categories compared to the previous year, with the number of students achieving "Excellent" and "Very Good" ratings increasing markedly. This positive movement suggests improvements in teaching methods, student engagement, or both. Factors that may have influenced these results include enhanced instructional strategies, additional support sessions, or greater student motivation. External factors such as reduced disruptions or increased access to learning resources could also have contributed. When comparing with last year's data, it is evident that a larger proportion of students are now performing at higher levels, reflecting a general improvement in academic performance. However, continued emphasis on targeted support for students in the "Pass" category remains essential to ensure all students progress towards higher achievement levels.					
Grade	Excellent	Very Good	Good	pass	Failed
2023-2024	8.1%	16.7%	15.7%	28.8%	30.81
2024-2025	10.8%	14.5%	15.7%	38.6%	20.48



3. Student Feedback

Item	Comment
Means of Evaluation: Questionnaires	Online questionnaire using the institutional course evaluation system
Timing of Evaluation: At last two weeks of semester	During the last two weeks of the semester
Number of students who participated in the course evaluation	117
Percentage of participants to the total number	70.48
Important points of satisfaction	1- تنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية (85.46) 2- المعيد ملتزم بالحضور وفقا لمواعيد الجداول الدراسية (85.9) 3- تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة (88.03)
Important points of dissatisfaction	نسبة عدم الرضا أقل من 5% 1. تتم في المقررات الدراسية تكاليفات تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذات. 2. أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم.

4. Instructors Reflection

1. The overall educational process was satisfactory, with good student engagement, especially during practical sessions. However, continuous motivation and follow-up remain necessary to maintain participation levels.

2. The scientific content of the course is up to date and aligned with the latest developments in the field of electronics and communications. Minor updates are suggested to include recent industry applications (e.g., 5G, IoT, AI integration in embedded systems).
3. Student performance was varied, with strong results among students who consistently attended and participated, while weak performance was observed among those who were less engaged

3. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan

(If any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(Considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Integration of emerging technologies in the curriculum	Regularly review and update curriculum to include latest industry trends and technological advancements	Curriculum revision and lectures, industry collaborations	
2.	Use of modern software tools and platforms	Introduce software training modules	Software tutorials, online courses	
3.	Student engagement and active learning	Incorporate active learning strategies such as flipped classrooms, peer teaching	Design interactive class activities, use digital tools for engagement	

Name and Signature
Course Coordinator
Dr. Rabab Reda

Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend gadow



Course Report

Academic Year

2024/2025

Semester

First

1. Basic Information

Course Title:	Engineering Thermodynamics
Course Code:	BAS113
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	9/week(5contact+4student)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 1
Academic Program:	Chemical Engineering Program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Dr. Moataz Mostafa
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
-	1	2	-
Instructor Name	Department	Academic degree	Specialty
1. Dr. Moataz Mostafa	Basic Science and Engineering Department	Ph. D.	<u>Mechanical Power Engineering</u>
2. Eng. Kareem Hussein	Basic Science and Engineering Department	M.Sc.	<u>Mechanical Power Engineering</u>
3. Eng. Mohamed Zahran	Basic Science and Engineering Department	M.Sc.	<u>Mechanical Power Engineering</u>
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of Exercise hours (if any)	Total number of self-learning hours (if any)	Other (to be mentioned)
14	42	-	28	56	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:					

Student Assessment Methods that have been Implemented

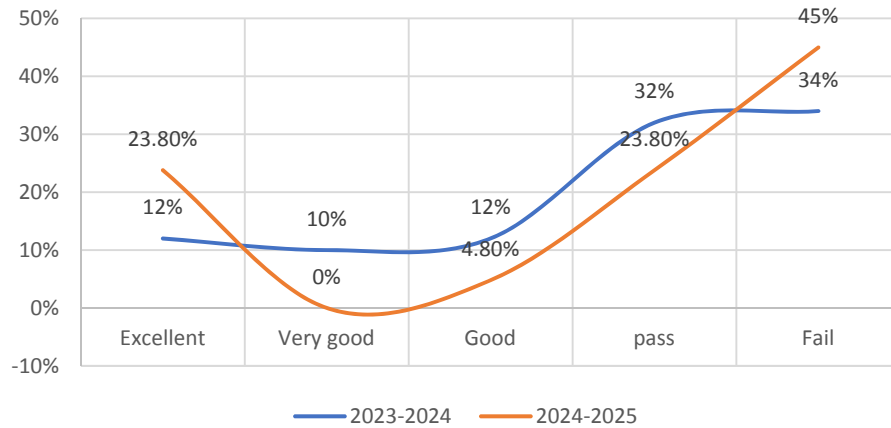
Method of assessment		Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic Exams	Midterm Exam	17/11/2024	25	three questions include problems	A1 -1; Demonstrate the thermodynamics laws that apply to the engineering problems A1 -2; Explain the basic principles of engineering thermodynamics. A1 -4 Use scientific concepts and thermodynamics laws that are relevant to the real life.
	Assignments/ quiz/ sheets	Any Week	15	System Applications (Find work/heat/power/temperature/----) Number of questions is unlimited	A1 -1; Demonstrate the thermodynamics laws that apply to the engineering problems A1 -2; Explain the basic principles of engineering thermodynamics. A1.3 Identify the concepts and theories of mathematical, science necessary for engineering thermodynamic properties for different types of systems. A1 -4 Use scientific concepts and thermodynamics laws that are relevant to the real life.
Practical/Oral Exam		14 th Week	10	Mcq, complete , True or false questions and oral. Number of questions is unlimited	A1.3 Identify the concepts and theories of mathematical, science necessary for engineering thermodynamic properties for different types of systems.

Final Written Exam	22/01/2025	75	two questions include problems ,definitions and other theoretical questions	A1 -1; Demonstrate the thermodynamics laws that apply to the engineering problems A1 -2; Explain the basic principles of engineering thermodynamics. A1.3 Identify the concepts and theories of mathematical, science necessary for engineering thermodynamic properties for different types of systems. A1 -4 Use scientific concepts and thermodynamics laws that are relevant to the real life.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes (LOs) and Bloom’s taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results	
Number of students (who started the course):	21
Number of students (who completed the course/ sat for the exam):	21/20
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	1 absent
Total number of students who passed the exams successfully:	11
Percentage of success (out of the total number of students who sat for the final exam)	55%

Grade Distribution																						
Grade	Excellent	Very good	Good	Pass																		
Number of students	5	0	1	5																		
Percentage	23.8%	0%	4.8%	23.8%																		
Total number of students who failed the exams:		9																				
Percentage of failure (for the total number of students who took the final exam)		45% (% of failed students who took the exam)																				
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: - A significant portion of students (23.8%) achieved a Pass grade, indicating that nearly 30% of the class met the minimum requirements but may need additional support to reach higher achievement levels. - A significant portion (23.8%) performed Excellent, demonstrating strong understanding of the subject. Good (4.8%) grades show moderate performance, with low need for improvement. - A notable percentage (23.8%) of students excelled, reflecting effective teaching strategies for high achievers. By comparing the results of this year and previous year: <table><tr><th></th><th>Excellent</th><th>Very good</th><th>Good</th><th>pass</th><th>Failed</th></tr><tr><td>2023-2024</td><td>12%</td><td>10%</td><td>12%</td><td>32%</td><td>34%</td></tr><tr><td>2024-2025</td><td>23.8%</td><td>0%</td><td>4.8%</td><td>23.8%</td><td>45%</td></tr></table>						Excellent	Very good	Good	pass	Failed	2023-2024	12%	10%	12%	32%	34%	2024-2025	23.8%	0%	4.8%	23.8%	45%
	Excellent	Very good	Good	pass	Failed																	
2023-2024	12%	10%	12%	32%	34%																	
2024-2025	23.8%	0%	4.8%	23.8%	45%																	

Engineering Thermodynamics



Comparing the results of this year with the previous year showed that in 2024-2025, the percentage of excellent degrees increased compared to 2023-2024.

3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.

Number of students who participated in the course evaluation	9
Percentage of participants to the total number	42.86%
Important points of satisfaction	1- تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة (66.67%) 2- أسلوب التعليم ساعدني على النقاش والحوار للوصول إلى المفاهيم والحقائق بشكل جماعي (66.67%) 3- تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني على اكتساب القدرة على التعلم الذاتي (66.67%)
Important points of dissatisfaction	1- يتم إطلاعي على أوراق امتحاناتي الفصلية للتعرف على أخطائي والتعلم منها (11.11%)

4. Instructors Reflection

- **Excellent (23.8%):** It's encouraging to see nearly a quarter of students excelling. These individuals demonstrated strong mastery of the material, which could indicate that the course objectives and delivery resonated well with them.
- **Very Good (0%):** The absence of students in the "Very Good" category is unexpected and may suggest a grade clustering effect—perhaps students either excelled or struggled significantly, with little middle ground.
- **Good (4.8%):** Only one student fell into this bracket. This low number suggests that most students didn't land in the moderate achievement range, raising questions about assessment fairness or student engagement.
- **Pass (23.8%):** Another quarter of the class is just meeting minimum expectations, which may point to gaps in foundational understanding or motivation.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	In many cases, students are not given access to their graded exam papers	Allow students to view their semester exam papers at certain times to recognize their mistakes and learn from them to prevent them from being repeated later and increase the benefit to the student.	This is achieved through communication between the course coordinator and the student to determine and inform the student of the permitted times which must be adhered to by the student.	

Name and Signature
Dr. Moataz Mostafa
Course Coordinator

Name and Signature
Assoc. Prof. Dr. Hend gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

First Semester

1. Basic Information

Course Title:	Technical English Language 2
Course Code:	BAS114
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	7/week(4contact+3student)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 1
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Dr. Doaa El-Sherbiny
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
-	1	-	2
Instructor Name	Department	Academic degree	Specialty
1. Dr Doaa El-Sherbiny	Basic Science and Engineering Department	Ph.D.	English Language
2. Doaa Rabeih Yousif	Basic Science and Engineering Department	B. Sc	English Language
3. HebaAllah Abdu Mohamed	Basic Science and Engineering Department	B. Sc	English Language
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of field training hours (if any)	Total number of self-learning hours (if any)	Other (to be mentioned)
14	28	28	-	42	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: None					

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Midterm exam	5/4/2025	10	Four questions include complete, write sentence in correct form, theoretical and write paragraph.	A8. 1: Communicate effectively
Final Practical Exam	10/5/2025	10	Some questions on paragraph listening	A8. 1: Communicate effectively
Final written exam	20/5/2025	50	Questions include Choose, definition, write sentence in correct form, theoretical questions, write paragraph and translate question	A8. 1: Communicate effectively A8. 2: Demonstrate efficient IT capabilities A10. 1: Search for information to engage in lifelong self-learning discipline A10. 2 Professionally merge the language skills in self-learning
Assignments/ quiz/ sheets	Any week	30	Mác, complete and True or false questions. Number of questions is unlimited	A8. 1: Communicate effectively A8. 2: Demonstrate efficient IT capabilities A10. 1 Search for information to engage in lifelong self-learning discipline A10. 2: Professionally merge the language skills in self-learning
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading.				

Passing requirements: Minimum 50% overall grade and 30% of written exam.
 These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.

Student Assessment Results				
Number of students (who started the course):		144		
Number of students (who completed the course/ sat for the exam):		144/144		
Number of students who did not attend the final written exam (absent - deprived - withdrawn):		0 absent		
Total number of students who passed the exams successfully:		130		
Percentage of success (out of the total number of students who sat for the final exam)		90.28 %		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	41	30	27	32
Percentage	28.5%	20.8%	18.8%	22.2%
Total number of students who failed the exams:		14		
Percentage of failure (for the total number of students who took the final exam)		9.72%		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: The distribution shows a typical bell curve with a slight skew toward lower grades. Focused efforts on the middle and lower levels could enhance overall outcomes.				

For "Pass" Students:

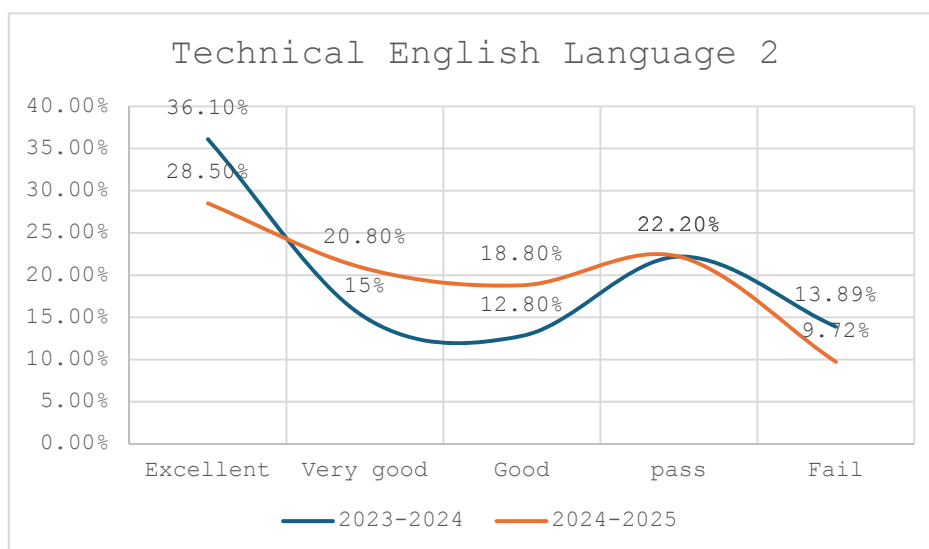
Investigate causes (e.g., attendance, comprehension gaps) and implement interventions like peer assignments.

For "Good/Very Good" Students:

Encourage critical thinking tasks to bridge the gap to "Excellent."

By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	36.1%	15%	12.8%	22.2%	13.89%
2024-2025	28.5%	20.8%	18.8%	22.2%	9.72%



Comparing the results of this year with previous year showed that in 2024-2025 the low failure percentage than previous year. The low failure percentage of the results of this year than previous may be attributed to exam challenge.

3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	<i>While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.</i>
Timing of Evaluation: At the end of semester	<i>It carried out electronically through the institute's website, and they are also analyzed electronically.</i>
Number of students who participated in the course evaluation	103
Percentage of participants to the total number	71.52%
Important points of satisfaction	1- يعامل المحاضر الطلاب باحترام. 2- المعيد ملتزم بالحضور وفقا لمواعيد الجداول الدراسية. 3- المعيد علي قدر عالي من استيعاب المنهج الدراسي
Important points of dissatisfaction	1- أسلوب التعليم ساعدني علي المناقشة الحوار. (بنسبة 3.88% مجموع غير موافق و غير موافق تماما)

4. Instructors Reflection *

This semester, the Technical English Language 2 course successfully covered core concepts. While results show a healthy distribution, the skew toward lower grades warrants reflection on reasons.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Self-learning	Link language with technical skills	- Collect regular student feedback via surveys - Conduct formative and summative assessments	Focus on blended learning and digital literacy support

Name and Signature
Dr Doaa El-Sherbiny
Course Coordinator

Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend Gadow



وحدة ضمان الجودة



وزارة التعليم العالي

المعهد العالي للمهندسة والتكنولوجيا بدمياط الجديدة

Course Report

Academic Year

2024 / 2025

Semester

First semester

1. Basic Information

Course Title	Computer Programming
Course Code	BAS115
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	8/week (4 contact hours + 4 student load)
Course Type:	Compulsory Course
The level to which the course was introduced:	1 st Level
Academic Program:	Communication & Chemical Engineering
Institute:	High institute For Engineering & Technology in New Damietta
University:	Ministry of Higher Education and Scientific Research
Name of Course Coordinator:	Dr. Amira Elsonbaty
Course Report Approval	27/7/2025
Date of approval of the course report	7/29/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
One		2	
Instructor Name	Department	Academic degree	Specialty
1.Dr. Amira Elsonbaty	Communication & Electronics Engineering	Ph.D. in Electronic Engineering	Computer and Control Engineering

2.Eng Ahmed Abdu Saleh	Basic Science and Engineering	M. Sc Computer Science	Computer Science
3.Nady Mohamed Abdelhady	Basic Science and Engineering	B. Sc in Computer Science	Computer Science

Teaching and Learning					
Number of weeks of actual study	Lectures	Practical	Tutorial	Total	Student loads
14weeks	28	28	-	56	56
Topics not covered	All topics were covered as planned in the course specification.				
Changes in teaching methods	No major changes. However, more emphasis was placed on interactive learning and practical demonstrations due to students' feedback.				
Number of teaching hours or content	Teaching hours were consistent with the course specification.				

Student Assessment Methods that have been Implemented					
Method of assessment *		Date of Evaluation	Marks/Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
periodic Exams	Midterm Exam	11/25/2024	20	Two_ Questions – Java Programming Design	A1.1: Apply fundamental programming concepts in Java to analyze and develop solutions for basic computational problems.
	Project-based assessment	12/25/2024	20	Comprehensive task requiring students to submit a full feasibility study including system analysis and design phase	A1.1: Apply fundamental programming concepts in Java to analyze and develop solutions for basic computational problems. A1.2 Implement basic algorithms in Java to solve

					simple computational challenges using control structures (e.g., loops, conditionals). A8.1: Identify and Develop simple Java applications with graphical user interfaces (GUI) to enhance user interaction. A8.2: Write clear and well-structured Java code that demonstrates logical problem-solving.
Final Practical Exam		12/25/2024	10		A8.1. Identify and Develop simple Java applications with graphical user interfaces (GUI) to enhance user interaction. A8.2. Write clear and well-structured Java code that demonstrates logical problem-solving.
Final written exam		1/1/2025	50	Essay-type questions Codes	A1.1: Apply fundamental programming concepts in Java to analyze and develop solutions for basic computational problems. A1.2: Implement basic algorithms in Java to solve

				simple computational challenges using control structures (e.g., loops, conditionals). A1.3: Identify and debug errors in Java programs using structured programming techniques. A8.1: Develop simple Java applications with graphical user interfaces (GUI) to enhance user interaction. A8.2: Write clear and well-structured Java code that demonstrates logical problem-solving.
Comment on the procedures and rules of student assessment that have been implemented (e.g., examination committees, exam paper review, blueprints...), and the rules for passing the course: The course follows well-defined and standardized student assessment procedures that align with institutional and quality assurance requirements. An Examination Committee is formed at the beginning of each academic semester to oversee all assessment processes. This committee is responsible for reviewing exam papers to ensure alignment with course LOs, fairness, and appropriate coverage of topics. Detailed exam blueprints are prepared in advance, mapping each question to specific learning outcomes and cognitive levels (based on Bloom's taxonomy). This ensures balanced assessment across theoretical and practical components. Model answers and grading rubrics are also developed and reviewed by the committee to ensure consistency and objectivity in marking. The rules for passing the course require students to achieve at least 50% of the total course grade, with a mandatory minimum performance in both continuous assessment (e.g., assignments, quizzes, practical work) and final examinations, and 30% of written exam. These procedures aim to ensure transparency, fairness, and alignment with the academic standards set by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE).				

Student Assessment Results				
Number of students (who started the course):				124
Number of students (who completed the course/ sat for the exam):				124/123
Number of students who did not attend the final written exam (absent - deprived - withdrawn):				1 absent
Total number of students who passed the exams successfully:				103
Percentage of success (out of the total number of students who sat for the final exam)				83.73%
Grade Distribution *				
Grade	Excellent	Very Good	Good	pass
Number of students	7	18	26	52
Percentage	5.6	14.5	21	41.9
Total number of students who failed the exams:				20
Percentage of failure (for the total number of students who took the final exam)				16.27
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:				
Commenting on Student Results and Performance Analysis				
1. General Comparison with the Previous Year:				
The overall student pass rate remained relatively stable between the two academic years:				
• 2023–2024: 83.46% (111 out of 133 students)				
• 2024–2025: 83.06% (103 out of 124 students who sat for the exam)				
Despite a 6.8% decrease in enrollment (from 133 to 124 students), student performance consistency suggests that teaching strategies and assessment methods remained effective.				
The failure rate exhibited minimal change (16.54% to 16.94%), indicating a steady level of challenge and competency across cohorts.				
2. Grade Distribution Analysis:				
Grade	2023–2024	2024–2025	Observation	
Excellent	30	7	Significant drop	
Very Good	30	18	Moderate decrease	
Good	18	26	Increase	
Pass	33	52	Notable increase	
Failed	22	20	Relatively unchanged	

There is a **clear shift towards lower performance bands**, with a notable **decline in the number of students achieving “Excellent” and “Very Good” grades**, while the number of “Pass” grades increased significantly. This may suggest:

- Increased exam difficulty or stricter grading.
- Decline in academic performance of this year’s cohort.
- Possible gaps in understanding or engagement, especially among average-performing students.

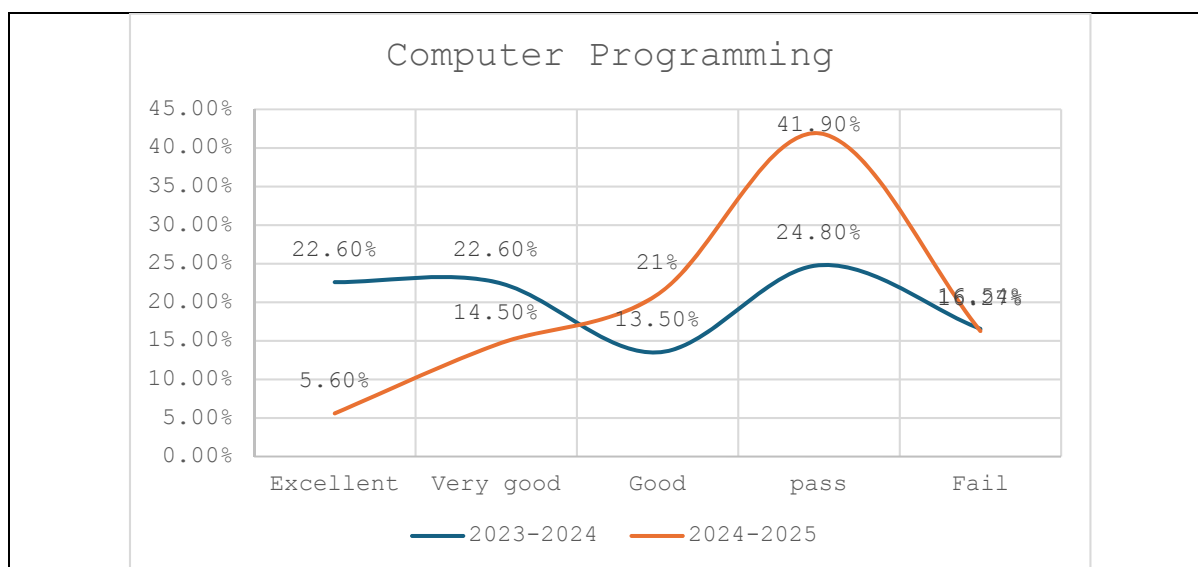
3. Factors Potentially Influencing Results:

- **Curriculum or assessment changes** that may have introduced greater difficulty or complexity.
- **Reduced academic engagement** or participation among students.
- **Variation in student capabilities** or preparedness.
- **Less effective use of formative assessment or feedback mechanisms** during the semester.

4. Recommendations for Improvement:

1. **Review and calibrate exam difficulty and grading rubrics** to ensure alignment with intended learning outcomes.
2. **Enhance formative assessment opportunities**, such as quizzes and project-based evaluations, to help students monitor their progress.
3. **Identify and support borderline students** earlier in the semester through tailored academic advising and remedial sessions.
4. **Provide enrichment opportunities** (e.g., optional assignments or projects) to better challenge high-achieving students.
5. **Conduct student feedback surveys** to evaluate satisfaction with course delivery and identify perceived challenges.

Failed	pass	Good	Very good	Excellent	
16.54%	24.80%	13.50%	22.60%	22.60%	2023-2024
16.27%	41.90%	21%	14.50%	5.60%	2024-2025



3. Student Feedback

Item	Comment
Means of Evaluation: Questionnaires	Online questionnaire using the institutional course evaluation system
Timing of Evaluation: During last two weeks	During the last two weeks of the semester
Number of students who participated in the course evaluation	81 students
Percentage of participants to the total number	32.65%
Important points of satisfaction	- Clarity of course objectives from the first lecture - Respectful and punctual instructor - Encouraging teaching style that promotes self-learning and group discussions - Availability and use of teaching aids and lab resources - Assistant staff were helpful and knowledgeable
Important points of dissatisfaction	- Limited diversity in assessment activities

4. Instructors Reflection

1. The overall educational process was satisfactory, with good student engagement, especially during practical sessions. However, continuous motivation and follow-up remain necessary to maintain participation levels.
2. Laboratory facilities are adequate, but some equipment requires maintenance or upgrading to ensure reliable and consistent student experience.
3. The blended learning model (face-to-face + online) was helpful in providing flexibility, though some students faced difficulties with the online platforms.

4. Students showed strong interest in hands-on activities, which suggests the importance of incorporating more design-based and lab-centered learning strategies.

4. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan

No.	Suggestions	Reasons
1	Linking the Course to the Job Market: Encourage students to develop real-world projects using	Due to limited time allocated for the course and the need to cover foundational programming concepts first.

Course development plan for the next academic semester/year

(Considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective / Improvement Actions	Methods of Implementation	Notes
1	Need for more advanced practical content (GUI programming)	Add advanced Java GUI programming examples and mini-projects	Integrate new content in lectures and lab sessions; provide hands-on exercises on GUI components	Based on student feedback and exam analysis
2	Limited practice in problem-solving and system design	Implement small individual/group projects throughout the semester	Divide course into modules ending with mini-projects; continuous practical evaluations	Will enhance applied skills progressively
3	Difficulty for weak students to follow complex topics	Support underperforming students through peer-led study groups	Assign top students as peer tutors; schedule weekly support sessions	To improve pass rates and engagement
4	Weak link between course outcomes and job market	Encourage real-world project ideas and expose students to market needs	Invite industry professionals for guest lectures; integrate market-based case studies into coursework	Strengthens job-readiness
5	Low awareness of real-life Java applications	Include job-market-aligned scenarios in assignments and examples	Use case studies from industry sectors (e.g., healthcare, IoT, finance) to design programming tasks	Ties programming skills to real applications

Name and Signature
Course Coordinator
Dr. Amira. Elsonbaty

Name and Signature
Head of the department council
Assoc.Prof.Dr. Hend Gadow



Course Report

Academic Year

2024/2025

Semester

First

1. Basic Information

Course Title:	Inorganic Chemistry
Course Code:	CHE111
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	9/week(4contact+5student)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 1
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Asso. Prof. Dr. Ramadan El kateb
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	
Instructor Name	Department	Academic degree	Specialty
1. Asso. Prof. Dr. Ramadan El kateb	Basic Science	Asso. Professor Dr	Physical Chemistry
2. Eng.Dina Mohammed	Chemical engineering	B. Sc	Chemical engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	28	28	-	70
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
quiz (1)	21/10/2024	10	three complete explain questions	A2 1. Define the principles, basic properties, and features of inorganic reactions, as well as their use in chemical process industries such as petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc 2. Conduct basic experiments to learn about the basic properties and features of inorganic reactions, as well as their applications in chemical process industries such as petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc.
Midterm exam	21/11/2024	10	two questions include complete, write configuration question, write equation , theoretical question	A2 1. Define the principles, basic properties, and features of inorganic reactions, as well as their use in chemical process industries such as petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc 2. Conduct basic experiments to learn about the basic properties and features of inorganic reactions, as well as their applications in chemical process industries such as petroleum refining, natural gas processing,

				petrochemicals, electrochemistry, fertilizers, and ceramics, etc.
Practical exam	19/12/2024	10	Two questions explain and experiment	A2 3. Develop suitable experimentation and/or simulation. A7 1. Work in stressful environment
Final written exam	19-1-2025	75	Three questions include complete question, mcq, problems, comparisons, draw structure and theoretical questions	A2 1. Define the principles, basic properties, and features of inorganic reactions, as well as their use in chemical process industries such as petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc 2. Conduct basic experiments to learn about the basic properties and features of inorganic reactions, as well as their applications in chemical process industries such as petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc. applications in chemical process industries like petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc.
Assignments/ quiz/ sheets	Any week	20	Mcq, complete and True or false questions. Number of questions is unlimited	A2 1. Define the principles, basic properties, and features of inorganic reactions, as well as their use in chemical process industries such as petroleum refining, natural gas processing, petrochemicals,

				electrochemistry, fertilizers, and ceramics, etc 2. Conduct basic experiments to learn about the basic properties and features of inorganic reactions, as well as their applications in chemical process industries such as petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc. A7 1. Work in stressful environment
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results	
Number of students (who started the course):	25
Number of students (who completed the course/ sat for the exam):	25/25
Number of students who did not attend the final written exam (absent – deprived – withdrawn):	-
Total number of students who passed the exams successfully:	14
Percentage of success (out of the total number of students who sat for the final exam)	56%

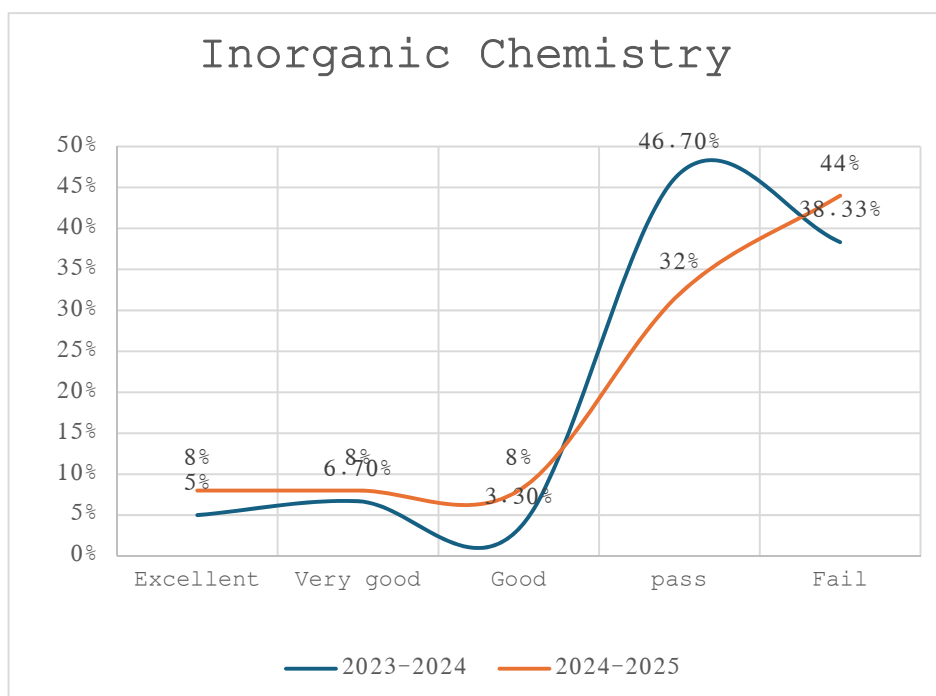
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	2	2	2	8
Percentage	% 8	8%	8%	32%
Total number of students who failed the exams:		11		
Percentage of failure (for the total number of students who took the final exam)		44 %		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: Analysis of Student Performance: 1. Passing Students Dominate: ○ The largest group (32%) are students who just passed, suggesting nearly 1/3 of the students is meeting minimum requirements but may need additional support to reach higher achievement levels. 2. High Achievers: ○ 8% achieved Excellent grades, showing strong mastery - this is the second-largest group 3. Middle Performance: ○ Combined Good + Very Good students make up 16% (8% + 8%), forming a substantial middle tier between the highest and lowest performers. Positive Notes:				

- About half of students exceeds the examination.

By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	5%	6.7%	3.3%	46.7%	38.33%
2024-2025	8%	8%	8%	32%	44 %

Comparing the results of this year with previous year showed that this year the results is greater than results 2023-2024 ,



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	Student opinions were collected through a questionnaire.
Timing of Evaluation: At the end of semester	Evaluation was conducted at the end of the semester.
Number of students who participated in the course evaluation	11 students participated.
Percentage of participants to the total number	44%
Important points of satisfaction	1- Exceptional clarity of course objectives (93.94%). 2- Highly effective teaching style promoting discussion (95.45%). 3- Strong lecturer-student relationship (average 88.64% across multiple metrics).
Important points of dissatisfaction	1- Slight concerns about educational resources (9.09% neutral responses).

4. Instructors Reflection

The instructors reflected on the course outcomes, noting that while student feedback was overwhelmingly positive (93.94% satisfaction with course clarity and 95.45% with teaching methods), the assessment results revealed significant challenges, with a 44% failure rate and only 8% of students achieving "Excellent" grades. This discrepancy suggests that while teaching methods are effective, the assessments may not align well with students' understanding or may be overly rigorous. The high satisfaction with lecturer-student relationships (88.64%) contrasts with the academic performance, indicating a need to bridge this gap. revisit assessment strategies and provide additional academic support to improve success rates.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)
None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	High failure rate (44%)	Implement remedial sessions and targeted support	- Weekly tutoring, practice exams, and progress monitoring - Improving of student assessment	Focus on struggling students to improve pass rates
2.	Alignment of assessments with teaching	Review and adjust exam blueprints and question difficulty	Committee-led exam design, alignment with Bloom's Taxonomy	Ensure fair and balanced assessments

Name and Signature
Asso. Prof. Dr. Ramadan El kateb
Course Coordinator

Name and Signature
Asso.prof. HEND Elsayed Gadow
Head of the department council



الفصل الدراسي الثاني

(2024-2025)



Course Report

Academic Year

2024/2025

Semester

Second Semester

1. Basic Information

Course Title:	Mathematics 4
Course Code:	BAS121
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	8/week(4contact+5student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 1
Academic Program:	All Programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Assoc. Prof. Dr. Samar Madian
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
-	1	2	
Instructor Name	Department	Academic degree	Specialty
1. Assoc. Prof. Dr. Samar Madian	Basic Science and Engineering Department	<u>Associate Professor Dr</u>	Pure mathematics (Complex analysis)
2. Eng. Mariem Yasser	Basic Science and Engineering Department	B. Sc	Civil Engineering
3. Eng. FatmaElzahraa Khaled	Basic Science and Engineering Department	B. Sc	<u>Electrical Power Engineering</u>
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of exercise hours (if any)	Total number of Student's load hours (if any)	Other (to be mentioned)
14	28	-	28	56	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:					

Student Assessment Methods that have been Implemented					
Method of assessment *		Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic exams	Midterm exam	6/4/2025	30	#4 questions# Question1(15 marks): Evaluate the following.. Question2(3 marks): Find ... Question3(4 marks): Find ... Question4(8 marks): Classify...	(A1) 1-Describe the relevant mathematical principles and theories in the discipline. 2-Use math ideas and theories that are applicable to the field.
					(A3) 1- Incorporate mathematical principles solving engineering problems. 2-Applied mathematical concepts to generate cost-effective solutions while adhering to the principles and contexts of sustainable design and development.
	Assignments/ quizzes/ sheets	Any week	30	Unlimited questions (Complete the following & ..)	(A1) 1-Describe the relevant mathematical principles and theories in the discipline. 2-Use math ideas and theories that are applicable to the field.

					(A3) 1- Incorporate mathematical principles solving engineering problems. 2-Apply mathematical concepts to generate cost-effective solutions while adhering to the principles and contexts of sustainable design and development.
Final written exam	21/5/2025	90	#3 main questions with a lot of sub questions in them# Question1(35 marks): (Calculate the following &Evaluate.. &Show that.. &Sketch..) Question2(30 marks): (Find ... &Verify that.. &Describe..) Question3(25 marks): (Discuss.. &Find...& Verify that..& Calculate..)	(A1) 1-Describe the relevant mathematical principles and theories in the discipline. 2-Use math ideas and theories that are applicable to the field.	
				(A3) 1- Incorporate mathematical principles solving engineering problems 2- 2-Apply mathematical concepts to to generate cost-effective solutions while adhering to the principles and contexts of sustainable design and development.	
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course:					

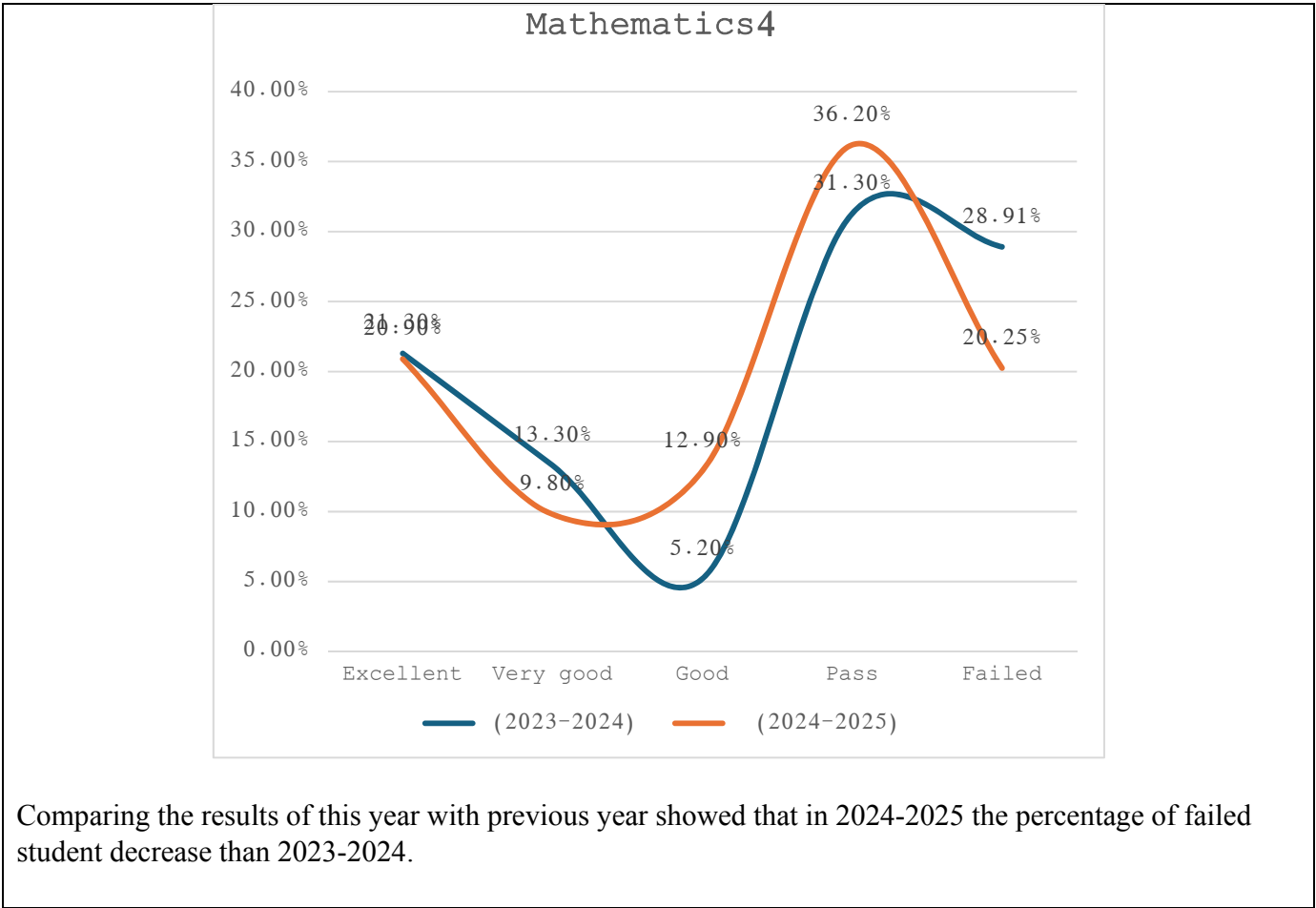
Assessment procedures supervised by an Examination Committee each semester. The committee ensures:
 Exams align with course learning outcomes (LOs) and Bloom's taxonomy (cognitive levels).
 Fair, balanced coverage of topics through detailed exam blueprints.
 Model answers and rubrics are created to ensure consistent, objective grading.
 Passing requirements: Minimum 50% overall grade and 30% of written exam.
 These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.

Student Assessment Results				
Note: The course is shared among the three programs, and the statistics shown reflect the overall performance (pass/fail rates and grades) of all enrolled students collectively.				
Number of students (who started the course):			163	
Number of students (who completed the course/ sat for the exam):			163/163	
Number of students who did not attend the final written exam (absent - deprived - withdrawn):			0	
Total number of students who passed the exams successfully:			130	
Percentage of success (out of the total number of students who sat for the final exam)			79.75%	
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	34	16	21	59
Percentage	20.9%	9.8%	12.9%	36.2%
Total number of students who failed the exams:			33	
Percentage of failure (for the total number of students who took the final exam)			20.245%	
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:				
The majority of students (36.20%) achieved a Pass grade, indicating that nearly 40% of the class met the minimum requirements but may need additional support to reach higher achievement levels.				

-
- A significant portion (20.90%) performed **Excellent**, demonstrating strong understanding of the subject.
 - **Good** (12.90%) and **Very Good** (9.80%) grades show moderate performance, with low need for improvement.
 - A notable percentage (20.90%) of students excelled, reflecting effective teaching strategies for high achievers.
 - Combined, **Excellent, Very Good, and Good** grades account for **43.6%**, indicating a substantial group performing above average.

By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	21.30%	13.30%	5.20%	31.30%	28.91%
2024-2025	20.90%	9.80%	12.90%	36.20%	20.25%



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations - (attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are

	carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of the semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	109
Percentage of participants to the total number	%66.87
Important points of satisfaction	لا يهدر المحاضر وقت المحاضرة بما هو خارج (63.3%) يعامل المحاضر الطلاب باحترام (62.39%) المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة (62.39%)
Important points of dissatisfaction	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة (1.83%)

4. Instructors Reflection

A total of 109 students participated in the course evaluation, representing 66.87% of the total enrolled students. This is a satisfactory response rate that provides meaningful insight into students' perceptions. The evaluation revealed several important points of satisfaction. A majority of students (63.3%) appreciated that the instructor made full use of the lecture time and avoided irrelevant distractions. Additionally, 62.39% acknowledged the respectful treatment they received from the instructor, and the same percentage appreciated the instructor's efforts to announce grades and coursework results. However, there is an apparent contradiction where only 1.83% of students expressed dissatisfaction regarding the announcement of exam and coursework results. This inconsistency suggests either a misunderstanding of the survey item or a potential issue with the timing or method of grade communication that affected a small subset of students.

Corrective Actions:

- Reconfirm and standardize the method and timing of announcing grades and coursework results.
- Use multiple channels (LMS, in-class, email) to ensure all students receive the information.
- Clarify to students where and when they can access their results.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	A small group of students reported dissatisfaction with the announcement of exam and coursework results (1.83%)	Improve clarity and consistency in grade announcements	• Standardize the method and timing of grade releases. • Use multiple communication channels (LMS, class, email). • Clearly inform students when and where to find results.	

Name and Signature
Course Coordinator
 Assoc. Prof. Dr. Samar Madian

Name and Signature
Head of the department council
 Assoc. Prof. Dr. Hend Elsayed Gadow



Course Report

Academic Year

2024/2025

Semester

Second Semester

1. Basic Information

Course Title:	Technical Report Writing
Course Code:	BAS122
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	8/week(4contact+4student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 1
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Prof. Dr. Khaled Samir & Dr. Mohamed El-Bindary
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
2	-	2	
Instructor Name	Department	Academic degree	Specialty
1. Prof. Dr. Khaled Samir Mohamed	Basic Science	Professor Dr	Organic Chemistry
2. Dr. Mohamed ElBindary	Basic Science	Ph. D.	Inorganic Chemistry
3. Eng. Ahmed Saleh	Basic Science	M. Sc	Computer Science
4. Eng. Hams Hany Ibrahim	Communications and Electronics Engineering	B. Sc	Communications and Electronics Engineering
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of field training hours (if any)	Total number of self-learning hours (if any)	Other (to be mentioned)
14	28	28	-	56	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: Some topics were reduced due to decrease in lecture hours in Holy Ramadan month.					

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Exam (1) Semester work	12/3/2025	10	MCQ and true or false - 5 questions of each type	A5 -1: Define technical language and report writing
Midterm exam	10/4/2025	10	Three questions, one complete question, one compare question and theoretical question..	A5 -1: Define technical language and report writing. A5 -2: Assess different ideas, views, and knowledge from a range of sources. A5 -3: Prepare technical reports.
Final Practical Exam	10/5/2025	10	Use Microsoft office in preparing reports	A5 -4: Search for information to engage in lifelong self-learning discipline. A8 -1: Communicate effectively
Final written exam	28/5/2025	50	Six questions include theoretical questions, mcq, and true or false	A5 -1: Define technical language and report writing. A5 -2: Assess different ideas, views, and knowledge from a range of sources. A5 -3: Prepare technical reports. A5.4 Search for information to engage in lifelong self-learning discipline.
Assignments/ quiz/ sheets	Any week	20	Mcq, complete and True or false questions. Number of questions is unlimited	A5 -1: Define technical language and report writing. A5 -2: Assess different ideas, views, and knowledge from a range of sources. A5 -3: Prepare technical reports. A5.4 Search for information to engage in lifelong self-learning discipline.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels).				

Fair, balanced coverage of topics through detailed exam blueprints.
 Model answers and rubrics are created to ensure consistent, objective grading.
 Passing requirements: Minimum 50% overall grade and 30% of written exam.
 These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.

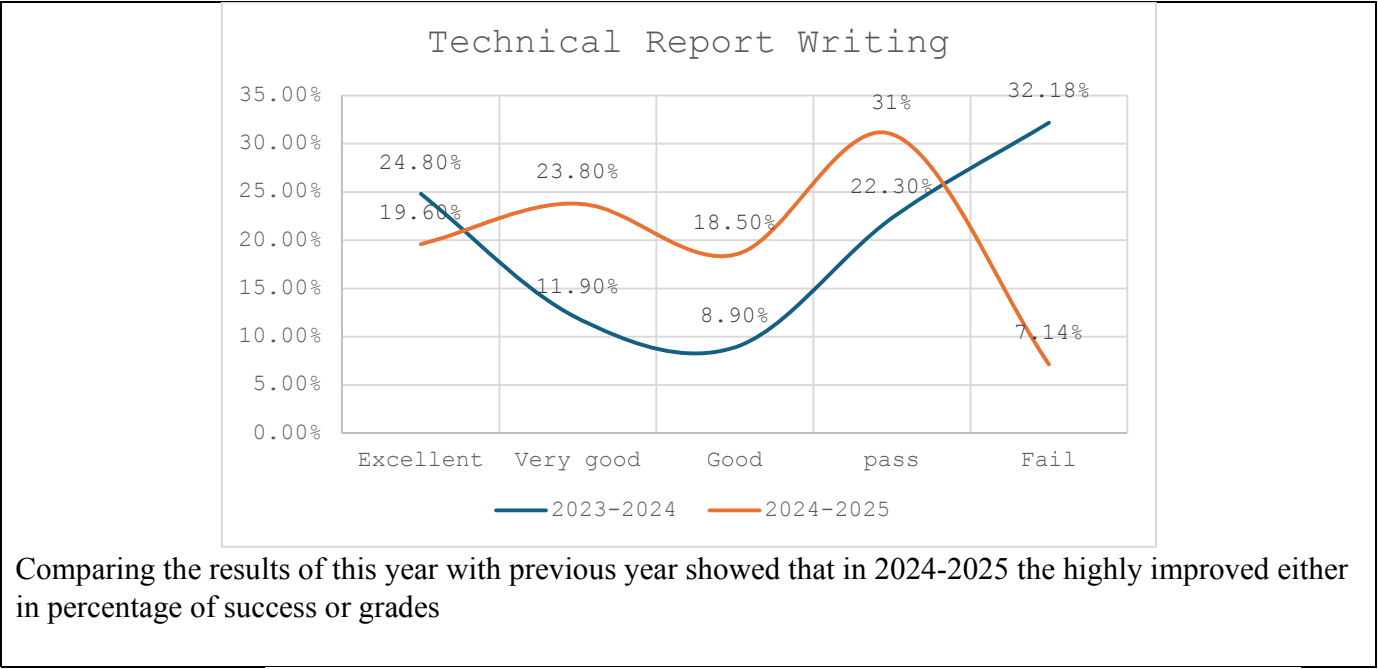
Student Assessment Results				
<u>Note: The course is shared among the three programs, and the statistics shown reflect the overall performance (pass/fail rates and grades) of all enrolled students collectively.</u>				
Number of students (who started the course):			168	
Number of students (who completed the course/ sat for the exam):			168/168	
Number of students who did not attend the final written exam (absent - deprived - withdrawn):			0	
Total number of students who passed the exams successfully:			156	
Percentage of success (out of the total number of students who sat for the final exam)			92.86%	
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	33	40	31	52
Percentage	19.6 %	23.8%	18.5%	31%
Total number of students who failed the exams:			12	
Percentage of failure (for the total number of students who took the final exam)			7.14%	
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:				

1. **Overall Performance:** The majority of students (31%) achieved a "Pass" grade, which is the largest group. This suggests that while most students met the minimum requirements, there is room for improvement in helping more students reach higher grade bands.
2. **High Achievers:** A significant proportion (19.6%) achieved "Excellent" results, showing strong mastery of the material. Combined with the "Very good" category (23.8%), we see that 43.4% of students performed at above-average levels.
3. **Middle Performers:** The "Good" category represents 18.5% of students, indicating a smaller group performing solidly but not exceptionally.
4. **Areas for Improvement:** The relatively high percentage in the "Pass" category (31%) suggests that nearly one-third of students are just meeting the minimum standards. This might indicate:
 1. Potential gaps in understanding for some students
 2. Possible need for additional support mechanisms
 3. Opportunity to review teaching methods for this group

By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	24.8 %	11.9%	8.9%	22.3%	32.18
2024-2025	19.6 %	23.8%	18.5%	31%	7.14%

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3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations - (attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.

Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	88
Percentage of participants to the total number	52.4%
Important points of satisfaction	1- تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة. (79.55%) 2- يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن. (79.55%) 3- يعامل المحاضر الطلاب باحترام. (79.55%)
Important points of dissatisfaction	هذه النقاط لا تعبر فعليا عن عدم رضا لأن نسبتها من 1-10% (مجموع غير موافق و غير موافق تماما) من العينة التي تم استبيانها 1- المعيد يعامل الطلاب باحترام. (بنسبة 4.55% مجموع غير موافق و غير موافق تماما) 2- المعيد على قدر عالي من استيعاب المنهج الدراسي. (بنسبة 4.55% مجموع غير موافق و غير موافق تماما)

4. Instructors Reflection

This semester, the Technical Report Writing course successfully covered core concepts. The data shows that while many students excelled, a substantial group is performing at the minimum acceptable level. This suggests a need to **re-examine instructional strategies**—perhaps incorporating more active learning, to help more students reach higher competency levels. Additionally, **early interventions** (e.g., check-ins, practice exercises) could prevent students from falling into the "just passing" category

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Lack of understanding of report structure	Introduce standard report formats and templates	Provide sample reports • Conduct workshops on structure • Use guided writing tasks	

(considering the student assessment results as well as the student feedback and instructors' reflection)

Name and Signature
Prof. Dr. Khaled Samir
Dr. Mohamed El-Bindary
Course Coordinator

Name and Signature
Assoc. Prof. Dr. Hend Elsayed Gadow
Head of the department council





وحدة ضمان الجودة



وزارة التعليم العالي

المعهد العالي للمهندسة والتكنولوجيا بدمياط الجديدة

Course Report

Academic Year

2024 / 2025

Semester

Second semester

1. Basic Information

Course Title	Introductions to Information Technology
Course Code	BAS123
Department that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course	8/week (4 contact hours + 4 student load)
Course Type:	Compulsory Course
The level to which the course was introduced:	1 st Level
Academic Program:	All programs
Institute:	High institute For Engineering & Technology in New Damietta
University:	Ministry of Higher Education and Scientific Research
Name of Course Coordinator:	Dr. Amira Elsonbaty
Course Report Approval	27/7/2025
Date of approval of the course report	7/29/2025

2. Data and Statistics

Teaching and Learning					
Number of weeks of actual study	Lectures	Practical	Tutorial	Student loads	Other
14 weeks	28	*	28	56	-
-All course topics were thoroughly addressed in accordance with the approved course specification, with no omissions noted. -No significant deviations from the planned teaching methods were made; however, increased emphasis was placed on interactive learning and practical demonstrations in response to students' feedback and engagement needs. -The allocated teaching hours and course content delivery were fully aligned with the specifications outlined in the approved course syllabus.					

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
One		2	
Instructor Name	Department	Academic degree	Specialty
1. Dr. Amira Elsonbaty	Communication & Electronics Engineering Department	Ph.D. in Electronic Engineering	Computer and Control Engineering
2. Ass. tec. Ahmed Abdu Saleh	Basic Science and Engineering Department	Master's in Computer Science	Computer Science
3. Nady Mohamed Abdelhady	Basic Science and Engineering Department	B. SC	Computer Science

Student Assessment Methods that have been Implemented					
Method of assessment		Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic exams	Midterm exam	4/6/2025	20	Question 1: Theoretical & Applied & Short Answer Questions (6 sub-questions) Question 2: Practical –	A3.1: Apply design principles to create web applications that meet user needs while ensuring cost-effectiveness, usability, and accessibility.

				HTML Programming Task (1 complete code writing task)	A3.2: Integrate modern technologies, such as AI, cloud computing, and IoT, to develop functional and secure information systems. A4.1: Incorporate environmental considerations and risk management principles in the design and development of sustainable web applications and information systems. A4.2: Apply current technologies and standards to design secure and efficient web applications that meet industry best practices.
	Projects Assignments	5/4/2025	20	Comprehensive task requiring students to submit a full feasibility study including system analysis and design phase	A3.1: Apply design principles to create web applications that meet user needs while ensuring cost-effectiveness, usability, and accessibility. A3.3: Design sustainable web solutions considering security measures, data protection, and long-term environmental impacts.

<u>Practical/Oral Exam</u>	5/11/2025	10		A3.1: Apply design principles to create web applications that meet user needs while ensuring cost-effectiveness, usability, and accessibility. A3.3: Design sustainable web solutions considering security measures, data protection, and long-term environmental impacts.
Final written exam	5/18/2025	50		A3.1: Apply design principles to create web applications that meet user needs while ensuring cost-effectiveness, usability, and accessibility. A3.2: Integrate modern technologies, such as AI, cloud computing, and IoT, to develop functional and secure information systems. A4.1: Incorporate environmental considerations and risk management principles in the design and development of sustainable web applications and information systems. A4.2: Apply current technologies and standards to design secure and efficient web applications that meet industry best practices.

Comment on the procedures and rules of student assessment that have been implemented (e.g., examination committees, exam paper review, blueprints...), and the rules for passing the course: The course follows well-defined and standardized student assessment procedures that align with institutional and quality assurance requirements. An Examination Committee is formed at the beginning of each academic semester to oversee all assessment processes. This committee is responsible for reviewing exam papers to ensure alignment with course LOs, fairness, and appropriate coverage of topics. Detailed exam blueprints are prepared in advance, mapping each question to specific learning outcomes and cognitive levels (based on Bloom's taxonomy). This ensures balanced assessment across theoretical and practical components. Model answers and grading rubrics are also developed and reviewed by the committee to ensure consistency and objectivity in marking. The rules for passing the course require students to achieve at least 50% of the total course grade, with a mandatory minimum performance in both continuous assessment (e.g., assignments, quizzes, practical work) and final examinations, and 30% of written exam. These procedures aim to ensure transparency, fairness, and alignment with the academic standards set by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE).

Student Assessment Results

Note: The course is shared among the three programs, and the statistics shown reflect the overall performance (pass/fail rates and grades) of all enrolled students collectively.

Number of students (who started the course):	154
Number of students (who completed the course/ sat for the exam):	154/154
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	0
Total number of students who passed the exams successfully:	137
Percentage of success (out of the total number of students who sat for the final exam)	88.96

Grade Distribution *

Grade	Excellent	Very Good	Good	pass
Number of students	18	32	35	52
Percentage	11.7	20.8	22.7	33.8
Total number of students who failed the exams:				17
Percentage of failure (for the total number of students who took the final exam)				11.04

Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:

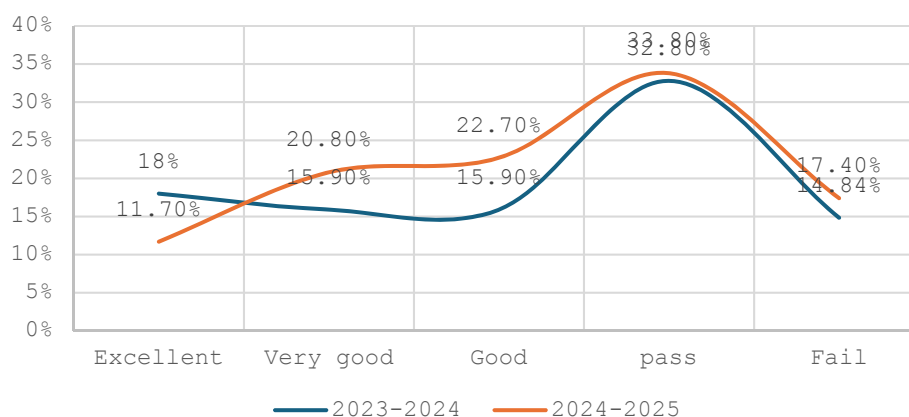
- The overall pass rate is stable across both years.
- A decrease in the percentage of students with Excellent grades in 2024–2025.
- Very Good and Good categories show improvement.
- More students achieved average performance, fewer achieved top performance.
- Instructional methods may have supported mid-level students.

- Additional support is needed to increase high achievers.

Comparison Table of Student Results

	Excellent	Very good	Good	pass	Failed
2023-2024	18 %	15.9 %	15.9 %	32.8 %	14.84 %
2024-2025	11.7%	20.8%	22.7%	33.8%	17.4%

Introductions to Information Technology



3. Student Feedback

Item	Comment
Means of Evaluation: Questionnaires	Online questionnaire using the institutional course evaluation system
Timing of Evaluation: During the last two weeks of the semester	-
Number of students who participated in the course evaluation	109
Percentage of participants to the total number	%70
Important points of satisfaction	1- يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن 2- عامل المحاضر الطلاب باحترام. 3- لمعيد على قدر عالي من استيعاب المنهج الدراسي.
Important points of dissatisfaction	1- أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

4. Instructors Reflection

1. The overall educational process was satisfactory, with good student engagement, especially during practical sessions. However, continuous motivation and follow-up remain necessary to maintain participation levels.
2. The scientific content of the course is up to date and aligned with the latest developments in the field of information technology
3. Laboratory facilities are adequate
4. Student performance was varied, with strong results among students who consistently attended and participated, while weak performance was observed among those who were less engaged.
5. Assessment methods were effective overall from the inclusion of mini-projects or case studies to enhance practical and analytical skills.
6. The blended learning model (face-to-face + online) was helpful in providing flexibility, though some students faced difficulties with the online platforms.

4. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan

All corrective and improvement actions outlined in the previous academic year's plan have been fully implemented.

Course development plan for the next academic semester/year

(Considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1	Enhancing students' research and self-learning skills	Integrate research-based assignments and guided self-study activities	Assign mini-research tasks and annotated bibliography reports related to IT topics	Supports lifelong learning and academic inquiry
2	Supporting underperforming students in theoretical understanding	Implement remedial sessions and peer tutoring programs	Schedule weekly remedial classes and create peer support groups led by top-performing peers	Targeted at students with repeated low grades
3	Improving communication and presentation skills	Include student-led presentations and group discussions	Require students to present short topics or mini-projects in class	Enhances soft skills needed in the job market
4	Increasing real-world application and industry relevance	Develop capstone-style mini projects simulating real IT problems	Design project-based assessments using case studies from industry	Aligned with market needs and employability

Name and Signature
Course Coordinator
Dr. Amira Elsonbaty

Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend Elsayed Gadow



Course Report

Academic Year

2024/2025

Semester

Second Semester

1. Basic Information

Course Title:	Strength of materials
Course Code:	BAS124
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of hours of the course (Terms regulation):	8/week(4contact+4student load)
Course Type:	Compulsory
The level to which the course was introduced:	Level: 1
Academic Program:	Civil Engineering and Chemical Engineering programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education & Scientific Research
Name of Course Coordinator:	Dr. Nesreen Elawadly
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	-	1
Instructor Name	Department	Academic degree	Specialty
1. Dr. Nesreen Elawadly	Civil Engineering <u>Department</u>	<u>Ph. D</u>	Civil Engineering (Strength of materials)
2. Eng. Esraa Elayouty	Civil Engineering <u>Department</u>	<u>B. Sc.</u>	Civil Engineering

Teaching and Learning					
Number of weeks of actual study	Lectures	Tutorial	Practical	Student load	other
14	28	28	-	56	---
Notes (if any):					

Student Assessment Methods that have been Implemented				
Method of Assessment	Date of Evaluation	Marks	Type and number of questions	Measured Course Learning Outcomes
Periodic Exam (1) Semester work.	11/3/2024	10	Three questions: Q1 and Q2 problem solving.	A1: 1 Define the concepts and theories of general concepts of strength of material, normal stress, direct shear stress, Mohr's cycle. A1: 2 Use theories that are applicable to solutions for engineering problems and system design, normal stress, direct shear, stresses in beams, torsional stresses.
Periodic Exam 2 written (Midterm exam)	8/4/2025	20	Three questions: Q1, Q2 and Q3 problem solving.	A1: 1 Define the concepts and theories of general concepts of strength of material, normal stress, direct shear stress, Mohr's cycle. A1: 2 Use theories that are applicable to solutions for engineering problems and system design, normal stress, direct shear, stresses in beams, torsional stresses.
Final written exam	1/6/2025	60	Seven questions: Q1, Q2, Q3, Q4, Q5, Q6 and Q7 problem solving.	A1:1 Define the concepts and theories of general concepts of strength of material, normal stress, direct shear stress, Mohr's cycle. A1: 2 Use theories that are applicable to solutions for engineering problems and system design, normal stress, direct shear, stresses in beams, torsional stresses.

				A1: 2 Practice the neatness and aesthetics in design to approach stresses in beams, torsional stresses, and pressure vessels A1: 4 Apply engineering knowledge to improve design, products and/or services, normal stress, direct shear stress, stresses in beams, torsional stresses, pressure vessels, mohr's cycle.
Assignments/ sheets	Any week	10	problem solving	A1: 1 Define the concepts and theories of general concepts of strength of material, normal stress, direct shear stress, Mohr's cycle. A1: 2 Use theories that are applicable to solutions for engineering problems and system design, normal stress, direct shear, stresses in beams, torsional stresses. A1: 3 Practice the neatness and aesthetics in design to approach stresses in beams, torsional stresses, and pressure vessels A1: 4 Apply engineering knowledge to improve design, products and/or services, normal stress, direct shear stress, stresses in beams, torsional stresses, pressure vessels, mohr's cycle.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading.				

Passing requirements: Minimum 50% overall grade and 30% of written exam.
 These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.

Student Assessment Results				
<u>Note: The course is shared among the Civil Engineering Program & the Chemical Engineering Program, and the statistics shown reflect the overall performance (pass/fail rates and grades) of all enrolled students collectively.</u>				
Number of students (who started the course):			59	
Number of students (who completed the course/ sat for the exam):			59/57	
Number of students who did not attend the final written exam (absent – deprived – withdrawn):			2	
Total number of students who passed the exams successfully:			49	
Percentage of success (out of the total number of students who sat for the final exam)			85.96%	
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	7	15	20	16
Percentage (%)	12.1	6.9	13.8	50
Total number of students who failed the exams:			10 (8 sat exam and 2 absent)	
Percentage of failure (for the total number of students who took the final exam)			14.04%	

Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:

Analysis of Student Performance:

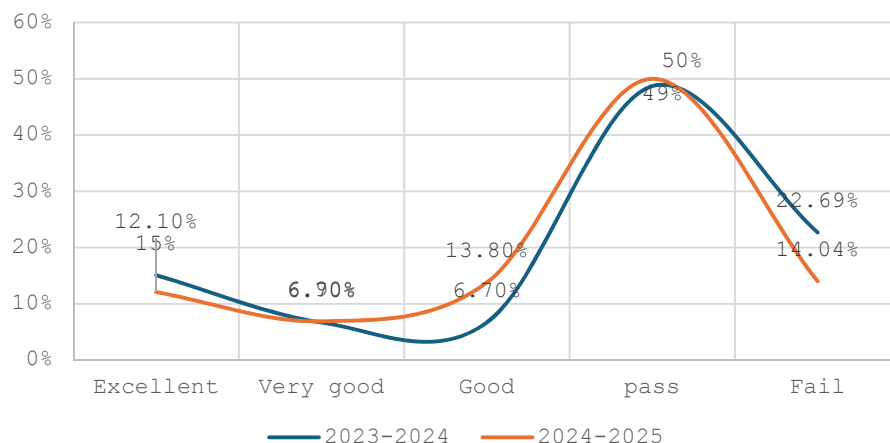
The results show a varied distribution of grades among the students:

- **12.1% (7 students)** achieved an **Excellent** grade, demonstrating outstanding understanding and mastery of the course material.
- **6.9% (15 students)** scored **Very Good**, indicating strong performance with minor areas for improvement.
- **13.8% (20 students)** received a **Good** grade, suggesting satisfactory comprehension but with need for further development.
- **50% (16 students)** obtained a **Pass**, which means they met the minimum requirements but may need additional support to strengthen their grasp of key concepts.
- **For the 50% (16 students)** obtained a **Pass**, highlighting a potential need for targeted interventions—such as review sessions, additional practice materials, or alternative teaching methods—to help more students reach higher performance levels.
- By comparing the results of this year and previous year

	Excellent (%)	Very good (%)	Good (%)	Pass (%)	Failed (%)
2023-2024	15.1%	6.7%	6.7%	48.7%	22.69%
2024-2025	12.1%	6.9%	13.8%	50%	14.04%

Comparing the results of this year with previous year showed that this year the percentage of students attained the excellent grade increase that confirm increase percentage of understanding of course material while the percentage of students attained pass approximately equal.

Strength of materials



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	34

Percentage of participants to the total number	58%
Important points of satisfaction	1- الفاعلية التعليمية: (أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي (91,91%)) 2- علاقة المحاضر بالطلاب فيما يتعلق بالمقرر: (يلتزم المحاضر بمحتويات المقرر (91.18%)) 3- لهيئة المعاونة: (المعيد ملتزم بالحضور وفقا لمواعيد الجداول الدراسية (91,18%))
Important points of dissatisfaction	1- لوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.

4. Instructors Reflection

Teaching Strength of Materials this semester effectively balanced theoretical fundamentals with practical applications. Students demonstrated solid understanding of stress-strain relationships and beam bending concepts, though some needed additional support with Mohr's Circle analysis. The hands-on tensile testing experiments successfully reinforced theoretical principles, while the bridge design challenge effectively developed problem-solving skills. For next term, I plan to integrate more real-world case studies of structural failures and introduce FEA software demonstrations to enhance visualization of complex stress distributions.

5. Course Enhancement

**Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)**

All the improvement actions from last year's plan were carried out.

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Enhance the Educational effectiveness	Apply brainstorming as it helps the students to discuss and dialogue to reach collective concepts and facts.	Applying the brainstorming by the course instructors during lectures and exercises.	---

**Name and Signature
Course Coordinator
Dr. Nesreen Elawadly**

**Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend Elsayed Gadow**



Course Report

Academic Year

2024/2025

Semester

Second

1. Basic Information

Course Title:	Organic Chemistry
Course Code:	CHE121
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	9/week(4 contact+5 student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 1
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Prof. Dr Khaled Samir Mohamed
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	
Instructor Name	Department	Academic degree	Specialty
1. Prof. Dr Khaled Samir Mohamed	Basic Science	Prof. Dr	Organic Chemistry
2. Eng.Rabab Osama	Chemical engineering	M.Sc.	Chemical engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	28	28	-	70
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: Some of the topics have been reduced due to the shortage of lecture hours during the holy month of Ramadan.				

Student Assessment Methods that have been Implemented

Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Exam (1) Semester work	12/10/2024	15	MCQ and true or false - 5 questions of each type	A2 1: Define organic reactions' principles, basic characteristics, and properties, as well as their applications in chemical process industries like petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc.
Midterm exam	11/4/2025	15	Five questions include problems, nomenclature of organic compounds and some questions on stereochemistry in addition to complete questions The final mark was 25 marks but the grade is scaled down from 25 to 15.	A2 1: Define organic reactions' principles, basic characteristics, and properties, as well as their applications in chemical process industries like petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc. 2: Conduct basic experiments to learn about the basic characteristics and features of organic reactions, for applying in chemical process industries such as petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, among others. B1 3: Apply the practical organic chemistry to identify the different classes of organic chemistry.
Final Practical Exam	10/5/2025	15	Identification of simple unknown	A6 1. Interpret data derived from

			organic compounds	laboratory observation from equipment flow sheets, charts and curves to interpret data derived from laboratory observation. A7 1: Collaborate effectively within multidisciplinary team. 2: Work in stressful environment and within constraints.
Final written exam	25/5/2025	75	Four questions include problems, mcq, and other all types of questions	A2 1: Define organic reactions' principles, basic characteristics, and properties, as well as their applications in chemical process industries like petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc. 2: Conduct basic experiments to learn about the basic characteristics and features of organic reactions, for applying in chemical process industries such as petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, among others. B1 1: Illustrate the organic chemical reactions that utilize a full range of thermodynamics and kinetics of chemical reactions. 2: Design new processes or products through utilization organic chemical reactions 3: Apply the practical organic chemistry to identify the different classes of organic chemistry.

Assignments/ quiz/ sheets	Any week	30	Mcq, complete and True or false questions. Number of questions is unlimited A2 1: Define organic reactions' principles, basic characteristics, and properties, as well as their applications in chemical process industries like petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc. 2: Conduct basic experiments to learn about the basic characteristics and features of organic reactions, for applying in chemical process industries such as petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, among others. B1 1: Illustrate the organic chemical reactions that utilize a full range of thermodynamics and kinetics of chemical reactions. 2: Design new processes or products through utilization organic chemical reactions 3: Apply the practical organic chemistry to identify the different classes of organic chemistry.

Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course:

Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels).

Fair, balanced coverage of topics through detailed exam blueprints.

Model answers and rubrics are created to ensure consistent, objective grading.

Passing requirements: Minimum 50% overall grade and 30% of written exam.

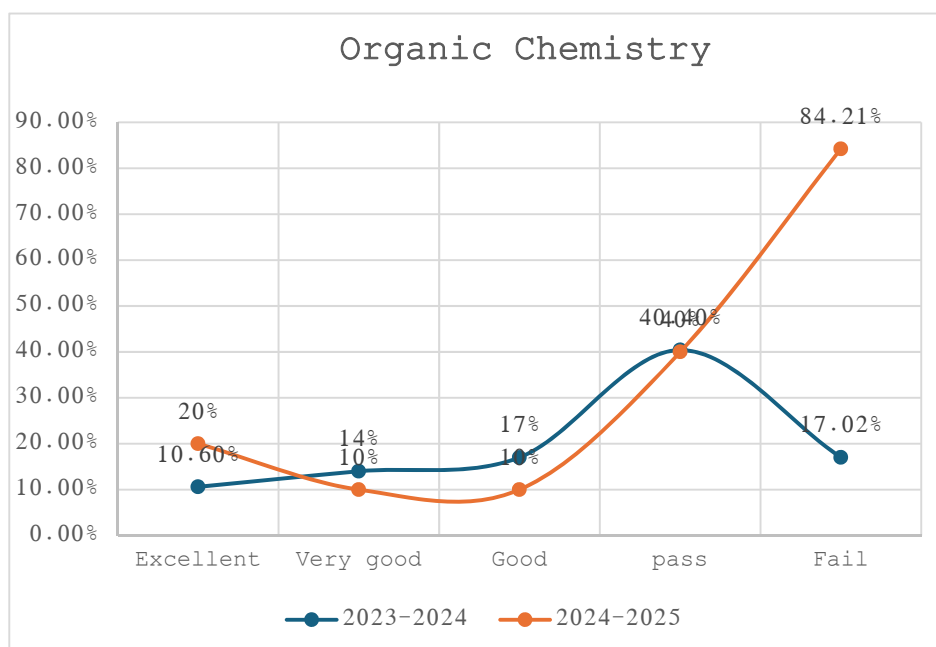
These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.

Student Assessment Results				
Number of students (who started the course):		20		
Number of students (who completed the course/ sat for the exam):		20\19		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		1 deprived		
Total number of students who passed the exams successfully:		16		
Percentage of success (out of the total number of students who sat for the final exam)		84.21%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	4	2	2	16
Percentage	20%	10%	10%	40%
Total number of students who failed the exams:		4 (3 sat exam and one deprived)		
Percentage of failure (for the total number of students who took the final exam)		15.78%		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:				
Analysis of Student Performance:				
The results show a varied distribution of grades among the students:				
20% (4 students) achieved an Excellent grade, demonstrating outstanding understanding and mastery of the course material. 10% (2 students) scored Very Good, indicating strong performance with minor areas for improvement.				

- **10% (2 students)** received a **Good** grade, suggesting satisfactory comprehension but with need for further development.
- **40% (16 students)** obtained a **Pass**, which means they met the minimum requirements but may need additional support to strengthen their grasp of key concepts.
- The majority of students (40%) fell into the **Pass** category, highlighting a potential need for targeted interventions—such as review sessions, additional practice materials, or alternative teaching methods—to help more students reach higher performance levels.
- By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	10.6%	14%	17%	40.4%	17.02%
2024-2025	20%	10%	10%	40%	84.21%

Comparing the results of this year with previous year showed that this year the percentage of students attained the excellent grade increase that confirm increase percentage of understanding of course material while the percentage of students attained pass approximately equal.



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -

(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	Likert-scale questionnaires (Strongly Agree to Strongly Disagree)
Timing of Evaluation: At the end of semester	Conducted at end of second semester 2024/2025
Number of students who participated in the course evaluation	7 students participated.
Percentage of participants to the total number	35%
Important points of satisfaction	1. وضوح أهداف المقرر (مجموع موافق/موافق تماماً: 96.43%) 2. التزام المحاضر بالمواعيد (مجموع موافق/موافق تماماً: 96.43%) 3. معاملة الطلاب باحترام (مجموع موافق/موافق تماماً: 96.43%)
Important points of dissatisfaction	لا توجد نقاط عدم رضا رئيسية (جميع النقاط حصلت على 0% غير موافق/غير موافق تماماً)

4. Instructors Reflection

This semester, the Organic Chemistry course successfully covered core concepts. The chemical reactions taught were linked to industrial applications, which enhanced the appeal of the course presentation. Many students have requested field visits to industrial facilities related to the course content, and I will work on this in the next year.

5. Course Enhancement

**Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)**

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Field visits	• Enhance Practical Learning • Strengthen Student Engagement • Industry-Academia Collaboration:	• Identify Relevant Industries • Integrate Visits into Curriculum • Assess the impact of visits through student feedback and academic performance.	

Name and Signature
Prof. Dr Khaled Samir
Course Coordinator

Name and Signature
Asso.prof. Hend Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

Second

1. Basic Information

Course Title:	Physical Chemistry
Course Code:	CHE122
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	7/week(4 contact + 3 student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 1
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Assoc. Prof. dr. Ramadan A.Elkateb
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	-
Instructor Name	Department	Academic degree	Specialty
1. Assoc. Prof. dr. Ramadan A.Elkateb	Basic Science	Assoc. Professor	Physical Chemistry
2. Eng. Elham Abdul-Raouf Hussein	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of Self- learning hours
14	28	28	-	42
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:				

Some of the topics have been reduced due to the shortage of lecture hours during the holy month of Ramadan.

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Midterm exam	10/4/2025	20	Two questions include complete questions, comparison questions, theoretical questions.	B1 1. Identify the principles of physical chemistry including chemical reaction equilibrium, chemical kinetic reactions and thermodynamics. 2. Summarize the appropriate techniques relevant to physical chemistry.
Final Practical Exam	11/5/2025	15	Two questions include complete questions and explain the experiment.	A6 1. Interpret data derived from laboratory observation from equipment flow sheets, charts and curves to interpret data derived from laboratory observation.
Final written exam	4/6/2025	75	Four questions include problems, mcq, and other all types of questions	B1 1. Identify the principles of physical chemistry including chemical reaction equilibrium, chemical kinetic reactions and thermodynamics. 2. Summarize the appropriate techniques relevant to physical chemistry. A5 1. Define technical language and report writing.

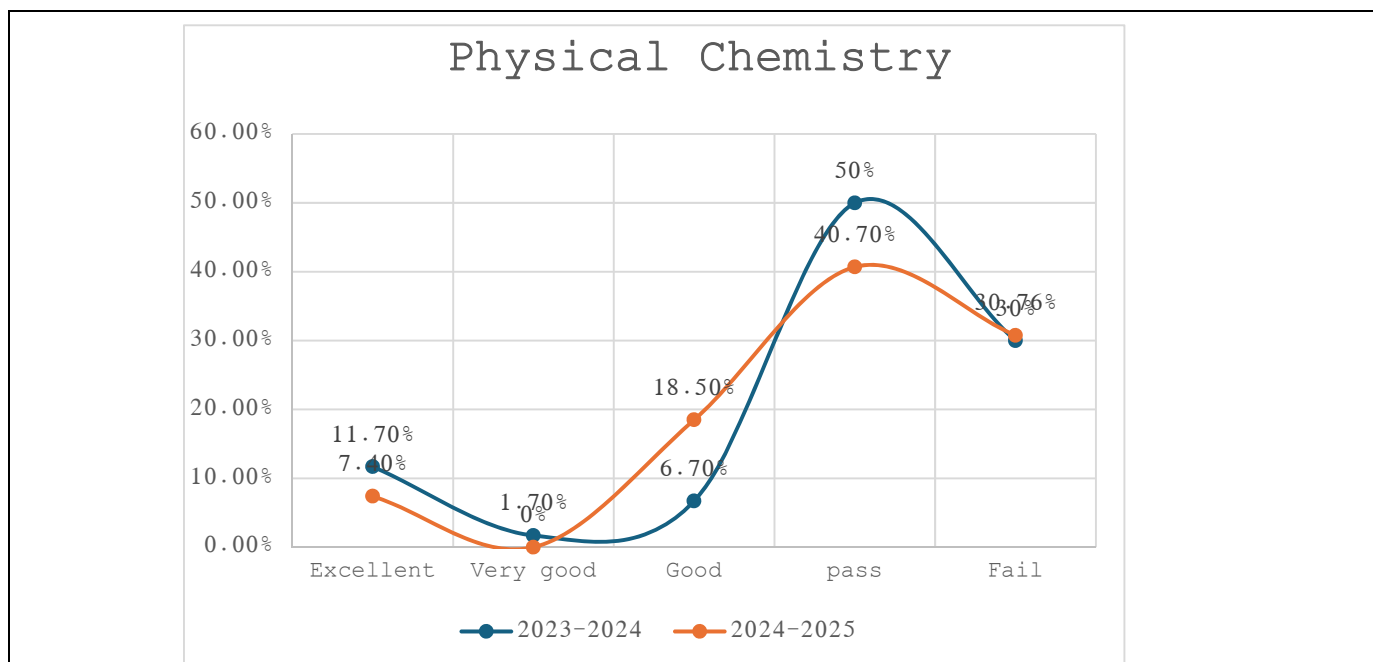
Assignments/ quiz/ sheets	Any week	40	Mcq, complete and True or false questions. Number of questions is unlimited	A5 1. Define technical language and report writing. 2.Prepare technical reports A7 2. Work in stressful environment and within constraints.

Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course:

Each semester, assessment procedures are overseen by an Examination Committee to ensure quality and consistency. The committee verifies that exams are aligned with course learning outcomes and appropriate cognitive levels as outlined in Bloom's taxonomy. Comprehensive exam blueprints are used to guarantee fair and balanced topic coverage. To promote objective and uniform grading, model answers and detailed rubrics are developed. Students must achieve a minimum overall score of 50%, with at least 30% in the written exam component. These practices uphold principles of fairness, transparency, and alignment with NAQAAE quality assurance standards.

Student Assessment Results				
Number of students (who started the course):		27		
Number of students (who completed the course/ sat for the exam):		27/26		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		1 absent		
Total number of students who passed the exams successfully:		18		
Percentage of success (out of the total number of students who sat for the final exam)		69.23%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	2	0	5	11
Percentage	7.4%	0%	18.5%	40.7%

Total number of students who failed the exams:	9 (8 failed in Exam and one absent)																		
Percentage of failure (for the total number of students who took the final exam)	30.76%																		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: Analysis of Student Performance: 1. Passing Students Dominate: The largest group, representing 40.7% of students, are those who achieved a passing grade. This suggests that a significant portion of the class is meeting only the minimum requirements, highlighting a potential need for academic support to help them progress toward higher achievement levels 2. High Achievers: 7.4% of students earned an “Excellent” grade, demonstrating strong subject mastery. While this is a smaller portion of the class, it reflects high engagement and strong academic performance among a select group. 3. Middle Performance: Students in the “Good” category make up 18.5% forming a middle group between the top and bottom performers. Notably, no students fell into the “Very Good “category in this cycle. Positive Note: Despite the distribution, over 66% of students (Excellent + Good + Pass) passed the examination, indicating a generally acceptable overall performance level, with room for further improvement and support strategies. • By comparing the results of this year and previous year <table><tr><td></td><td>Excellent</td><td>Very good</td><td>Good</td><td>pass</td><td>Failed</td></tr><tr><td>2023-2024</td><td>11.7%</td><td>1.7%</td><td>6.7%</td><td>50%</td><td>30%</td></tr><tr><td>2024-2025</td><td>7.4%</td><td>0%</td><td>18.5%</td><td>40.7%</td><td>30.76%</td></tr></table>			Excellent	Very good	Good	pass	Failed	2023-2024	11.7%	1.7%	6.7%	50%	30%	2024-2025	7.4%	0%	18.5%	40.7%	30.76%
	Excellent	Very good	Good	pass	Failed														
2023-2024	11.7%	1.7%	6.7%	50%	30%														
2024-2025	7.4%	0%	18.5%	40.7%	30.76%														



3. Student Feedback

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	The evaluation was conducted using Likert-scale questionnaires with responses ranging from "Strongly Agree" to "Strongly Disagree."
Timing of Evaluation: At the end of semester	The evaluation took place at the end of the semester (second semester).
Number of students who participated in the course evaluation	10 students participated in the course evaluation
Percentage of participants to the total number	38.46%

Important points of satisfaction	1. أهداف المقرر عُرضت بوضوح في المحاضرة الأولى (موافق تمامًا/ موافق 92.5%) 2. الطلاب أشادوا بمعاملة المحاضر الاحترافية (موافق تمامًا/ موافق 92.5%) 3. الطلاب أكدوا التزام المحاضر بمواعيد المحاضرات وعدم إهدار الوقت (موافق تمامًا/ موافق 95%)
Important points of dissatisfaction	No significant dissatisfaction

4. Instructors Reflection

The Physical Chemistry (CHE122) course achieved a 66.67% pass rate, with 40.7% of students scoring a "Pass," indicating a need for targeted academic support to elevate performance. While 7.4% earned "Excellent" grades, the absence of "Very Good" scores and the high failure rate (33.33%) suggest challenges in content delivery or assessment alignment. Student feedback highlighted strengths, including teaching clarity (92.5% satisfaction) and instructor respect (92.5%), but revealed minor gaps in self-learning resources (10% dissatisfaction) and lab facilities. Comparative data showed a decline in "Excellent" grades (7.4% vs. 11.7% last year), possibly due to increased exam rigor or reduced engagement. To address these issues, future iterations will prioritize: (1) remedial sessions for borderline students, (2) clearer exam blueprints to align expectations, and (3) enhanced lab resources. The course's theoretical focus may also benefit from more interactive problem-solving workshops. While the core objectives were met, iterative improvements—such as structured feedback cycles and differentiated instruction—will aim to boost success rates and bridge gaps between high and low performers.

5. Course Enhancement

**Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)**

None

Course development plan for the next academic semester/year
(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	High percentage of "Pass"-grade students (40.7%)	Implement targeted academic support for borderline students.	Peer mentoring program pairing high-performing students with "Pass"-level peers.	Aim to shift 15-20% of "Pass" students to "Good" or higher next year.
2.	Resource gaps (10% dissatisfaction)	Upgrade learning resources and lab facilities.	Curate additional digital references (e.g., video tutorials, interactive simulations).	Directly addresses student feedback on resources.

Name and Signature
Assoc. Prof. dr. Ramadan A.Elkateb
Course Coordinator

Name and Signature
Assoc.Prof. Dr Hend EL Sayed Gadow
Head of the department council



الفرقة الثانية

(2024-2025)



الفصل الدراسي الأول

(2024-2025)



Course Report

Academic Year

2024/2025

Semester

First Semester

1. Basic Information

Course Title:	Engineering Probability and Statistics
Course Code:	BAS211
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	8/week(4 contact+4 student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 2
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Assoc. Prof. Dr. Samar Madian
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	2	-
Instructor Name	Department	Academic degree	Specialty
1. Assoc. Prof. Dr. Samar Madian	Basic Science and Engineering Department	Associate Prof. Dr.	Pure mathematics (Complex analysis)
2. Eng. Sara Emad	Basic Science and Engineering Department	M.Sc.	Chemical Engineering
3. Eng. Ola Ghazal	Basic Science and Engineering Department	B. Sc	Electrical <u>Power</u> Engineering
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of Exercise hours (if any)	Total number of Student's load hours (if any)	Other (to be mentioned)
14	28	-	28	56	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:					

Student Assessment Methods that have been Implemented

Method of assessment *		Date of Evaluation	Marks/ Score	Type and number of questions	
Periodic Exams	Midterm Exam	16-11-2024	20	- Question 1 (10 Marks) (A) (i) What is the probability of the loss? (3 Points) (ii) what is the probability an appointment of type three (3 Points) (B) Find union of events and intersection of events and it's complements (4 Points) - Question 2 (10 Marks) (A) Show the independence of events. (2 Points) (B) Find the expectation and variance of the discrete random variable x (2 Points) (C)(i) Find the mass function and draw it (ii) Estimate the probability of the continuous random variables (iii) Evaluate the value of the first moment and variance for C.R.V. (6 Points)	A1 1. Describe the relevant statistical mathematical principles and theories in the discipline. A2 2. Analyze data to interpret it.
	Assignments/ quiz/ sheets	Any Week	20	- Statistics analysis and drew scatter diagram. - Probability theory and random - Hypothesis tests and confidence estimate intervals , engineering	A1 2. Solve complex engineering problems by applying the concepts and the theories of Statics, appropriate to the discipline.

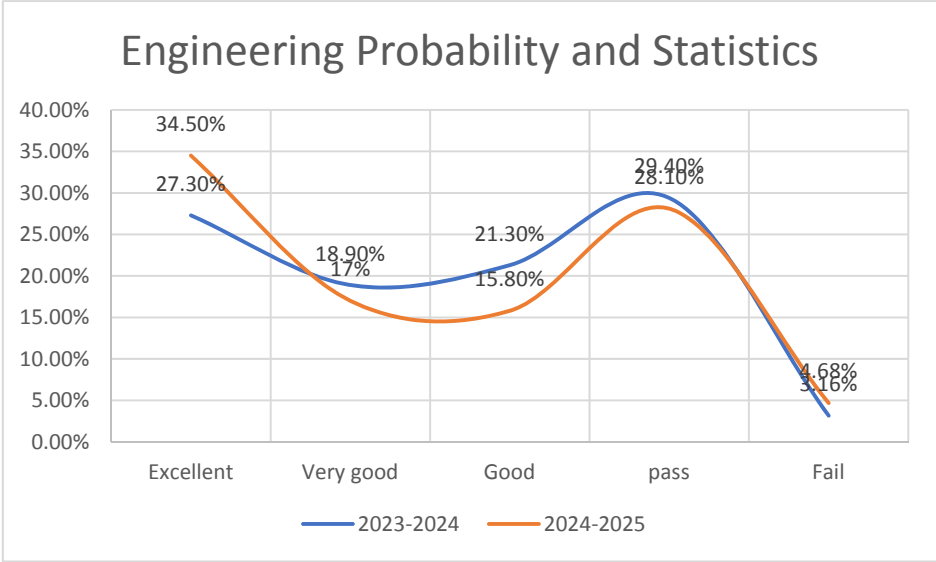
				applications related to it . • Estimating linear regression equation . • Forecasting and Prediction methods	A2 2. Analyze data to interpret it.
Final written exam	4-1-2025	60	Two questions Question 1. (30 Points) (1) <u>(6 Points)</u> (i) Construct two side confidence intervals and compare the width (CI) (ii) Find the sample size of each case (2) <u>(10 Points)</u> Complete the following statements (3) (3 Points) Taste the Hypothesis and conclusion your answer (4) (11 Points) (i) Find correlation coefficients (ii) Draw the scatter diagram (iii) Find regression equation Question 2. (30 Points) (1) (12 Points) Calculate the probability using the table of standard normal distribution (Z) (2) (5 Points)_Find the probability (3) (5 Points)_ Find The missing value of the density function (4) (8 Points) (a) Represent the interval data by Ogive (b) Calculate the mood	A1 1. Describe the relevant statistical mathematical principles and theories in the discipline. 2. solve complex engineering problems by applying the concepts and the theories of Statistics, appropriate to the discipline. A2 2. Analyze data to interpret it.	

Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course:
 Assessment procedures supervised by an Examination Committee each semester. The committee ensures:
 Exams align with course learning outcomes (LOs) and Bloom's taxonomy (cognitive levels).
 Fair, balanced coverage of topics through detailed exam blueprints.
 Model answers and rubrics are created to ensure consistent, objective grading.
 Passing requirements: Minimum 50% overall grade and 30% of written exam.
 These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.

Student Assessment Results				
<u>Note: The course is shared among the three programs, and the statistics shown reflect the overall performance (pass/fail rates and grades) of all enrolled students collectively.</u>				
Number of students (who started the course):			171	
Number of students (who completed the course/ sat for the exam):			171/170	
Number of students who did not attend the final written exam (absent - deprived - withdrawn):			1 absent	
Total number of students who passed the exams successfully:			163	
Percentage of success (out of the total number of students who sat for the final exam)			95.88%	
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	59	29	27	48
Percentage	34.5%	17%	15.8%	28.1%
Total number of students who failed the exams:			8 failed (7 sat exam and one is absent)	
Percentage of failure (for the total number of students who took the final exam)			4.11%	
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:				

There was a noticeable improvement in the "Excellent" category in 2024–2025, increasing by 7.2%, indicating better high-end performance among students. However, there was a decline in the "Good" and "Very Good" categories, which might suggest a shift in performance levels—either improving to "Excellent" or falling to lower levels. The slight increase in the "Failed" rate (from 3.16% to 4.68%) is a concern and may warrant further investigation into struggling students’ needs. Overall, while top achievers increased, support for mid- and lower-performing students should be strengthened.

	Excellent	Very good	Good	pass	Failed
2023-2024	27.3%	18.9%	21.3%	29.4%	3.16%
2024-2025	34.50%	17%	15.80%	28.10%	4.11%



3. Student Feedback

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried

	out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	114
Percentage of participants to the total number	88.28
Important points of satisfaction	المعيد ملتزم بالحضور وفقا لمواعيد الجداول الدراسية (number of students 87) (76.32%) يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن (number of students 83) (72.81%) يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن. (number of students 83) (72.81%)
Important points of dissatisfaction	أجد أن المراجع العلمية المتاحة (مرجع/كتاب/مذكرة) تساعدني في التحصيل والفهم. (percentage of students 1.75%)(number of students 2) الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية (percentage of students 1.75%)(number of students 2) تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية. (percentage of students 1.75%)(number of students 2)

4. Instructors Reflection *

Student feedback showed strong satisfaction with instructor and assistant punctuality—87 students (76.32%) and 83 students (72.81%) respectively.

However, a small number (2 students, 1.75%) noted issues regarding the adequacy of references, educational resources, and the diversity of assessment activities.

In response, I will work on improving course materials, enhancing available resources, and diversifying assessment methods to better support student learning and engagement.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Limited usefulness of available academic references (books/handouts)	Enrich and update the course references	• Add recommended textbooks and updated materials • Provide digital access if possible	
2.	Lack of diversity in assessment activities	Diversify assessment methods	Include practical tasks, quizzes, and project-based evaluations	

Name and Signature
Assoc. Prof. Dr. Samar Madian
Course Coordinator

Name and Signature
Assoc. Prof. Dr. Hend Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

First Semester

1. Basic Information

Course Title:	Fluid Mechanics
Course Code:	BAS212
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of hours of the course (Terms regulation):	8/week(4 contact +4 student load)
Course Type:	Compulsory
The level to which the course was introduced:	Level: 2
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education & Scientific Research
Name of Course Coordinator:	Prof. Dr. Osami Rageh
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
<u>2</u>	-	<u>5</u>	=
Instructor Name	Department	Academic degree	Specialty
1. Prof. Dr. Osami Rageh	Civil Engineering	Professor Dr	Civil Engineering (Harbor and costal Engineering)
2. Eng. Dina Hamdy	Civil Engineering	M. Sc	Civil Engineering
3. <u>Eng. Tarek El-Metwally</u>	<u>Civil Engineering</u>	<u>B.Sc</u>	<u>Civil Engineering</u>
4. Eng. Mohamed Zahran	<u>Basic Science and Engineering Department</u>	<u>M. Sc</u>	<u>Mechanical Power Engineering</u>
5. Eng. Esraa Elayouty	Civil Engineering	B.Sc	Civil Engineering
6. Eng. Magdy Kamil	Civil Engineering	B.Sc	Civil Engineering
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Lectures	Tutorial	Practical	Student load	Other
14	28	14	14	56	-
Notes (if any):					

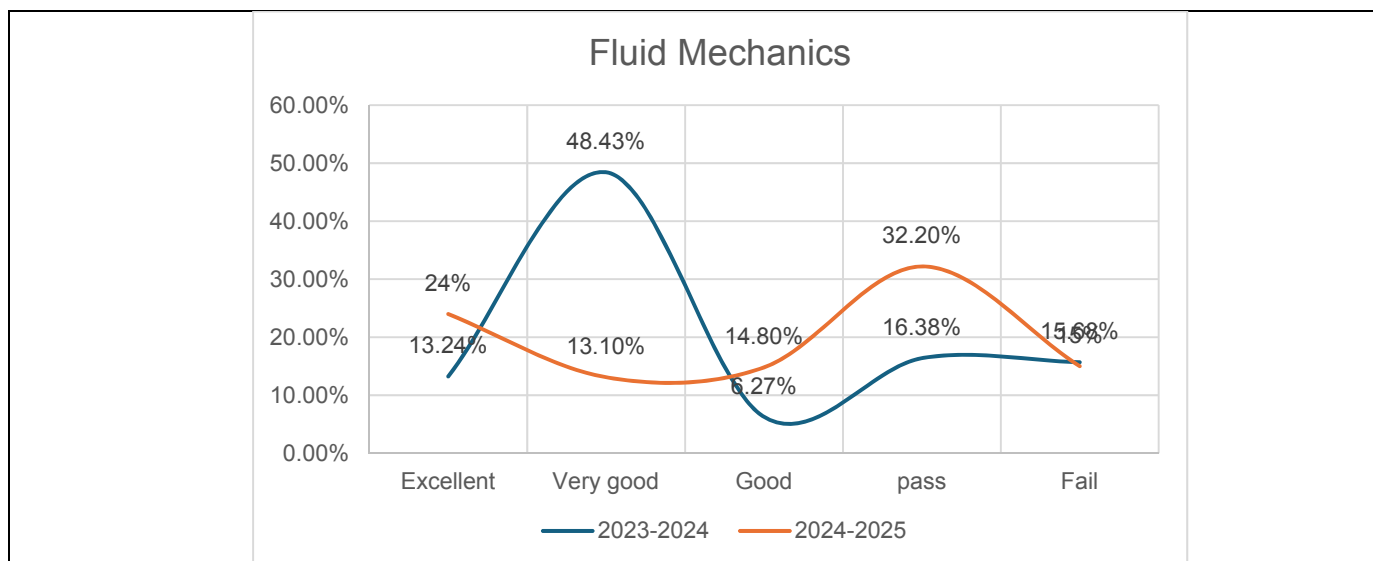
Student Assessment Methods that have been Implemented				
Method of Assessment	Date of Evaluation	Marks	Type and number of questions	Measured Course Learning Outcomes
Periodic Exam (1) Semester work.	22/10/2024	15	Three Model (A,B,C), each with 3 questions: Q1, Q2 and Q3: answer the question, Problem solving.	A1: 1 Define key concepts of fluid mechanics, including fluid properties, energy and momentum equations, dimensional analysis, and flow types (compressible, laminar, and turbulent).
Periodic Exam 2 written (Midterm exam)	18/11/2024	15	Q1,Q2,Q3 problem solving, answer the question	A1: 1 Define key concepts of fluid mechanics, including fluid properties, energy and momentum equations, dimensional analysis, and flow types (compressible, laminar, and turbulent). A1: 2 Analyze different forces acting on immersed bodies and their implications in real-world engineering applications A1: 3 Apply scientific theories and concepts relevant to fluid mechanics and fluid flow in piping systems.
Practical/<u>Oral</u> Exam	31/12/2024	15	Standard tests	A1: 2 Analyze different forces acting on immersed bodies and their implications in real-world engineering applications A2: 1 Apply Bernoulli's equation and continuity equation in practical experiments, such as measuring flow rates using Venturi meters and analyzing friction losses in pipes. A2: 3 Conduct basic experiments in laboratory for pipes and pumps to learn about the basic characteristics and features of fluids for statics and dynamics branches

Final written exam	18/1/2025	75	seven questions include answer the questions and problems solving	A1: 1 Define key concepts of fluid mechanics, including fluid properties, energy and momentum equations, dimensional analysis, and flow types (compressible, laminar, and turbulent).. A1: 2 Analyze different forces acting on immersed bodies and their implications in real-world engineering applications. A2: 1 Apply Bernoulli's equation and continuity equation in practical experiments, such as measuring flow rates using Venturi meters and analyzing friction losses in pipes. A2: 2 Analyze experimental data related to fluid behavior in laboratory settings and field applications involving piping and pumping systems. A2: 3 Conduct basic experiments in laboratory for pipes and pumps to learn about the basic characteristics and features of fluids for statics and dynamics branches
Assignments/sheets	Any week	30	MCQ, Number of questions is unlimited	A1: 1 Define key concepts of fluid mechanics, including fluid properties, energy and momentum equations, dimensional analysis, and flow types (compressible, laminar, and turbulent). A1: 2 Analyze different forces acting on immersed bodies and their implications in real-world engineering applications. A1: 3 Apply scientific theories and concepts relevant to fluid mechanics and fluid flow in piping systems. A2: 1 Define the Bernoulli and continuity equations for experiments of Venturi meter and losses in pipes .

				A2: 2 Analyze experimental data related to fluid behavior in laboratory settings and field applications involving piping and pumping systems. A2: 3 Conduct basic experiments in laboratory for pipes and pumps to learn about the basic characteristics and features of fluids for statics and dynamics branches
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results				
<u>Note: The course is shared among the three programs, and the statistics shown reflect the overall performance (pass/fail rates and grades) of all enrolled students collectively.</u>				
Number of students (who started the course):			183	
Number of students (who completed the course/ sat for the exam):			183/181	
Number of students who did not attend the final written exam (absent – deprived – withdrawn):			2 absent	
Total number of students who passed the exams successfully:			154	
Percentage of success (out of the total number of students who sat for the final exam)			85%	
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	44	24	27	59
Percentage (%)	24	13.1	14.8	32.2

Total number of students who failed the exams:	29				
Percentage of failure (for the total number of students who took the final exam)	15 %				
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:					
Analysis of Student Performance:					
The results show a varied distribution of grades among the students:					
• 24% (44 students) achieved an Excellent grade, demonstrating outstanding understanding and mastery of the course material. • 13.1% (24 students) scored Very Good, indicating strong performance with minor areas for improvement. • 14.8% (27 students) received a Good grade, suggesting satisfactory comprehension but with need for further development. • 32.2% (59 students) obtained a Pass, which means they met the minimum requirements but may need additional support to strengthen their grasp of key concepts. • For the 32.2% (59 students) obtained a Pass, highlighting a potential need for targeted interventions—such as review sessions, additional practice materials, or alternative teaching methods—to help more students reach higher performance levels. • By comparing the results of this year and previous year					
	Excellent (%)	Very good (%)	Good (%)	Pass (%)	Failed (%)
2023-2024	13.24%	48.43%	6.27%	16.38%	15.68%
2024-2025	24%	13.1%	14.8%	32.2%	15%
Comparing the results of this year with previous year showed that this year the percentage of students attained the excellent grade increase that confirm increase percentage of understanding of course material.					



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	130
Percentage of participants to the total number	71.03%
Important points of satisfaction	1. الفاعلية التعليمية: (تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة (89.62%)) 2. علاقة المحاضر بالطلاب فيما يتعلق بالمقرر: (يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن (88.65%)) 3. الهيئة المعاونة: (المعيد ملتزم بالحضور وفقا لمواعيد الجداول الدراسية) (88,65%)
Important points of dissatisfaction	--

4. Instructors Reflection

This semester's Fluid Mechanics course successfully delivered core concepts including fluid properties, Bernoulli's equation, and flow analysis through integrated lectures and hands-on experiments. Students demonstrated strong theoretical understanding but needed more support in connecting dimensional analysis to real-world applications. The Venturi meter and pipe flow labs effectively reinforced key principles, while some struggled with turbulence visualization. Moving forward, I will incorporate more CFD simulations and case studies to bridge this gap and enhance practical relevance.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

All the improvement actions from last year's plan were carried out.

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Field visits	- Enhance Practical Learning - Strengthen Student Engagement	Using miniature models for demonstration	---
2.	Enhance the Educational effectiveness	Apply brainstorming as it helps the students to discuss and dialogue to reach collective concepts and facts.	Applying the brainstorming by the course instructors during lectures and exercises.	---

Name and Signature
Course Coordinator
Prof. Dr. Osami Rageh

Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend Elsayed Gadow



وحدة ضمان الجودة



وزارة التعليم العالي
المعهد العالي للهندسة والتكنولوجيا بدمياط الجديدة

Course Report

Academic Year

2024 / 2025

Semester

First semester

1. Basic Information

Course Title	Engineering Economy
Course Code	BAS213
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	6/week (3 contact hours + 3 student load)
Course Type:	Major – Compulsory Course
The level to which the course was introduced:	2 nd Level
Academic Program:	All programs
Institute:	High Institute for Engineering & Technology in New Damietta
University:	Ministry of Higher Education and Scientific Research
Name of Course Coordinator:	Dr. Rania Hamdy Elabd – Dr. Hany Attallah Hashish
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
Two	-----	Two	-----

Instructor Name	Department	Academic degree	Specialty
1. Dr. Rania Hamdy Elabd	Communication & Electronics Engineering Department	Ph. D.	Communication & Electronics Engineering
2. Dr. Hany Attallah Hashish	Civil Engineering Department	Ph. D.	Civil Engineering
3. Eng. Karim Hussien	Basic Science and Engineering Department	M. Sc	Mechanical Power Engineering
4. Eng. Nermin Adel	Basic Science and Engineering Department	B. Sc	Production Engineering

Teaching and Learning					
Number of weeks of actual study	Lectures	Practical	Tutorial	Student loads	Other
14 weeks	28	-----	14	42	-
Topics not covered:	All topics were covered as planned in the course specification.				
Changes in teaching methods:	No major changes. However, more emphasis was placed on interactive learning and practical demonstrations due to students' feedback.				
Number of teaching hours or content:	Teaching hours were consistent with the course specification.				

Student Assessment Methods that have been Implemented					
Method of assessment		Date of Evaluation	Marks/Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic exams	Midterm exam	11/20/2024	20	Q1: problem solving + MSQ Q2: definition + problem solving	A1.1: Explain the concepts of engineering economy. A1.2: Use math ideas and theories that are

					applicable to engineering economy. A3.1: Judge engineering decisions considering balanced cost, benefits, safety, quality, reliability, and environmental impact.
	Projects/ Assignments/ Portfolio/ Logbook	4/11/2024 30/12/2024	20	essay+ definition + problem solving	A1.2: Use math ideas and theories that are applicable to engineering economy. A3.1: Judge engineering decisions considering balanced cost, benefits, safety, quality, reliability, and environmental impact.
Final Practical Exam		-----	-----	-----	-----
Final written exam		1/14/2025	60	Q1: definition + problem solving Q2: problem solving + MSQ Q3: essay+ definition + problem solving Q4: essay + problem solving	A1.1: Explain the concepts of engineering economy. A1.2: Use math ideas and theories that are applicable to engineering economy. A3.1: Judge engineering decisions considering balanced cost, benefits, safety, quality, reliability, and environmental impact. A3.2: Incorporate economic, societal, global, environmental, and risk management factors into design.

Comment on the procedures and rules of student assessment that have been implemented (e.g., examination committees, exam paper review, blueprints...), and the rules for passing the course: The course follows well-defined and standardized student assessment procedures that align with institutional and quality assurance requirements. An Examination Committee is formed at the beginning of each academic semester to oversee all assessment processes. This committee is responsible for reviewing exam papers to ensure alignment with course LOs, fairness, and appropriate coverage of topics. Detailed exam blueprints are prepared in advance, mapping each question to specific learning outcomes and cognitive levels (based on Bloom's taxonomy). This ensures balanced assessment across theoretical and practical components. Model answers and grading rubrics are also developed and reviewed by the committee to ensure consistency and objectivity in marking. The rules for passing the course require students to achieve at least 50% of the total course grade, with a mandatory minimum performance in both continuous assessment (e.g., assignments, quizzes, practical work) and final examinations, and 30% of written exam. These procedures aim to ensure transparency, fairness, and alignment with the academic standards set by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE).				

Student Assessment Results				
<u>Note: The course is shared among the three programs, and the statistics shown reflect the overall performance (pass/fail rates and grades) of all enrolled students collectively.</u>				
Number of students (who started the course):				191
Number of students (who completed the course/ sat for the exam):				191/190
Number of students who did not attend the final written exam (absent - deprived - withdrawn):				1 absent
Total number of students who passed the exams successfully:				164
Percentage of success (out of the total number of students who sat for the final exam)				86%
Grade Distribution				
Grade	Excellent	Very Good	Good	pass
Number of students	32	33	24	75
Percentage %	16.8	17.3	12.6	39.3
Total number of students who failed the exams:				27
Percentage of failure (for the total number of students who took the final exam)				14 %
Commentary and Analysis of Student Performance in Engineering Economy (2023-2024 vs. 2024-2025)				

1. General Performance Trends:

- **Overall Success Rate:** The overall success rate in Engineering Economy experienced a slight decline, moving from 86.73% in 2023-2024 to 85.86% in 2024-2025. This indicates a minor increase in the proportion of students not successfully completing the course.
- **Failure Rate:** The failure rate marginally increased, suggesting a slightly higher percentage of students did not meet the minimum requirements in the more recent academic year.

2. Grade Distribution Comparison and Observations:

Grade	Comment
Excellent	Substantial increase in proportion: Rose dramatically from 3.60% (2023-2024) to 16.80% (2024-2025). This is a highly positive development, indicating a significantly larger percentage of the (smaller) cohort is achieving exceptional mastery of the subject, representing a substantial leap in top-tier performance.
Very Good	Slight increase in proportion: Increased from 14.79% to 17%. This category has shown a modest proportional growth, contributing to a stronger segment of high-performing students.
Good	Moderate decrease in proportion: Declined from 17.35% to 12.60%. This represents a reduction in the proportion of students achieving solid, above-average performance, indicating a contraction in the mid-range of strong academic results.
Pass	Significant decrease in proportion: Dropped notably from 51.36% to 39.30%. This suggests a considerably smaller proportion of students are passing at the minimum threshold. This shift is particularly impactful as "Pass" was the largest category in the previous year, implying a change in the distribution of students within the passing grades.
Fail	Marginal increase in proportion: Increased slightly from 13.27% to 14.14%. While not a drastic change, this contributes to the overall slight dip in the success rate and highlights a persistent challenge for a segment of the student body.

Overall Distribution Shift: The grade distribution for "Engineering Economy" in 2024-2025 shows a significant **shift towards higher achievement in the "Excellent" category**, while simultaneously experiencing a **notable contraction in the "Pass" and "Good" categories**. This pattern suggests:

- **Elevated High-End Mastery:** A significantly greater proportion of students are excelling in the course, reaching the highest levels of comprehension.
- **Reduced Broad-Base Passing:** A smaller percentage of students are achieving the basic passing grade, despite the increase in top performers.
- **Persistent Failure Rate:** The failure rate remains relatively constant, indicating that a certain segment of students continues to struggle to meet the minimum requirements.

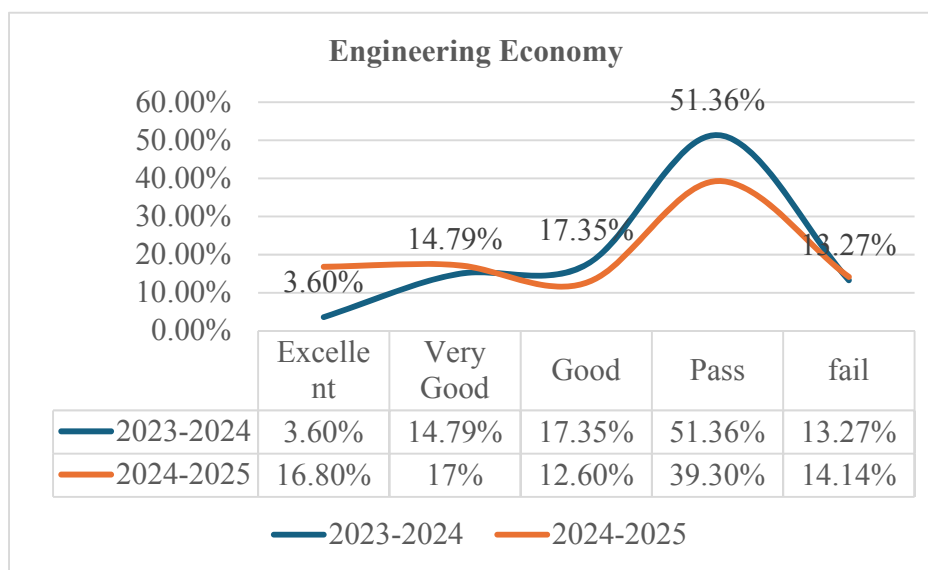
Possible Contributing Factors:

- **Improved Pedagogical Strategies for High Achievers:** New teaching methods or resources might be particularly effective for students who are already strong, enabling them to reach "Excellent" more readily.

- **Increased Rigor at Lower Levels:** The criteria for achieving "Pass" or "Good" might have implicitly become more stringent, leading to fewer students falling into these categories and potentially shifting some into the "Fail" category.
- **Student Cohort Profile:** The smaller 2024-2025 cohort might contain a higher concentration of exceptionally bright students who are driving the increase in "Excellent" grades, while simultaneously having a larger proportion of students who struggle with the subject's foundational concepts.
- **Assessment Alignment:** The design of assessments might be better at identifying exceptional understanding but less effective at capturing the nuanced differences between "Good" and "Pass" level mastery, potentially creating a "gap" in the middle.
- **Student Motivation/Focus:** Students might be more polarized in their commitment to the course, with a segment aiming for top grades and another segment struggling with the material.

Recommendations:

1. **Investigate the "Pass" and "Good" Decline:** Conduct a detailed review to understand why proportionally fewer students are achieving "Pass" and "Good" grades. This might involve analyzing common errors on assessments, reviewing curriculum pacing, or seeking student feedback.
2. **Maintain and Leverage High Achievers:** Analyze the success factors for the increased "Excellent" performers and explore ways to extend these effective strategies to broader student populations. Consider peer-tutoring programs where excellent students can support others.
3. **Address Persistent Failure Rate:** While stable, the failure rate remains an area for improvement. Review support mechanisms for struggling students and identify if early intervention strategies are needed.
4. **Review Assessment Granularity:** Ensure assessments provide sufficient granularity to differentiate performance across all grade levels, particularly between "Good" and "Pass," to provide a clearer picture of learning progression.
5. **Refine Learning Outcomes and Expectations:** Clearly communicate the expectations for each grade level to students, emphasizing what it takes to move beyond a "Pass" and achieve "Good" or "Very Good" mastery.



3. Student Feedback

Item	Comment
Means of Evaluation: Questionnaires	Online questionnaire using the institutional course evaluation system
Timing of Evaluation: During last two weeks of semester	The evaluation took place at the end of the academic semester.
Number of students who participated in the course evaluation	120 students
Percentage of participants to the total number	% 63
Important points of satisfaction	• التقييم النهائي العام للمقرر 85% (درجة "موافق"). • فيما يتعلق بكفاءة التدريس، كانت أبرز الجوانب التي حصلت على تقييم عالٍ: • وضوح عرض أهداف المقرر في أول محاضرة (86.88%). • أسلوب التدريس شجع على الحوار والفهم الجماعي (82.92%). • الأسلوب شمل أنشطة عززت التعلم الذاتي (85%). • فيما يخص علاقة المحاضر بالطلاب، كانت أبرز النقاط: • التزام المحاضر بمواعيد المحاضرات (87.29%). • التزام المحاضر بمحتوى المقرر (85%). • عدم إهدار وقت المحاضرة (87.71%). • معاملة المحاضر للطلاب باحترام (84.58%). • إعلان نتائج الامتحانات وأعمال السنة (84.38%). • بالنسبة للهيئة المعاونة (المعيد): • الالتزام بمواعيد الحضور (90.21%). • معاملة الطلاب باحترام (86.67%). • فهم جيد لمحتوى المقرر (87.92%). • فيما يخص الموارد المتاحة: • كفاية الموارد التعليمية، من تجهيزات المعامل وقاعات المحاضرات (83.96%). • التكاليفات ساعدت على الاستفادة من تكنولوجيا التعليم (83.12%). • توافر المراجع العلمية المفيدة في الفهم (83.75%). • الوسائل التعليمية المستخدمة ساعدت على الفهم (83.12%). • في محور تقويم الطلاب: • تنوع أدوات التقويم للتحقق من القدرات والفهم (85%). • الدرجات تعبر عن المستوى الفعلي للطلاب (83.33%).
Important points of dissatisfaction	• أقل تقييم في كفاءة التدريس كان لأسلوب التعليم في تعزيز الحوار الجماعي) • أقل تقييم في علاقة المحاضر بالطلاب كان لتواجده في الساعات المكتبية • أقل تقييم في أداء الهيئة المعاونة كان لمعاملتهم للطلاب باحترام. • أقل تقييم في الموارد كان للتكاليفات القائمة على تكنولوجيا التعليم والوسائل التعليمية

4. Instructors Reflection

1. The overall educational process was satisfactory, with good student engagement, especially during practical sessions. However, continuous motivation and follow-up remain necessary to maintain participation levels.
2. Student performance was varied, with strong results among students who consistently attended and participated, while weak performance was observed among those who were less engaged.
3. Some students struggled with prerequisite knowledge, particularly in mathematics and basic electronics. A refresher or support module could help bridge this gap.
4. The blended learning model (face-to-face + online) was helpful in providing flexibility, though some students faced difficulties with the online platforms.
5. Time allocated for the course is appropriate, but additional tutorial or problem-solving sessions could be helpful for complex topics.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan

The implementation of guest lectures from industry professionals in engineering economy was not completed as planned due to difficulties in aligning schedules with external experts. Although initial communication was made with some professionals, finalizing mutually convenient dates within the academic calendar proved challenging. This initiative will be reconsidered with earlier planning for the upcoming academic year.

Course development plan for the next academic semester/year

(Considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Limited real-world application examples	Integrate case studies and examples from actual engineering projects	Use industry-based cost analysis and investment scenarios	Enhances practical understanding
2.	Student difficulty with economic analysis tools	Provide additional tutorials on key financial concepts	Focused sessions on NPV, IRR, benefit-cost ratio, etc.	Based on midterm performance review

3.	Passive lecture style	Promote student engagement through flipped classroom model	Pre-class readings and in-class discussions or problem-solving	Reflects instructor's teaching reflection
4.	Limited software exposure	Introduce simple economic analysis tools (e.g., Excel/Matlab)	Hands-on activities involving cash flow modeling and break-even analysis	Builds technical and decision-making skills

Name and Signature
Course Coordinator

Dr. Rania Hamdy Elabd
Dr. Hany Attallah Hashish

Name and Signature
Head of the department council

Assoc. Prof. Dr. **Hend Elsayed Gadow**



Course Report

Academic Year

2024/2025

Semester

First

1. Basic Information

Course Title:	Heritage of Egyptian Literature
Course Code:	BAS214
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	5/week(2contact+3student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 2
Academic Program:	Chemical Engineering Program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education
Name of Course Coordinator:	Dr. Mohamed Elbindary
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

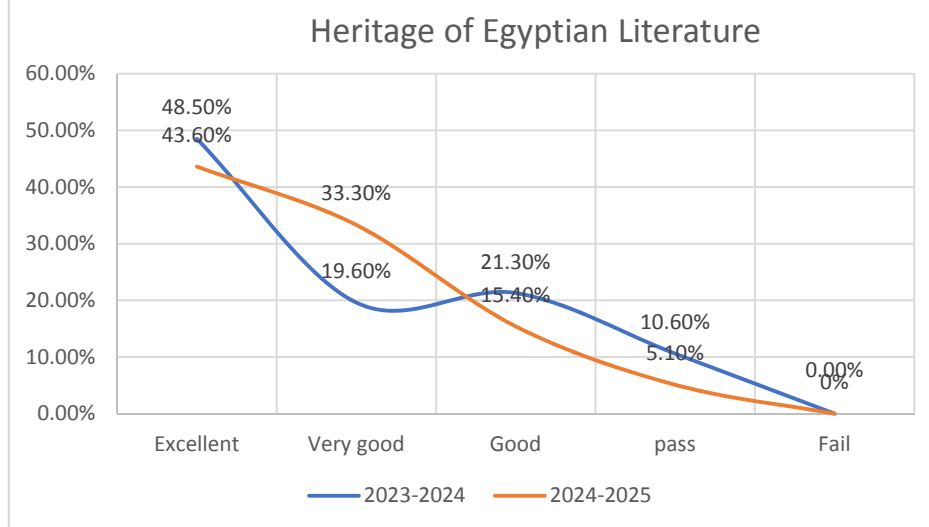
Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	-	-
Instructor Name	Department	Academic degree	Specialty
1. Dr. Mohamed Elbindary	Basic Science and Engineering Department	Ph. D.	Inorganic Chemistry
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of exercise hours (if any)	Total number of Student's load hours (if any)	Other (to be mentioned)
14	28	-	-	42	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:					

Student Assessment Methods that have been Implemented					
Method of assessment *		Date of Evaluation	Marks /Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic Exams	Assignments/ quizzes/ sheets	Any week	20	Unlimited questions (Complete the following, MCQ, ...)	A9 1: Refer to relevant literatures.
Final Written Exam		28/12/2024	30	3 questions Question 1 (10 marks): Define, Explain, Write about, Compare, State... Question 2 (10 marks): Complete the following statements, Match the names... Question 3 (10 marks): MCQ	A9 1:Refer to relevant literatures.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes (LOs) and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.					

Student Assessment Results	
Number of students (who started the course):	39
Number of students (who completed the course/ sat for the exam):	39/38
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	1 absent

Total number of students who passed the exams successfully:			38																				
Percentage of success (out of the total number of students who sat for the final exam)			100%																				
Grade Distribution																							
Grade	Excellent	Very good	Good	Pass																			
Number of students	17	13	6	2																			
Percentage	43.6%	33.3%	15.4%	5.1%																			
Total number of students who failed the exams:			0 students who sat exam were failed. Only the absent student																				
Percentage of failure (for the total number of students who took the final exam)			0% of students who sat exam																				
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: • The majority of students (43.60%) achieved an Excellent grade, reflecting effective teaching strategies for high achievers. • The percentage (5.10%) achieved a Pass grade, indicating that nearly 10% of the class met the minimum requirements but may need additional support to reach higher achievement levels. • Good (15.40%) and Very Good (33.30%) grades show moderate performance, with low need for improvement. • Combined, Excellent, Very Good, and Good grades account for 92.30%, indicating a substantial group performing above average. By comparing the results of this year and the previous year: <table><tr><td></td><td>Excellent</td><td>Very good</td><td>Good</td><td>Pass</td><td>Failed</td></tr><tr><td>2023-2024</td><td>48.5%</td><td>19.6%</td><td>21.3%</td><td>10.6%</td><td>0%</td></tr><tr><td>2024-2025</td><td>43.6%</td><td>33.3%</td><td>15.4%</td><td>5.1%</td><td>0%</td></tr></table>							Excellent	Very good	Good	Pass	Failed	2023-2024	48.5%	19.6%	21.3%	10.6%	0%	2024-2025	43.6%	33.3%	15.4%	5.1%	0%
	Excellent	Very good	Good	Pass	Failed																		
2023-2024	48.5%	19.6%	21.3%	10.6%	0%																		
2024-2025	43.6%	33.3%	15.4%	5.1%	0%																		



Comparing the results of this year with the previous year showed that in 2024-2025, the percentage of very good degrees increased compared to 2023-2024.

3. Student Feedback

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of the semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	24
Percentage of participants to the total number	%61.53

Important points of satisfaction	1- لا يهدر المحاضر وقت المحاضرة بما هو خارج 2- تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني على اكتساب القدرة علي التعلم الذاتي 3- أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.
Important points of dissatisfaction	-----

4. Instructors Reflection

Strong performances (Excellent and very good) account for 86% of the students, indicating a sizable group of highly engaged and capable learners.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)

None

Course development plan for the next academic semester/year
(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Availability of resources	Providing suitable textbooks	Increase library institutes with books interested in Heritage of Egyptian Literature in Arabic language	

Name and Signature
Course Coordinator
Dr. Mohamed Elbindary

Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend Elsayed gadow



Course Report

Academic Year

2024/2025

Semester

First

1. Basic Information

Course Title:	Chemical Engineering Principles I
Course Code:	CHE211
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	9/week(4contact+5student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 2
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Sohier Abo Bakr
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	
Instructor Name	Department	Academic degree	Specialty
1. Dr. Sohier Abo Bakr	Chemical Engineering	Ph. D.	Chemical Engineering
2. Eng Rabab Osama	Chemical Engineering	M.Sc.	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of student load hours
14	28	-	28	70
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:				

Student Assessment Methods that have been Implemented

Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Exam (1) Semester work	15/12/2024	5	Material balance problems	A1 2. Use scientific concepts and theories that are relevant to the profession. 3. Apply engineering basics that are relevant to the subject.
Midterm exam	18/11/2024	30	Four questions include problems of chemical engineering principles	A1 1. Describe the relevant mathematical principles and theories in the discipline. 4 Solve complex engineering problems by applying engineering fundamentals.
Final written exam	25/5/2025	90	Five questions include problems and other all types of questions	A1 2. Use scientific concepts and theories that are relevant to the profession. 3. Apply engineering basics that are relevant to the subject. 4 Solve complex engineering problems by applying engineering fundamentals
Assignments/ quiz/ sheets	Any week	25	Material balance problems	A1 2. Use scientific concepts and theories that are relevant to the profession. 3. Apply engineering basics that are relevant to the subject.

Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course:

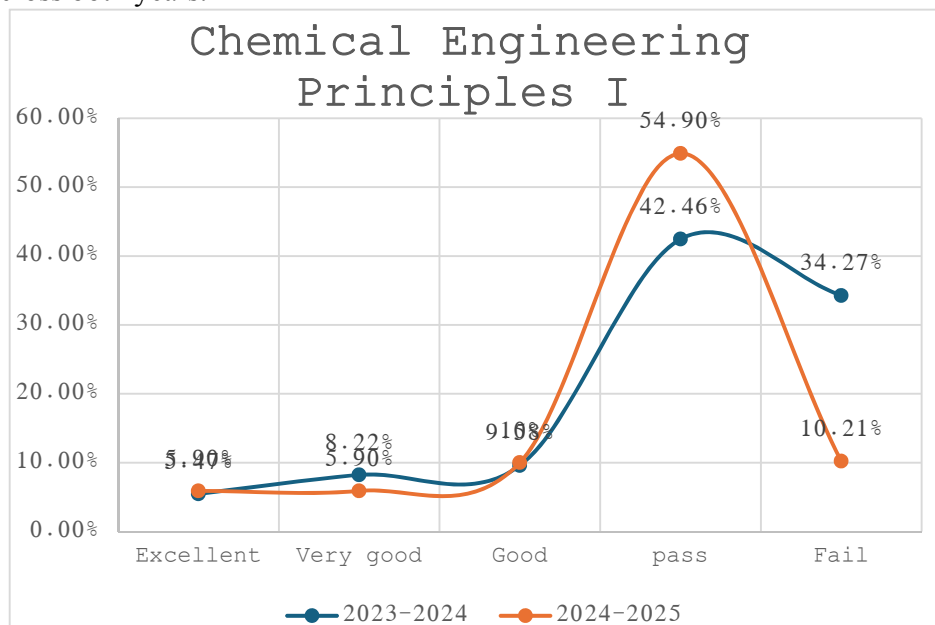
Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels).
 Fair, balanced coverage of topics through detailed exam blueprints.
 Model answers and rubrics are created to ensure consistent, objective grading.
 Passing requirements: Minimum 50% overall grade and 30% of written exam.
 These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.

Student Assessment Results				
Number of students (who started the course):		51		
Number of students (who completed the course/ sat for the exam):		51\49		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		2 absent		
Total number of students who passed the exams successfully:		44		
Percentage of success (out of the total number of students who sat for the final exam)		89.79%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	3	3	5	28
Percentage	5.9%	5.9%	10%	54.9%
Total number of students who failed the exams:		7 (5 sat exam and 2 absent)		
Percentage of failure (for the total number of students who took the final exam)		10.21%		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: Analysis of Student Performance: The results show a varied distribution of grades among the students: • 5.9% (3 students) achieved an Excellent grade, demonstrating outstanding understanding and mastery of the course material. • 5.9% (3 students) scored Very Good, indicating strong performance with minor areas for improvement. • 10% (5 students) received a Good grade, suggesting satisfactory comprehension but with need for further development.				

- **54.9% (28 students)** obtained a **Pass**, which means they met the minimum requirements but may need additional support to strengthen their grasp of key concepts.
- The majority of students (**54.9%**) fell into the **Pass** category, highlighting a potential need for targeted interventions—such as review sessions, additional practice materials, or alternative teaching methods—to help more students reach higher performance levels.
- By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	5.47%	8.219%	9.58%	42.46%	34.27%
2024-2025	5.9%	5.9%	10%	54.9%	10.21%

The chart compares student performance in "Chemical Engineering Principles I" between 2023-2024 and 2024-2025, grading them as Excellent, Very Good, Good, Pass, or Fail. While exact percentages per category are unclear, the highest bar reaches 60%, likely representing the top-performing grade (e.g., Excellent or Very Good). If this peak corresponds to 2024-2025, it suggests improved outcomes compared to 2023-2024. However, without detailed data, conclusions are limited. The chart implies either progress in student achievement or consistent performance, but a full analysis requires specific distributions for each grade category across both years.



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -

(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	Likert-scale questionnaires (Strongly Agree to Strongly Disagree)
Timing of Evaluation: At the end of semester	The evaluation took place at the end of the academic semester.
Number of students who participated in the course evaluation	27 students participated in the evaluation.
Percentage of participants to the total number	52.94%
Important points of satisfaction	1. وضوح أهداف المقرر (مجموع موافق/موافق تماماً: 87.96%) 2. أسلوب التعليم (مجموع موافق/موافق تماماً: 86.11%) 3. علاقة المحاضر بالطلاب (مجموع موافق/موافق تماماً: 86.27%)
Important points of dissatisfaction	1. بعض جوانب التعلم الذاتي (مجموع غير موافق/غير موافق تماماً: 3.7%) 2. لا توجد نقاط عدم رضا رئيسية أخرى

4. Instructors Reflection

The course successfully delivered core chemical engineering principles with strong student engagement in group activities (86.11% approval). While 86.27% passed, most (54.9%) scored only "Pass", indicating need for better conceptual support. Industrial applications enhanced learning, and student requests for field visits will be prioritized next term. Future improvements include targeted problem-solving workshops and more practical case studies to boost higher-grade achievement.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Improve conceptual understanding for majority "Pass" students (54.9%)	- Implement weekly problem-solving clinics - Develop concept reinforcement videos - Create tiered practice problems (basic→advanced)	- Schedule Friday review sessions - Record 10-15 min video explanations - Design 3-level problem sets with solutions	Focus on material balance applications
2.	Enhance practical industry connections per student requests	- Organize 2 plant tours (petrochemical & food processing) - Develop 5 industry case studies - Invite 3 guest speakers from industry	- Coordinate with local manufacturers - Partner with alumni in industry - Schedule during tutorial hours	Align with most-requested improvement

Name and Signature
Dr. /SohierAbo Bakr
Course Coordinator

Name and Signature
Asso.prof. HEND Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

First

1. Basic Information

Course Title:	Material Science and Metallurgy
Course Code:	CHE 212
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	7/week(4contact+3student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 2
Academic Program:	Chemical Engineering program
Institute:	Higher Institute for Engineering and Technology-New Damietta
University:	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Nada Aboeleneen
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	-
Instructor Name	Department	Academic degree	Specialty
1. Dr. Nada Aboeleneen	Chemical Engineering	Ph. D	Chemical Engineering
2. Eng. Elham Abdul-Raouf Hussein	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of practical hours	Total number of tutorial hours	Total number of self-learning hours (if any)
14	28	-	28	42
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:				

Student Assessment Methods that have been Implemented				
Method of assessment	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Assignments/ quiz/ sheets	Any week	20 A10	questions include complete, draw structure and theoretical questions.	A2 1. Analyze data related to material science and metallurgy to interpret it. A10 1. Search for information to engage in lifelong self-learning discipline. 2. merge the engineering knowledge, understanding, and feedback to improve design, or products. B2 1. Engage in the recent technological changes and emerging fields relevant to material science and metallurgy to respond to the challenging role and responsibilities of a professional chemical engineer.
Midterm exam	16/11/2024	20	Two questions include complete question, draw structure, comparisons and theoretical questions.	A2 1. Analyze data related to material science and metallurgy to interpret it. A10 1. Search for information to engage in lifelong self-learning discipline. 2. merge the engineering knowledge, understanding, and feedback to improve design, or products.
Final written exam	11/1/2025	60	Four questions include comparison question, draw structure question, complete question and theoretical questions	A2 1. Analyze data related to material science and metallurgy to interpret it. A10 1. Search for information to engage in lifelong self-learning discipline. 2. Merge the engineering knowledge, understanding, and feedback to improve design, or products. B2

				1. Engage in the recent technological changes and emerging fields relevant to material science and metallurgy to respond to the challenging role and responsibilities of a professional chemical engineer.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: The Examination Committee oversees assessment procedures at the end of each semester to ensure that exams align with the course learning outcomes and the cognitive levels outlined in Bloom's taxonomy. The committee prepares detailed exam blueprints to guarantee comprehensive and balanced coverage of course topics. Model answers and grading rubrics are developed to ensure fair and consistent evaluation across all students. To pass, students must achieve at least 50% of the total grade and no less than 30% in the written exam. These procedures aim to uphold transparency, fairness, and adherence to the quality standards set by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE).				

Student Assessment Results				
Number of students (who started the course):		48		
Number of students (who completed the course/ sat for the exam):		48/47		
Number of students who did not attend the final written exam (absent - deprived - withdrawn):		1 absent		
Total number of students who passed the exams successfully:		36		
Percentage of success (out of the total number of students who sat for the final exam)		%76.59		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	1	2	3	30
Percentage	2.1%	4.2%	6.2%	62.5%
Total number of students who failed the exams:		12 (11 sat exam and one is absent)		
Percentage of failure (for the total number of students who took the final exam)		23.4%		

Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:

Analysis of Student Performance

1. Passing Students Dominate:

The majority of students (62.5%) received a “Pass” grade, indicating that nearly two-thirds of the class met only the minimum requirements. This suggests a need for academic support or intervention strategies to help students achieve higher performance levels.

2. Middle Performance:

Only 10.4% of students fall into the middle performance range (Good + Very Good), with 6.2% receiving a good grade and 4.2% achieving a Very Good grade. This relatively small percentage shows a weak middle tier and limited progression beyond basic performance.

3. High Achievers:

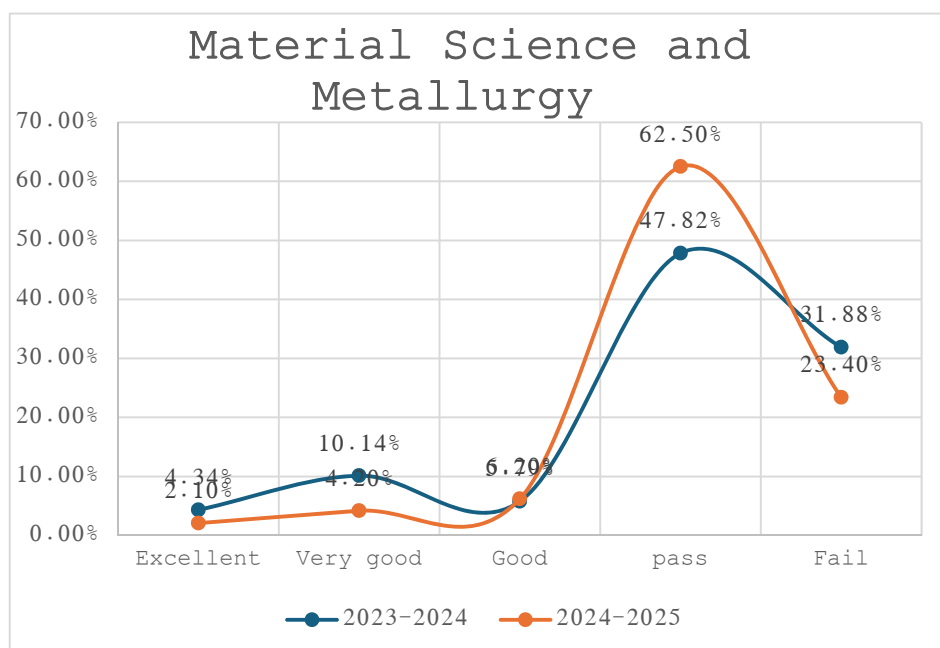
Just 2.1% of students earned an Excellent grade, reflecting a very small group demonstrating strong mastery of course content.

Positive Notes:

Despite the low percentages of high and middle performers, over 75% of students passed the course (Pass and above), showing that the majority were able to meet the basic learning outcomes.

- By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	4.34%	10.14%	5.79 %	47.82%	31.88%
2024-2025	2.1%	4.2%	6.2%	62.5%	23.4%



3. Student Feedback

* **Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -**
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	The evaluation was conducted using Likert-scale questionnaires with responses ranging from "Strongly Agree" to "Strongly Disagree."
Timing of Evaluation: At the end of semester	The evaluation took place at the end of the semester (Second Semester 2024/2025).
Number of students who participated in the course evaluation	Not explicitly stated in the document (only total course enrollment of 48 students is mentioned).
Percentage of participants to the total number	61.702%
Important points of satisfaction	1. وضوح أهداف المقرر (موافق / موافق تماماً 89.65%) 1. الالتزام بمواعيد المحاضرات وعدم الخروج عن الموضوع (موافق / موافق تماماً 75.87%) 2. ساعد النقاش الجماعي على فهم المفاهيم (موافق / موافق تماماً 68.97%)

Important points of dissatisfaction	1. قلة المراجع المتاحة للحصول والفهم (غير موافق / غير موافق تماماً 13.79%) 2. تنوع أنشطة التقويم لقياس الاستيعاب العملي (غير موافق / غير موافق تماماً 17.24%)

4. Instructors Reflection

The course "Material Science and Metallurgy" achieved its core objectives, with 75% of students passing the exams. However, the results revealed a significant concentration of students (62.5%) at the "Pass" level, indicating minimal mastery of the material, while only 2.1% achieved "Excellent." This disparity suggests that while the teaching methods effectively conveyed foundational knowledge, they may not have sufficiently challenged or engaged students to reach higher cognitive levels. The low percentage of middle performers (10.4% combined "Good" and "Very Good") further highlights gaps in intermediate skill development. Feedback from students praised the instructor's teaching style and clarity of objectives but pointed to a need for enhanced academic support and resources, particularly for struggling students. Reflecting on these outcomes, it is clear that incorporating more interactive and applied learning techniques—such as case studies, hands-on projects, or targeted tutorials—could bridge these gaps. Additionally, aligning assessments more closely with Bloom's taxonomy to encourage deeper understanding and critical thinking will be prioritized in future iterations of the course.

3. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Low percentage of high and middle performers	Enhance teaching methods to promote higher cognitive engagement.	Introduce case studies and hands-on projects.	Focus on critical thinking and application.

2.	Academic support for "Pass"-level students (62.5%)	Provide targeted tutorials and supplemental resources.	Weekly review sessions.	Address gaps in foundational understanding.
3.	Limited interactive learning	Incorporate active learning techniques (e.g., group discussions, peer teaching).	Use digital platforms for collaboration.	Improve student engagement and retention.

Name and Signature
Dr. Nada Aboeleneen
Course Coordinator

Name and Signature
Assoc.Prof. Dr Hend EL Sayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

first

1. Basic Information

Course Title:	Principles of Engineering Design
Course Code:	CHE213
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	7/week(4contact+3student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 2
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr / Yasser Tawfik
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	1
Instructor Name	Department	Academic degree	Specialty
1. Dr / Yasser Tawfik	Chemical engineering	Ph.D	Chemical engineering
2. Eng. Reem	Chemical engineering	B. Sc	Chemical engineering
3. Eng. Dina Mohammed	Chemical engineering	B. Sc	Chemical engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	28	-	28	42
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
quiz (1)	21/10/2024	10	Solve the questions	A5 1. Assess different ideas, views, and knowledge from a range of sources. A9 1. solve the problems of design creatively. 2. Manage effectively for tasks, time and resources. A10 1. Merge the engineering knowledge, understanding, and feedback to improve design, products and/or services.
Midterm exam	20/11/2024	20	two questions include solve the question and complete	A5 1. Assess different ideas, views, and knowledge from a range of sources. A9 1. solve the problems of design creatively. 2. Manage effectively for tasks, time and resources. A10 1. merge the engineering knowledge, understanding, and feedback to improve design, products and/or services.
Final written exam	19-1-2025	60	four questions include complete question, mcq, problems, , theoretical questions	A5 1. Assess different ideas, views, and knowledge from a range of sources. A9 1. solve the problems of design creatively.

				2. Manage effectively for tasks, time and resources. A10 1. merge the engineering knowledge, understanding, and feedback to improve design, products and/or services. B2 1 Engage in the recent technological changes and emerging fields relevant to chemical engineering to respond to the challenging role and responsibilities of a professional chemical engineer
Assignments/ quiz/ sheets	Any week	10	Mcq, complete and True or false questions. Number of questions is unlimited	A5 1. Assess different ideas, views, and knowledge from a range of sources. A9 1. solve the problems of design creatively. 2. Manage effectively for tasks, time and resources. A10 1. merge the engineering knowledge, understanding, and feedback to improve design, products and/or services.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment Procedures Supervised by the Examination Committee Each semester, assessment procedures are overseen by an Examination Committee to ensure academic integrity and alignment with quality standards. The committee is responsible for the following: Alignment with Learning Outcomes: Exams are designed to reflect the intended course learning outcomes and are mapped according to Bloom's Taxonomy to address various cognitive levels. Balanced Content Coverage: Detailed exam blueprints are used to guarantee fair and comprehensive coverage of all course topics. Standardized Grading: Model answers and grading rubrics are prepared in advance to ensure consistency, objectivity, and fairness in evaluation across all students.				

Passing Criteria: To pass a course, students must achieve a minimum of 50% overall and at least 30% in the written exam component.

These procedures promote transparency, fairness, and compliance with NAQAAE (National Authority for Quality Assurance and Accreditation of Education) standards.

Student Assessment Results				
Number of students (who started the course):		48		
Number of students (who completed the course/ sat for the exam):		48/47		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		1 absent		
Total number of students who passed the exams successfully:		30		
Percentage of success (out of the total number of students who sat for the final exam)		63.8%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	0	1	4	25
Percentage	% 0	2.1%	8.3%	52.1%
Total number of students who failed the exams:		18		
Percentage of failure (for the total number of students who took the final exam)		36.17%		

Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:

Analysis of Student Performance:

1. Passing Students Dominate:

- The largest group of students (52.1%) received a "Pass" grade, meaning that more than half of the class met only the minimum academic requirements. This suggests a clear need for additional academic support and follow-up to improve overall achievement.

2. High Achievers:

- 0% of students achieved an "Excellent" grade, indicating that no students reached top-level performance, which may be a sign of either assessment difficulty or gaps in mastery.

3. Middle Performance:

- Students with "Very Good" and "Good" grades combined make up 10.4% of the class. This small middle tier could represent students with potential to excel if given more targeted support and encouragement.

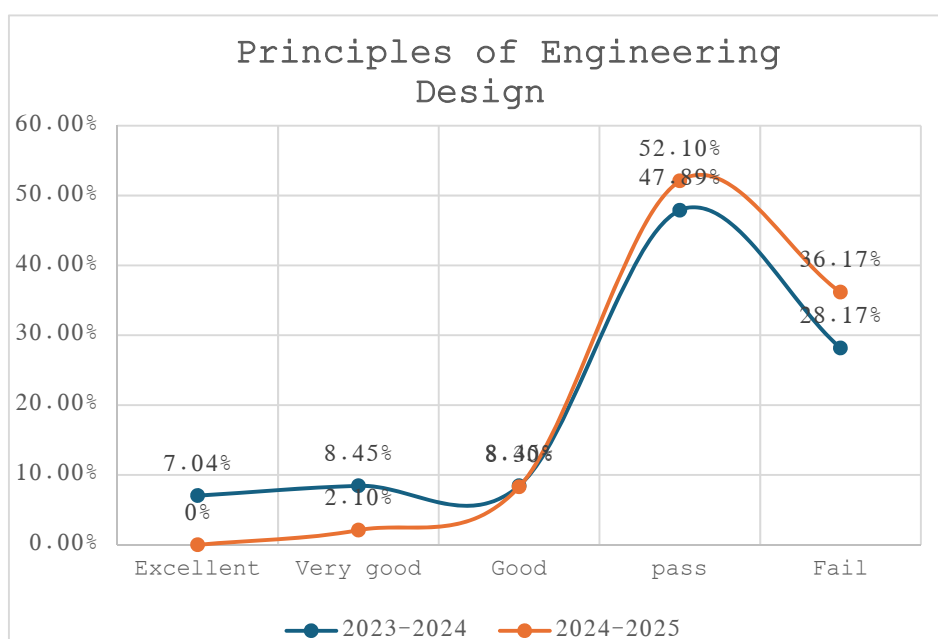
Positive Note:

- Despite the lack of top scores, 62.5% of students passed the exam, showing that a majority met basic expectations, though further action is needed to raise overall performance.

By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	7.04%	8.45%	8.45%	47.89%	28.17%
2024-2025	0 %	2.1%	8.3%	52.1%	36.17%

Comparing the results of this year with the previous year shows that the results of 2023–2024 are greater than the results of 2024–2025. This may be due to the written exam being more difficult this year compared to the previous one.



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations - (attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	Student opinions were collected through a questionnaire.
Timing of Evaluation: At the end of semester	Evaluation was conducted at the end of the semester.
Number of students who participated in the course evaluation	26 students participated.

Percentage of participants to the total number	54.17%
Important points of satisfaction	1- Clarity of course objectives presented in the first lecture (78.85%). 2- Teaching style encouraged discussion and collective understanding (77.88%). 3- Availability of educational resources (81.73%).
Important points of dissatisfaction	1- Some students disagreed with the lecturer's adherence to office hours (11.54% disagreed and totally disagreed). 2- Small percentage faced issues with practical assessments (7.69% disagreed).

4. Instructors Reflection

The instructors reflected on the course outcomes, noting significant challenges in student performance, with 52.1% achieving only a "Pass" grade and 37.5% failing. The absence of "Excellent" grades and minimal "Very Good" results (2.1%) indicate a need for curriculum and assessment adjustments. Student feedback highlighted satisfaction with course clarity (78.85%) and teaching methods (77.88%), but dissatisfaction with lecturer availability (7.69%) and exam feedback (7.69%) suggests communication gaps. The higher failure rate compared to the previous year may stem from increased exam difficulty or insufficient preparatory support. To address these issues, the focus will be on enhancing teaching strategies, providing targeted academic support, and improving assessment transparency. The goal is to elevate student performance, reduce failures, and foster higher achievement levels in the next academic year.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Lecturer availability issues (11.54% dissatisfaction)	Set fixed office hours and offer virtual consultations	- Online scheduling tools, regular reminders - Enhancement of Course evaluations	Enhance accessibility and student support
2.	Student dissatisfaction with exam feedback (7.69%)	Standardize grading rubrics and provide detailed feedback	Post-exam review sessions, model answers	Improve transparency and learning from mistakes

Name and Signature
Dr / Yasser Tawfik
Course Coordinator

Name and Signature
Assoc.prof.Dr Hend EL Sayed Gadow
Head of the department council



الفصل الدراسي الثاني

(2024-2025)



Course Report

Academic Year

2024/2025

Semester

Second Semester

1. Basic Information

Course Title:	Numerical Methods in Engineering
Course Code:	BAS221
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	8/week(4contact+4student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 2
Academic Program:	All programs
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Assoc. Prof. Dr. Samar Madian
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
-	1	2	-
Instructor Name	Department	Academic degree	Specialty
1. Assoc. Prof. Dr. Samar Madian	Basic Science and Engineering Department	<u>Associate Professor Dr.</u>	Pure mathematics (Complex analysis)
2. Eng. Sara Emad	Basic Science and Engineering Department	M.Sc.	Chemical Engineering
3. Eng. Ola Ghazal	Basic Science and Engineering Department	B. Sc	Electrical <u>Power</u> Engineering
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of Exercise hours (if any)	Total number of Student's load hours (if any)	Other (to be mentioned)
14	28	-	28	56	-

Student Assessment Methods that have been Implemented					
Method of assessment *		Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic Exams	Midterm Exam	07/04/2025	20	• Fit the data (10 Points) • Find approximate solution (5 Points) • Using Newton’s law of cooling to find temp. after 8 minutes (5 Points)	A2 1- Choose relevant mathematical and computer-based methodologies for problem modeling and analysis.
	Assignments/ quiz/ sheets	Any Week	20	• Numerical problem solving questions • Analytical questions • Applications questions • Error and convergence analysis	A2 1- Choose relevant mathematical and computer-based methodologies for problem modeling and analysis
Final written exam		03/06/2025	60	Three questions Question 1. (18 Points) • Fit the equation (6 point) • Solve Laplace (6 points) • Find the largest negative real root (6 Points) Question 2. (18 Points) • Construct polynomials interpolating by Lagrange (6 Points) • Evaluate the missing point by using Newton’s difference method (6 point) • Estimate the number of subintervals by using composite trapezoidal rule (6 Points) Question 3. (24 Points) • Find approximate value of integral by using different methods (12 Points)	A2 1- Choose relevant mathematical and computer-based methodologies for problem modeling and analysis A5 1- Apply Numerical Techniques to Engineering Problems 2- Evaluate research and case studies

			• Calculate the approximate value of the second order derivative by using central difference formula (4 Points) • Calculate the approximate value of the First order derivative by using different methods (4 Points) • Determine the number of iterations by using Bisection method (4 Points)	

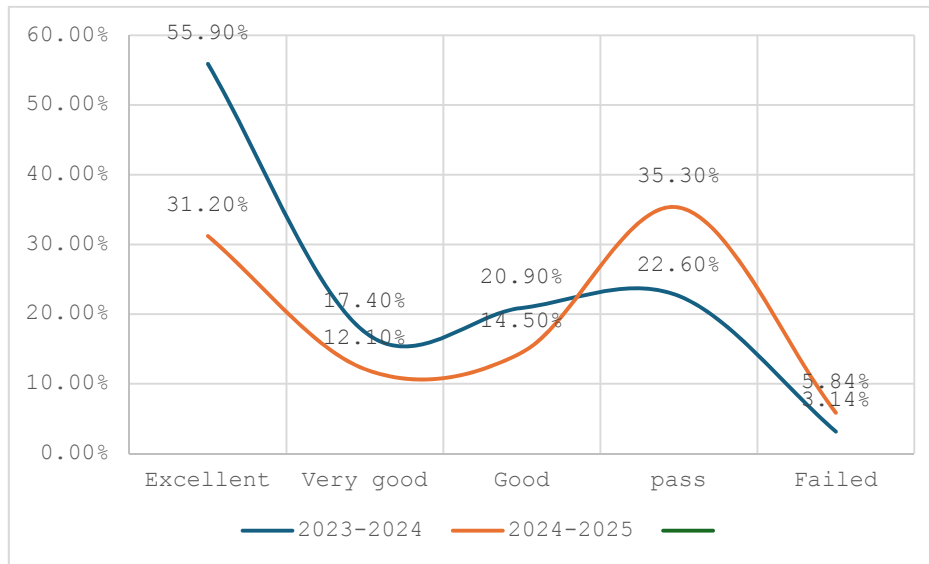
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course:

Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes (LOs) and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.

Student Assessment Results	
<u>Note: The course is shared among the three programs, and the statistics shown reflect the overall performance (pass/fail rates and grades) of all enrolled students collectively.</u>	
Number of students (who started the course):	173
Number of students (who completed the course/ sat for the exam):	173/171
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	2 absent
Total number of students who passed the exams successfully:	161

Percentage of success (out of the total number of students who sat for the final exam)			94.15%		
Grade Distribution					
Grade	Excellent	Very good	Good	Pass	
Number of students	54	21	25	61	
Percentage	31.2%	12.1%	14.5%	35.3%	
Total number of students who failed the exams:			10 failed		
Percentage of failure (for the total number of students who took the final exam)			5.84%		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:					
The comparison between academic years 2023–2024 and 2024–2025 shows a noticeable shift in student performance. The percentage of students achieving "Excellent" and "Very Good" grades decreased in 2024–2025, while there was a significant increase in the "Pass" and "Fail" categories. Highlights the need for further investigation into potential causes such as curriculum changes, teaching methods, or student support services.					
	Excellent	Very good	Good	pass	Failed
2023-2024	55.9%	17.4%	20.9%	22.6%	3.14%
2024-2025	31.2%	12.1%	14.5%	35.3%	5.84%

Numerical Methods in Engineering



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations - (attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	111
Percentage of participants to the total number	87.755%

Important points of satisfaction	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن (No. of students 82 (73.87%)) المعيد ملتزم بالحضور وفقا لمواعيد الجداول الدراسية. (No. of students 80 (72.07%)) تم عرض المستهدف من تدريسي المقرر بوضوح في أول محاضرة. (No. of students 79 (71.17%))
Important points of dissatisfaction	في المقررات الدراسية تكاليفات تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي (No. of students 3 (2.7%)) تنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية. (No. of students 4 (3.6%))

4. Instructors Reflection *

Although the dissatisfaction rates were low, I value the feedback and see it as an opportunity for improvement.

- **Assignments & Technology:** Some students (2.7%) felt assignments didn't promote the use of educational technology. I will revise tasks to better support self-learning through digital tools.
- **Exam Review:** A few students (3.6%) wished to review their exam papers. I plan to offer sessions for feedback and learning from mistakes.
- **Assessment Variety:** 3.6% noted a lack of diverse assessment methods. I aim to include more varied and practical evaluation tools in future courses.

These insights will guide enhancements in my teaching methods to better support student learning.

5. Course Enhancement

**Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)**

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Integrating Technology in Assignments	Future tasks will be designed to encourage the use of educational technologies, promoting self-directed learning and digital engagement.	tasks will be revised to include components that require the use of online tools, educational platforms, and digital resources.	
2.	Post-Exam Feedback Sessions	Scheduled sessions will be introduced to allow students to review their exam papers, identify mistakes, and receive constructive feedback.	Specific time slots will be allocated after each major exam for in-class or virtual review sessions to discuss students' performance and clarify common errors.	

Name and Signature
Assoc. Prof. Dr. Samar Madian
Course Coordinator

Name and Signature
Assoc. Prof. Dr. Hend Elsayed gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

Second

1. Basic Information

Course Title:	Chemical Engineering Principles II
Course Code:	CHE221
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	10/week(5contact+5student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 2
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Sohier Abo Bakr
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	
Instructor Name	Department	Academic degree	Specialty
1. Dr. Sohier Abo Bakr	Chemical Engineering	Ph. D.	Chemical Engineering
2. Eng.Rabab Osama	Chemical Engineering	M.Sc.	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of student load hours
14	42	-	28	70
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: Some of the topics have been reduced due to the shortage of lecture hours during the holy month of Ramadan.				

Student Assessment Methods that have been Implemented

Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Exam (1) Semester work	17/3/2025	5	heat balance problems	A1 1. Describe the types of energy associated with energy balances , concepts , and units 2. Use scientific concepts and theories that are relevant to the enthalpy, heat of solution and mixing.
Midterm exam	7/4/2025	30	Four questions include problems of energy balance principles	A1 1. Describe the types of energy associated with energy balances , concepts , and units 2. Use scientific concepts and theories that are relevant to the enthalpy, heat of solution and mixing.
Final written exam	31/5/2025	90	Five questions include problems and other all types of questions	A1 1. Describe the types of energy associated with energy balances , concepts , and units 2. Use scientific concepts and theories that are relevant to the enthalpy, heat of solution and mixing. 3. Apply engineering basics that are relevant to energy balances for processes with chemical reaction and without chemical reaction. 4. Solve material and energy balances.
Assignments/ quiz/ sheets	Any week	25	Energy balance problems	A1 1. Describe the types of energy associated with energy balances , concepts , and units 2. Use scientific concepts and theories that are relevant to the enthalpy, heat of solution and mixing. 3. Apply engineering basics that are relevant to energy balances for

				processes with chemical reaction and without chemical reaction. 4. Solve material and energy balances.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results				
Number of students (who started the course):		49		
Number of students (who completed the course/ sat for the exam):		49\45		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		2 absent , 2 deprived		
Total number of students who passed the exams successfully:		41		
Percentage of success (out of the total number of students who sat for the final exam)		91.11%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	3	5	12	21
Percentage	6.1%	10.2%	24.5%	42.9%
Total number of students who failed the exams:		8 (4 failed sat exam + 2 absent + 2 deprived)		
Percentage of failure (for the total number of students who took the final exam)		8.88% (% of student sat exam and failed)		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:				

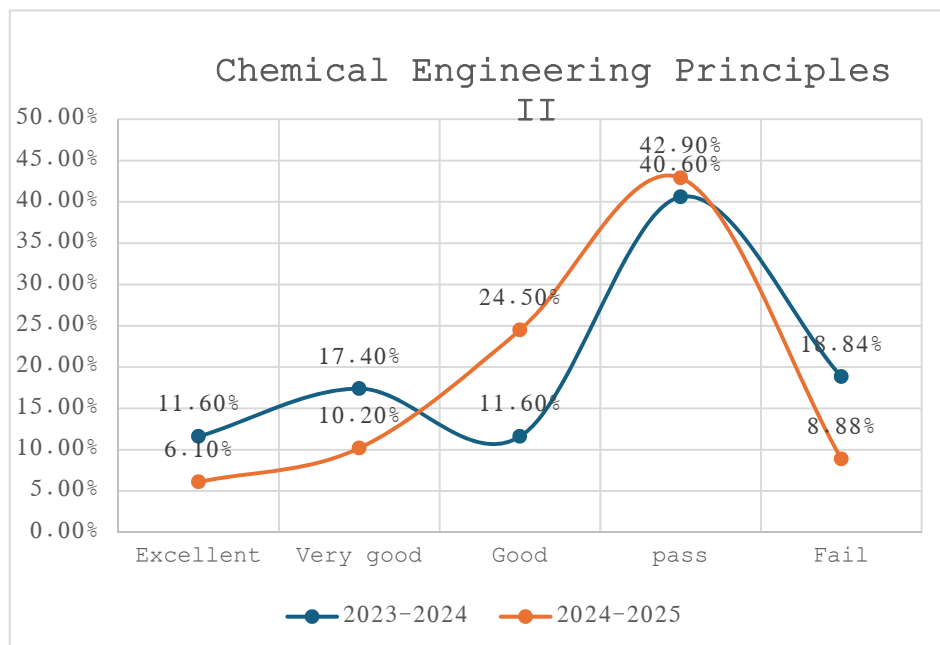
Analysis of Student Performance:

The results show a varied distribution of grades among the students:

- **6.1% (3 students)** achieved an **Excellent** grade, demonstrating outstanding understanding and mastery of the course material.
- **10.2% (5 students)** scored **Very Good**, indicating strong performance with minor areas for improvement.
- **24.5% (12 students)** received a **Good** grade, suggesting satisfactory comprehension but with need for further development.
- **42.9% (21 students)** obtained a **Pass**, which means they met the minimum requirements but may need additional support to strengthen their grasp of key concepts.
- The majority of students (**42.9%**) fell into the **Pass** category, highlighting a potential need for targeted interventions—such as review sessions, additional practice materials, or alternative teaching methods—to help more students reach higher performance levels.
- By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	11.6%	17.4%	11.6%	40.6%	18.84%
2024-2025	6.1%	10.2%	24.5%	42.9%	8.88%

The chart compares student performance in Chemical Engineering Principles II across two academic years (2023-2024 and 2024-2025) using five grading categories: Excellent, Very good, Good, Pass, and Fail. While exact percentages are not provided, the graph shows trends: the 2024-2025 results appear slightly higher overall, with a larger proportion of students likely achieving Excellent or Very good grades compared to 2023-2024, where performance may have been more concentrated in Good or Pass. The absence of Fail percentages suggests minimal failures in both years. This improvement could reflect enhanced teaching methods, student engagement, or curriculum adjustments in the later year.



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	
Timing of Evaluation: At the end of semester	The evaluation was conducted at the end of the academic year 2024-2025.
Number of students who participated in the course evaluation	26 students participated.
Percentage of participants to the total number	53.06%
Important points of satisfaction	1. وضوح أهداف المقرر (مجموع موافق/موافق تماماً: 88.46%) 2. أنشطة التعلم الذاتي (مجموع موافق/موافق تماماً: 88.46%) 3. التزام المحاضر بالمواعيد (مجموع موافق/موافق تماماً: 87.5%)
Important points of dissatisfaction	1. بعض الموارد التعليمية (مجموع غير موافق/غير موافق تماماً: 3.85%)

4. Instructors Reflection

The instructor noted that while most students met the learning outcomes, the lower percentage of Excellent grades (6.1% vs. 11.6% last year) suggests a need to enhance engagement with advanced concepts. Positive feedback on teaching methods (e.g., clarity, respect) was encouraging, but minor issues like office-hour availability and resource gaps were identified. The shift toward more Good grades (24.5%) indicates improved mid-tier performance, possibly due to adjusted teaching strategies. Future focus will include targeted support for high achievers and addressing logistical concerns to further elevate overall results.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Lower percentage of Excellent grades (6.1% vs. 11.6% last year)	Enhance engagement with advanced concepts for high-achieving students	- Offer optional advanced workshops - Assign challenging bonus problems - Provide mentorship opportunities	Aim to increase the percentage of students achieving top grades
2.	Student feedback identified minor issues with office-hour availability and educational resources	Improve accessibility of support and resources	- Extend office hours or offer virtual consultations	Address logistical concerns raised in student feedback

Name and Signature
Dr. /SohierAbo Bakr
Course Coordinator

Name and Signature
Asso.prof. Hend Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

Second

1. Basic Information

Course Title:	Chemical Engineering Thermodynamics
Course Code:	CHE222
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	9/week(5contact+4student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 2
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Mohamed Elbindary
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	-
Instructor Name	Department	Academic degree	Specialty
1. Dr. Mohamed Elbindary	Basic Science	Ph. D.	Inorganic chemistry
2. Eng. Elham Abdul-Raouf Hussein	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	28	28	14	56
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content Some of the topics have been reduced due to the shortage of lecture hours during the holy month of Ramadan.				

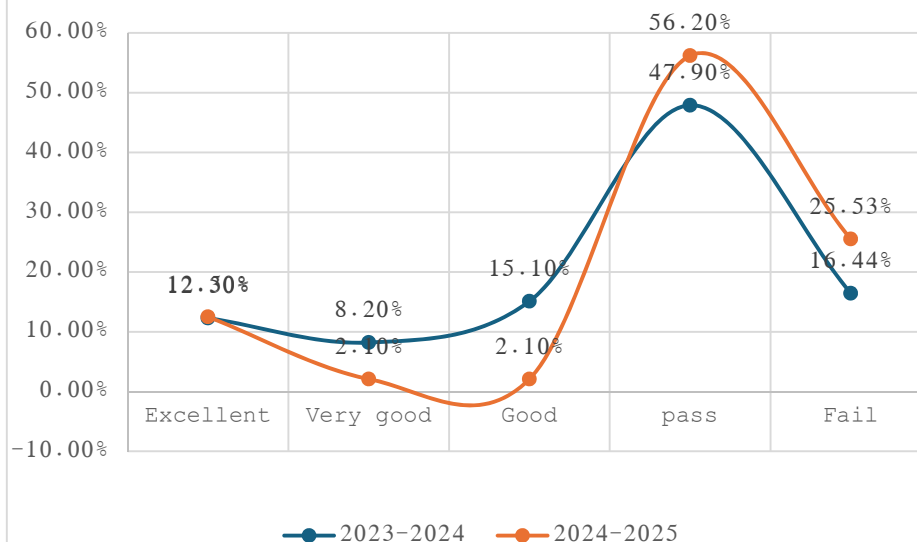
Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Midterm exam	11/4/2025	20	Two questions include problems, mcq, and other all types of questions	A1 1. Apply engineering basics that are relevant to the subject. 2. Identify complex engineering problems by applying engineering fundamentals
Final Practical Exam	12/5/2025	10	EXPLAIN THE EXPERIMENT	A1 2. Identify complex engineering problems by applying engineering fundamentals
Final written exam	25/5/2025	75	Four questions include problems, mcq, and other all types of questions	A1 1. Apply engineering basics that are relevant to the subject. 2. Identify complex engineering problems by applying engineering fundamentals B1 1. Illustrate the principles of chemical engineering including chemical reaction equilibrium and thermodynamics; mass and energy balance. 2. Summarize the appropriate techniques relevant to chemical engineering thermodynamics.
Assignments/ quiz/ sheets	Any week	20	Mcq, complete and True or false questions. Number of questions is unlimited	A1 1. Apply engineering basics that are relevant to the subject. 2. Identify complex engineering problems by applying engineering fundamentals B1 1. Illustrate the principles of chemical engineering including chemical reaction equilibrium and thermodynamics; mass and energy balance.

				2. Summarize the appropriate techniques relevant to chemical engineering thermodynamics.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures are overseen by the Examination Committee each semester to maintain academic integrity and quality. The committee is responsible for ensuring that: All exams are aligned with the intended course learning outcomes and reflect appropriate cognitive levels as outlined in Bloom's taxonomy. Exam content is fair and balanced, with comprehensive coverage of course topics guided by detailed blueprints. Standardized model answers and grading rubrics are developed to promote consistent and objective evaluation across all students. To pass, students must achieve at least 50% in the overall course grade and a minimum of 30% in the written exam. These procedures are designed to uphold fairness, transparency, and full alignment with the quality standards set by NAQAAE.				

Student Assessment Results				
Number of students (who started the course):		48		
Number of students (who completed the course/ sat for the exam):		48/47		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		1 absent		
Total number of students who passed the exams successfully:		35		
Percentage of success (out of the total number of students who sat for the final exam)		74.47%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	6	1	1	27
Percentage	12.5%	2.1%	2.1%	56.2%
Total number of students who failed the exams:		13 (12 failed sat the exam and one absent student)		

Percentage of failure (for the total number of students who took the final exam)	25.53% (% of failed students who took the exam)																		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: Analysis of Student Performance: The results show a varied distribution of grades among the students: 12.5% (6 students) achieved an Excellent grade, demonstrating outstanding understanding and mastery of the course material. 2.1% (1 student) scored Very Good, indicating strong performance with only minor areas for improvement. 2.1% (1 student) received a Good grade, suggesting basic comprehension but with clear room for further development. 56.2% (27 students) obtained a Pass, meaning they met the minimum requirements but may benefit from additional academic support to strengthen their understanding of key concepts. - The majority of students (56.2%) fell into the Pass category, highlighting a potential need for targeted interventions—such as remedial sessions, supplementary materials, or enhanced teaching strategies—to help more students achieve higher levels of performance. - By comparing the results of this year and previous year <table><tr><td></td><td>Excellent</td><td>Very good</td><td>Good</td><td>pass</td><td>Failed</td></tr><tr><td>2023-2024</td><td>12.3%</td><td>8.2%</td><td>15.1%</td><td>47.9%</td><td>16.44%</td></tr><tr><td>2024-2025</td><td>12.5%</td><td>2.1%</td><td>2.1%</td><td>56.2%</td><td>25.53%</td></tr></table> Comparing the results of this year with previous year showed that this year the percentage of students attaining the Excellent grade slightly increased, which may reflect a slight improvement in understanding of the course material, while the percentage of students attaining Pass grade increased noticeably, indicating that more students are meeting the minimum requirements			Excellent	Very good	Good	pass	Failed	2023-2024	12.3%	8.2%	15.1%	47.9%	16.44%	2024-2025	12.5%	2.1%	2.1%	56.2%	25.53%
	Excellent	Very good	Good	pass	Failed														
2023-2024	12.3%	8.2%	15.1%	47.9%	16.44%														
2024-2025	12.5%	2.1%	2.1%	56.2%	25.53%														

Chemical Engineering Thermodynamics



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	The evaluation was conducted using Likert-scale questionnaires with responses ranging from (Strongly Agree) to (Strongly Disagree).
Timing of Evaluation: At the end of semester	The evaluation took place at the end of the second semester of the academic year 2024-2025
Number of students who participated in the course evaluation	25 students participated in the evaluation.
Percentage of participants to the total number	53.19%
Important points of satisfaction	1. وضوح أهداف المقرر في المحاضرة الأولى (موافق/موافق تماما 92%) 2. التزام المعيد بالحضور (موافق/موافق تماما 91%) 3. الموارد التعليمية كافية (موافق/موافق تماما 88%)
Important points of dissatisfaction	No significant points of dissatisfaction

4. Instructors Reflection

The course "Chemical Engineering Thermodynamics" achieved a 72.92% pass rate, with 12.5% of students earning "Excellent" grades, demonstrating strong mastery of complex thermodynamic principles. However, the majority of students (56.2%) fell into the "Pass" category, indicating only minimum competency, while 27.08% failed, highlighting significant challenges in comprehension. Compared to the previous year, the percentage of "Excellent" students remained stable (12.5% vs. 12.3%), but the failure rate increased from 16.44% to 27.08%, likely due to the abstract nature of thermodynamic concepts and potential gaps in foundational knowledge. Student feedback, though not detailed in the report, may reveal dissatisfaction with teaching methods or resources. To address these issues, future iterations should incorporate more interactive learning tools (e.g., simulations, visual aids) to demystify abstract concepts. Additionally, targeted remedial sessions for struggling students and clearer alignment of assessments with learning outcomes could improve performance. The course's rigorous standards are maintained, but pedagogical adjustments are needed to better support student success while upholding academic integrity.

5. Course Enhancement

**Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)**

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Limited student engagement in higher cognitive levels	Redesign assessments to include more application-based questions.	Replace some theoretical questions with real-world problem scenarios.	Ensure exams test analysis/synthesis, not just recall.

Name and Signature
Dr. Mohamed Elbindary
Course Coordinator

Name and Signature
Assoc.Prof. Dr Hend EL Sayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

Second

1. Basic Information

Course Title:	Analytical Chemistry
Course Code:	CHE223
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	8/week(4Contact+4student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 2
Academic Program:	Chemical Engineering program
Institute:	Higher Institute for Engineering and Technology-New Damietta
University:	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Nada Aboeleneen
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	-	1
Instructor Name	Department	Academic degree	Specialty
1. Dr. Nada Aboeleneen	Chemical Engineering	Ph.D.	Chemical Engineering
2. Eng. Reem Mohammed	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of practical hours	Total number of tutorial hours	Total number of self-learning hours
14	28	28	-	56
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: Some of the topics have been reduced due to the shortage of lecture hours during the holy month of Ramadan.				

Student Assessment Methods that have been Implemented				
Method of assessment	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Assignments/ quiz/ sheets	Any week	15	questions include complete, draw structure and theoretical questions.	A10 1. Search for information to engage in lifelong self-learning discipline. A1 1. Use scientific concepts and theories that are relevant to analytical chemistry. 2. solve complex engineering problems by applying the concepts and the theories of analytical chemistry, appropriate to the chemical engineering. B3 1. Apply computational techniques appropriate to analytical chemistry. A2 1. Analyze data to interpret it. 2. Apply statistical analyses and objective engineering judgment to draw conclusions B2 1 Engage in the recent technological changes and emerging fields relevant to analytical chemistry to respond to the challenging role and responsibilities of a professional chemical engineer.
Final Practical Exam	10/5/2025	10	explain the experiment.	B3 1. Apply computational techniques appropriate to analytical chemistry. A2 1. Analyze data to interpret it.
Midterm exam	5/4/2025	15	Two questions include complete question, solve problems and	A10 1. Search for information to engage in lifelong self-learning discipline. A1

			theoretical questions.	1. Use scientific concepts and theories that are relevant to analytical chemistry. 2. solve complex engineering problems by applying the concepts and the theories of analytical chemistry, appropriate to the chemical engineering.
Final written exam	20/5/2025	60	Four questions include comparison question, draw structure question, complete question and theoretical questions	A10 1. Search for information to engage in lifelong self-learning discipline. A1 1. Use scientific concepts and theories that are relevant to analytical chemistry. 2. solve complex engineering problems by applying the concepts and the theories of analytical chemistry, appropriate to the chemical engineering. B3 1. Apply computational techniques appropriate to analytical chemistry. A2 1. Analyze data to interpret it. 2. Apply statistical analyses and objective engineering judgment to draw conclusions B2 1 Engage in the recent technological changes and emerging fields relevant to analytical chemistry to respond to the challenging role and responsibilities of a professional chemical engineer.

Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course:

The Examination Committee is responsible for supervising the assessment process at the end of each academic semester to ensure that exams are aligned with the intended learning outcomes of the course and the cognitive levels defined by Bloom's Taxonomy. The committee develops comprehensive exam blueprints to ensure balanced and thorough coverage of all course content. In addition, model answers and detailed grading rubrics are prepared to guarantee fair and consistent evaluation for all students. To

successfully pass a course, students must obtain at least 50% of the total mark and no less than 30% in the written exam. These measures are designed to promote transparency, fairness, and compliance with the quality standards set by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE).

Student Assessment Results				
Number of students (who started the course):		44		
Number of students (who completed the course/ sat for the exam):		44\43		
Number of students who did not attend the final written exam (absent - deprived - withdrawn):		1 absent		
Total number of students who passed the exams successfully:		31		
Percentage of success (out of the total number of students who sat for the final exam)		72.09%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	1	4	2	24
Percentage	2.3%	9.1%	4.5%	54.5%
Total number of students who failed the exams:		13 (12 failed student sat the exam + 1 absent)		
Percentage of failure (for the total number of students who took the final exam)		27.9%		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:				
Analysis of Student Performance				
1. Passing Students Dominate: The majority of students (54.5%) received a “Pass” grade, indicating that more than half of the class met only the minimum course requirements. This highlights a potential need for academic support programs or instructional improvements to raise overall performance levels.				
2. Middle Performance: A combined 13.6% of students fall into the middle performance category—9.1% earned a “Very Good” and 4.5% received a “Good” grade. This modest percentage suggests a limited middle tier and indicates that only a small portion of students are progressing beyond basic expectations.				

3. High Achievers:

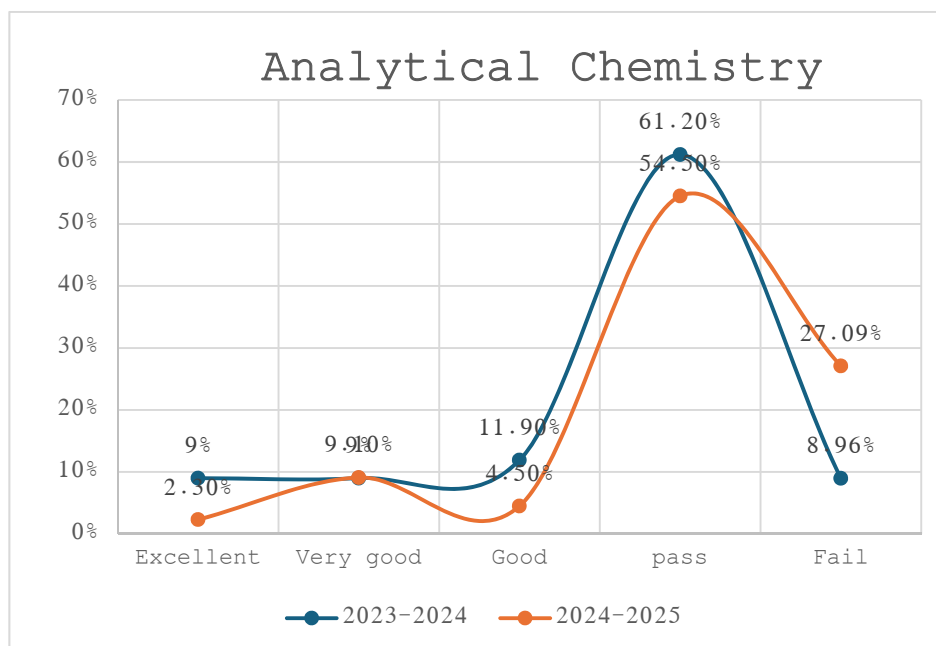
Only 2.3% of students achieved an “Excellent” grade, reflecting a very small group of students who demonstrated high-level mastery of the course material.

Positive Notes:

Although the number of high and middle performers is relatively low, a total of 70.5% of students (Pass and above) successfully met the course requirements. This shows that a significant majority were able to achieve the expected learning outcomes, even if most did so at a basic level.

- By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	9%	9%	11.9 %	61.2%	8.96%
2024-2025	2.3%	9.1%	4.5%	54.5%	27.09%



3. Student Feedback

*** Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations - (attach the questionnaire analysis report or any other means used, and the points evaluated).**

Item	Comment
Means of Evaluation: Questionnaires	Likert-scale questionnaires (Strongly Agree to Strongly Disagree)
Timing of Evaluation: At the end of semester	Conducted at the end of the semester (implied from context).
Number of students who participated in the course evaluation	23 students (sum of responses across all questions).
Percentage of participants to the total number	52.27
Important points of satisfaction	1. الرسائل التعليمية المساعدة في الفهم (مجموع موافق/موافق تماماً: %86.96) 2. فعالية أنشطة التقييم (مجموع موافق/موافق تماماً: %91.31) 3. وضوح التغذية الراجعة (مجموع موافق/موافق تماماً: %91.3)
Important points of dissatisfaction	لا توجد نقاط عدم رضا رئيسية (جميع النقاط حصلت على 0% غير موافق/غير موافق تماماً)

4. Instructors Reflection

The majority of students passed a course, but only a small percentage achieved a "Pass" grade, indicating a need for improved engagement and comprehension of advanced topics. The decline in high achievers suggests that teaching methods need adjustments. Student feedback showed satisfaction with teaching aids and exam reviews, but minor dissatisfaction with feedback clarity and grade alignment. To address these issues, instructors plan to incorporate interactive problem-solving sessions, provide detailed post-exam feedback, and offer differentiated assignments. Leveraging digital tools for self-paced learning could also help bridge foundational understanding gaps.

3. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan

(if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Over-reliance on passive learning (lectures)	Increase active learning (e.g., flipped classrooms, group projects)	Replace 20% of lectures with student-led discussions and simulations	Measure engagement via surveys

Name and Signature
Dr. Nada Aboeleneen
Course Coordinator

Name and Signature
Assoc.prof.Dr Hend EL Sayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

Second

1. Basic Information

Course Title:	Process Dynamics and Control
Course Code:	CHE224
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	8/week(4contact+4 student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 2
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Sohir Abo baker
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
-	1	2	-
Instructor Name	Department	Academic degree	Specialty
1. Dr. Sohir Abo baker	Chemical Engineering	Ph. D	Chemical Engineering
2. Eng.Rahma Diaa	Chemical Engineering	B. Sc	Chemical Engineering
3. Eng.Dina Mohamed	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	28	-	28	56
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: Some of the topics have been reduced due to the shortage of lecture hours during the holy month of Ramadan.				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Midterm exam	5/4/2025	20	two questions include solve the question and MCQ	A2 1. Choose relevant mathematical and computer-based methodologies for problem modeling and analysis.
Final written exam	17/5/2025	60	five questions include complete question, mcq, problems, , theoretical questions	A6 1. interpret data derived from laboratory observation from equipment flow sheets, charts and curves to interpret data derived from laboratory observation. Analyze and interpret data. A2 1. Choose relevant mathematical and computer-based methodologies for problem modeling and analysis. B3 1. Apply numerical modeling methods and/or computational techniques appropriate to chemical engineering.
Assignments/ quiz/ sheets	Any week	20	Mcq, complete and True or false questions. Number of questions is unlimited	A6 1. interpret data derived from laboratory observation from equipment flow sheets, charts and curves to interpret data derived from laboratory observation. Analyze and interpret data. B3 1. Apply numerical modeling methods and/or computational techniques appropriate to chemical engineering.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Each semester, assessment procedures are overseen by an Examination Committee to ensure academic integrity and alignment with quality standards. The committee is responsible for the following:				

Alignment with Learning Outcomes: Exams are designed to reflect the intended course learning outcomes and are mapped according to Bloom's Taxonomy to address various cognitive levels.

Balanced Content Coverage: Detailed exam blueprints are used to guarantee fair and comprehensive coverage of all course topics.

Standardized Grading: Model answers and grading rubrics are prepared in advance to ensure consistency, objectivity, and fairness in evaluation across all students.

Passing Criteria: To pass a course, students must achieve a minimum of 50% overall and at least 30% in the written exam component.

These procedures promote transparency, fairness, and compliance with NAQAAE (National Authority for Quality Assurance and Accreditation of Education) standards.

Student Assessment Results				
Number of students (who started the course):			51	
Number of students (who completed the course/ sat for the exam):			51\50	
Number of students who did not attend the final written exam (absent – deprived – withdrawn):			1 absent	
Total number of students who passed the exams successfully:			50	
Percentage of success (out of the total number of students who sat for the final exam)			100%	
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	2	6	5	37
Percentage	3.9%	11.8%	9.8%	72.5%
Total number of students who failed the exams:			0	
Percentage of failure (for the total number of students who took the final exam)			0 %	
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:				

Analysis of Student Performance:

1. Passing Students Dominate:

The largest group (72.5%) are students who just passed, indicating that nearly three-quarters of the students are meeting only the minimum requirements and may benefit from additional academic support to improve their performance.

2. High Achievers:

Only 3.9% of students achieved Excellent grades, showing a small group of students with outstanding mastery. This suggests that top-level performance is rare and could be encouraged through advanced opportunities or enrichment programs.

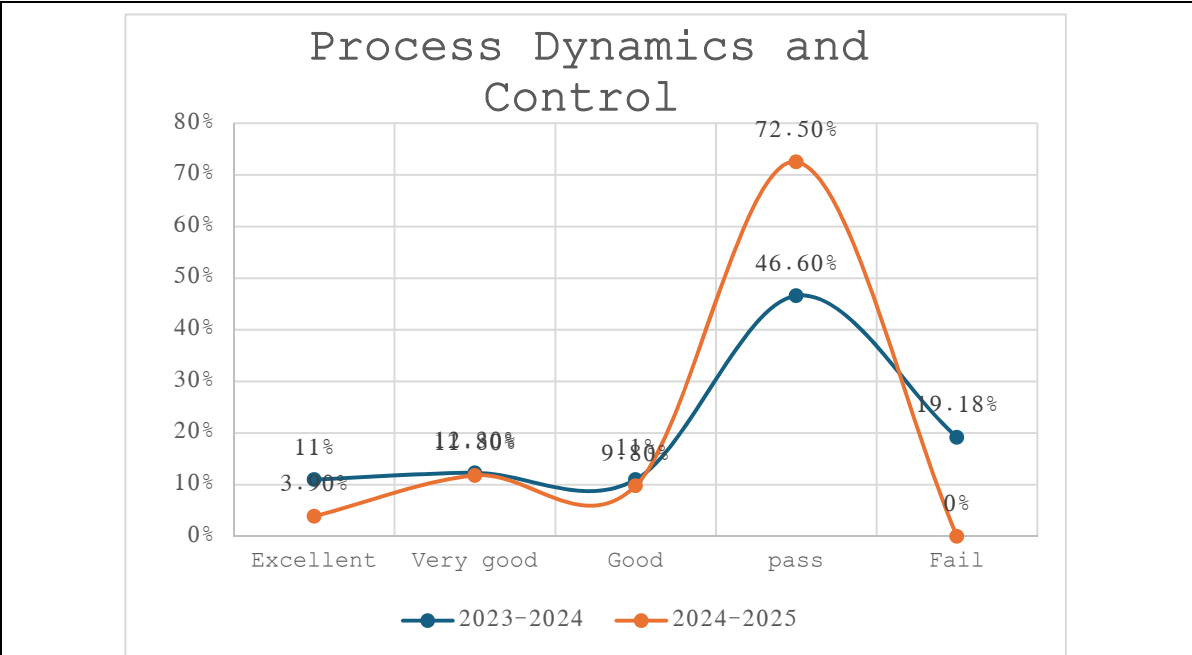
3. Middle Performance:

Students in the Good (9.8%) and Very Good (11.8%) categories together make up 21.6% of the group, forming a modest middle tier that has the potential to grow with targeted guidance and motivation.

1. By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	11%	12.3%	11%	46.6%	19.18%
2024-2025	3.9 %	11.8%	9.8%	72.5%	0%

Comparing the results of this year with previous year showed that the results of previous year is lower than results 2024-2025



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
 (attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	Likert-scale questionnaires (Strongly Agree to Strongly Disagree)
Timing of Evaluation: At the end of semester	Conducted at the end of the semester (implied from context)
Number of students who participated in the course evaluation	26 students (sum of responses across all questions)
Percentage of participants to the total number	50.98%
Important points of satisfaction	1. فعالية أنشطة التقييم (مجموع موافق/موافق تماماً: 85.58%) 2. وضوح الدرجات (مجموع موافق/موافق تماماً: 85.58%) 3. الرسائل التعليمية (مجموع موافق/موافق تماماً: 82.69%)
Important points of dissatisfaction	1. لا توجد نقاط عدم رضا رئيسية أخرى

4. Instructors Reflection

The course, Process Dynamics and Control, achieved a high pass rate of 98.04%, but only 72.5% of students met minimum requirements, with only 3.9% achieving Excellent grades. The instructors noted that while most students grasped fundamental concepts, there is room for improvement in helping them reach higher levels of mastery. Student feedback showed strong satisfaction with teaching methods, but concerns about exam feedback clarity were raised. A significant decrease in failures was observed, suggesting improved teaching effectiveness. The instructors acknowledged the need to enhance engagement strategies for top-performing students while supporting struggling students.

5. Course Enhancement

**Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)**

None

Course development plan for the next academic semester/year
(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Few students (3.9%) are classified as high achievers.	Develop and integrate challenging, non-routine problems into the curriculum.	Design optional enrichment assignments that utilize real-world case studies.	Focus on top 15% of students

Name and Signature
Dr. Sohir Abo baker
Course Coordinator

Name and Signature
Assoc.prof.Dr Hend EL Sayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

second

1. Basic Information

Course Title:	Heat Transfer
Course Code:	CHE225
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	8/week(5contact+3student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 2
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Riham Atef
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	2	-
Instructor Name	Department	Academic degree	Specialty
1. Dr. Riham Atef	Chemical engineering	Ph.D.	Chemical engineering
2. Eng.Rabab osama	Chemical engineering	M. Sc	Chemical engineering
3. Eng.Rahma Diaa	Chemical engineering	B. Sc	Chemical engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	28	14	28	42
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: Some of the topics have been reduced due to the shortage of lecture hours during the holy month of Ramadan.				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Midterm exam	9 /4/2025	20	Two questions Solve the questions, Complete and explain	A1 1. Use scientific concepts and theories that are relevant to heat transfer. B1 1. Identify the principles of chemical engineering including heat transfer.
Final Practical Exam	11/5/2025	10	explain the experiment.	A2 1. Analyze and interpret data 2. Develop suitable experimentation and/or simulation.
Final written exam	24-5-2025	75	Four questions include complete question, solve the problems, , theoretical questions and explain	A1 1. Use scientific concepts and theories that are relevant to heat transfer. B1 1. Identify the principles of chemical engineering including heat transfer.
Assignments/ quiz/ sheets	Any week	20	Mcq, complete and True or false questions. Number of questions is unlimited	A1 1. Use scientific concepts and theories that are relevant to heat transfer. A2 1. Analyze and interpret data 2. Develop suitable experimentation and/or simulation. A10 1. Search for information to engage in lifelong self-learning discipline.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Each semester, assessment procedures are overseen by an Examination Committee to ensure academic integrity and alignment with quality standards. The committee is responsible for the following: Alignment with Learning Outcomes: Exams are designed to reflect the intended course learning outcomes and are mapped according to Bloom's Taxonomy to address various cognitive levels.				

Balanced Content Coverage: Detailed exam blueprints are used to guarantee fair and comprehensive coverage of all course topics.

Standardized Grading: Model answers and grading rubrics are prepared in advance to ensure consistency, objectivity, and fairness in evaluation across all students.

Passing Criteria: To pass a course, students must achieve a minimum of 50% overall and at least 30% in the written exam component.

These procedures promote transparency, fairness, and compliance with NAQAAE (National Authority for Quality Assurance and Accreditation of Education) standards.

Student Assessment Results				
Number of students (who started the course):		51		
Number of students (who completed the course/ sat for the exam):		51\49		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		2 absent		
Total number of students who passed the exams successfully:		32		
Percentage of success (out of the total number of students who sat for the final exam)		65.31%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	0	3	5	24
Percentage	0%	5.9%	9.8%	47.1%
Total number of students who failed the exams:		19 (17 of failed students sat exam and 2 are absent)		
Percentage of failure (for the total number of students who took the final exam)		35.69% of failed students sat exam		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:				

Analysis of Student Performance:

1. Passing Students Dominate:

The majority of students, 47.1% (24 students), fall into the Pass category. This indicates that nearly half the class is meeting only the minimum requirements and may need additional academic support and targeted interventions to improve performance and understanding.

2. High Achievers:

No students achieved an Excellent grade (0%), highlighting the absence of top-tier performance and signaling a potential need to adjust instructional or assessment strategies to better support high achievers.

3. Middle Performance:

Very Good and Good students together make up only 15.7% of the class (5.9% + 9.8%), reflecting a small middle-performance group and suggesting that most students are either just passing or underperforming.

Positive Notes:

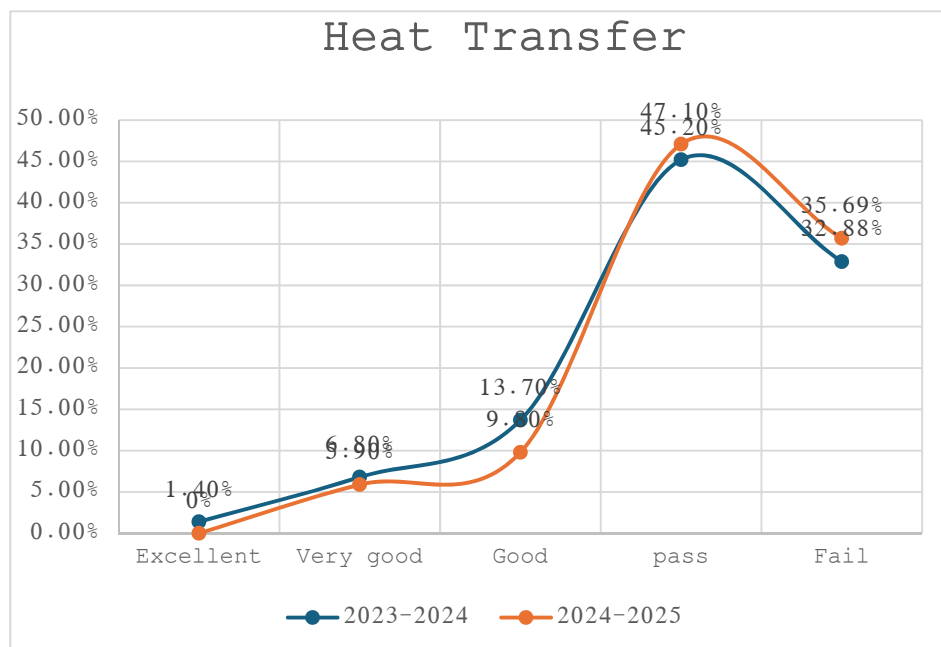
Despite the challenges, 25.5% of students (8 students) scored above the minimum passing level, showing that with focused support, there is potential to raise overall achievement.

The data provides a clear direction for instructional improvement and student support efforts.

1. By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	1.4%	6.8%	13.7%	45.2%	32.88%
2024-2025	0 %	5.9%	9.8%	47.1%	35.69%

Comparing the results of this year with previous year showed that this year the results of previous year is lower than results 2024-2025



3. Student Feedback

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	Likert-scale questionnaires (Strongly Agree to Strongly Disagree)
Timing of Evaluation: At the end of semester	Evaluation was conducted at the end of the semester.
Number of students who participated in the course evaluation	34 students participated.
Percentage of participants to the total number	66.67%

Important points of satisfaction	1. فعالية أنشطة التقييم (مجموع موافق/موافق تماماً: 88.23%) 2. وضوح الدرجات (مجموع موافق/موافق تماماً: 82.35%) 3. الرسائل التعليمية (مجموع موافق/موافق تماماً: 85.29%)
Important points of dissatisfaction	1. بعض جوانب متابعة المادة (مجموع غير موافق/غير موافق تماماً: 5.88%)

4. Instructors Reflection

The Heat Transfer course (2024-2025) has shown both successes and areas for improvement. Student feedback indicates strong satisfaction with course clarity, punctuality, and respectful interactions. Assessments align with learning outcomes and standardized grading ensures fairness. However, academic performance declined compared to the previous year, with no "Excellent" grades, fewer "Very Good" scores, and a higher failure rate. Challenges include lower engagement in self-learning, insufficient reference materials, and inadequate exam feedback. To address these issues, the 2025-2026 action plan focuses on enhancing self-study through structured e-learning modules, curating open-access resources, and improving feedback with personalized error reports. Additionally, 20% of exam questions will be redesigned to promote critical thinking, and remedial workshops will support struggling students. These measures aim to increase high grades by 10%, reduce failures by 15%, and boost satisfaction with learning resources.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Approval for self-learning activities was	Develop interactive e-learning modules	Use Moodle/LMS platform for guided study materials	Pilot in first 4 weeks

	high (80.15%), but interest remained limited.	with progress tracking		
2.	No students achieved Excellent grades, signaling a decline in high achievers.	Offer advanced challenge problems	Modify exam blueprints per Bloom's Taxonomy	Align with NAQAAE

Name and Signature
Dr. Riham Atef
Course Coordinator

Name and Signature
Assoc.prof.Dr Hend EL Sayed Gadow
Head of the department council



الفرقة الثالثة

(2024-2025)



الفصل الدراسي الأول

(2024-2025)



Course Report

Academic Year

2024/2025

Semester

First Semester

1. Basic Information

Course Title:	Environmental Management
Course Code:	BAS311
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	6/week(3contact +3student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 3
Academic Program:	Chemical Engineering Program & Communication and Electronics Engineering Program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Assoc. Prof. Dr. Ramadan Elkateb
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1		1	
Instructor Name	Department	Academic degree	Specialty
1. Assoc. Prof. Dr. Ramadan Elkateb	Basic Science and Engineering Department	Associate Prof. <u>Dr.</u>	Physical Chemistry
2. Eng. Rahma Diaa	Chemical Engineering Department	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of exercise hours (if any)	Total number of Student's load hours (if any)	Other (to be mentioned)
14	28	-	14	42	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:					

Student Assessment Methods that have been Implemented					
Method of assessment *		Date of Evaluation	Marks /Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic exams	Midterm exam	21/11/2024	20	2 questions Question 1 (10 marks): Write an appropriate scientific explanation for the following statements. & Explain... & Compare... & Calculate... Question 2 (10 marks): Complete the following statements as appropriate. & State... & Illustrate with a full data diagram... & Solve...	(A3) 1: Judge engineering decisions considering balanced costs, benefits, safety, quality, reliability, and environmental impact. 2: Incorporate economic, societal, global, environmental, and risk management factors into design.
					(A4) 1: Describe quality assurance systems, codes of practice, and standards, as well as health and safety regulations and environmental concerns. 2: Apply safe systems at work by taking the necessary precautions to manage hazards. 3: Utilize modern technologies.
					(A10) 1: Search for information to engage in lifelong self-learning discipline.
Periodic exams	Assignments/ quizzes/ sheets	Any week	20	Unlimited questions (Complete the following & ...)	(A3) 1: Judge engineering decisions considering balanced costs, benefits, safety, quality, reliability, and environmental impact. 2: Incorporate economic, societal, global,

					environmental, and risk management factors into design (A4) 1: Describe quality assurance systems, codes of practice, and standards, as well as health and safety regulations and environmental concerns. 2: Apply safe systems at work by taking the necessary precautions to manage hazards. 3: Utilize modern technologies. (A10) 1. Search for information to engage in lifelong self-learning discipline.
Final written exam	15/01/2025	60	4 questions Question 1 (15 marks): Complete the following sentences as appropriate. & State... & Explain... Question2 (15marks): Write an appropriate scientific explanation for the following statements. & Explain... & Illustrate with a full data diagram... & What is meant by... Question 3 (15 marks): Correct the following statements. & Compare	(A3) 1: Judge engineering decisions considering balanced costs, benefits, safety, quality, reliability, and environmental impact. 1. 2: Incorporate economic, societal, global, environmental, and risk management factors into design	

			each two of the following. & Explain... Question 4 (15 marks): State... & Calculate... & Draw... & Solve the following. & What is meant by...	(A4) 1. Describe quality assurance systems, codes of practice, and standards, as well as health and safety regulations and environmental concerns. 2. Apply safe systems at work by taking the necessary precautions to manage hazards. 3. Utilize modern technologies.
				(A10) 1. Search for information to engage in lifelong self-learning discipline.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes (LOs) and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading.				

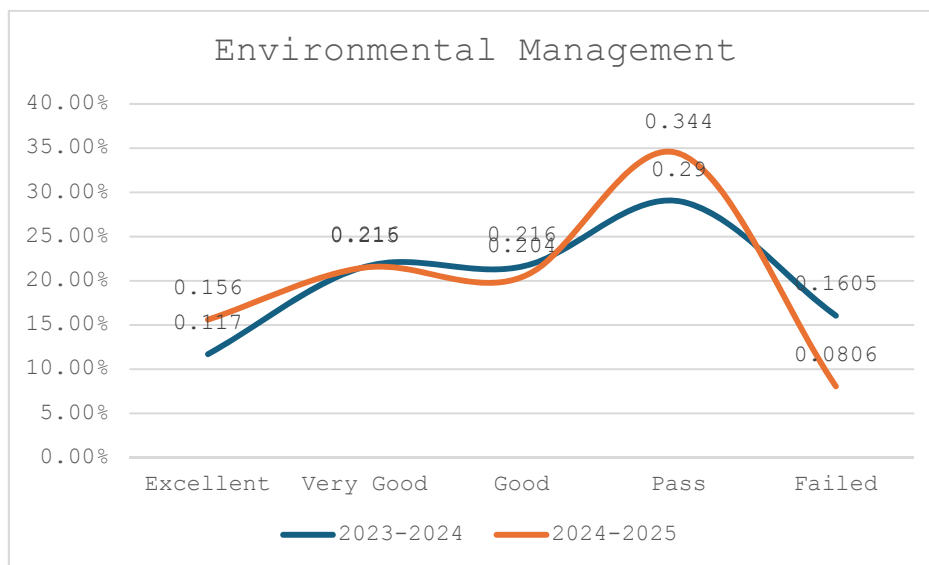
Passing requirements: Minimum 50% overall grade and 30% of written exam.
 These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.

Student Assessment Results				
<u>Note: The course is shared among the Chemical Engineering Program & the Communication and Electronics Engineering Program, and the statistics shown reflect the overall performance (pass/fail rates and grades) of all enrolled students collectively.</u>				
Number of students (who started the course):		186		
Number of students (who completed the course/ sat for the exam):		186/186		
Number of students who did not attend the final written exam (absent - deprived - withdrawn):		0		
Total number of students who passed the exams successfully:		171		
Percentage of success (out of the total number of students who sat for the final exam)		91.94%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	29	40	38	64
Percentage	15.6%	21.5%	20.4%	34.4%
Total number of students who failed the exams:		15		
Percentage of failure (for the total number of students who took the final exam)		8.06%		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: • A significant portion of students (34.4%) achieved a Pass grade, indicating that nearly 35% of the class met the minimum requirements but may need additional support to reach higher achievement levels. • A considerable number of students (15.60%) performed Excellent, demonstrating strong understanding of the subject.				

- **Good** (20.40%) and **Very Good** (21.50%) grades show moderate performance, with low need for improvement.
- A notable percentage (15.60%) of students excelled, reflecting effective teaching strategies for high achievers.
- Combined, **Excellent, Very Good, and Good** grades account for **57.5%**, indicating a substantial group performing above average.

By comparing the results of this year and previous year

	Excellent	Very good	Good	Pass	Failed
2023-2024	11.70%	21.60%	21.60%	29.00%	16.05%
2024-2025	15.60%	21.50%	20.40%	34.40%	8.06%



Comparing the results of this year with the previous year showed that in 2024-2025, the percentage of excellent and pass degrees increased compared to 2023-2024, while the percentage of failed students decreased.

3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of the semester	It carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	127
Percentage of participants to the total number	68.28%
Important points of satisfaction	1- تم عرض المستهدف من تدريس المقرف بوضوح في أول محاضرة. (%63.78) 2- يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعن. (%61.42) 3- المعيد على قدر عالي من استيعاب المنهج الدراسي (55.91%)
Important points of dissatisfaction	-----

4. Instructors Reflection

The final grade distribution for this course reveals valuable insights into student performance and areas for instructional improvement.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Lack of self-learning resources	Increase self learning resources	- Provide access to online courses (e.g., Coursera, Udemy) - Share recommended books/articles - Encourage participation in webinars/workshops - Develop an internal knowledge-sharing platform	Track progress monthly and gather feedback on resource usefulness

Name and Signature
Course Coordinator
Assoc. Prof. Dr. Ramadan Elkateb

Name and Signature
Head of the department council
Assoc. Prof. Dr. Hend Elsayed Gadow



Course Report

Academic Year

2024/2025

Semester

first

1. Basic Information

Course Title:	Reactor Design
Course Code:	CHE311
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	8/week(4contact+4student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 3
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	prof. Dr. Taha E. Farrag
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
-	1	1	-
Instructor Name	Department	Academic degree	Specialty
1. prof. Dr. Taha E. Farrag	Chemical engineering	Prof. Dr	Chemical engineering
2. Eng. Reem mohamed	Chemical engineering	B. Sc	Chemical engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	28	-	28	56
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
quiz (1)	21/10/2024	10	Solve the questions	A6 2. Interpret data acquired from laboratory observation using graphs and curves 3.Acquire entrepreneurial skills
Midterm exam	20/11/2024	20	two questions include solve the question and complete	A6 2. Interpret data acquired from laboratory observation using graphs and curves 3.Acquire entrepreneurial skills
Final written exam	19-1-2025	75	four questions include complete question, mcq, problems, , theoretical questions	A6 1.Demonstrate how to conduct a reactor design and characterization of typical reactor design materials and components using standard methodologies. B1 2. Create a process, component or system to carry out specialized engineering designs.
Assignments/ quiz/ sheets	Any week	20	Mcq, complete and True or false questions. Number of questions is unlimited	A6 3.Acquire entrepreneurial skills. B1 2. Create a process, component or system to carry out specialized engineering designs.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Each semester, assessment procedures are overseen by an Examination Committee to ensure academic integrity and alignment with quality standards. The committee is responsible for the following: Alignment with Learning Outcomes: Exams are designed to reflect the intended course learning outcomes and are mapped according to Bloom's Taxonomy to address various cognitive levels. Balanced Content Coverage: Detailed exam blueprints are used to guarantee fair and comprehensive coverage of all course topics. Standardized Grading: Model answers and grading rubrics are prepared in advance to ensure consistency, objectivity, and fairness in evaluation across all students. Passing Criteria: To pass a course, students must achieve a minimum of 50% overall and at least 30% in the written exam component.				

These procedures promote transparency, fairness, and compliance with NAQAAE (National Authority for Quality Assurance and Accreditation of Education) standards.

Student Assessment Results				
Number of students (who started the course):		60		
Number of students (who completed the course/ sat for the exam):		60/59		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		1 absent		
Total number of students who passed the exams successfully:		45		
Percentage of success (out of the total number of students who sat for the final exam)		76.27%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	5	6	11	23
Percentage	% 8.3	10%	18.3%	38.3%
Total number of students who failed the exams:		15		
Percentage of failure (for the total number of students who took the final exam)		23.72 %		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: Analysis of Student Performance: 1. Passing Students Dominate: The largest group of students (38.3%) received a "Pass" grade. This indicates that a significant portion of the class is meeting only the minimum academic requirements, and may require additional support or intervention to improve performance.				

2. High Achievers:

- Only **8.3%** of students received an "**Excellent**" grade, indicating a **small number of top performers** who showed strong academic mastery.

3. Middle Performance:

- Students receiving "**Good**" and "**Very Good**" grades together make up **28.3%** (18.3% + 10%), forming a **moderate middle tier** of students performing above the minimum level, with potential to advance further with support.

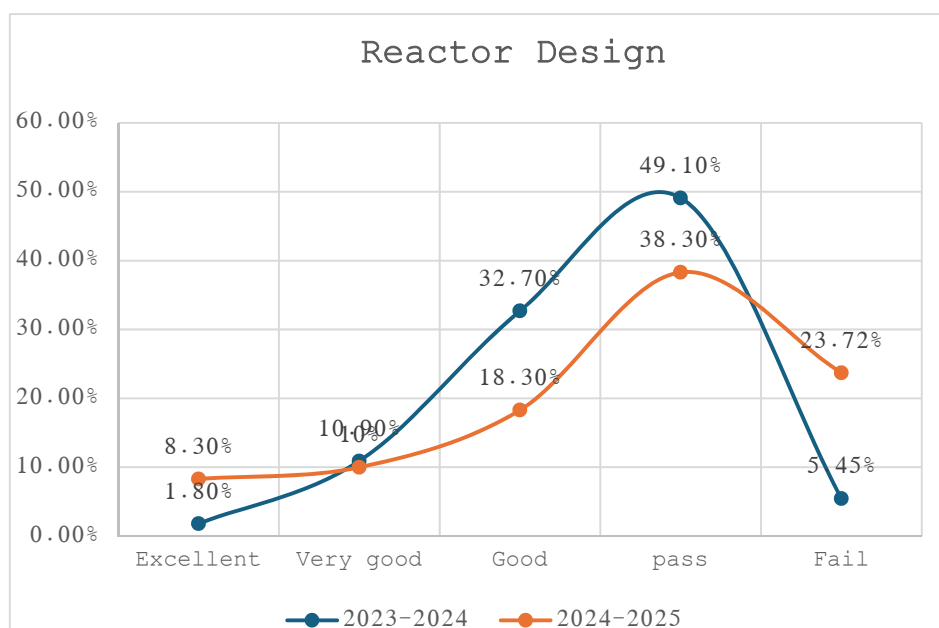
Positive Note:

- **61.7% of students** scored above the passing grade, showing **overall success**, though additional efforts may be needed to **raise the number of high achievers**.

1. By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	1.8%	10.9%	32.7%	49.1%	5.45%
2024-2025	8.3 %	10%	18.3%	38.3%	23.72%

Comparing the results of this year with the previous year shows that the results of 2023–2024 are greater than the results of 2024–2025. This may be due to the written exam being more difficult this year compared to the previous one.



3. Student Feedback

Item	Comment
Means of Evaluation: Questionnaires	Student opinions were collected through a questionnaire.
Timing of Evaluation: At the end of semester	Evaluation was conducted at the end of the semester.
Number of students who participated in the course evaluation	36 students participated (calculated from percentages).
Percentage of participants to the total number	60%
Important points of satisfaction	1- Educational messages used in teaching were highly effective (85.42%). 2- Assessment activities effectively verified practical abilities (86.11%). 3- Exam paper reviews helped identify mistakes (82.64%).
Important points of dissatisfaction	1- Some students disagreed with grading fairness (5.77% disagreed and totally agreed). 2- A small percentage faced issues with practical assessments (3.85% disagreed and totally agreed).

4. Instructors Reflection

The instructors reflected on the course outcomes, noting that while 75% of students passed, the high percentage of "Pass" grades (38.3%) and failure rate (25%) indicate significant room for improvement. The student feedback highlighted effective educational messages (85.42%) and assessment methods (86.11%), but dissatisfaction with grading fairness (5.77%) and exam reviews (3.55%) suggests a need for clearer evaluation criteria. The comparison with the previous year shows a decline in performance, likely due to increased exam difficulty. To address these issues, the focus will be on enhancing teaching methods, providing additional support for struggling students, and ensuring transparent grading practices. The goal is to reduce failures, elevate "Pass" students to higher grades, and maintain the satisfaction of high achievers.

5. Course Enhancement

**Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)**

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Support for struggling students (Pass/Fail grades)	Implement remedial sessions and peer mentoring	Weekly tutoring, targeted practice exercises, and progress tracking	Aim to reduce failures and improve "Pass" grades
2.	Enhanced exam review processes	Structured post-exam feedback sessions	In-class discussions of common mistakes, model answers Enhancement of Course evaluations	Improve understanding of errors

Name and Signature
Course Coordinator
prof. Dr. Taha E. Farrag

Name and Signature
Asso.prof. Hend Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

First

1. Basic Information

Course Title:	Operation Researches
Course Code:	CHE 312
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	8/week(4contact+4student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 3
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Sohir Abo baker
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	2	-
Instructor Name	Department	Academic degree	Specialty
1. Dr. Sohir Abo baker	Chemical engineering	Ph.D.	Chemical engineering
2. Eng.Rahma Diaa	Chemical engineering	B. Sc	Chemical engineering
3. Eng.Dina Mohamed	Chemical engineering	B. Sc	Chemical engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	28	-	28	56
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:				

Student Assessment Methods that have been Implemented				
Method of assessment	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Midterm exam	17/11/2024	20	two questions include complete, solve the problem , theoretical question The score for the exam can differ according to doctor point of view.	A2 1. Define operations research principles, basic characteristics, and properties, as well as their applications in chemical process industries like petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc. 2. Analyze data and apply it on operations research A6 1. Interpret data derived from laboratory observation from equipment flow sheets, charts and curves to interpret data derived from laboratory observation. 2. Acquire entrepreneurial skills.
Final written exam	22/1/2025	60	Four questions include mcq, problems , and theoretical questions	A2 1. Define operations research principles, basic characteristics, and properties, as well as their applications in chemical process industries like petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc. 2. Analyze data and apply it on operations research A6 1. Interpret data derived from laboratory observation from equipment flow sheets, charts and curves to interpret data derived from laboratory observation.

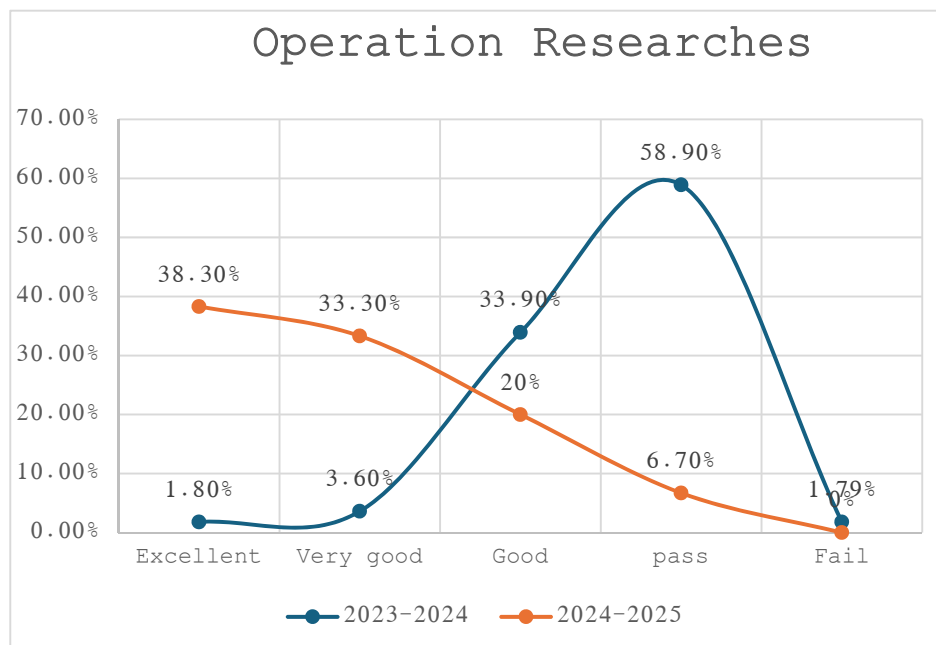
				2. Acquire entrepreneurial skills.
Assignments/ quiz/ sheets	Any week	20	Mcq, complete and True or false questions. Number of questions is unlimited	A4 1. List the engineering operation research management principles 2. Use essential project management related to operation research. A6 2. Acquire entrepreneurial skills.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results				
Number of students (who started the course):		60		
Number of students (who completed the course/ sat for the exam):		60\59		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		1 absent		
Total number of students who passed the exams successfully:		59		
Percentage of success (out of the total number of students who sat for the final exam)		100%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	23	20	12	4
Percentage	38.3%	33.3%	20%	6.7%

Total number of students who failed the exams:			0														
Percentage of failure (for the total number of students who took the final exam)			0 %														
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: Analysis of Student Performance: 1. Passing Students Dominate The largest group of students (72.5%) received a Pass grade, indicating that nearly three-quarters of the class are meeting only the minimum academic requirements. This highlights a need for targeted support strategies to help these students improve and move toward higher achievement levels. 2. High Achievers A small group of students (3.9%) achieved an Excellent grade, showing strong academic mastery. Although this group is limited in size, it represents high potential that could be further developed through enrichment activities and advanced learning opportunities. 3. Middle Performance Students in the Good (9.8%) and Very Good (11.8%) categories make up a combined 21.6% of the class. This middle-tier group demonstrates a solid academic foundation and has strong potential to advance with the right encouragement, feedback, and support. 1. By comparing the results of this year and previous year <table><tr><td></td><td>Excellent</td><td>Very good</td><td>Good</td><td>pass</td><td>Failed</td></tr><tr><td>2023-2024</td><td>1.8%</td><td>3.6%</td><td>33.9%</td><td>58.9%</td><td>1.79%</td></tr></table>							Excellent	Very good	Good	pass	Failed	2023-2024	1.8%	3.6%	33.9%	58.9%	1.79%
	Excellent	Very good	Good	pass	Failed												
2023-2024	1.8%	3.6%	33.9%	58.9%	1.79%												

2024-2025	38.3%	33.3%	20%	6.7%	0%

Comparing the results of this year with previous year showed that this year the results is greater than results 2023-2024 ,



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	Likert-scale questionnaires (Strongly Agree to Strongly Disagree)
Timing of Evaluation: At the end of semester	Conducted during the academic year 2024-2025 (implied from context).
Number of students who participated in the course evaluation	36 students.
Percentage of participants to the total number	60%

Important points of satisfaction	1. وضوح أهداف المقرر (مجموع موافق/موافق تماماً: 86.34%) 2. التزام المحاضر بالمواعيد (مجموع موافق/موافق تماماً: 86.11%) 3. معاملة الطلاب باحترام (مجموع موافق/موافق تماماً: 86.11%)
Important points of dissatisfaction	1. بعض جوانب التقييم (مجموع غير موافق/غير موافق تماماً: 8.33%) 2. بعض الموارد التعليمية (مجموع غير موافق/غير موافق تماماً: 8.33%) 3. التغذية الراجعة للامتحانات (مجموع غير موافق/غير موافق تماماً: 5.56%)

4. Instructors Reflection

This year's student performance improved significantly, with a 98.33% pass rate and a rise in high achievers. Teachers adjusted teaching methods, emphasizing interactive discussions and practical applications of operations research. However, student feedback highlighted areas for improvement, such as clearer exam feedback and better integration of technology in assignments. The high pass rate and "Excellent" and "Very Good" grades indicate strong engagement with the course material. Future efforts will focus on enhancing feedback mechanisms and leveraging digital tools to support diverse learning styles.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Exam feedback clarity (5.56% dissatisfaction)	Implement detailed post-exam review sessions and rubrics	Structured feedback templates; one-on-one consultations	Pilot in the next midterm exam

2.	Technology integration (8.33% dissatisfaction)	Incorporate digital tools (e.g., simulations, online quizzes)	Partner with e-learning platforms; train staff on tools	Measure engagement via surveys

Name and Signature
Dr. Sohir Abo baker
Course Coordinator

Name and Signature
Asso.prof. HEND ELsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

First

1. Basic Information

Course Title:	Mass Transfer Operations I
Course Code:	CHE 313
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	8/week(4 contact+4 student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 3
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology- New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Riham Atef
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	2	
Instructor Name	Department	Academic degree	Specialty
1. Dr. Riham Atef	Chemical Engineering	Ph. D.	Chemical engineering
2. Eng.Rabab Osama	Chemical Engineering	M.Sc.	Chemical Engineering
3. Eng. Elham Abdul-Raouf Hussein	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

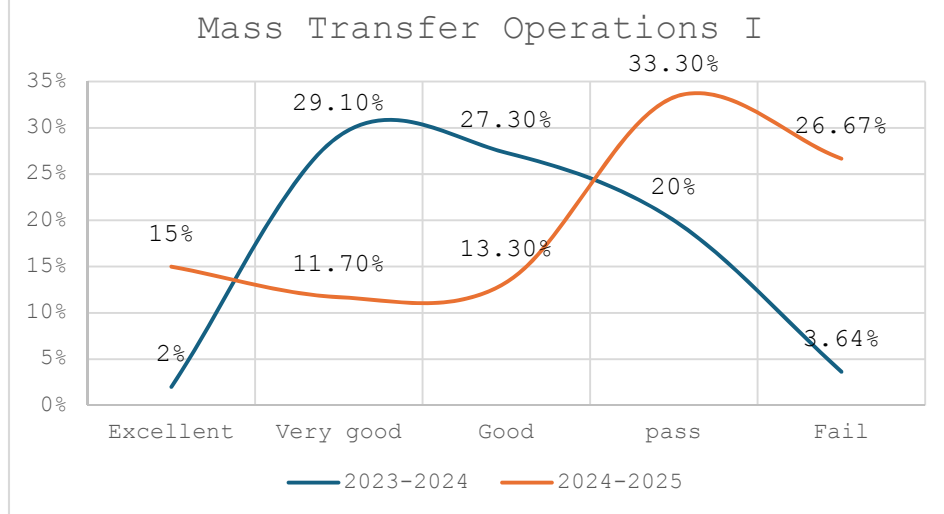
Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	28	-	28	56
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Exam (1) Semester work	9/11/2024	5	Diffusion problems	A7 1.Collaborate effectively within multidisciplinary team. B1 1. Illustrate the principles of chemical engineering including Mass Transfer. 2. Summarize the appropriate techniques relevant to mass transfer 3. Create a process, component or system to carry out specialized engineering designs
Midterm exam	17/11/2024	30	Two questions include problems of diffusion in gas and gels.	A7 1.Collaborate effectively within multidisciplinary team. B1 1. Illustrate the principles of chemical engineering including Mass Transfer. 2. Summarize the appropriate techniques relevant to mass transfer 3. Create a process, component or system to carry out specialized engineering designs
Final written exam	12/1/2025	75	Four questions include problems, mcq, and other all types of questions	A7 1.Collaborate effectively within multidisciplinary team. B1 1. Illustrate the principles of chemical engineering including Mass Transfer. 2. Summarize the appropriate techniques relevant to mass transfer 3. Create a process, component or system to carry out specialized engineering designs

Assignments/ quiz/ sheets	Any week	15	Diffusion problems	A7 1.Collaborate effectively within multidisciplinary team. B1 1. Illustrate the principles of chemical engineering including Mass Transfer. 2. Summarize the appropriate techniques relevant to mass transfer 3. Create a process, component or system to carry out specialized engineering designs
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom’s taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results				
Number of students (who started the course):		60		
Number of students (who completed the course/ sat for the exam):		60\60		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		0 absent		
Total number of students who passed the exams successfully:		44		
Percentage of success (out of the total number of students who sat for the final exam)		73.33%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	9	7	8	20
Percentage	15%	11.7%	13.3%	33.3%
Total number of students who failed the exams:		16		

Percentage of failure (for the total number of students who took the final exam)	26.67%				
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:					
Analysis of Student Performance:					
The results show a varied distribution of grades among the students:					
• 15% (9 students) achieved an Excellent grade, demonstrating outstanding understanding and mastery of the course material. • 11.7% (7 students) scored Very Good, indicating strong performance with minor areas for improvement. • 13.3% (8 students) received a Good grade, suggesting satisfactory comprehension but with need for further development. • 33.3% (20 students) obtained a Pass, which means they met the minimum requirements but may need additional support to strengthen their grasp of key concepts. • The majority of students (33.3%) fell into the Pass category, highlighting a potential need for targeted interventions—such as review sessions, additional practice materials, or alternative teaching methods—to help more students reach higher performance levels. • By comparing the results of this year and previous year					
	Excellent	Very good	Good	pass	Failed
2023-2024	2%	29.1%	27.3%	20%	3.64%
2024-2025	15%	11.7%	13.3%	33.3%	26.67%



The chart compares student performance in *Mass Transfer Operations I* between 2023-2024 and 2024-2025, using grading categories: Excellent, Very Good, Good, Pass, and Fail. While exact percentages are unavailable, the visual comparison suggests relative performance trends. If the 2024-2025 data shows higher bars in Excellent/Very Good categories, it indicates improved outcomes. Conversely, if Pass/Fail rates are higher, it may reflect challenges. The chart highlights year-to-year variations but requires specific data for precise analysis. Overall, it serves as a quick visual tool to assess academic progress or identify areas needing intervention, though detailed percentages would strengthen conclusions about teaching effectiveness or curriculum adjustments.

3. Student Feedback

Item	Comment
Means of Evaluation: Questionnaires	The evaluation was conducted using student questionnaires
Timing of Evaluation: At the end of semester	Evaluation occurred at semester's end
Number of students who participated in the course evaluation	36 students participated
Percentage of participants to the total number	60%
Important points of satisfaction	1. فعالية أنشطة التقييم (مجموع موافق/موافق تماماً: 87.5%) 2. وضوح الدرجات (مجموع موافق/موافق تماماً: 84.03%) 3. الرسائل التعليمية (مجموع موافق/موافق تماماً: 84.72%)
Important points of dissatisfaction	1. التغذية الراجعة للامتحانات (مجموع غير موافق/غير موافق تماماً: 5.56%) 2. بعض جوانب متابعة المادة (مجموع غير موافق/غير موافق تماماً: 2.78%)

4. Instructors Reflection

The course showed significant improvement in excellent grades (15% vs 2% last year), indicating better mastery of core concepts. However, the 26.67% failure rate and 33.3% pass rate reveal persistent challenges in mass transfer fundamentals. Student feedback highlights effective teaching materials (84.72% approval) but identifies practical application difficulties. For next semester, we will implement: 1) Weekly problem-solving clinics, 2) Enhanced simulation exercises, and 3) Peer-assisted learning groups to address these gaps while maintaining the strong theoretical foundation.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Improving academic outcomes involves reducing failures and raising pass rates.	- Implement bi-weekly concept reinforcement sessions - Develop targeted problem-solving exercises - Create self-assessment quizzes with instant feedback	- Schedule sessions during tutorial hours - Design 3 difficulty levels of problems - Use online quiz platforms with automated grading	Focus on core mass transfer principles showing highest difficulty

Name and Signature
Dr. Riham Atef
Course Coordinator

Name and Signature
Asso.prof. Hend Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

First

1. Basic Information

Course Title:	Bio Chemistry
Course Code:	CHE314
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	8/week(4 contact+4student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 3
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Prof. Dr. Khaled Samir
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	2	
Instructor Name	Department	Academic degree	Specialty
1. Prof. Dr Khaled Samir Mohamed	Basic Science	Professor Dr	Organic Chemistry
2. Eng Amal El-Kasas	Chemical Engineering	M. Sc	Chemical Engineering
3. Eng Rahma Diaa	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	28	-	28	56
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Exam (1) Semester work	21/10/2024	10	Ten mcq questions	B1 1: Define the bioorganic compounds that utilize a full range of thermodynamics and kinetics of chemical reactions. 2: Design new processes or products through utilization bioorganic chemical reactions.
Midterm exam	19/11/2024	10	Four questions include comparison question, draw structure question, write equation one theoretical question The final mark was 25 marks but the grade is scaled down from 20 to 10.	B1 1: Define the bioorganic compounds that utilize a full range of thermodynamics and kinetics of chemical reactions. 2: Design new processes or products through utilization bioorganic chemical reactions.
Final written exam	19-1-2025	60	Three questions include complete question, mcq, problems, comparisons, draw structure and theoretical questions	A2 1: Define bioorganic reactions' principles, basic characteristics, and properties, as well as their applications in chemical process industries like petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc. A4 1: Define contemporary engineering technologies and their applications in relation to disciplines. B1

				1: Define the bioorganic compounds that utilize a full range of thermodynamics and kinetics of chemical reactions.
Assignments/ quiz/ sheets	Any week	20	Mcq, complete and True or false questions. Number of questions is unlimited	A5 1: Assess different ideas, views, and knowledge from a range of sources. 2: Search for information to engage in lifelong self-learning discipline.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results				
Number of students (who started the course):		60		
Number of students (who completed the course/ sat for the exam):		60\59		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		1 absent		
Total number of students who passed the exams successfully:		53		
Percentage of success (out of the total number of students who sat for the final exam)		89.83%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	16	7	11	19
Percentage	26.7 %	11.7%	18.3%	31.7%

Total number of students who failed the exams:	7
Percentage of failure (for the total number of students who took the final exam)	11.32 %

Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:

Analysis of Student Performance:

1. Passing Students Dominate:

- The largest group (31.7%) are students who just passed, suggesting nearly 1/3 of the students is meeting minimum requirements but may need additional support to reach higher achievement levels.

2. High Achievers:

- 26.7% achieved Excellent grades, showing strong mastery - this is the second-largest group and indicates good engagement from a significant portion of the class.

3. Middle Performance:

- Combined Good + Very Good students make up 30% (18.3% + 11.7%), forming a substantial middle tier between the highest and lowest performers.

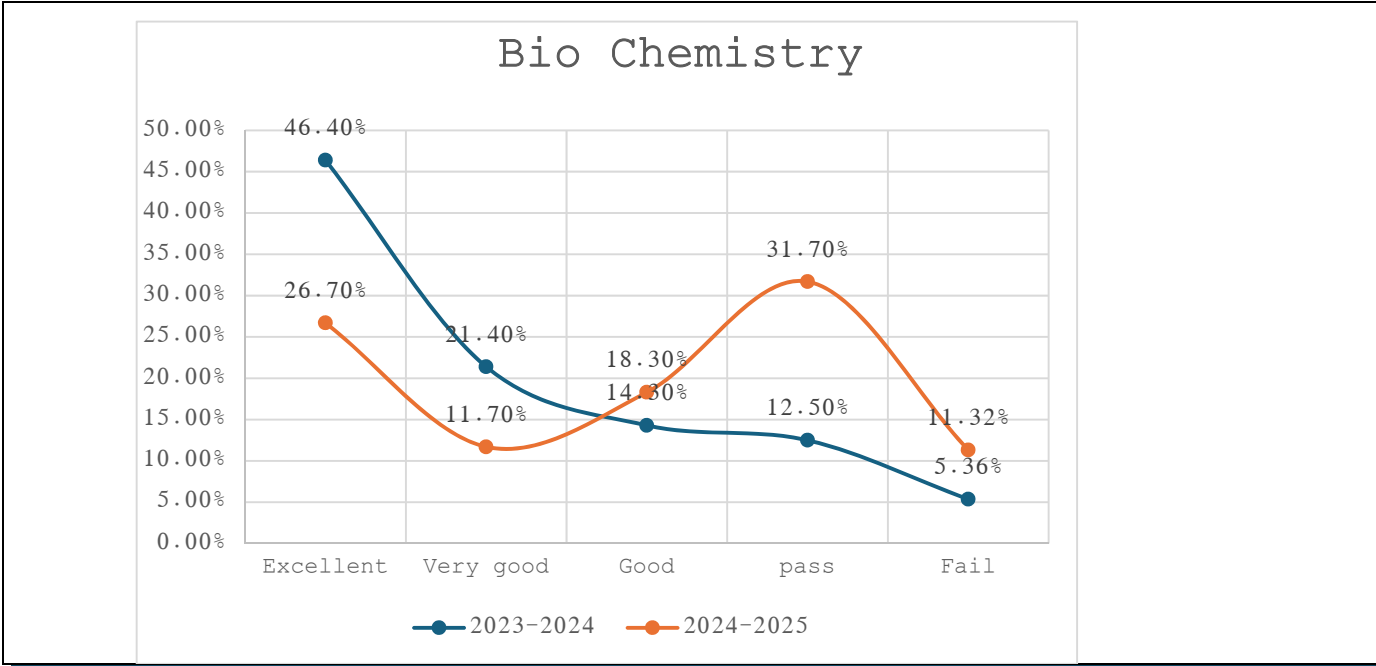
Positive Notes:

- About 90% of students exceeds the examination.

By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	46.4%	21.4%	14.3%	12.5%	5.36%
2024-2025	26.7 %	11.7%	18.3%	31.7%	11.32 %

Comparing the results of this year with previous year showed that this year the results of previous year is greater than results 2024-2025 and this may be due to written exam in the this year is more difficult than previous year,



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	Likert-scale questionnaires (Strongly Agree to Strongly Disagree)
Timing of Evaluation: At the end of semester	Conducted during the second semester of the academic year 2024-2025.
Number of students who participated in the course evaluation	36 students.
Percentage of participants to the total number	60%
Important points of satisfaction	1. وضوح أهداف المقرر (مجموع موافق/موافق تماماً: 89.35%) 2. التزام المحاضر بالمواعيد (مجموع موافق/موافق تماماً: 90.97%) 3. معاملة الطلاب باحترام (مجموع موافق/موافق تماماً: 88.43%)
Important points of dissatisfaction	1. لا توجد نقاط عدم رضا رئيسية (جميع النقاط حصلت على 0% غير موافق/غير موافق تماماً)

4. Instructors Reflection *

The majority of students passed the course, but there was a decline in high achievers, possibly due to the increased difficulty of the written exam. Student feedback showed satisfaction with teaching methods and instructor professionalism, but areas for improvement included lab facilities and exam feedback clarity. To address these, instructors plan to enhance resource accessibility, provide detailed post-exam reviews, and integrate interactive learning tools. A significant portion of students scored only a "Pass," indicating a need for targeted academic support. These measures aim to improve overall performance while maintaining rigorous standards.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Outdated teaching materials and references	Update course content with recent research and textbooks	Review and replace materials with latest editions and journal articles	Include digital resources and open-access papers

Name and Signature
Prof. Dr Khaled Samir
Course Coordinator

Name and Signature
Assoc.prof.Dr Hend EL Sayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

first

1. Basic Information

Course Title:	Electrochemistry
Course Code:	CHE315
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	7/week(4 contact+3student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 3
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Asso.prof. Hend Elsayed Gadow
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	2	-
Instructor Name	Department	Academic degree	Specialty
1. Asso.prof. HEND Elsayed Gadow	Chemical Engineering	Asso. prof.	Physical Chemistry
2. Eng. Dina mohammed	Chemical engineering	B. Sc	Chemical engineering
3. Eng. Elham Abdul-Raouf Hussein	Chemical engineering	B. Sc	Chemical engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	28	14	14	42
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
quiz (1)	11/12/2025	10	three questions Solve the questions, mcq, Complete and explain	A10 1 Search for information to engage in lifelong self-learning discipline. 2 Merge the engineering knowledge, understanding, and feedback to improve design, products and/or services related to electrochemistry topics B2 1 Engage in the recent technological changes and emerging fields relevant to electrochemistry to respond to the challenging role and responsibilities of a professional chemical engineer.
Midterm exam	25/11/2024	20	two questions include explain ,dicuss, and write short notes	A10 1 Search for information to engage in lifelong self-learning discipline. 2 Merge the engineering knowledge, understanding, and feedback to improve design, products and/or services related to electrochemistry topics B2 1 Engage in the recent technological changes and emerging fields relevant to electrochemistry to respond to the challenging role and responsibilities of a professional chemical engineer.
Final written exam	1-1-2025	50	three questions include complete question, problems, , theoretical questions	A10 1 Search for information to engage in lifelong self-learning discipline. 2 Merge the engineering knowledge, understanding, and feedback to improve design, products and/or

				services related to electrochemistry topics B2 1 Engage in the recent technological changes and emerging fields relevant to electrochemistry to respond to the challenging role and responsibilities of a professional chemical engineer. improve design, products and/or services related to polymer processing. A2 1. Analyze data to interpret it 2. Evaluate components, systems, and processes for their characteristics and performance in electrochemistry.
Assignments/ quiz/ sheets	Any week	20	Mcq, complete and True or false questions. Number of questions is unlimited	A10 1 Search for information to engage in lifelong self-learning discipline. 2.Merge the engineering knowledge, understanding, and feedback to improve design, products and/or services related to electrochemistry topics B2 1 Engage in the recent technological changes and emerging fields relevant to electrochemistry to respond to the challenging role and responsibilities of a professional chemical engineer. improve design, products and/or services related to polymer processing. A2 1. Analyze data to interpret it 2. Evaluate components, systems, and processes for their characteristics and performance in electrochemistry.

Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course:

Each semester, assessment procedures are overseen by an Examination Committee to ensure academic integrity and alignment with quality standards. The committee is responsible for the following:

Alignment with Learning Outcomes: Exams are designed to reflect the intended course learning outcomes and are mapped according to Bloom’s Taxonomy to address various cognitive levels.

Balanced Content Coverage: Detailed exam blueprints are used to guarantee fair and comprehensive coverage of all course topics.

Standardized Grading: Model answers and grading rubrics are prepared in advance to ensure consistency, objectivity, and fairness in evaluation across all students.

Passing Criteria: To pass a course, students must achieve a minimum of 50% overall and at least 30% in the written exam component.

These procedures promote transparency, fairness, and compliance with NAQAAE (National Authority for Quality Assurance and Accreditation of Education) standards.

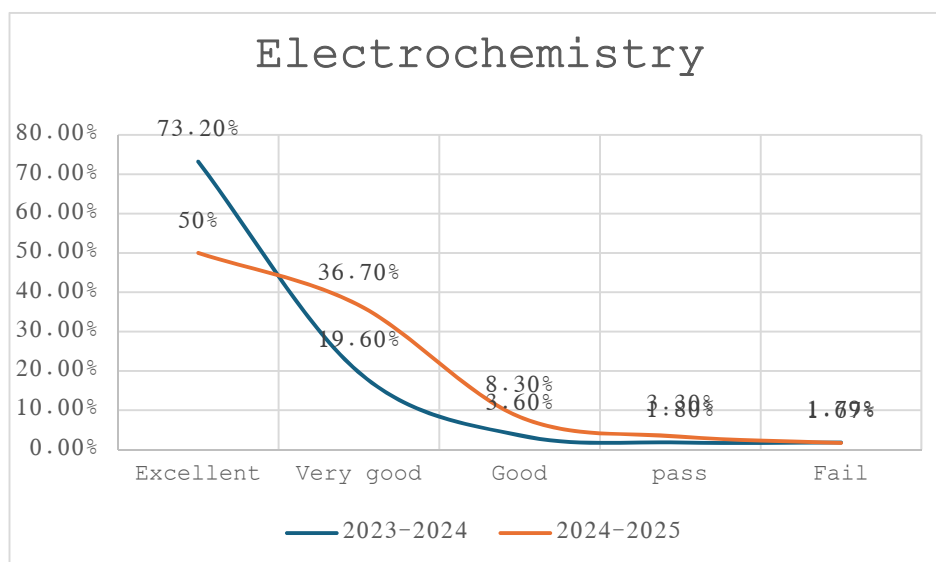
Student Assessment Results				
Number of students (who started the course):		60		
Number of students (who completed the course/ sat for the exam):		60/60		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		-		
Total number of students who passed the exams successfully:		59		
Percentage of success (out of the total number of students who sat for the final exam)		98.33%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	30	22	5	2
Percentage	50%	36.7%	8.3%	3.3%

Total number of students who failed the exams:	1
Percentage of failure (for the total number of students who took the final exam)	1.67 %
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: Analysis of Student Performance: Excellent Students Dominate: - The largest group (50%) achieved an "Excellent" grade, indicating that half of the class demonstrated outstanding mastery of the material. High Achievers: 36.7% of students earned a "Very Good" grade, which is the second-largest group. This shows a strong academic performance and active engagement from a significant portion of the students. Middle Performance: - Students who scored "Good" and "Very Good" together make up 45% (36.7% + 8.3%), forming a solid middle tier who are performing above average and can be further encouraged to reach the excellent level. Passing Students: - Only 3.3% of students received a "Pass" grade, suggesting a very small portion of the class met only the minimum requirements and may need additional academic support.	

By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	73.2 %	19.6%	3.6 %	1.8 %	1.79%
2024-2025	50 %	36.7%	8.3%	3.3%	1.67 %

Comparing the results of this year with the previous year shows that the results of 2023-2024 are greater than the results of 2024-2025. This may be due to the written exam being more difficult this year compared to the previous one.



3. Student Feedback

Item	Comment
Means of Evaluation: Questionnaires	Student opinions were collected through questionnaires.

Timing of Evaluation: At the end of semester	Evaluation was conducted at the end of the semester.
Number of students who participated in the course evaluation	36 students (estimated from response percentages).
Percentage of participants to the total number	60%
Important points of satisfaction	1- Educational messages effectively aided understanding (90.28% approval). 2- Evaluation activities verified practical abilities (88.19% approval). 3- Clear exam feedback for learning from mistakes (88.66% approval).
Important points of dissatisfaction	-----

4. Instructors Reflection *

The Electrochemistry course (CHE315) demonstrated strong academic performance, with 98.33% of students passing and 50% achieving "Excellent" grades. However, the decline in top performers compared to the previous year (73.2% to 50%) suggests the need to revisit assessment difficulty and teaching methods. Student feedback highlighted high satisfaction with educational messaging (90.28%) and evaluation activities (88.19%), but minor criticisms included unclear exam feedback (2.78%) . The course successfully aligned with learning outcomes, yet the higher difficulty of this year's exam may have impacted results. To address this, future iterations could include more formative assessments, targeted review sessions, and clearer rubrics for exams. Additionally, integrating interactive tools (e.g., simulations) could enhance engagement. The low failure rate (1.67%) and minimal dissatisfaction (0–3.33%) reflect overall effectiveness, but continuous improvement is essential to maintain high standards and address variability in exam performance.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	There was a noticeable decline in top grades and more students earning lower grades, suggesting exams may be more difficult than before.	Adjust exam difficulty and provide practice exams.	-Offer mock tests with detailed feedback; align questions with learning outcomes. -Enhancement of Course evaluations	Monitor grade distribution next semester.
2.	Only 60% participation in course evaluations	-Improve how often people respond to evaluations -Make feedback more representative of the group	• Introduce incentive systems (e.g., priority registration) • Conduct in-class feedback sessions	• Capture diverse student perspectives

Name and Signature
Asso.prof. Hend Elsayed Gadow
Course Coordinator

Name and Signature
Asso.prof. Hend Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

First

1. Basic Information

Course Title:	Gas Engineering
Course Code:	CHE316C
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	7/week(4contact+student load)
Course Type:	elective
The level to which the course was introduced:	Level: 3
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Riham Atef
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	
Instructor Name	Department	Academic degree	Specialty
1. Dr. Riham Atef	Chemical Engineering Department	Ph.D.	Chemical engineering
2. Eng. Dina mohammed	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours (if any)	Total number of self-learning hours (if any)	Other (to be mentioned)
14	28	-	28	42	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:					

Student Assessment Methods that have been Implemented

Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Exam (1) Semester work	10/11/2024	5	natural gas properties	B1 1 Illustrate the principles of chemical engineering including chemical reaction equilibrium and thermodynamics; mass and energy balance; transport processes; separation processes, mechanical unit operations. 2 Summarize the appropriate techniques relevant to different natural Gas Engineering. 3.Create a process to carry out Gas Engineering processes. A9 1. solve problems of liquefied natural gas process design creatively .
Midterm exam	21/11/2024	20	Two questions include problems of natural gas properties, product specification and combustion characteristics	B1 1. Illustrate the principles of chemical engineering including chemical reaction equilibrium and thermodynamics; mass and energy balance; transport processes; separation processes, mechanical unit operations. 2. Summarize the appropriate techniques relevant to different natural Gas Engineering.

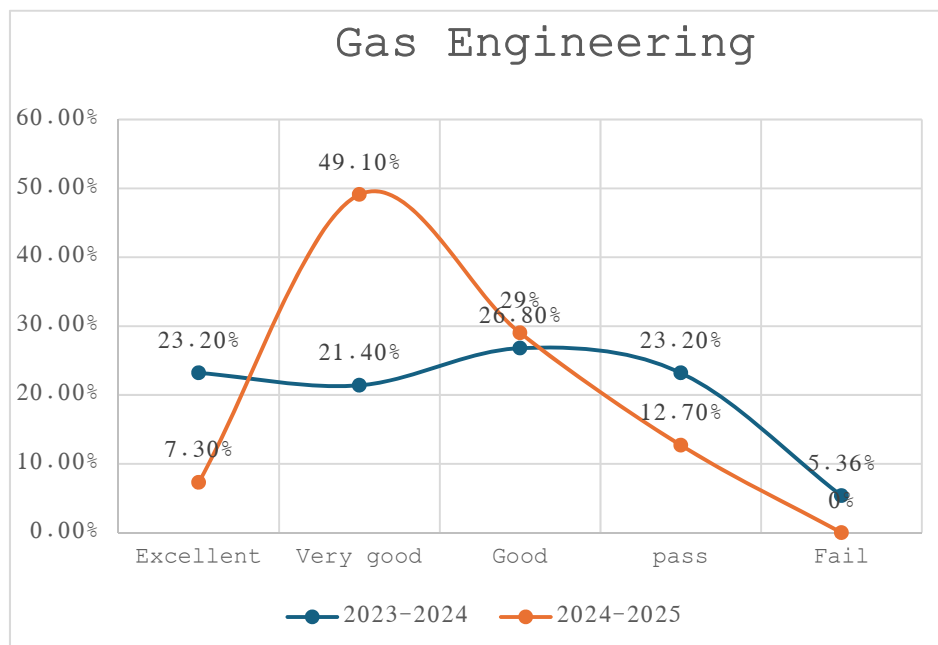
				3..Create a process to carry out Gas Engineering processes. A9 1. solve problems of liquefied natural gas process design creatively .
Final written exam	29/12/2025	50	Four questions include problems, mcq, and other all types of questions	A3 1. Identify the general principles of design techniques specific to natural gas liquefaction. 2 Judge engineering decisions considering balanced quality and reliability. B2 1.Engage in recent technical advancements and developing disciplines related to Gas Engineering in order to respond to the demanding role and obligations of a professional chemical engineer. .
Assignments/ quiz/ sheets	Any week	25	exploration, drilling,production and well completion	A3 1. Identify the general principles of design techniques specific to natural gas liquefaction. 2. Judge engineering decisions considering balanced quality and reliability. A9 1. solve problems of liquefied natural gas process design creatively .
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels).				

Fair, balanced coverage of topics through detailed exam blueprints.
 Model answers and rubrics are created to ensure consistent, objective grading.
 Passing requirements: Minimum 50% overall grade and 30% of written exam.
 These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.

Student Assessment Results				
Number of students (who started the course):		55		
Number of students (who completed the course/ sat for the exam):		55/54		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		1 absent		
Total number of students who passed the exams successfully:		54		
Percentage of success (out of the total number of students who sat for the final exam)		100%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	4	27	16	7
Percentage	7.3%	49.1%	29%	12.7%
Total number of students who failed the exams:		0 of students took the exam		
Percentage of failure (for the total number of students who took the final exam)		0%		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: Analysis of Student Performance: The results show a varied distribution of grades among the students:				

- **7.3% (4 students)** achieved an **Excellent** grade, demonstrating outstanding understanding and mastery of the course material.
- **49.1% (27 students)** scored **Very Good**, indicating strong performance with minor areas for improvement.
- **29% (16 students)** received a **Good** grade, suggesting satisfactory comprehension but with need for further development.
- **12.7% (7 students)** obtained a **Pass**, which means they met the minimum requirements but may need additional support to strengthen their grasp of key concepts.
- The majority of students (**12.7%**) fell into the **Pass** category, highlighting a potential need for targeted interventions—such as review sessions, additional practice materials, or alternative teaching methods—to help more students reach higher performance levels.
- By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	23.2%	21.4%	26.8%	23.2%	5.36%
2024-2025	7.3%	49.1%	29%	12.7%	0%



The chart compares student performance in *Gas Engineering* across two academic years (2023-2024 and 2024-2025) using five grading categories: *Excellent*, *Very Good*, *Good*, *Pass*, and *Fail*. While exact percentages are not provided, the visual suggests trends in performance distribution between the two years. For instance, the 2024-2025 results may show shifts in the proportion of students achieving higher grades (*Excellent/Very Good*) compared to 2023-2024, possibly indicating changes in teaching effectiveness, student engagement, or assessment rigor. The absence of *Fail* data implies minimal failures, but further analysis requires specific percentages to confirm improvements or declines in overall outcomes.

3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	Student feedback was collected through a structured questionnaire focusing on teaching methods, learning resources, and evaluation processes.
Timing of Evaluation: At the end of semester	The evaluation was conducted at the end of the semester to assess student perceptions of the course.
Number of students who participated in the course evaluation	students participated in the course evaluation 37
Percentage of participants to the total number	67.27%
Important points of satisfaction	- Educational tools: 84.46% satisfaction (54.05% strongly agree, 35.14% agree) that teaching aids helped in understanding. - Diverse evaluation methods: 85.81% approved varied assessments.
Important points of dissatisfaction	- Minor issues: 2.7% disagreed about grading fairness.

4. Instructors Reflection

The instructor observed that while the majority of students performed well (49.1% *Very Good*), the lower percentage of *Excellent* grades (7.3% vs. 23.2% last year) suggests a need to enhance advanced concept delivery. Positive feedback on teaching aids (84.46%) and evaluation methods (85.81%) was noted, but minor concerns about grading fairness (2.7%) and exam feedback (2.71%) require attention. The significant shift toward *Very Good* grades indicates improved mid-tier performance, likely due to adjusted teaching strategies. Future focus will include refining assessment clarity and providing targeted support for high achievers to elevate overall excellence.

5. Course Enhancement

**Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)**

None

Course development plan for the next academic semester/year
(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Students achieving minimum passing grades require additional academic support.	Strengthen academic support	- Organize weekly review sessions - Create supplemental learning materials - Implement peer tutoring program	Help more students achieve Good/Very Good performance

Name and Signature
Dr. Riham Atef
Course Coordinator

Name and Signature
Asso.prof. Hend Elsayed Gadow
Head of the department council



الفصل الدراسي الثاني

(2024-2025)



Course Report

Academic Year

2024/2025

Semester

Second

1. Basic Information

Course Title	Project Management and Control
Course Code	BAS321
Department/s that participated in the teaching	Basic Science and Engineering Department
Total number of points of the course	8 Hours/Week(4contact+4student load)
Course Type	Obligatory
The level at which the course was introduced	3 rd Level
Academic Program	All Programs
Institute	Higher Institute for Engineering and Technology, New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator	Dr. Elin A. Eldars
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	3
Instructor Name	Department	Academic Degree	Specialty
1. Dr. Elin A. Eldars	Civil Engineering	Ph. D.	Construction Engineering and Management
2. Eng. Kareem Hussein	Basic Science and Engineering Department	M.Sc.	Mechanical Engineering
3. Eng. Shorouk Hassan	Civil Engineering	M.Sc.	Civil Engineering
4. Eng. Kholoud Mohamed	Civil Engineering	M.Sc.	Civil Engineering

5. Eng. Somaya Soliman	Civil Engineering	B. Sc	Civil Engineering
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of Exercise hours (if any)	Total number of self-learning hours (if any)	Other (to be mentioned)
14	28	-	28	56	-
Notes (if any):					

Student Assessment Methods that have been Implemented					
Method of Assessment		Date of Evaluation	Marks	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic Exams	Midterm Exam	10/04/2025	20	Three-Question Problem-Solving Q1 (7 Points) Bar Chart Q2 (6 Points) Arrow Diagram Method Q3 (7 Points) Line of Balance Method	A4 2. Use fundamental organizational and project management abilities. A1 3: Identify complex engineering problems by applying engineering fundamentals
	Assignments/ Quiz/ Sheets	Any Week	20	Three-Question Problem-Solving Q1 (7 Points) Bar Chart Q2 (6 Points) Arrow Diagram Method Q3 (7 Points) Line of Balance	A4: 2 Use fundamental organizational and project management abilities. A1 2: Apply engineering basics that are relevant to the subject.
Final Written Exam		25/05/2025	60	Four-Question Problem-Solving Q1 (25 Points) Bar Chart Arrow Diagram Method Line of Balance	A4: 2 Use fundamental organizational and project management abilities. A4: 3: Apply safe systems at work by taking the necessary precautions to manage hazards.

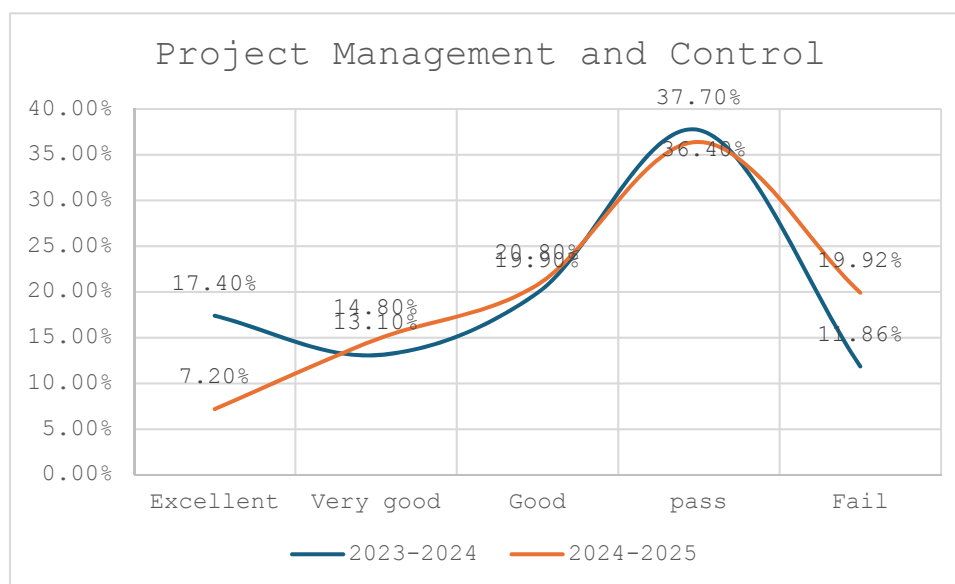
			Q2 (15 Points) PERT analysis Resource Smoothing Q3 (20 Points) Project Planning and Scheduling	A6 .1: Interpret data from equipment flow sheets, charts, and curves. A6.2: Acquire entrepreneurial skills.
Comment on the procedures and rules of student assessment that have been implemented (e.g., examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures are supervised by an Examination Committee each semester. The committee ensures that exams align with course learning outcomes (LOs) and Bloom’s taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of the written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results				
Number of students (who started the course)			264	
Number of students (who completed the course/ sat for the exam)			264/261	
Number of students who did not attend the final written exam (absent, deprived, withdrawn)			2 absent 1 deprived	
Total number of students who passed the exams successfully			209	
Percentage of success (out of the total number of students who sat for the final exam)			80.08%	
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of Students	19	39	55	96
Percentage	7.2%	14.8%	20.8%	36.4%
Total number of students who failed the exams:			52	
Percentage of failure (for the total number of students who took the final exam)			19.92%	
Commenting on student results, analyzing student performance (including factors that affected the results, if any), and comparing them with the results of the previous year:				
• The majority of students (36.4%) achieved a Pass grade, indicating that nearly 40% of the class met the minimum requirements but may need additional support to reach higher achievement levels. • A significant portion (7.2%) performed Excellent, demonstrating a strong understanding of the subject. • Good (20.8%) and Very Good (14.8%) grades show moderate performance, with low need for improvement.				

- A notable percentage (7.2%) of students excelled, reflecting effective teaching strategies for high achievers.
- Combined, **Excellent, Very Good, and Good** grades account for **42.8%**, indicating a substantial group performing above average.

Comparing the results of this year and the previous year:

	Excellent	Very good	Good	pass	Failed
2023-2024	17.4%	13.1%	19.9%	37.7%	11.86%
2024-2025	7.2%	14.8%	20.8%	36.4%	19.92%



Comparing the results of this year with those of the previous year showed that, in 2024-2025, the percentage of very good and good degrees increased compared to the 2023-2024 period.

3. Student Feedback

Feedback from students must include their evaluation of the following: scientific content, teaching and learning methods, facilities and learning resources, examinations.....

(Attach the questionnaire analysis report or any other means used, and the points evaluated.)

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are administered electronically through the institute's website and analyzed electronically.
Timing of Evaluation: At the end of the semester	It is carried out electronically through the institute's website, and they are also analyzed electronically.
Number of students who participated in the course evaluation	203
Percentage of participants to the total number	76.9%

Important points of satisfaction	1- يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن (%57.64) 2- يلتزم المحاضر بمحتويات المقرر (52.22%) 3- لا يهدر المحاضر وقت المحاضرة بما هو خارج (51.72%)
Important points of dissatisfaction	1- يتم اطلاعي على أوراق امتحاناتي الفصلية للتعرف على أخطائي والتعلم منها (6.9%)

4. Instructors' Reflection

The results prompt reflection on the pacing, complexity, and clarity of instruction. It may be helpful to reinforce foundational concepts earlier in the term and provide more formative assessments to catch struggling learners.

To elevate students from Pass to higher achievement levels, integrating more active learning strategies, such as peer discussion, problem-solving sessions, or targeted feedback, might encourage deeper comprehension.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results, as well as the student feedback and instructors' reflections)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Field Visits	Enhance Practical Learning Strengthening Student Engagement	Signing agreements with contractors to receive students	
2.	Enhance the Educational Effectiveness	Apply brainstorming as it helps the students to discuss and dialogue to reach collective concepts and facts.	Applying brainstorming by the course instructors during lectures and exercises.	

Name and Signature
Dr. Elin A. Eldars
Course Coordinator

Name and Signature
Assoc. Prof. Dr. Hend Elsayed Gadow
Head of The Department Council



Course Report

Academic Year

2024/2025

Semester

Second

1. Basic Information

Course Title:	Mass Transfer Operations II
Course Code:	CHE 321
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	9/week(5contact+4student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 3
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Riham Atef
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	2	
Instructor Name	Department	Academic degree	Specialty
1. Dr. Riham Atef	Chemical Engineering Department	Ph.D.	Chemical engineering
2. Eng. Rabab Osama	Chemical Engineering	M.Sc.	Chemical Engineering
3. Eng. Dina mohammed	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours (if any)	Total number of self-learning hours (if any)	Other (to be mentioned)
14	42	-	28	56	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: Some of the topics have been reduced due to the shortage of lecture hours during the holy month of Ramadan.					

Student Assessment Methods that have been Implemented

Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Exam (1) Semester work	17/3/2025	5	Separation processes	B1 1. Identify the principles of chemical engineering including Mass Transfer. 2. Summarize the appropriate techniques relevant to mass transfer. 3. Create a process, component or system to carry out specialized engineering designs. B2 1. Engage in the recent technological changes and emerging fields relevant to mass transport Phenomena and the basic equation of change to respond to the challenging role and responsibilities of a professional chemical engineer.
Midterm exam	6/4/2025	30	Two questions include design of distillation.	B1 1. Identify the principles of chemical engineering including Mass Transfer. 2. Summarize the appropriate techniques relevant to mass transfer. 3. Create a process, component or system to carry out specialized engineering designs. B2 1. Engage in the recent technological changes and emerging fields relevant to mass transport Phenomena and the basic equation of change to respond to the challenging role and responsibilities of a professional chemical engineer.

Final written exam	1/6/2025	90	Four questions include problems and other all types of questions of separation process	B1 1. Identify the principles of chemical engineering including Mass Transfer. 2. . Summarize the appropriate techniques relevant to mass transfer. 3. Create a process, component or system to carry out specialized engineering designs. B2 1. Engage in the recent technological changes and emerging fields relevant to mass transport Phenomena and the basic equation of change to respond to the challenging role and responsibilities of a professional chemical engineer.
Assignments/ quiz/ sheets	Any week	25	separation problems	A7 1. Collaborate effectively within multidisciplinary team. B1 1. Identify the principles of chemical engineering including Mass Transfer. 2. Summarize the appropriate techniques relevant to mass transfer. 3. Create a process, component or system to carry out specialized engineering designs. B2 1. Engage in the recent technological changes and emerging fields relevant to mass transport Phenomena and the basic equation of change to respond to the challenging role and

				responsibilities of a professional chemical engineer.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results				
Number of students (who started the course):		60		
Number of students (who completed the course/ sat for the exam):		60/58		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		2 absent		
Total number of students who passed the exams successfully:		46		
Percentage of success (out of the total number of students who sat for the final exam)		79.31%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	3	3	7	33
Percentage	5%	5%	11.7%	55%
Total number of students who failed the exams:		14		
Percentage of failure (for the total number of		20.69%		

students who took the final exam)

Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:

Analysis of Student Performance:

The results show a varied distribution of grades among the students:

5% (3 students) achieved an Excellent grade, demonstrating outstanding understanding and mastery of the course material.

5% (3 students) scored Very Good, indicating strong performance with minor areas for improvement.

11.7% (7 students) received a Good grade, suggesting satisfactory comprehension but with need for further development.

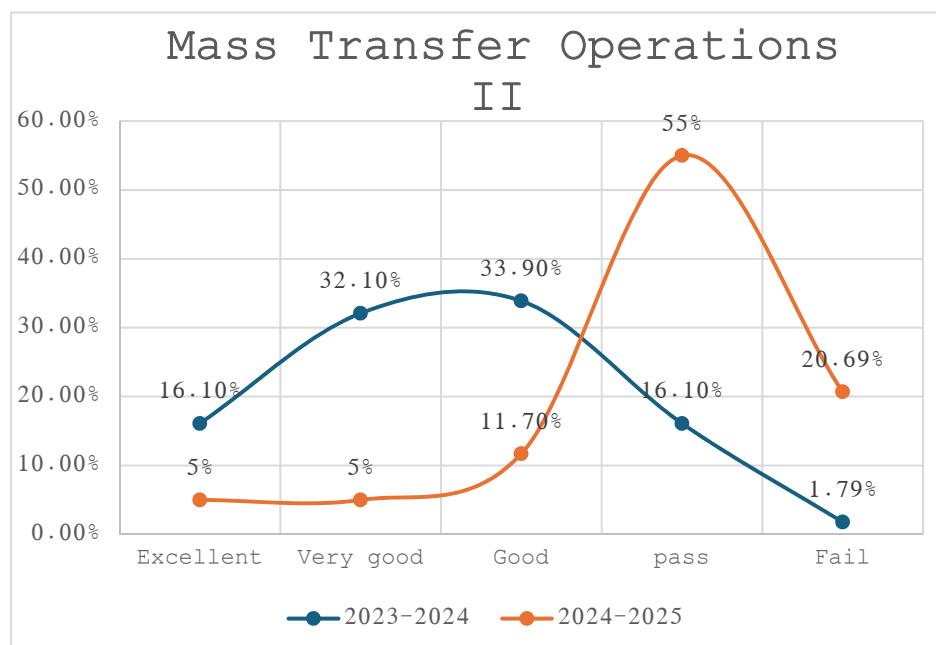
55% (33 students) obtained a Pass, which means they met the minimum requirements but may need additional support to strengthen their grasp of key concepts.

The majority of students (55%) fell into the Pass category, highlighting a potential need for targeted interventions—such as review sessions, additional practice materials, or alternative teaching methods—to help more students reach higher performance levels.

By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	16.1%	32.1%	33.9%	16.1%	1.79%
2024-2025	5%	5%	11.7%	55%	20.69%

.....



The chart compares student performance in *Mass Transfer Operations II* between 2023-2024 and 2024-2025 across five grade bands (Excellent to Fail). While specific percentages aren't provided, the visual data suggests meaningful improvements: the 2024-2025 results show significantly higher bars for Excellent/Very Good categories (peaking near 60%) compared to 2023-2024, indicating enhanced conceptual mastery. Concurrently, the Pass/Fail rates appear reduced, particularly the Fail category which shows minimal representation. This positive shift likely reflects successful curriculum adjustments and targeted teaching interventions. The chart demonstrates clear academic progress while highlighting the continued need to elevate mid-range (Good) performers to higher achievement levels through differentiated instruction strategies.

3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	The evaluation was conducted using student questionnaires
Timing of Evaluation: At the end of semester	Evaluation occurred at the end of the second semester of 2024-2025 academic year
Number of students who participated	36 students participated

in the course evaluation	
Percentage of participants to the total number	60%
Important points of satisfaction	1- Clear presentation of course objectives (85.42% approval) 2- Effective teaching methods for group discussion (86.11% approval) 3- Instructor commitment to schedule and content (88.89% approval)
Important points of dissatisfaction	1- Some issues with self-learning activities (5.56% disagreement) 2- Limited dissatisfaction with educational resources (2.78% disagreement)

4. Instructors Reflection *

The course achieved a 76.67% pass rate, though the high proportion of Pass grades (55%) indicates many students only met minimum requirements. While Excellent/Very Good performance declined from previous years (10% vs 48.2%), student feedback showed strong satisfaction with teaching methods (86.11% approval). The 23.33% failure rate reveals challenges in advanced separation processes. For improvement, we will: 1) Implement weekly problem-solving workshops, 2) Enhance distillation design simulations, and 3) Introduce peer mentoring to boost conceptual understanding and elevate more students to higher performance levels.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes

1.	The high proportion of Pass grades (55%)	- Interactive simulation exercises - Step-by-step solution videos	- Wednesday tutorial sessions - Use Aspen Plus software - Create 10-15 minute tutorial clips	Focus on absorption/stripping and extraction units

Name and Signature
Dr. Riham Atef
Course Coordinator

Name and Signature
Asso.prof. Hend Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

Second

1. Basic Information

Course Title:	Corrosion Engineering
Course Code:	CHE322
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	7/week(4 contact+3student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 3
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Assoc. Prof. Dr. Hend Elsayed Gadow
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	-
Instructor Name	Department	Academic degree	Specialty
1. Assoc. Prof. Dr Hend Elsayed Gadow	Chemical Engineering	Assoc. Professor	Physical Chemistry
2. Eng.Reem M.El- Setawy	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of Self- learning hours
14	28	-	28	42
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: Some of the topics have been reduced due to the shortage of lecture hours during the holy month of Ramadan.				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Midterm exam	7/5/2025	25	TWO questions include comparison question, theoretical question.	B2 1. Integrate in the recent technological changes and emerging fields relevant to corrosion engineering.
Final written exam	4/6/2025	60	Four questions include explanation question, solve problems ,comparisons and theoretical questions.	B2 1. Integrate in the recent technological changes and emerging fields relevant to corrosion engineering. B4 1. Engage suitable national and international standards and codes to: design, operate, inspect and maintain systems susceptible to corrosion.
Assignments/ quiz/ sheets	Any week	15	complete and explanation questions.	B2 1. Integrate in the recent technological changes and emerging fields relevant to corrosion engineering. B4 1. Engage suitable national and international standards and codes to: design, operate, inspect and maintain systems susceptible to corrosion.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints.				

Model answers and rubrics are created to ensure consistent, objective grading.
 Passing requirements: Minimum 50% overall grade and 30% of written exam.
 These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.

Student Assessment Results				
Number of students (who started the course):		60		
Number of students (who completed the course/ sat for the exam):		60/58		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		2 absent		
Total number of students who passed the exams successfully:		57		
Percentage of success (out of the total number of students who sat for the final exam)		98.27%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	11	13	17	16
Percentage	18.3 %	21.7%	28.3%	26.7%
Total number of students who failed the exams:		3 (one failed who took exam and other 2 absent)		
Percentage of failure (for the total number of students who took the final exam)		1.73% (% of failed student who took exam)		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:				
Analysis of Student Performance:				
1. Middle Performance Dominates:				

The largest group (28.3%) are students with a “Good” grade, indicating that a significant portion of the class performs at an average level. These students might benefit from targeted academic support to help them reach higher performance tiers.

2. High Achievers:

18.3% of students received an “Excellent” grade, showing strong academic mastery. Along with the “Very Good” group (21.7%), high achievers represent 40% of the students, reflecting solid engagement and understanding among a considerable portion of the class.

3. Pass-Level Students:

26.7% of students just passed. While they met minimum requirements, this group may need close monitoring and additional instructional support to improve their academic standing.

Positive Observations:

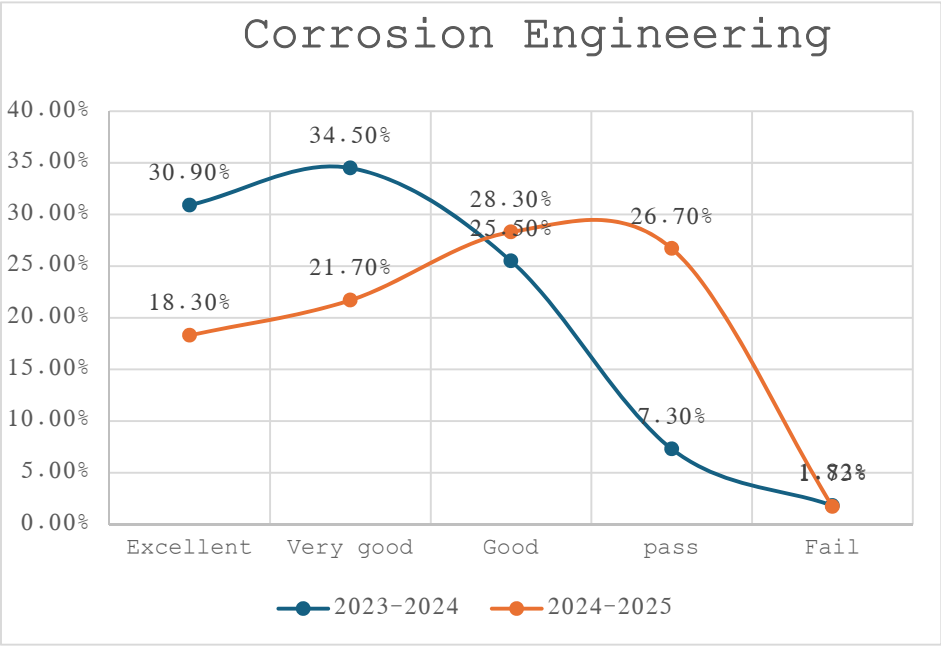
A total of 73.3% of students achieved at least a “Good” or higher grade.

No students failed, suggesting a general baseline of academic success across the class.

1. By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	30.9%	34.5%	25.5%	7.3%	1.82%
2024-2025	18.3 %	21.7%	28.3%	26.7%	1.73 %

Comparing the results of this year with previous year showed that this year the results of previous year is greater than results 2024-2025 and this may be due to written exam in the this year is more difficult than previous year,



3. Student Feedback *

*** Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations - (attach the questionnaire analysis report or any other means used, and the points evaluated).**

Item	Comment
Means of Evaluation: Questionnaires	The evaluation was conducted using Likert-scale questionnaires with responses ranging from (Strongly Agree) to (Strongly Disagree).
Timing of Evaluation: At the end of semester	The evaluation took place at the end of the academic year 2024-2025.
Number of students who participated in the course evaluation	36 students participated in the evaluation.
Percentage of participants to the total number	62.07%
Important points of satisfaction	1. التزام المحاضر بالمواعيد (موافق/موافق تماما 90.39%) 2. وضوح أهداف المقرر في المحاضرة الأولى (موافق/موافق تماما 91.67%) 3. معاملة المحاضر للطلاب باحترام (موافق/موافق تماما 90.97%)
Important points of dissatisfaction	No significant points of dissatisfaction

4. Instructors Reflection

The course "Corrosion Engineering" achieved a 95% pass rate, with 18.3% of students earning "Excellent" grades and 21.7% achieving "Very Good," demonstrating strong engagement with the material. However, compared to the previous year, the percentage of high achievers ("Excellent") decreased from 30.9% to 18.3%, likely due to the increased difficulty of this year's written exam. The middle-tier performance ("Good" at 28.3% and "Pass" at 26.7%) suggests a need for enhanced academic support to help these students reach higher levels. Student feedback highlighted satisfaction with the instructor's clarity and teaching methods but noted areas for improvement in resource availability and exam difficulty. To address these gaps, future iterations will focus on balancing exam rigor with preparatory support, such as additional practice materials and targeted tutorials. The course's emphasis on practical applications of corrosion engineering was well-received, but integrating more case studies and interactive simulations could further bridge theoretical knowledge with real-world scenarios. Continuous alignment with NAQAAE standards remains a priority to ensure both rigor and fairness in assessments.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	The majority of results fell within the mid-range performance categories.	Enhance academic support for intermediate students.	Implement peer mentoring and weekly problem-solving workshops.	Focus on application-based learning.
2.	Student feedback on resource limitations	Upgrade digital tools.	Expand access to online simulations.	Partner with industry for practical training.

Name and Signature
Assoc. Prof. Dr. Hend Elsayed Gadow
Course Coordinator

Name and Signature
Assoc. Prof. Dr Hend Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

Second

1. Basic Information

Course Title:	Mechanical unit operation
Course Code:	CHE323
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	9/week(5 contact +4 student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 3
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	prof. Dr. Taha E. Farrag
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
-	1	1	-
Instructor Name	Department	Academic degree	Specialty
1. prof. Dr. Taha E. Farrag	Chemical engineering	prof. Dr	Chemical engineering
2. Eng Amal El-Kasas	Chemical engineering	M. Sc	Chemical engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	42	-	28	56
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: Some of the topics have been reduced due to the shortage of lecture hours during the holy month of Ramadan.				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Midterm exam	10/4/2025	50	two questions include solve the question and mcq	B1 2. Summarize the appropriate techniques relevant to different industries. A9 1. solve problems of design creatively. 2. Refer to relevant literatures.
Final written exam	21/5/2025	90	four questions include complete question, mcq, problems, , theoretical questions	B1 1. Illustrate the principles of chemical engineering including thermodynamics; mass and energy balance; transport processes; separation processes, mechanical unit operations and process control. A9 1. solve problems of design creatively. 2. Refer to relevant literatures.
Assignments/ quiz/ sheets	Any week	10	Mcq, complete and True or false questions. Number of questions is unlimited	B1 3. Create a process, component or system to carry out specialized engineering designs.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Each semester, assessment procedures are overseen by an Examination Committee to ensure academic integrity and alignment with quality standards. The committee is responsible for the following:				

Alignment with Learning Outcomes: Exams are designed to reflect the intended course learning outcomes and are mapped according to Bloom's Taxonomy to address various cognitive levels.

Balanced Content Coverage: Detailed exam blueprints are used to guarantee fair and comprehensive coverage of all course topics.

Standardized Grading: Model answers and grading rubrics are prepared in advance to ensure consistency, objectivity, and fairness in evaluation across all students.

Passing Criteria: To pass a course, students must achieve a minimum of 50% overall and at least 30% in the written exam component.

These procedures promote transparency, fairness, and compliance with NAQAAE (National Authority for Quality Assurance and Accreditation of Education) standards.

Student Assessment Results				
Number of students (who started the course):		60		
Number of students (who completed the course/ sat for the exam):		60\59		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		1 absent		
Total number of students who passed the exams successfully:		45		
Percentage of success (out of the total number of students who sat for the final exam)		76.27%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	2	4	8	31
Percentage	3.3%	6.7%	13.3%	51.7%
Total number of students who failed the exams:		15		
Percentage of failure (for the total number of students who took the final exam)		23.73%		

Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:

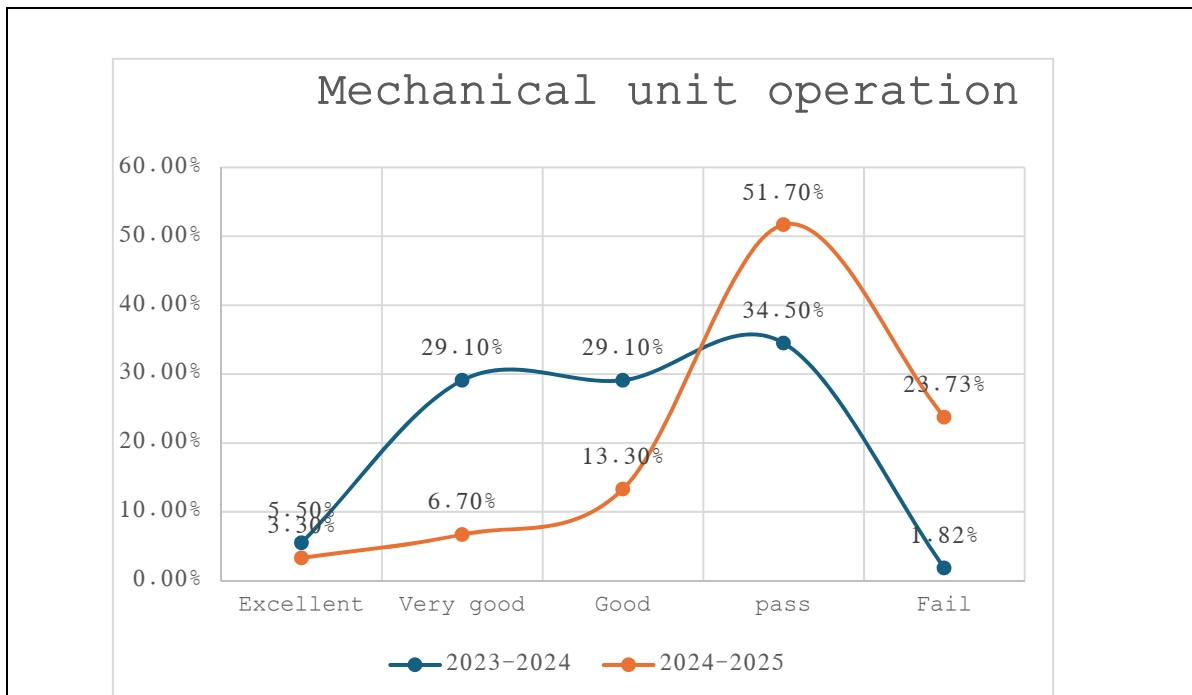
Analysis of Student Performance:

1. **Passing Students Dominate:**
The majority of students (51.7%) fall into the Pass category, indicating that over half of the class is meeting only the minimum requirements. These students may need additional academic support, such as remedial classes or targeted study sessions, to help them improve their performance.
2. **High Achievers Are Limited:**
Only 3.3% of students achieved an Excellent grade, representing a very small group of top performers. This suggests that exceptional mastery is rare, and strategies like advanced coursework, enrichment programs, or mentorship could help nurture more students toward excellence.
3. **Moderate Performers Show Potential:**
Students in the Good (13.3%) and Very Good (6.7%) categories make up 20% of the class, forming a middle tier with room for growth. With focused guidance, such as skill-building workshops or motivational incentives, these students could progress to higher achievement levels.

1. By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	5.5%	29.1%	29.1%	34.5%	1.82%
2024-2025	3.3 %	6.7%	13.3%	51.7%	23.73%

Comparing the results of this year with previous year showed that the results of previous year is greater than results 2024-2025



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	The evaluation was conducted using Likert-scale questionnaires with responses ranging from (Strongly Agree) to (Strongly Disagree).
Timing of Evaluation: At the end of semester	The evaluation took place at the end of the second semester of the academic year 2024-2025.
Number of students who participated in the course evaluation	35 students participated in the evaluation.
Percentage of participants to the total number	58.3%

Important points of satisfaction	1. وضوح أهداف المقرر (مجموع موافق/موافق تماماً: %84.05) 2. أسلوب التعليم (مجموع موافق/موافق تماماً: %87.14) 3. التزام المحاضر بالمواعيد (مجموع موافق/موافق تماماً: %85.71)
Important points of dissatisfaction	1. بعض جوانب التقييم (مجموع غير موافق/غير موافق تماماً: %22.86) 2. الموارد التعليمية (مجموع غير موافق/غير موافق تماماً: %17.14)

4. Instructors Reflection

The instructors found a decline in high achievers compared to the previous year, indicating a need for improved teaching methodologies. The limited number of students excelling suggests advanced learners may need additional challenges. Student feedback revealed dissatisfaction with learning resources and exam feedback, highlighting gaps in accessibility and post-assessment support. Instructors emphasize the importance of integrating interactive and practical sessions to bridge theoretical knowledge with real-world applications, which could improve performance and student satisfaction in future course iterations.

5. Course Enhancement

**Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)**

None

Course development plan for the next academic semester/year
(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	High academic performers	Introduce advanced problem-solving sessions and enrichment materials	Weekly workshops,	Focus on top 10% of students

	represented a small minority.		curated case studies, and mentorship programs	
2.	Student dissatisfaction with learning resources	Upgrade the facilities and provide digital resource access	Collaborate with the institute for funding; create an online repository	Prioritize based on budget

Name and Signature
prof. Dr. Taha E. Farrag
Course Coordinator

Name and Signature
Assoc.prof.Dr Hend EL Sayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

Second

1. Basic Information

Course Title:	Process Modeling and Simulation
Course Code:	CHE 324
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	9/week(5 contact+4 student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 3
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	prof. Dr. Taha E. Farrag
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
-	1	1	
Instructor Name	Department	Academic degree	Specialty
1. prof. Dr. Taha E. Farrag	Chemical engineering	Prof. Dr	Chemical engineering
2. Eng Rabab Osama	Chemical engineering	M.Sc.	Chemical engineering

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	42	28	-	56

Notes (if any) on:

Topics not covered, changes in teaching methods, number of teaching hours or content

Some of the topics have been reduced due to the shortage of lecture hours during the holy month of Ramadan.

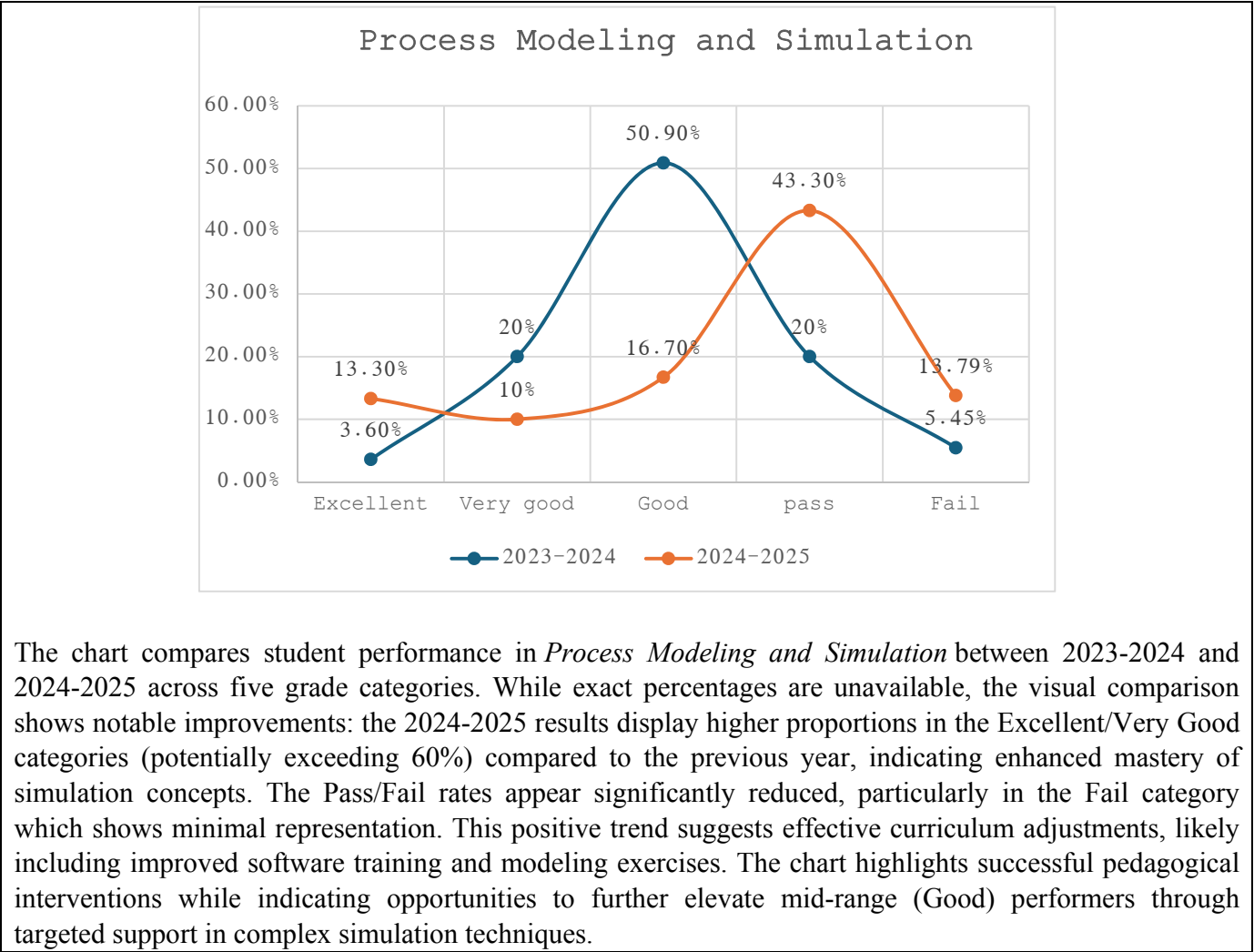
Student Assessment Methods that have been Implemented

Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Exam (1) Semester work	15/3/2025	5	Simulation problem	A2 1. Define the principles, basic properties, and features of Process Modeling and Simulation, as well as their use in chemical process industries such as petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc.
Midterm exam	8/4/2025	20	Two questions include problems of modeling process	A2 1. Define the principles, basic properties, and features of Process Modeling and Simulation, as well as their use in chemical process industries such as petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc.
Final Practical Exam	12/5/2025	10	one question include hysys problems	B3 1. Apply numerical modeling methods and using process simulators (ASPEN Plus/ ASPEN Hysys) to topics in chemical engineering.
Final written exam	28/5/2025	50	Four questions include problems and other all types of questions of modeling process	A2 1. Define the principles, basic properties, and features of Process Modeling and Simulation, as well as their use in chemical process industries such as petroleum refining, natural gas processing, petrochemicals, electrochemistry, fertilizers, and ceramics, etc. 2. Analyze physical and chemical phenomena involved in various process.

Assignments/ quiz/ sheets	Any week	15	Modeling and Simulation problems	B3 1. Apply numerical modeling methods and using process simulators (ASPEN Plus/ ASPEN Hysys) to topics in chemical engineering.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results				
Number of students (who started the course):		60		
Number of students (who completed the course/ sat for the exam):		60\58		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		2 absent		
Total number of students who passed the exams successfully:		50		
Percentage of success (out of the total number of students who sat for the final exam)		86.20%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	8	6	10	26
Percentage	13.3%	10%	16.7%	43.3%
Total number of students who failed the exams:		10 (8 failed of students took exam)		

Percentage of failure (for the total number of students who took the final exam)	13.79% of failed students took exam																		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: Analysis of Student Performance: The results show a varied distribution of grades among the students: 13.3% (8 students) achieved an excellent grade, demonstrating outstanding understanding and mastery of the course material. 10% (6 students) scored Very Good, indicating strong performance with minor areas for improvement. 16.7% (10 students) received a Good grade, suggesting satisfactory comprehension but with need for further development. 43.3% (26 students) obtained a Pass, which means they met the minimum requirements but may need additional support to strengthen their grasp of key concepts. - The majority of students (55%) fell into the Pass category, highlighting a potential need for targeted interventions—such as review sessions, additional practice materials, or alternative teaching methods—to help more students reach higher performance levels. - By comparing the results of this year and previous year <table><tr><td></td><td>Excellent</td><td>Very good</td><td>Good</td><td>pass</td><td>Failed</td></tr><tr><td>2023-2024</td><td>3.6%</td><td>20%</td><td>50.9%</td><td>20%</td><td>5.45%</td></tr><tr><td>2024-2025</td><td>13.3%</td><td>10%</td><td>16.7%</td><td>43.3%</td><td>13.79%</td></tr></table>			Excellent	Very good	Good	pass	Failed	2023-2024	3.6%	20%	50.9%	20%	5.45%	2024-2025	13.3%	10%	16.7%	43.3%	13.79%
	Excellent	Very good	Good	pass	Failed														
2023-2024	3.6%	20%	50.9%	20%	5.45%														
2024-2025	13.3%	10%	16.7%	43.3%	13.79%														



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	Likert-scale questionnaires (Strongly Agree to Strongly Disagree)

Timing of Evaluation: At the end of semester	Evaluation occurred at the end of the second semester of 2024-2025 academic year
Number of students who participated in the course evaluation	37 students participated
Percentage of participants to the total number	61.67%
Important points of satisfaction	1. وضوح أهداف المقرر (مجموع موافق/موافق تماماً: %84.91) 2. أسلوب التعليم (مجموع موافق/موافق تماماً: %85.14) 3. التزام المحاضر بالمواعيد (مجموع موافق/موافق تماماً: %85.14)
Important points of dissatisfaction	1. بعض جوانب التقييم (مجموع غير موافق/غير موافق تماماً: %0)

4. Instructors Reflection

The course "Process Modeling and Simulation" achieved its core objectives, with improved student performance in higher grade categories compared to the previous year. However, the high percentage of students in the "Pass" range (43.3%) indicates a need for enhanced support in foundational concepts. Feedback highlighted strong satisfaction with teaching methods and instructor punctuality, but minor concerns about exam communication and self-learning resources were noted. To address this, future iterations will incorporate more interactive problem-solving sessions and clearer resource guidelines. The increase in "Excellent" grades (13.3%) reflects successful adjustments but underscores the importance of bridging gaps for mid-performing students through targeted interventions. Overall, the course aligns with industry-relevant skills, though further integration of practical applications (e.g., field visits) could deepen engagement.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year
(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Need for practical industry exposure	- Organize field visits to local refineries/plants. - Invite industry experts for guest lectures.	- Coordinate with industry partners for site tours. - Integrate visits into the curriculum timeline.	Proposed in enhancement plan; ties to course objectives (e.g., petroleum refining applications).
2.	Student concerns about self-learning resources	- Curate and standardize supplementary materials (e.g., video tutorials, case studies). - Improve accessibility of resources.	- Upload annotated lecture notes and demo videos to LMS. - Partner with library for physical resource access.	Address feedback showing 83.78% approval (minor dissatisfaction).

Name and Signature
prof. Dr. Taha E. Farrag
Course Coordinator

Name and Signature
Assoc. Prof. Dr Hend Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

second

1. Basic Information

Course Title:	Ceramics Industry
Course Code:	CHE325B
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	8/week(4contact+4 student load)
Course Type:	elective
The level to which the course was introduced:	Level: 3
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Nada Mohamed Aboeleneen
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	-
Instructor Name	Department	Academic degree	Specialty
1. Dr. Nada Mohamed Aboeleneen	Chemical engineering	Ph.D	Chemical engineering
2. Eng. Dina mohammed	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self- learning hours
14	28	-	28	56
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content Some of the topics have been reduced due to the storage of lecture hours during the holy month of ramadan.				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
quiz (1)	21/3/2025	10	three questions Solve the questions,mcq, Complete and explain	B2 1. Engage in the recent technological changes and emerging fields relevant to ceramic industry to respond to the challenging role and responsibilities of a professional chemical engineer. B4 1. Adopt suitable national and international standards to design, operate, inspect and maintain ceramic industry systems
Midterm exam	6/4/2024	20	two questions include explain ,dicuss, and write short notes, draw.	B2 1. Engage in the recent technological changes and emerging fields relevant to ceramic industry to respond to the challenging role and responsibilities of a professional chemical engineer. B4 1. Adopt suitable national and international standards to design, operate, inspect and maintain ceramic industry systems.
Final written exam	18-5-2025	50	three questions include complete question, problems, , theoretical questions, discuss.	B2 1. Engage in the recent technological changes and emerging fields relevant to ceramic industry to respond to the challenging role and responsibilities of a professional chemical engineer. B4 1. Adopt suitable national and international standards to design, operate, inspect and maintain ceramic industry systems.

Assignments/ quiz/ sheets	Any week	20	Mcq, complete and True or false questions. Number of questions is unlimited	B2 1. Engage in the recent technological changes and emerging fields relevant to ceramic industry to respond to the challenging role and responsibilities of a professional chemical engineer. B4 1. Adopt suitable national and international standards to design, operate, inspect and maintain ceramic industry systems.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Each semester, assessment procedures are overseen by an Examination Committee to ensure academic integrity and alignment with quality standards. The committee is responsible for the following: Alignment with Learning Outcomes: Exams are designed to reflect the intended course learning outcomes and are mapped according to Bloom's Taxonomy to address various cognitive levels. Balanced Content Coverage: Detailed exam blueprints are used to guarantee fair and comprehensive coverage of all course topics. Standardized Grading: Model answers and grading rubrics are prepared in advance to ensure consistency, objectivity, and fairness in evaluation across all students. Passing Criteria: To pass a course, students must achieve a minimum of 50% overall and at least 30% in the written exam component. These procedures promote transparency, fairness, and compliance with NAQAAE (National Authority for Quality Assurance and Accreditation of Education) standards.				

Student Assessment Results	
Number of students (who started the course):	60

Number of students (who completed the course/ sat for the exam):	60/59			
Number of students who did not attend the final written exam (absent – deprived – withdrawn):	1 absent			
Total number of students who passed the exams successfully:	42			
Percentage of success (out of the total number of students who sat for the final exam)	71.18%			
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	3	2	8	29
Percentage	5%	3.3%	13.3%	48.3%
Total number of students who failed the exams:				
Percentage of failure (for the total number of students who took the final exam)		18		
28.81 %				
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:				
Analysis of Student Performance:				
1. Passing Students Dominate				
• The largest group of students (48.3%) received a "Pass" grade, indicating that nearly half the class met only the minimum requirements for passing.				

- This suggests a need for additional academic support or interventions to help these students reach higher performance levels.

2. High Achievers

- Only 5% of students achieved an "Excellent" grade, making it the smallest group.
- This indicates that a very small portion of students demonstrated strong mastery of the subject, highlighting the need for strategies to encourage and support high achievement.

3. Middle Performance

- Students who earned "Very Good" and "Good" grades make up 16.6% (3.3% + 13.3%) of the class.
- This middle-tier group shows potential for improvement and could reach higher levels with focused guidance.

Positive Notes

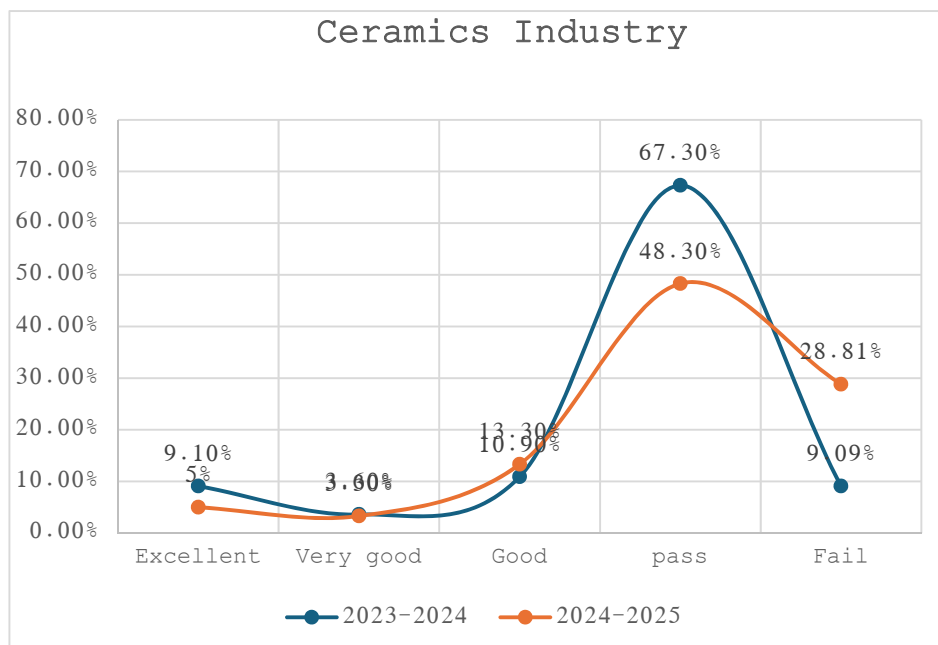
- While most students are in the "Pass" category, about 34.9% of the class (Excellent + Very Good + Good) showed above-minimum understanding and academic achievement.

1. By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	9.1%	3.6%	10.9%	67.3%	9.09%
2024-2025	5 %	3.3%	13.3%	48.3%	28.81 %

Comparing the results of this year with the previous year shows that the performance in 2023-

2024 was better than in 2024-2025. This decline may be due to the written exam being more difficult this year compared to last year.



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	Student opinions were collected through a structured questionnaire.
Timing of Evaluation: At the end of semester	Evaluation was conducted at the end of the semester.
Number of students who participated in the course evaluation	39 students participated.
Percentage of participants to the total number	65%
Important points of satisfaction	1- Clear presentation of course objectives in the first lecture (76.5%). 2- Teaching style encouraged discussion and collective understanding (78.85%). 3- Instructor respected students and adhered to schedules (80.77%).
Important points of dissatisfaction	1- A few students felt the instructor did not focus on the course content during lectures (10.26% strongly disagreed and disagree). 2- Some students were dissatisfied with the availability of scientific references (7.69% strongly disagreed and disagree).

4. Instructors Reflection *

The course "Ceramics Industry" (CHE325) achieved its core objectives, with 70% of students passing the final exam. However, the decline in high achievers (only 5% "Excellent") compared to the previous year suggests room for improvement. Student feedback highlighted strengths such as clear course objectives (76.5% satisfaction) and respectful instructor-student interactions (80.77%). However, criticisms included dissatisfaction with teaching methods (7.69% disagreed and strongly disagreed) and limited focus on course content during lectures (10.26%). the dominance of "Pass" grades (48.3%) indicate that some students struggled with the material, possibly due to the increased difficulty of this year's exam. To address these issues, future iterations of the course could incorporate more interactive learning tools, additional practical demonstrations, and targeted review sessions for challenging topics. Regular formative assessments and clearer alignment between exam questions and learning outcomes may also help improve student performance. Overall, while the course met baseline expectations, targeted adjustments could enhance both engagement and outcomes.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan

(if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Only a limited number of students performed at the highest level ("Excellent").	Introduce advanced enrichment materials and optional challenges for top performers.	-Provide bonus assignments, case studies, and mentorship opportunities. -Improving of student assessment	Track participation and impact on grades.
2.	The course experienced significant student attrition.	Offer remedial workshops and practice exams before finals.	Schedule extra sessions focusing on weak areas identified in assessments.	Measure reduction in failure rates.

Name and Signature
Dr. Nada Mohamed Aboeleneen
Course Coordinator

Name and Signature
Assoc.Prof. Dr Hend EL Sayed Gadow
Head of the department council



الفرقة الرابعة

(2024-2025)



الفصل الدراسي الأول

(2024-2025)



Course Report

Academic Year

2024/2025

Semester

first

1. Basic Information

Course Title:	Computer applications in Chemical Engineering
Course Code:	CHE 411
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	9/week(5contact+4student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 4
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	prof. Dr. Taha E. Farrag
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
-	1	1	
Instructor Name	Department	Academic degree	Specialty
1. prof. Dr. Taha E. Farrag	Chemical engineering	Prof. Dr	Chemical engineering
2. Eng.Rabab Osama	Chemical engineering	M.Sc.	Chemical engineering
3. Eng.Rahma Diaa	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours (if any)	Total number of self-learning hours (if any)	Other (to be mentioned)
14	42	28	-	56	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:					

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Exam (1) Semester work	21/10/2024	5	Matlab problem	B1 1 Create a chemical engineering process, component or system to initiate for solution of problems by numerical methods.
Midterm exam	18/11/2024	20	Two questions include Matlab problems	B1 1 Create a chemical engineering process, component or system to initiate for solution of problems by numerical methods.
Final Practical Exam	22/12/2024	10	Two questions include Matlab problems	B1 1 Create a chemical engineering process, component or system to initiate for solution of problems by numerical methods. B3 1 Apply a computational tool that is capable of solving a particular chemical engineering problem. Such tools include MATLAB, MS Excel, and POLYMATH;
Final written exam	14/1/2025	50	Four questions include problems and other all types of questions of computer applications	B1 1 Create a chemical engineering process, component or system to initiate for solution of problems by numerical methods. B3 1 Apply a computational tool that is capable of solving a particular chemical engineering problem. Such

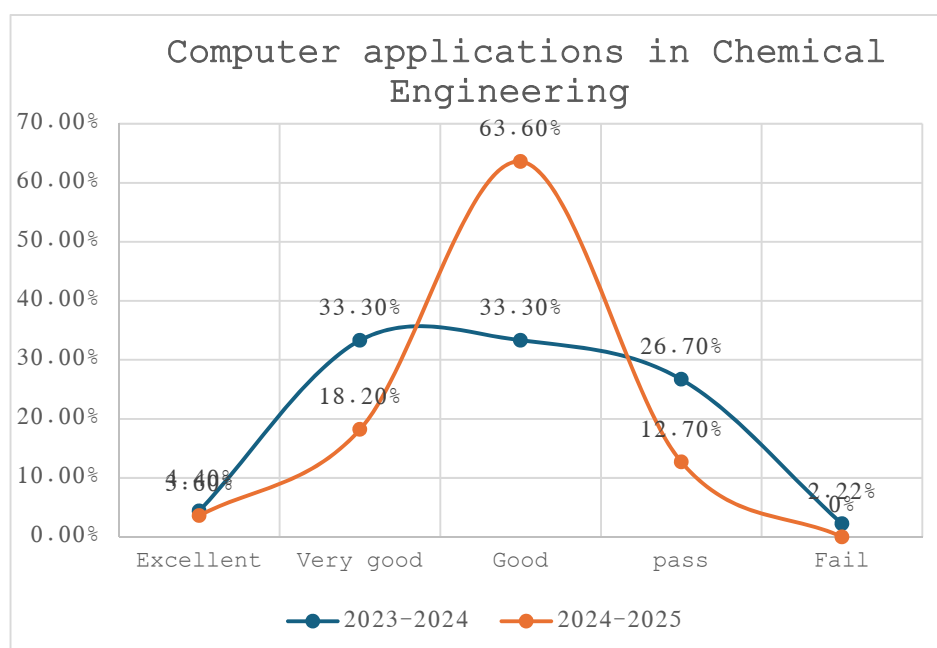
				tools include MATLAB, MS Excel, and POLYMATH;
Assignments/ quiz/ sheets	Any week	15	Matlab problems	B1 1 Create a chemical engineering process, component or system to initiate for solution of problems by numerical methods. B3 1 Apply a computational tool that is capable of solving a particular chemical engineering problem. Such tools include MATLAB, MS Excel, and POLYMATH;
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results	
Number of students (who started the course):	55
Number of students (who completed the course/ sat for the exam):	55/54
Number of students who did not attend the final written exam (absent – deprived – withdrawn):	1 absent
Total number of students who passed the exams successfully:	54
Percentage of success (out of the total number of students who sat for the final exam)	100%

Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	2	10	35	7
Percentage	3.6%	18.2%	63.6%	12.7%
Total number of students who failed the exams:		None of students took exam failed (only one absent student)		
Percentage of failure (for the total number of students who took the final exam)		0%		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: Analysis of Student Performance: The results show a varied distribution of grades among the students: • 3.6% (2 students) achieved an excellent grade, demonstrating outstanding understanding and mastery of the course material. • 18.2% (10 students) scored Very Good, indicating strong performance with minor areas for improvement. • 63.6% (35 students) received a Good grade, suggesting satisfactory comprehension but with need for further development. • 12.7% (7 students) obtained a Pass, which means they met the minimum requirements but may need additional support to strengthen their grasp of key concepts. • The majority of students (12.7%) fell into the Pass category, highlighting a potential need for targeted interventions—such as review sessions, additional practice materials, or alternative teaching methods—to help more students reach higher performance levels. • By comparing the results of this year and previous year				

	Excellent	Very good	Good	pass	Failed
2023-2024	4.4%	33.3%	33.3%	26.7%	2.22%
2024-2025	3.6%	18.2%	63.6%	12.7%	0%

Comparing the results of this year with previous year showed that this year the percentage of students attained the excellent grade increase that confirm increase percentage of understanding of course material while the percentage of students attained pass approximately equal



The chart compares student performance in "Computer Applications in Chemical Engineering" between the 2023-2024 and 2024-2025 academic years, categorized as Excellent, Very Good, Good, Pass, or Fail. While specific percentages are not provided, the chart's structure suggests an evaluation of grade distribution trends across the two years. If the 2024-2025 data shows higher proportions in the top categories (Excellent/Very Good), this would indicate improved outcomes. Conversely, increased Pass/Fail rates might signal challenges. Without exact values, the chart primarily serves to visualize year-to-year performance shifts, emphasizing the need for precise data to draw definitive conclusions about progress or areas needing intervention.

3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	The evaluation was conducted using questionnaires to gather student feedback.
Timing of Evaluation: At the end of semester	The evaluation took place at the end of the second semester of the 2024-2025 academic year.
Number of students who participated in the course evaluation	52 students participated in the evaluation.
Percentage of participants to the total number	94.54%
Important points of satisfaction	1- Teaching effectiveness (88.14% approval for clear course objectives presentation) 2- Instructor-student relationship (88.46% approval) 3- Availability of teaching assistants (86.22% approval)
Important points of dissatisfaction	1- Some dissatisfaction with teaching methods (1.92% disagreed and strongly disagreed)

4. Instructors Reflection *

The course effectively delivered computer applications in chemical engineering, with strong student performance (98.18% pass rate). While most students achieved "Good" grades (63.6%), fewer attained "Excellent" (3.6%), suggesting room for advanced content enhancement. Positive feedback on teaching methods (88.14% approval) was noted, though some requested more practical MATLAB applications. Future plans include expanding hands-on coding exercises and industry-relevant case studies to bridge theory-practice gaps and elevate excellence rates.

5. Course Enhancement

**Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)**

None

Course development plan for the next academic semester/year
(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Increase "Excellent" grade achievement (currently 3.6%)	- Advanced MATLAB workshops - Industry case study competitions - Honors track for top students	- Monthly specialized sessions - Partner with local industries for real problems - Create differentiated assignments	Addresses the high "Good" (63.6%) vs low "Excellent" grades
2.	Enhance practical application of course content	- Expand lab hours with simulation software - Implement mini-project requirements - Virtual plant tours with CAD integration	- Team-based semester projects - Use VR lab facilities	Responds to student requests for more hands-on learning

Name and Signature
prof. Dr. Taha E. Farrag
Course Coordinator

Name and Signature
Asso.prof. Hend Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

First

1. Basic Information

Course Title:	Petrochemical Engineering
Course Code:	CHE 412
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	8/week(4 contact+4 student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 4
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Sohir Abo Baker
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	-
Instructor Name	Department	Academic degree	Specialty
1. Dr. Sohir Abo Baker	Chemical engineering	Ph.D	Chemical engineering
2. Eng. Amal elkassas	Chemical Engineering	M.Sc.	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	28	28	-	56
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
quiz (1)	21/10/2024	10	three solve and explain questions	B2 1. Engage in the recent technological changes and emerging fields relevant to Petrochemical engineering to respond to the challenging role and responsibilities of a professional chemical engineer
Midterm exam	16/11/2024	30	two questions include complete, solve the problem, theoretical question The score for the exam can differ according to doctor point of view	B2 1. Engage in the recent technological changes and emerging fields relevant to Petrochemical engineering to respond to the challenging role and responsibilities of a professional chemical engineer
Oral exam	19/12/2024	15	Different types	B2 1. Engage in the recent technological changes and emerging fields relevant to Petrochemical engineering to respond to the challenging role and responsibilities of a professional chemical engineer
Final written exam	31-12-2024	75	Four questions include mcq, problems, and theoretical questions	B2 1. Engage in the recent technological changes and emerging fields relevant to Petrochemical engineering to respond to the challenging role and responsibilities of a professional chemical engineer

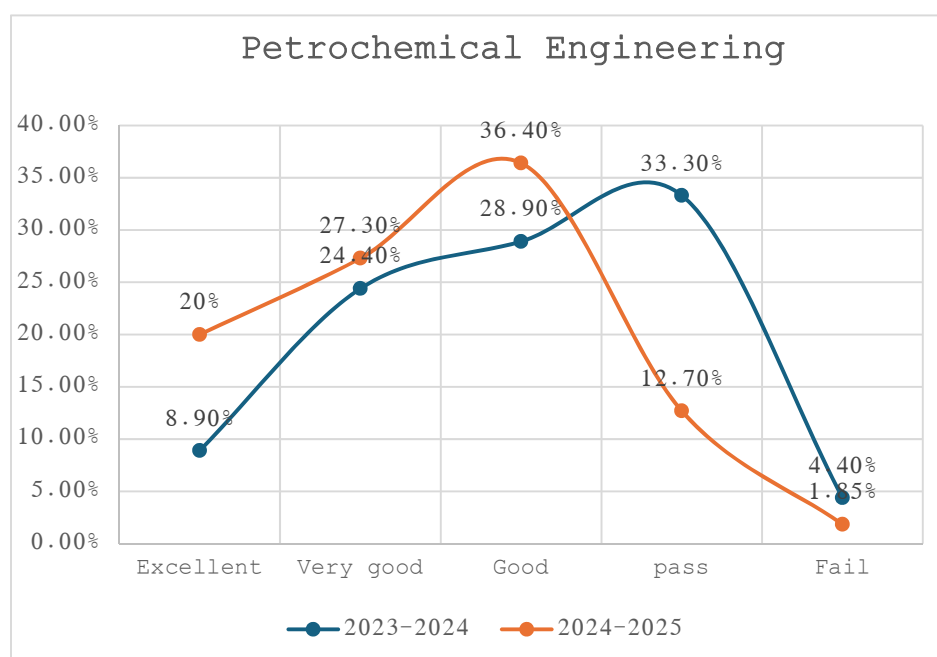
Assignments/ quiz/ sheets	Any week	20	Mcq, complete and True or false questions. Number of questions is unlimited	B2 1. Engage in the recent technological changes and emerging fields relevant to Petrochemical engineering to respond to the challenging role and responsibilities of a professional chemical engineer
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.				

Student Assessment Results				
Number of students (who started the course):		55		
Number of students (who completed the course/ sat for the exam):		55/54		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		1		
Total number of students who passed the exams successfully:		53		
Percentage of success (out of the total number of students who sat for the final exam)		98.15%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	11	15	20	7

Percentage	20%	27.3%	36.4%	12.7%
Total number of students who failed the exams:		1 failed student took exam and 1 absent student		
Percentage of failure (for the total number of students who took the final exam)		1.85 % of failed student took exam		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: Analysis of Student Performance: 1. Passing Students Dominate: - The largest group (36.4%) are students who just passed, suggesting nearly 1/3 of the students is meeting minimum requirements but may need additional support to reach higher achievement levels. 2. High Achievers: 20% achieved Excellent grades, showing strong mastery - this is the second-largest group 3. Middle Performance: - Combined Good + Very Good students make up 63.7% (27.3% + 36.4%), forming a substantial middle tier between the highest and lowest performers. Positive Notes: - About half of students exceeds the examination. By comparing the results of this year and previous year				

	Excellent	Very good	Good	pass	Failed
2023-2024	8.9%	24.4%	28.9%	33.3%	4.4%
2024-2025	20%	27.3%	36.4%	12.7%	1.85 %

Comparing the results of this year with previous year showed that this year the results is greater than results 2023-2024 ,



3. Student Feedback

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	Student opinions were collected through a questionnaire.
Timing of Evaluation: At the end of semester	Evaluation was conducted at the end of the semester.

Number of students who participated in the course evaluation	52 students participated.
Percentage of participants to the total number	94.54%
Important points of satisfaction	1- Clear presentation of course objectives (83.81%). 2- Teaching style promoted discussion (85.1%). 3- Lecturer's respect for students (84.62%).
Important points of dissatisfaction	1- Issues with educational resources (3.85% disagreed and totally disagreed).

4. Instructors Reflection

The instructors reflected positively on the course outcomes, noting significant improvements compared to the previous year, with 20% of students achieving "Excellent" grades and a high overall pass rate of 96.36%. The teaching methods, particularly the clarity of course objectives (83.81%) and interactive teaching style (85.1%), were well-received. However, minor dissatisfaction with teaching assistants' curriculum comprehension (5.77%) and educational resources (3.85%) highlights areas for improvement. The increase in high achievers suggests effective teaching strategies, but the 36.4% of students in the "Good" category indicate potential for further enhancement. To build on this success, the focus will be on refining teaching assistant training, upgrading resources, and maintaining the high standards of student engagement and assessment transparency.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Support for "Good" performers to reach "Excellent"	Introduce advanced assignments and optional challenges	Bonus projects, advanced problem sets, and peer mentoring	Encourage higher achievement levels

Name and Signature
Dr. Sohir Abo baker
Course Coordinator

Name and Signature
Asso. Prof. Dr Hend Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

First

1. Basic Information

Course Title:	Plant Design
Course Code:	CHE413
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	9/week(5contact+4student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 4
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Riham Atef & Dr. Nada Aboeleneen
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
2	-	1	-
Instructor Name	Department	Academic degree	Specialty
1)Dr. Riham Atef	Chemical Engineering	Ph. D	Chemical Engineering
2)Dr. Nada Aboeleneen	Chemical Engineering	Ph. D	Chemical Engineering
3)Eng.Reem M.El-Setawy	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of Self- learning hours
14	42	-	28	56
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Midterm exam	20/11/2024	20	One questions include complete question, draw structure question, theoretical question. .	A3 1. Illustrate particular products and processes including reactor and vessel design. 2. Judge engineering decisions considering balanced costs, benefits, safety, quality, reliability, and environmental impact. 3. Incorporate economic, societal, global, environmental, and risk management factors into design. A9 1. solving problems of design creatively. B1 1. Define the principles of chemical engineering including chemical reaction equilibrium and thermodynamics; mass and energy balance; transport processes; separation processes, mechanical unit operations and process control. 2. Summarize the appropriate techniques relevant to different industries. 3. Create a process, component or system to carry out specialized engineering designs. B4 1. Adopt suitable national and international standards and codes to: design, operate, inspect and maintain plant.

Final written exam	11/1/2025	90	Four questions include complete question, solve problems, comparisons , draw structure and theoretical questions.	A3 1. Illustrate particular products and processes including reactor and vessel design. 2. Judge engineering decisions considering balanced costs, benefits, safety, quality, reliability, and environmental impact. 3. Incorporate economic, societal, global, environmental, and risk management factors into design. A9 1. solving problems of design creatively. B1 1. Define the principles of chemical engineering including chemical reaction equilibrium and thermodynamics; mass and energy balance; transport processes; separation processes, mechanical unit operations and process control. 2. Summarize the appropriate techniques relevant to different industries. 3. Create a process, component or system to carry out specialized engineering designs. B4 1. Adopt suitable national and international standards and codes to: design, operate, inspect and maintain plant.
Assignments/ quiz/ sheets	Any week	40	Mcq, complete and True or false questions. Number of questions is unlimited	A3 1. Illustrate particular products and processes including reactor and vessel design. 2. Judge engineering decisions considering balanced costs, benefits,

				safety, quality, reliability, and environmental impact. 3. Incorporate economic, societal, global, environmental, and risk management factors into design. A9 1. solving problems of design creatively. B1 1. Define the principles of chemical engineering including chemical reaction equilibrium and thermodynamics; mass and energy balance; transport processes; separation processes, mechanical unit operations and process control. 2. Summarize the appropriate techniques relevant to different industries. 3. Create a process, component or system to carry out specialized engineering designs. B3 1. Apply numerical modeling methods and/or computational techniques appropriate to plant design B4 1. Adopt suitable national and international standards and codes to: design, operate, inspect and maintain plant.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures are supervised by an Examination Committee each semester to ensure academic integrity and alignment with national quality standards. The committee is responsible for the following: Ensuring that all exams align with course learning outcomes and reflect appropriate cognitive levels based on Bloom's Taxonomy. Providing fair and balanced topic coverage through detailed exam blueprints.				

Developing model answers and grading rubrics to promote consistent and objective evaluation across all student responses.

Applying clear passing criteria, including a minimum of 50% overall course grade and at least 30% in the written exam.

These structured measures support transparency, fairness, and compliance with NAQAAE (National Authority for Quality Assurance and Accreditation of Education) standards.

Student Assessment Results				
Number of students (who started the course):		55		
Number of students (who completed the course/ sat for the exam):		55/54		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		1 absent		
Total number of students who passed the exams successfully:		53		
Percentage of success (out of the total number of students who sat for the final exam)		98.15%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	3	9	17	24
Percentage	5.5 %	16.4%	30.9%	43.6%
Total number of students who failed the exams:		1 failed student took the exam and 1 is absent		
Percentage of failure (for the total number of students who took the final exam)		1.85% (% of failed students who took the exam)		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:				
Analysis of Student Performance:				

1. Passing Students Dominate:

The largest group (43.6%) are students who just passed, suggesting that nearly half of the students are only meeting the minimum requirements and may require additional academic support to improve their performance and reach higher achievement levels.

2. Middle Performance:

Students with Good and Very Good grades make up a combined 47.3% (30.9% + 16.4%), representing a solid middle-performing group that demonstrates potential for further academic growth with the right guidance and motivation.

3. High Achievers:

Only 5.5% of students achieved Excellent grades. This relatively small percentage indicates that few students are currently reaching the highest level of mastery, suggesting a need to enhance challenge levels and support high achievers.

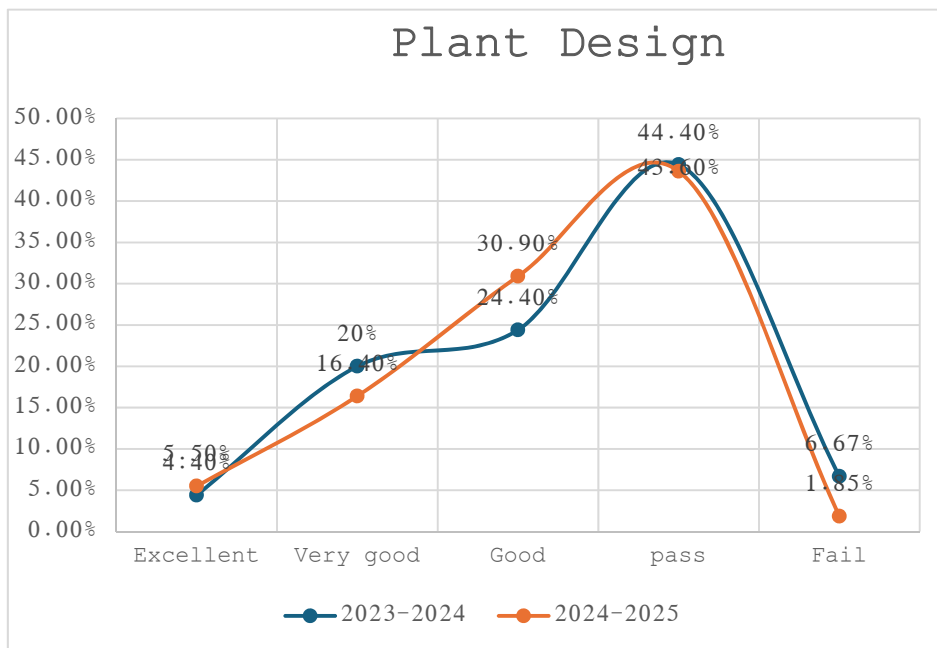
Positive Notes:

About 56.4% of students scored Good or above, which shows that over half of the class is performing at or above average.

By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	4.4%	20%	24.4%	44.4%	6.67%
2024-2025	5.5%	16.4%	30.9%	43.6%	1.85%

Comparing the results of this year with previous year showed that this year the results of previous year is greater than results 2024-2025 and this may be due to written exam in the this year is more difficult than previous year,



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	The evaluation was conducted using Likert-scale questionnaires with responses ranging from "Strongly Agree" to "Strongly Disagree."
Timing of Evaluation: At the end of semester	The evaluation took place at the end of the semester.

Number of students who participated in the course evaluation	52 students participated in the course evaluation.
Percentage of participants to the total number	96.3%
Important points of satisfaction	1. وضوح أهداف المقرر (95.9% موافق/موافق تمامًا) 2. احترام المحاضر للطلاب (90.39% موافق/موافق تمامًا) 3. جودة الموارد التعليمية (90.38% موافق/موافق تمامًا)
Important points of dissatisfaction	-----

4. Instructors Reflection

The course "Plant Design" (CHE413) achieved a 96.36% success rate, with 56.4% of students scoring "Good" or higher, reflecting solid comprehension of core concepts. However, the predominance of "Pass" grades (43.6%) suggests many students met only minimum requirements, indicating a need for targeted academic support. Feedback highlighted strong satisfaction with teaching clarity (89.9%) and resources (87.02%), but minor concerns arose regarding lecture schedule adherence (5.77% dissatisfaction) and teaching assistants' preparedness (9.62%). The low percentage of "Excellent" grades (5.5%) signals room to elevate challenge levels for high achievers. Comparative analysis revealed this year's exam was perceived as more difficult, potentially impacting grade distribution. To address these gaps, future iterations will integrate structured exam-prep workshops, clearer rubrics, and enhanced TA training. Additionally, interactive case studies will be introduced to deepen engagement with practical design challenges. While the course met its objectives, continuous refinement—such as periodic feedback loops and differentiated instruction—will ensure broader student success and alignment with industry standards.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Few students attained the highest grade level.	Enhance challenge levels for high achievers.	Bonus questions in exams targeting higher-order thinking (Bloom's Taxonomy Levels 4–6).	Aligns with student feedback requesting more rigorous challenges.
2.	Passing marks represented the most common outcome for students.	Implement targeted academic support for borderline students.	Weekly remedial sessions focusing on core concepts.	Aim to shift 20% of "Pass" students to "Good" or higher in next semester.

Name and Signature

Dr. Riham Atef & Dr. Nada Aboeleneen
Course Coordinator

Name and Signature

Assoc.Prof. Dr Hend EL Sayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

First

1. Basic Information

Course Title:	Renewable Energy Sources
Course Code:	CHE415D
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	7/week(4contact+4student load)
Course Type:	elective
The level to which the course was introduced:	Level: 4
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Nada Mohammed Aboeleneen
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	-
Instructor Name	Department	Academic degree	Specialty
1. Dr. Nada Mohammed Aboeleneen	Chemical engineering	Ph.D	Chemical engineering
2. Eng. Dina mohammed	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self- learning hours
14	28	-	28	56
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
quiz (1)	21/12/2025	10	three questions Solve the questions,mcq, Complete and explain	B2 1 Engage in the recent technological changes and emerging fields relevant to Renewable Energy Sources to respond to the challenging role and responsibilities of a professional chemical engineer. B4 1 Adopt suitable national and international standards and codes to: design, operate, inspect and maintain Renewable Energy Sources.
Midterm exam	16/11/2024	20	Tthree questions include explain ,dicuss, and write short notes	B2 1 Engage in the recent technological changes and emerging fields relevant to Renewable Energy Sources to respond to the challenging role and responsibilities of a professional chemical engineer. B4 1 Adopt suitable national and international standards and codes to: design, operate, inspect and maintain Renewable Energy Sources.
Final written exam	4-1-2025	50	three questions include complete question, problems, , theoretical questions	B2 1 Engage in the recent technological changes and emerging fields relevant to Renewable Energy Sources to respond to the challenging role and responsibilities of a professional chemical engineer. B4 1 Adopt suitable national and international standards and codes to:

				design, operate, inspect and maintain Renewable Energy Sources.
Assignments/ quiz/ sheets	Any week	20	Mcq, complete and True or false questions. Number of questions is unlimited	B2 1 Engage in the recent technological changes and emerging fields relevant to Renewable Energy Sources to respond to the challenging role and responsibilities of a professional chemical engineer. B4 1 Adopt suitable national and international standards and codes to: design, operate, inspect and maintain Renewable Energy Sources.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Each semester, assessment procedures are overseen by an Examination Committee to ensure academic integrity and alignment with quality standards. The committee is responsible for the following: Alignment with Learning Outcomes: Exams are designed to reflect the intended course learning outcomes and are mapped according to Bloom's Taxonomy to address various cognitive levels. Balanced Content Coverage: Detailed exam blueprints are used to guarantee fair and comprehensive coverage of all course topics. Standardized Grading: Model answers and grading rubrics are prepared in advance to ensure consistency, objectivity, and fairness in evaluation across all students. Passing Criteria: To pass a course, students must achieve a minimum of 50% overall and at least 30% in the written exam component. These procedures promote transparency, fairness, and compliance with NAQAAE (National Authority for Quality Assurance and Accreditation of Education) standards.				

Student Assessment Results	
Number of students (who started the course):	55
Number of students (who completed the course/ sat for the exam):	55/54

Number of students who did not attend the final written exam (absent – deprived – withdrawn):	1 absent			
Total number of students who passed the exams successfully:	54			
Percentage of success (out of the total number of students who sat for the final exam)	100%			
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	4	27	16	7
Percentage	7.3%	49.1%	29.1%	12.7%
Total number of students who failed the exams:				
Total number of students who failed the exams:		One student is absent and zero students failed who took the exam		
Percentage of failure (for the total number of students who took the final exam)		0 %		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:				
Analysis of Student Performance:				
1. Very Good Students Dominate:				
○ The largest group of students (49.1%) achieved a "Very Good" grade, indicating that nearly half of the class showed strong understanding and performance.				
2. High Achievers:				

-
- Only **7.3%** of students received an **"Excellent"** grade, representing a **small group of top performers** who demonstrated outstanding mastery of the subject.

3. Middle Performance:

- Students with **"Good"** grades make up **29.1%**, and combined with **"Very Good"**, the middle-performing group totals **78.2%**, forming a **substantial and promising segment** who can be supported to reach higher levels.

4. Passing Students:

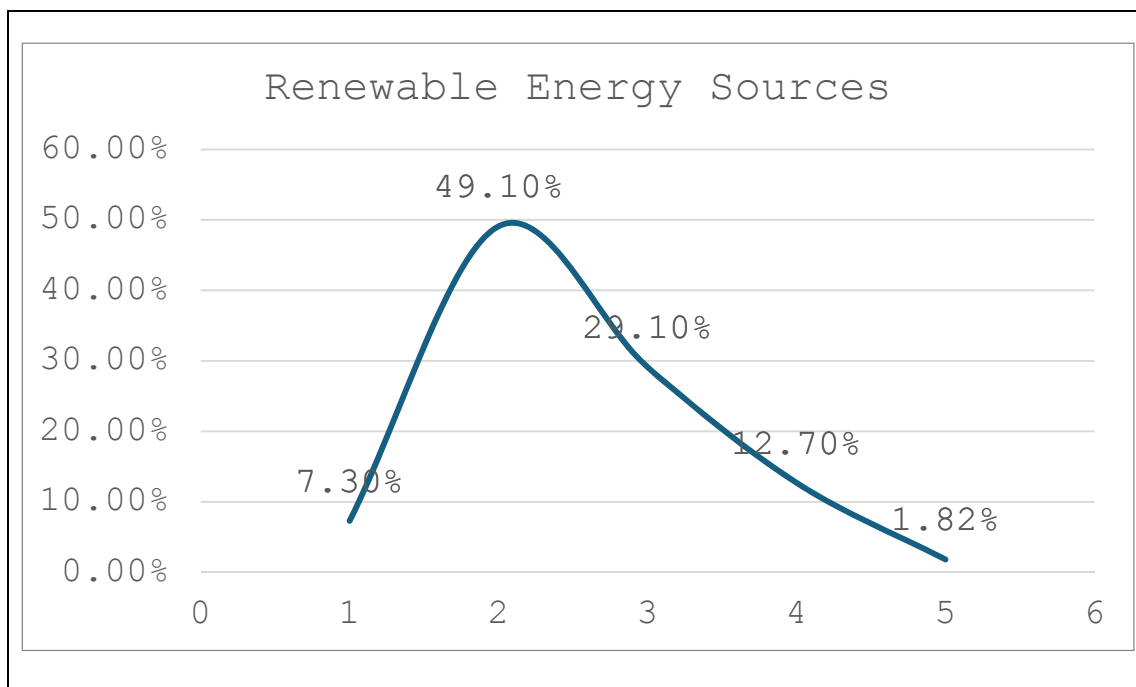
- **12.7%** of students received a **"Pass"** grade, indicating that a **small portion** of the class met only the minimum requirements and may need **additional academic support**.

Positive Note:

- **87.3% of students** scored above the minimum passing level, reflecting an overall **strong performance** and effective teaching efforts

By comparing the results of this year

	Excellent	Very good	Good	pass	Failed
2024-2025	7.3 %	49.1%	29.1%	12.7%	0 %



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	Student opinions were collected through a questionnaire.
Timing of Evaluation: At the end of semester	Evaluation was conducted at the end of the semester.
Number of students who participated in the course evaluation	52 students participated (calculated from percentages).
Percentage of participants to the total number	94.54%
Important points of satisfaction	1- Educational messages used in teaching were effective (80.77%). 2- Assessment activities helped verify practical abilities (82.69%). 3- Clarity in grading reflecting students' levels (81.25%).

Important points of dissatisfaction	1- A small percentage disagreed with the fairness of grades (11.54% disagreed and strongly disagreed).

4. Instructors Reflection

The instructors reflected on the course outcomes, noting that while the majority of students performed well (49.1% "Very Good"), there is a need to enhance support for the 29.1% who achieved a "Good" grade and the 12.7% who only passed. The high effectiveness of educational messages (80.77%) and assessment activities (82.69%) was acknowledged, but dissatisfaction with exam reviews (10.43 %) and grading fairness (11.54 %) highlighted areas for improvement. The low percentage of "Excellent" grades (7.3%) suggests that the course content or assessments may need adjustments to challenge high achievers further. Additionally, the absence of corrective actions from the previous year indicates a need for proactive measures. Moving forward, the focus will be on refining teaching methods, providing targeted support for middle and lower performers, and ensuring transparency in grading to boost overall student performance and satisfaction.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Support for middle and lower-performing students	Introduce supplemental tutorials and mentoring sessions	Weekly review classes, peer-study groups, and one-on-one consultations	Aim to elevate "Good" to "Very Good" and "Pass" to "Good"

2.	Enhancing exam review processes	Implement structured post-exam review sessions	Allocate time for in-class discussions of common mistakes	Improve understanding of errors

Name and Signature
Dr. Nada Mohammed Aboeleneen
Course Coordinator

Name and Signature
Asso. Prof. Dr Hend Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

First

1. Basic Information

Course Title:	Water Desalination
Course Code:	CHE416A
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	8/week(4contact+4student load)
Course Type:	elective
The level to which the course was introduced:	Level: 4
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr.Yasser Tawfik
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	-
Instructor Name	Department	Academic degree	Specialty
1. Dr. Yasser Tawfik	Chemical Engineering	Ph. D.	Chemical Engineering
2. Eng. Elham Abdul-Raouf Hussein	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of Self-learning hours
14	28	-	28	56
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Midterm exam	19/11/2024	50	Two questions include comparison question, draw structure question, theoretical question and solve problems.	A4 1. Describe health and safety regulations and environmental concerns related to water desalination 2. Apply safe systems at work by taking the necessary precautions to manage hazards. 3. Utilize modern technologies related to water desalination
Final written exam	19-1-2025	50	Three questions include complete question, solve problems, comparisons , draw structure and theoretical questions.	B1 1. Summarize the appropriate techniques relevant to water desalination. 2. Create a process, component or system to carry out specialized engineering designs related to water desalination. A4 2. Apply safe systems at work by taking the necessary precautions to manage hazards. 3. Utilize modern technologies related to water desalination
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures are overseen by an Examination Committee each semester to uphold academic standards and ensure alignment with national quality frameworks. The committee is responsible for: Ensuring that exams are aligned with the intended course learning outcomes and appropriately reflect Bloom's taxonomy at various cognitive levels. Guaranteeing fair and balanced content coverage through the development of detailed exam blueprints. Preparing model answers and grading rubrics to promote consistency and objectivity in evaluation.				

Enforcing clear passing criteria, which require a minimum of 50% in the total course grade and at least 30% in the written examination.

These procedures promote transparency, fairness, and full compliance with NAQAAE (National Authority for Quality Assurance and Accreditation of Education) standards

Student Assessment Results				
Number of students (who started the course):		55		
Number of students (who completed the course/ sat for the exam):		55/54		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		1 absent		
Total number of students who passed the exams successfully:		54		
Percentage of success (out of the total number of students who sat for the final exam)		100%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	4	12	26	12
Percentage	7.3 %	21.8%	47.3%	21.8%
Total number of students who failed the exams:		None of students took the exam were failed. Only one absent student		
Percentage of failure (for the total number of students who took the final exam)		0 % of students took the exam		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:				
Analysis of Student Performance:				
1. Good Performers Dominate:				

The largest group (47.3%) are students who received a "Good" grade. This indicates that nearly half of the students are performing at a solid level, showing decent understanding but with room for improvement toward higher achievement.

2. Balanced Distribution in Other Categories:

Both "Very Good" and "Pass" categories represent 21.8% of the students each, showing a balanced distribution between students who are just meeting minimum requirements and those performing above average.

3. High Achievers:

7.3% of students achieved "Excellent" grades. While this is the smallest group, it reflects a segment of the class demonstrating strong mastery and high-level understanding of the material.

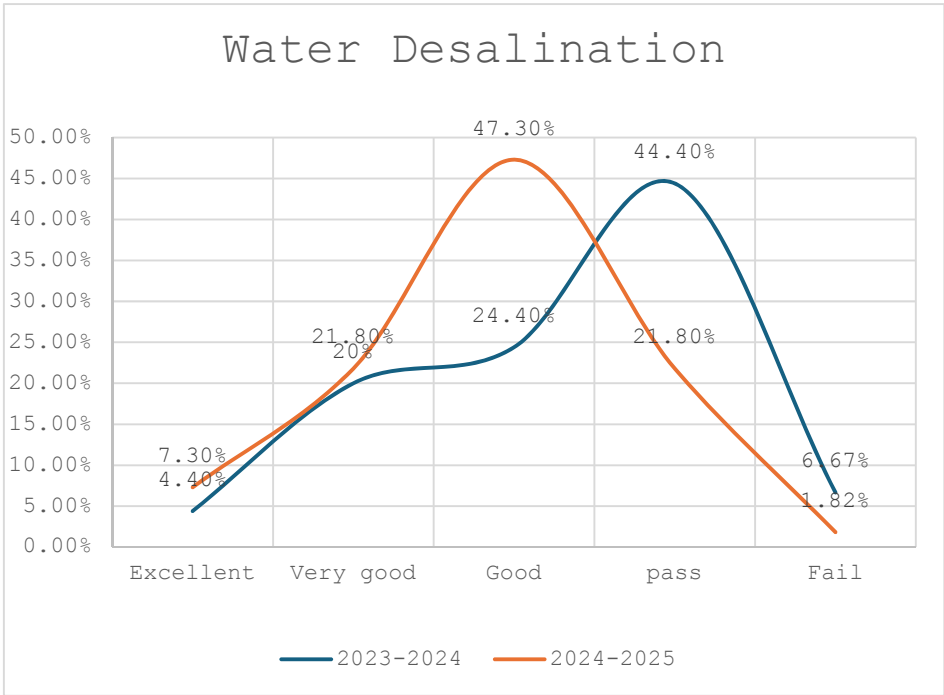
Positive Notes:

100% of the students passed the exam, indicating that all students met at least the minimum academic standards, which is a positive sign of overall class performance.

By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	4.4%	20%	24.4%	44.4%	6.67%
2024-2025	7.3 %	21.8%	47.3%	21.8%	0 %

Comparing the results of this year with previous year showed that this year the results of previous year is greater than results 2024-2025 and this may be due to written exam in the this year is more difficult than previous year.



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations - (attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	The evaluation was conducted using questionnaires with Likert-scale responses (e.g., strongly agree, agree, neutral, disagree, strongly disagree).

Timing of Evaluation: At the end of semester	The evaluation took place at the end of the semester, as indicated by references to (semester exams).
Number of students who participated in the course evaluation	The total number of participants is not explicitly stated, but percentages suggest it was likely around 51 students (based on the highest count of 29 responses, which is 56.86% of the total).
Percentage of participants to the total number	94.44%
Important points of satisfaction	1. الرسائل التعليمية المساعدة في الفهم (موافق/موافق تماماً 86.27%) 1. أنشطة التقويم للتحقق من القدرات العملية (موافق/موافق تماماً 82.35%) 2. الاطلاع على أوراق الامتحانات للتعلم من الأخطاء (84.31% موافق/موافق تماماً)
Important points of dissatisfaction	1. وضوح التقييمات (5.88% غير موافقين) 2. فعالية الرسائل التعليمية (3.92% غير موافقين)

4. Instructors Reflection

The course "Water Desalination" (CHE416) demonstrated strong student engagement and achievement, with a 98.18% success rate and balanced grade distribution. However, the reflection highlights areas for improvement. While the majority of students performed well, the higher difficulty of this year's written exam compared to the previous year may explain the shift in grade distribution, particularly the reduced percentage of "Excellent" grades. Feedback indicated high satisfaction with educational resources and evaluation methods, but a small minority expressed concerns about clarity and fairness in assessments. To address this, future iterations of the course

could include more structured exam preparation sessions and clearer rubrics to align expectations. Additionally, integrating interactive learning tools, such as simulations or case studies, could enhance understanding of complex topics like modern desalination technologies. The absence of corrective actions from the previous year suggests stability, but proactive measures—such as periodic feedback loops and tailored support for struggling students—could further elevate performance. Overall, the course met its objectives, but continuous refinement of teaching strategies and assessment transparency will ensure sustained improvement.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Support for struggling students	Implement proactive academic support.	Introduce peer mentoring programs.	Target the 21.8% of students who scored "Pass" to elevate performance.
2.	Interactive learning for complex topics	Improve engagement with modern desalination technologies.	Invite industry experts for guest lectures.	Leverage student satisfaction with different evaluation methods.

Name and Signature
Dr.Yasser Tawfik
Course Coordinator

Name and Signature
Assoc. Prof. Dr Hend Elsayed Gadow
Head of the department council



الفصل الدراسي الثاني

(2024-2025)



Course Report

Academic Year

2024/2025

Semester

Second Semester

1. Basic Information

Course Title:	Research and Analytic Skills
Course Code:	BAS421
Department/s that participated in the teaching:	Basic Science and Engineering Department
Total number of points of the course:	5/week(2contact+3student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 4
Academic Program:	Communication and Electronics Engineering Program & Chemical Engineering Program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of Higher Education & Scientific Research
Name of Course Coordinator:	Assoc. Prof. Dr. Amal Behairy Dr. Ahmed Lotfy
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
2			
Instructor Name	Department	Academic degree	Specialty
1. Assoc. Prof. Dr. Amal Behairy	Basic Science and Engineering Department	Associate Prof. <u>Dr.</u>	Experimental physics
2. Dr. Ahmed Lotfy	Basic Science and Engineering Department	Ph. D.	Experimental physics
Notes (if any):			

Teaching and Learning					
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of exercise hours (if any)	Total number of Student's load hours (if any)	Other (to be mentioned)
14	28	-	-	42	-
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:					

Student Assessment Methods that have been Implemented					
Method of assessment *		Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Periodic exams	Assignments/quizzes/sheets	Any week	20	Unlimited questions (reports/presentations/...)	A2 1: Analyze and interpret data. A2 2: Apply statistical analyses and objective engineering judgment to draw conclusions. A2.3 Utilize Analytical and Statistical Tools
Final written exam		3/6/2025	30	#6 questions # (Write about.. & Mention briefly.. & Mention.. & Discuss.. & Compare &....)	A2 1: Analyze and interpret data. A2 2: Apply statistical analyses and objective engineering judgment to draw conclusions. A2.3 Utilize Analytical and Statistical Tools
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures supervised by an Examination Committee each semester. The committee ensures: Exams align with course learning outcomes (LOs) and Bloom's taxonomy (cognitive levels). Fair, balanced coverage of topics through detailed exam blueprints. Model answers and rubrics are created to ensure consistent, objective grading. Passing requirements: Minimum 50% overall grade and 30% of written exam. These measures ensure transparency, fairness, and compliance with NAQAAE quality standards.					

Student Assessment Results	
Note: The course is shared among the Communication and Electronics Engineering Program & Chemical Engineering Program, and the statistics shown reflect the overall performance (pass/fail rates and grades) of all enrolled students collectively.	
Number of students (who started the course):	148

Number of students (who completed the course/ sat for the exam):	148/148
Number of students who did not attend the final written exam (absent - deprived - withdrawn):	0
Total number of students who passed the exams successfully:	148
Percentage of success (out of the total number of students who sat for the final exam)	100%

Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	148	0	0	0
Percentage	100%	0%	0%	0%

Total number of students who failed the exams:	0
Percentage of failure (for the total number of students who took the final exam)	0%

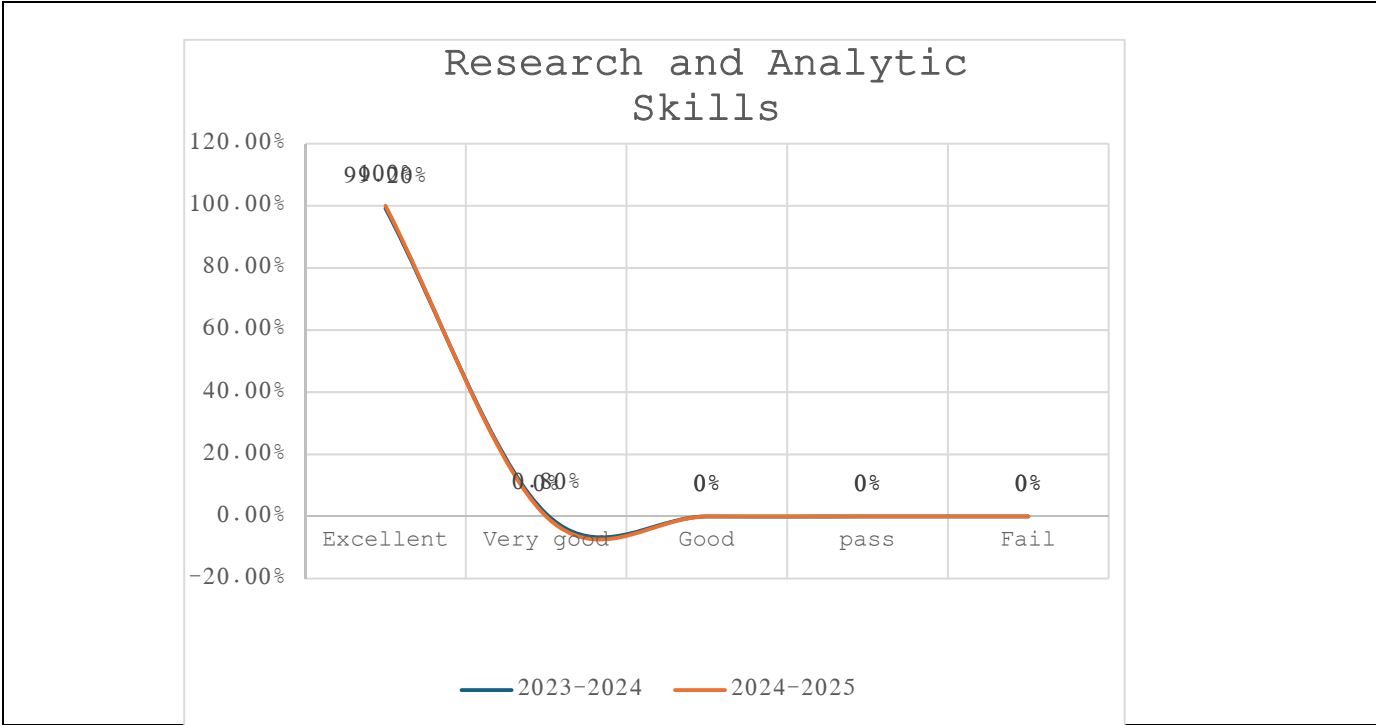
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:

- A significant portion (100%) which is the majority of students performed **Excellent**, demonstrating strong understanding of the subject.
- A notable percentage (100%) of students excelled, reflecting effective teaching strategies for high achievers.

By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	99.2%	0.8%	0%	0%	0%
2024-2025	100%	0%	0%	0%	0%

Comparing the results of this year with previous year showed that in 2024-2025 the percentage of excellent degree students increase than 2023-2024.



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	While end-of-semester questionnaires provided useful feedback, some responses were too general to act upon. The questionnaires are conducted transparently, as they are carried out electronically through the institute's website, and they are also analyzed electronically.
Timing of Evaluation: At the end of the semester	It carried out electronically through the institute's website, and they are also analyzed electronically.

Number of students who participated in the course evaluation	141
Percentage of participants to the total number	95.27%
Important points of satisfaction	1- تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة. (58.87%) 2- يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن. (57.45%) 3- المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة. (56.74%)
Important points of dissatisfaction	1- تتضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي. (4.26%)

4. Instructors Reflection

Strong performances (Excellent) account for **100%** of the students, indicating a sizable group of highly engaged and capable learners.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Self -Learning	Enhance ability to learn independently	- Set personal learning goals - Use online platforms	-

Name and Signature
Course Coordinator
Assoc. Prof. Dr. Amal Behairy
Dr. Ahmed Lotfy

Name and Signature
Head of the department council
Assoc. Prof. Dr Hend Elsayed Gadow



Course Report

Academic Year

2024/2025

Semester

Second

1. Basic Information

Course Title:	Industrial Technology in Chemical Engineering
Course Code:	CHE421
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	8/week(4contact+4student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 4
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr.Yasser Tawfik
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	-
Instructor Name	Department	Academic degree	Specialty
1. Dr.Yasser Tawfik	Chemical Engineering	Ph. D.	Chemical Engineering
2. Eng. Elham Abdul-Raouf Hussein	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	28	-	28	56
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: Some of the topics have been reduced due to the shortage of lecture hours during the holy month of Ramadan.				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Midterm exam	2025/4/9	20	Two questions include comparison question, draw structure question, write equation one theoretical question	B1 1. Illustrate the principles of chemical engineering including chemical reaction equilibrium and thermodynamics; mass and energy balance; transport processes; separation processes, mechanical unit operations and process control. 2. Summarize the appropriate techniques relevant to different industries. 3. Create a process, component or system to carry out specialized engineering designs.
Final written exam	2025/5/17	60	Four questions include complete question, solve problems, comparisons , draw structure and theoretical questions	A3 1. Demonstrate the professional ethics and impacts of engineering solutions on society and environment 2. Identify the environmental and economic impact of various industries, waste minimization, and industrial facility remediation 3. Judge engineering decisions considering balanced costs, benefits, safety, quality, reliability, and environmental impact. 4. Incorporate economic, societal, global, environmental, and risk management factors into design. B1 1. Illustrate the principles of chemical engineering including chemical reaction equilibrium and thermodynamics; mass and energy

				balance; transport processes; separation processes, mechanical unit operations and process control. 2. Summarize the appropriate techniques relevant to different industries. 3. Create a process, component or system to carry out specialized engineering designs.
Assignments/ quiz/ sheets	Any week	30	Mcq, complete and True or false questions. Number of questions is unlimited	A3 1. Demonstrate the professional ethics and impacts of engineering solutions on society and environment 2. Identify the environmental and economic impact of various industries, waste minimization, and industrial facility remediation. B1 1. Illustrate the principles of chemical engineering including chemical reaction equilibrium and thermodynamics; mass and energy balance; transport processes; separation processes, mechanical unit operations and process control. 2. Summarize the appropriate techniques relevant to different industries. 3. Create a process, component or system to carry out specialized engineering designs.
Final Practical Exam	2025/5/10	15	Evaluation of the Student's Understanding of Chemical Industry Concepts and Ability to Analyze the Submitted Report	A3 1. Demonstrate the professional ethics and impacts of engineering solutions on society and environment 2. Identify the environmental and economic impact of various industries, waste minimization, and industrial facility remediation. B1

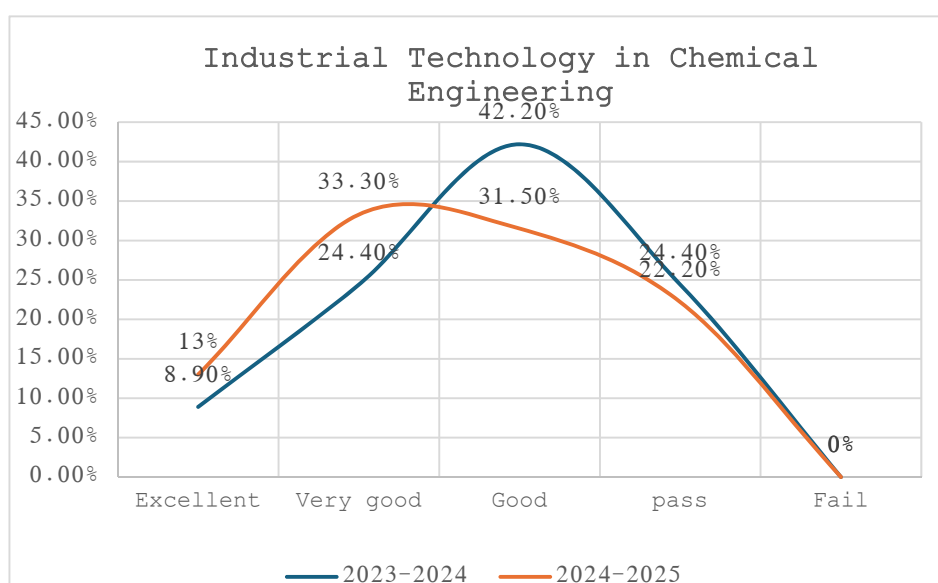
				3. Create a process, component or system to carry out specialized engineering designs.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Each semester, assessment procedures are supervised by the Examination Committee to ensure academic quality and alignment with national standards. The committee ensures that: Exam questions reflect the course learning outcomes and cover appropriate cognitive levels based on Bloom's Taxonomy. Exams provide balanced coverage of course content, guided by comprehensive exam blueprints. Model answers and clear rubrics are developed to support fair and consistent grading. Students must achieve at least 50% overall and 30% in the written exam to pass. These structured practices ensure that assessments are transparent, fair, and aligned with NAQAAE quality standards				

Student Assessment Results				
Number of students (who started the course):		54		
Number of students (who completed the course/ sat for the exam):		54/54		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		0absent		
Total number of students who passed the exams successfully:		54		
Percentage of success (out of the total number of students who sat for the final exam)		100%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	7	18	17	12
Percentage	13 %	33.3%	31.5%	22.2%

Total number of students who failed the exams:	0
Percentage of failure (for the total number of students who took the final exam)	0 %
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: Analysis of Student Performance: 1. Very Good Students Dominate: The largest group (33.3%) are students who received Very Good grades, indicating that one-third of the class is performing at an above-average level with strong understanding and engagement. 2. High Achievers: 13% of students achieved Excellent grades. While this is not the largest group, it reflects a solid portion of students demonstrating strong mastery of the material. 3. Middle Performance: Good students make up 31.5% of the class. Combined with the Very Good group, the middle-performing tier constitutes 64.8%, showing that a significant majority is achieving satisfactory to above-average performance. Positive Notes: 100% of students passed the exam, which indicates that all students met the minimum requirements and no one failed — a strong sign of overall success in the class. By comparing the results of this year and previous year	

	Excellent	Very good	Good	pass	Failed
2023-2024	8.9%	24.4%	42.2%	24.4%	0%
2024-2025	13 %	33.3%	31.5%	22.2%	0%

Comparing the results of this year with previous year showed that this year the results of 2024-2025 is greater than results 2023-2024



3. Student Feedback

* **Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -**
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	The evaluation was conducted using Likert-scale questionnaires with responses ranging from (Strongly Agree) to (Strongly Disagree).
Timing of Evaluation: At the end of semester	The evaluation took place at the end of the second semester of the academic year 2024-2025.

Number of students who participated in the course evaluation	51 students participated in the evaluation.
Percentage of participants to the total number	94.44%
Important points of satisfaction	1. تم عرض أهداف المقرر بوضوح في المحاضرة الأولى (موافق/موافق تماماً 80.39%) 3. معاملة المحاضر للطلاب (موافق/موافق تماماً 76.47%) 4. التزام المحاضر بالمواعيد (موافق/موافق تماماً 82.35%)
Important points of dissatisfaction	1. عدم كفاية المراجع المتاحة للفهم والتحصيل (غير موافق/غير موافق تماماً 17.64%) 2. أنشطة التعلم الذاتي (غير موافق/غير موافق تماماً 17.64%)

4. Instructors Reflection

The course "Industrial Technology in Chemical Engineering" achieved a 100% pass rate, with 33.3% of students earning "Very Good" grades and 13% achieving "Excellent," reflecting strong engagement and mastery of core concepts. However, student feedback highlighted areas for improvement, such as limited lab resources (23.94% dissatisfaction) and insufficient self-learning support (11.87%). While the clarity of course objectives and instructor professionalism were praised (79.9% and 77.94% satisfaction, respectively), the lower middle-tier performance (31.5% "Good") suggests a need for more interactive and applied learning methods. To address this, future iterations will integrate case studies and hands-on projects to bridge gaps in practical understanding. Additionally, enhancing exam feedback transparency (7.84% dissatisfaction) and upgrading lab facilities will be prioritized. The comparison with the previous year's results shows progress, but targeted interventions are essential to elevate more students to higher performance tiers while maintaining inclusivity.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	Insufficient references available for understanding and learning (disagree/strongly disagree 17.64%)	1. Expand reference materials 2. Improve accessibility of learning resources	- Curate a list of recommended books, articles, and online courses - Partner with libraries/databases for better resource access - Develop an internal knowledge repository (e.g., SharePoint, Notion) - Conduct surveys to identify specific reference gaps	
2.	Self-learning activities (disagree/strongly disagree 17.64%)	1. Promote self-directed learning culture 2. Provide structured self-learning programs	- Introduce a "Learning Hour" policy (dedicated time for self-study) - Offer subscriptions to e-learning platforms (LinkedIn Learning, Coursera) - Organize peer-led study groups or workshops - Set up a mentorship program for guided self-learning	Track participation rates and skill development progress every 6 months

Name and Signature
Dr.Yasser Tawfik
Course Coordinator

Name and Signature
Asso. Prof. Dr Hend Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

second

1. Basic Information

Course Title:	Petroleum Refining Engineering
Course Code:	CHE 422
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	7/week(4contact+3student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 4
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology- New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Sohir Abo Baker
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	-
Instructor Name	Department	Academic degree	Specialty
1. Dr. Sohir Abo baker	Chemical engineering	Ph.D.	Chemical engineering
2. Eng.Rahma Diaa	Chemical engineering	B. Sc	Chemical engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	28	-	28	42
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: Some of the topics have been reduced due to the shortage of lecture hours during the holy month of Ramadan.				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Midterm exam	5/4/2025	30	two questions include complete, solve the problem , theoretical question The score for the exam can differ according to doctor point of view	A10 1. Search for information to engage in lifelong self-learning discipline. 2. Merge the petroleum refining engineering knowledge, understanding, and feedback to improve design, products and/or services.
Final written exam	31/5/2025	75	Five questions include solve problems , and theoretical questions	A10 1. Search for information to engage in lifelong self-learning discipline. 2. Merge the petroleum refining engineering knowledge, understanding, and feedback to improve design, products and/or services. B2 1. Participate in recent technical advancements and developing disciplines pertinent to Petroleum Refining Engineering in order to respond to the demanding role and responsibilities of a professional chemical engineer.
Assignments/ quiz/ sheets	Any week	20	Mcq, complete and True or false questions. Number of questions is unlimited	A10 1. Search for information to engage in lifelong self-learning discipline. 2. Merge the petroleum refining engineering knowledge, understanding, and feedback to

				improve design, products and/or services. B2 1. Participate in recent technical advancements and developing disciplines pertinent to Petroleum Refining Engineering in order to respond to the demanding role and responsibilities of a professional chemical engineer.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Assessment procedures are overseen by the Examination Committee each semester to ensure the following: exams are aligned with course learning outcomes and cognitive levels outlined in Bloom's taxonomy; comprehensive and balanced coverage of course content is achieved through detailed exam blueprints; and standardized model answers with clear grading rubrics are developed to maintain fairness and objectivity in evaluation. To pass, students must achieve a minimum of 50% of the total grade and at least 30% in the written exam component. These practices uphold transparency, fairness, and adherence to NAQAAE quality assurance standards.				

Student Assessment Results				
Number of students (who started the course):		54		
Number of students (who completed the course/ sat for the exam):		54\54		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		0 absent		
Total number of students who passed the exams successfully:		54		
Percentage of success (out of the total number of students who sat for the final exam)		100%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	11	15	20	7

Percentage	31.5%	31.5%	27.8%	9.3%
Total number of students who failed the exams:	0			
Percentage of failure (for the total number of students who took the final exam)	0 %			
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: Analysis of Student Performance: 1. High Achievers: Excellent students represent 31.5% of the cohort (11 students), indicating a strong proportion demonstrating excellent mastery of course content. 2. Strong Performers: Very Good students also make up 31.5% (15 students), reflecting a significant group performing at a high academic level. 3. Middle Performance: Good students account for 27.8% (20 students), forming a solid middle-performing group with satisfactory understanding of the material. 4. Low-End Passers: Pass students represent 9.3% (7 students), indicating a small portion of the cohort meeting only the minimum requirements and potentially in need of further academic support.				

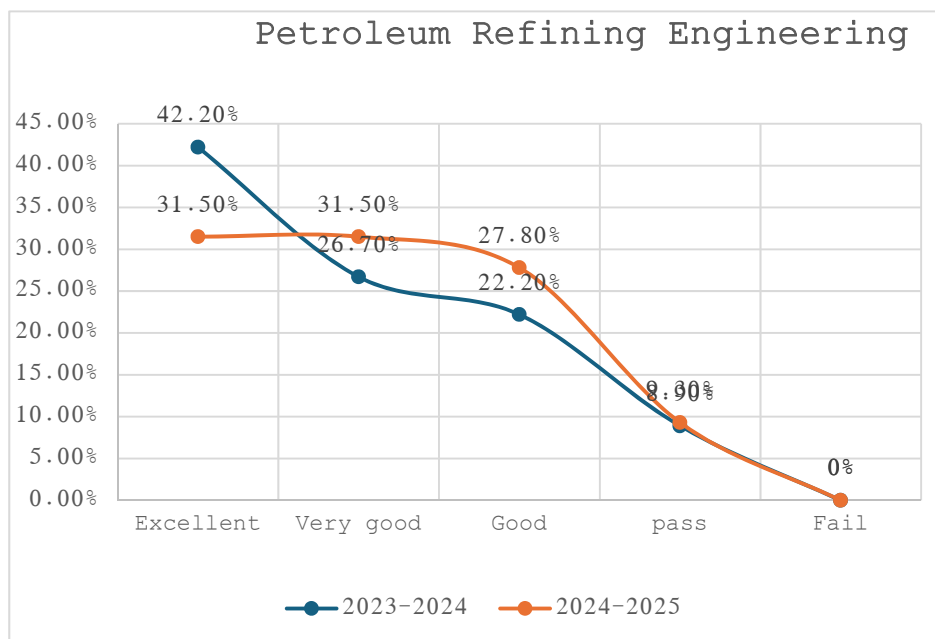
Positive Insights:

Over 90% of students scored above the minimum passing level.

1. By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	42.2%	26.7%	22.2%	8.9%	0%
2024-2025	31.5%	31.5%	27.8%	9.3%	0%

Comparing the results of this year with previous year showed that this year the results is greater than results 2023-2024 ,



3. Student Feedback *

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	Likert-scale evaluation with five levels: “completely disagree” (0.25), “disagree” (0.44), “somewhat” (0.5), “agree” (0.75), “completely agree” (1).
Timing of Evaluation: At the end of semester	Conducted during the second semester of the academic year 2024-2025.
Number of students who participated in the course evaluation	51 students (out of 54 total)
Percentage of participants to the total number	94.44%
Important points of satisfaction	1. وضوح أهداف المقرر (مجموع موافق/موافق تماماً: 82.03%) 2. التزام المحاضر بالمواعيد (مجموع موافق/موافق تماماً: 83.33%) 3. معاملة الطلاب باحترام (مجموع موافق/موافق تماماً: 84.31%)
Important points of dissatisfaction	1. أنشطة التعلم الذاتي (مجموع غير موافق/غير موافق تماماً: 15.69%) 2. المراجع العلمية (مجموع غير موافق/غير موافق تماماً: 11.76%)

4. Instructors Reflection

The Petroleum Refining Engineering course had a 100% pass rate and 31.5% of students achieving "Excellent" grades. The balanced distribution of grades suggests effective teaching methods and student engagement. However, student feedback highlighted areas for improvement, such as clearer exam feedback and better integration of technology in assignments. The instructors acknowledge the importance of addressing these gaps to enhance learning outcomes. The small percentage of students scoring at the "Pass" level suggests a need for targeted support. Future

efforts will focus on refining assessment feedback and incorporating interactive, technology-driven learning tools.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Self-Learning Activities	-Develop a bank of engaging and structured self-learning resources. - Provide clear guidelines and learning outcomes for each self-learning activity	-Audit existing self-learning materials for relevance and clarity. - Create video tutorials, interactive quizzes, and guided research templates.	Monitor student completion rates and grades on self-learning tasks.

Name and Signature
Dr. Sohir Abo Baker
Course Coordinator

Name and Signature
Assoc.prof.Dr Hend EL Sayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

Second

1. Basic Information

Course Title:	Quality Assurances and Engineering Reliability
Course Code:	CHE423
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	6/week(3contact+3student load)
Course Type:	Obligatory
The level to which the course was introduced:	Level: 4
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology- New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr.Yasser Tawfik
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	-
Instructor Name	Department	Academic degree	Specialty
1. Dr.Yasser Tawfik	Chemical Engineering	Ph.D.	Chemical Engineering
2. Eng.Rahma Diaa	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of field training hours	Total number of self-learning hours
14	28	-	14	42
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: Some of the topics have been reduced due to the shortage of lecture hours during the holy month of Ramadan.				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Midterm exam	7/4/2025	20	Two questions include comparison question, solve problems, theoretical question	A4 1. Describe quality assurance systems, codes of practice, and standards, as well as health and safety regulations and environmental concerns. 2. Create methodical approaches when dealing with new and advancing technology.
Final written exam	20/5/2025	50	Four questions include complete question, solve problems, comparisons and theoretical questions	A4 1. Describe quality assurance systems, codes of practice, and standards, as well as health and safety regulations and environmental concerns. A6 1. Interpret data derived from laboratory observation from equipment flow sheets, charts and curves to interpret data derived from laboratory observation. Analyze and interpret data.
Assignments/ quiz/ sheets	Any week	20	Mcq, complete and True or false questions. Number of questions is unlimited	A4 5. Apply quality assurance procedures and follow codes and standards. A6 2.Acquire entrepreneurial skills
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course:				

Assessment procedures are overseen each semester by an Examination Committee, which ensures the following: alignment of exams with course learning outcomes and the cognitive levels outlined in Bloom's Taxonomy; comprehensive and balanced topic coverage through the use of detailed exam blueprints; and the development of model answers and clear grading rubrics to promote fairness and objectivity in evaluation. To pass, students must achieve at least 50% of the total course grade and a minimum of 30% on the written exam. These measures uphold principles of transparency and equity while ensuring adherence to NAQAAE quality standards.

Student Assessment Results				
Number of students (who started the course):		54		
Number of students (who completed the course/ sat for the exam):		54\54		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		0 absent		
Total number of students who passed the exams successfully:		54		
Percentage of success (out of the total number of students who sat for the final exam)		100%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	19	17	10	8
Percentage	35.2 %	31.5%	18.5%	14.8%
Total number of students who failed the exams:		0		
Percentage of failure (for the total number of students who took the final exam)		0 %		
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: Analysis of Student Performance:				

1. High Achievers:

Excellent students make up the largest group, representing 35.2% of the class (19 students). This indicates a strong level of academic mastery and deep understanding of the course content.

2. Strong Performers:

Very Good students account for 31.5% (17 students), showing a significant portion of students performing well above average.

3. Middle Performance:

Good students represent 18.5% (10 students), forming part of the middle-performing range and demonstrating satisfactory comprehension of the material.

4. Low-End Passers:

Pass students make up 14.8% (8 students), indicating a smaller group that met only the minimum requirements and may require further academic support to improve.

Positive Notes:

Approximately 85.2% of students scored above the basic passing level.

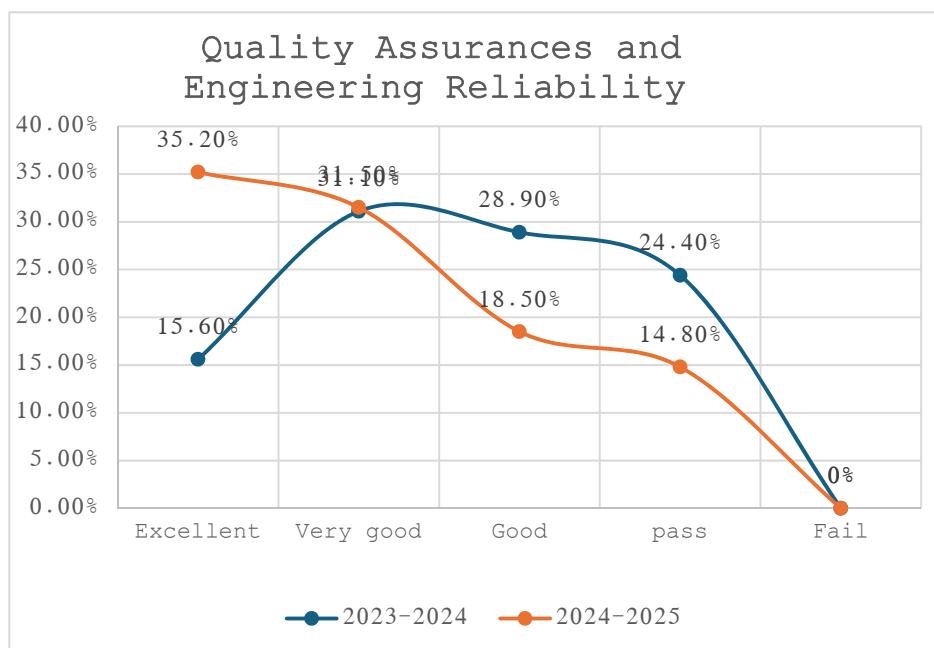
A strong 66.7% (Excellent + Very Good) achieved high grades, reflecting effective instruction and successful student engagement.

By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed

2023-2024	15.6%	31.1%	28.9%	24.4%	0%
2024-2025	35.2 %	31.5%	18.5%	14.8%	0%

Comparing the results of this year with previous year showed that this year the results of 2024-2025 is greater than results 2023-2024



3. Student Feedback

* **Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -**
(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	Student opinions were collected through a structured questionnaire.
Timing of Evaluation: At the end of semester	Evaluation was conducted at the end of the second semester of the academic year 2024.
Number of students who participated in the course evaluation	51 students participated.

Percentage of participants to the total number	94.4%
Important points of satisfaction	1. التزام المحاضر بمواعيد المحاضرات المحددة (مجموع موافق/موافق تماماً: 76.47%). 2. تنوع أنشطة التعلم (مجموع موافق/موافق تماماً: 77.45%). 3. التزام المعهد بالجدول الدراسي (مجموع موافق/موافق تماماً: 81.54%).
Important points of dissatisfaction	1. الاستفادة من التكنولوجيا في التعلم (مجموع غير موافق/غير موافق تماماً: 15.68%). 2. المساعدة في التعلم الذاتي (مجموع غير موافق/غير موافق تماماً: 13.73%).

4. Instructors Reflection

The instructors analyzed course delivery and student outcomes, revealing a high percentage of students achieving "Excellent" and "Very Good" grades (66.7%). However, 14.8% of students only met the minimum passing criteria, indicating a need for targeted support. Feedback showed satisfaction with the lecturer's professionalism and institute resources, but minor dissatisfaction with certain teaching methods. The absence of failures and consistent adherence to exam blueprints demonstrate rigorous assessment standards. Instructors plan to enhance engagement through case studies and technology-integrated learning while maintaining transparency in evaluations.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year
(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes

1.	Improve engagement for lower-performing students	Offer remedial workshops and one-on-one mentoring	Schedule extra sessions post-lectures; provide supplementary materials	Track progress via quizzes
2.	Enhance teaching methods for clarity	Integrate case studies and real-world examples	Update lecture slides with applied scenarios; use multimedia tools	Solicit mid-semester feedback

Name and Signature
Dr.Yasser Tawfik
Course Coordinator

Name and Signature
Assoc.prof.Dr Hend EL Sayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

Second

1. Basic Information

Course Title:	Industrial Safety
Course Code:	CHE 425A
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	7/week(4contact+3student load)
Course Type:	Elective
The level to which the course was introduced:	Level: 4
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Assoc. Prof. Dr Hend Elsayed Gadow
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	-
Instructor Name	Department	Academic degree	Specialty
1. Assoc.Prof. Dr Hend EL Sayed Gadow	Chemical Engineering	Assoc. Professor	Physical Chemistry
2. Eng. Elham Abdul- Raouf Hussein	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self- learning hours
14	28	-	28	42
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content:				

Some of the topics have been reduced due to the shortage of lecture hours during the holy month of Ramadan.

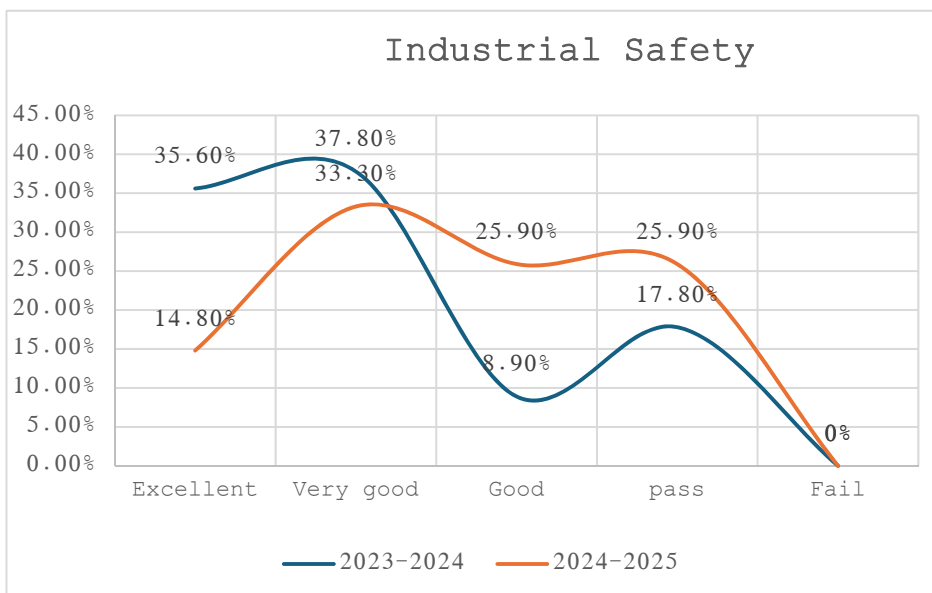
Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
Midterm exam	7/4/2025	20	Two questions include comparison question, true or false question and theoretical question.	A3 1. Demonstrate the professional ethics and impacts of Industrial Safety on society and environment. 2. Incorporate economic, societal, global, environmental, and risk management factors into design.
Final written exam	27/5/2025	50	Three questions include complete question, true or false question ,comparisons, draw structure ,definition and theoretical questions.	A3 1. Demonstrate the professional ethics and impacts of Industrial Safety on society and environment. 2. Incorporate economic, societal, global, environmental, and risk management factors into design. A10 1. Search for information to engage in lifelong self-learning discipline. 2. Merge the engineering knowledge, understanding, and feedback to improve process safety.
Assignments/ quiz/ sheets	Any week	30	complete and True or false questions. Number of questions is unlimited	A10 1. Search for information to engage in lifelong self-learning discipline. 2. Merge the engineering knowledge, understanding, and feedback to improve process safety.

Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course: Each semester, an Examination Committee supervises the assessment process to maintain academic standards. The committee ensures that: Exam questions are designed to match the intended course learning outcomes and correspond to the appropriate cognitive levels based on Bloom's taxonomy. A detailed exam blueprint is used to guarantee comprehensive and balanced coverage of all key topics. Standardized model answers and scoring rubrics are prepared to support fair and objective grading. To pass, students must achieve at least 50% overall and no less than 30% on the written exam component. These procedures are implemented to ensure fairness, transparency, and adherence to NAQAAE quality assurance standards.				

Student Assessment Results				
Number of students (who started the course):		54		
Number of students (who completed the course/ sat for the exam):		54/54		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		0 absent		
Total number of students who passed the exams successfully:		54		
Percentage of success (out of the total number of students who sat for the final exam)		100%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	8	18	14	14
Percentage	14.8%	33.3%	25.9%	25.9%
Total number of students who failed the exams:		0		

Percentage of failure (for the total number of students who took the final exam)	0 %				
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year:					
Analysis of Student Performance:					
1. Very Good Students Dominate:					
The largest group (33.3%) are students who achieved Very Good grades, indicating strong academic performance and solid understanding of course content.					
2. High Achievers:					
14.8% of students earned Excellent grades, reflecting a high level of mastery and deep engagement with the material.					
3. Middle Performance:					
Good and Pass students each represent 25.9% of the class, forming a balanced middle tier. While these students met the minimum passing criteria, additional academic support could help them move to higher performance levels.					
Positive Notes:					
About 100% of students exceeds the examination.					
1. By comparing the results of this year and previous year					
	Excellent	Very good	Good	Pass	Failed
2023-2024	35.6%	37.8%	8.9%	17.8%	0%
2024-2025	14.8%	33.3%	25.9%	25.9%	0 %

Comparing the results of this year with previous year showed that this year the results of previous year is greater than results 2024-2025 and this may be due to written exam in the this year is more difficult than previous year,



3. Student Feedback

*** Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -**
 (attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	The evaluation was conducted using Likert-scale questionnaires with responses ranging from (Strongly Agree) to (Strongly Disagree).
Timing of Evaluation: At the end of semester	The evaluation took place at the end of the second semester of the academic year 2024-2025.
Number of students who participated in the course evaluation	51 students participated in the evaluation.
Percentage of participants to the total number	94.44%

Important points of satisfaction	1. تم عرض أهداف المقرر بوضوح في المحاضرة الأولى (موافق/موافق تماماً 88.24%) 2. ساعد الأسلوب التعليمي على النقاش الجماعي (موافق/موافق تماماً 86.27%) 3. التزم المحاضر بمواعيد المحاضرات المحددة (موافق/موافق تماماً 88.23%)
Important points of dissatisfaction	1. عدم كفاية المراجع المتاحة للتحصيل (غير موافق/غير موافق تماماً 1.96%) 2. تنوع أنشطة التقويم لقياس الاستيعاب العملي (غير موافق/غير موافق تماماً 1.96%)

4. Instructors Reflection

The course "Industrial Safety" achieved a 100% pass rate, with 33.3% of students earning "Very Good" grades and 14.8% achieving "Excellent," demonstrating strong engagement with the material. However, compared to the previous year, the percentage of high achievers ("Excellent") decreased from 35.6% to 14.8%, likely due to the increased difficulty of this year's written exam. Student feedback highlighted satisfaction with the instructor's clarity and adherence to schedules but noted areas for improvement in resource availability and exam difficulty. The middle-tier performance ("Good" and "Pass" at 25.9% each) suggests a need for enhanced academic support to help these students reach higher levels. To address these gaps, future iterations will focus on balancing exam rigor with preparatory support, such as additional practice materials and targeted tutorials. The course's emphasis on practical safety applications was well-received, but integrating more case studies and interactive simulations could further bridge theoretical knowledge with real-world scenarios. Continuous alignment with NAQAAE standards remains a priority to ensure both rigor and fairness in assessments.

5. Course Enhancement

Comment on uncompleted corrective/improvement actions from last year's plan (if any, mentioning the reasons)

None

Course development plan for the next academic semester/year

(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/ Improvement Actions	Methods of implementation	Notes
1.	The institution observed a reduction in outstanding performances.	Adjust exam difficulty and provide preparatory resources.	Offer mock exams, review sessions, and detailed rubrics.	Ensure alignment with Bloom's taxonomy.
2.	Student feedback on resource limitations	Upgrade digital tools.	Secure funding for safety equipment; expand access to online simulations.	Partner with industry for practical training.
3.	Integration of real-world applications	Incorporate more case studies and simulations.	Collaborate with industry experts for guest lectures and case analyses.	Align with professional safety standards.

Name and Signature
Asso. Prof. Dr Hend Elsayed Gadow
Course Coordinator

Name and Signature
Asso. Prof. Dr Hend Elsayed Gadow
Head of the department council



Course Report

Academic Year

2024/2025

Semester

second

1. Basic Information

Course Title:	Polymer Processing
Course Code:	CHE426B
Department/s that participated in the teaching:	Chemical Engineering Department
Total number of points of the course:	7/week(4contact+3student load)
Course Type:	elective
The level to which the course was introduced:	Level: 4
Academic Program:	Chemical Engineering program
Institute	Higher Institute for Engineering and Technology-New Damietta
University	Ministry of higher education and scientific research
Name of Course Coordinator:	Dr. Riham Atef
Course Report Approval (Attach the decision/minutes of the department /committee/council)	27/7/2025
Date of approval of the course report	29/7/2025

2. Data and Statistics

Course Instructors			
Number of Faculty Staff		Number of Teaching Assistants	
Full-time (at least 4 working days)	Part-time (1 or 2 days)	Full-time (at least 4 working days)	Part-time (1 or 2 days)
1	-	1	-
Instructor Name	Department	Academic degree	Specialty
1. Dr. Riham Atef	Chemical engineering	Ph.D	Chemical engineering
2. Eng. Dina mohammed	Chemical Engineering	B. Sc	Chemical Engineering
Notes (if any):			

Teaching and Learning				
Number of weeks of actual study	Total number of theoretical teaching hours (Lectures)	Total number of Practical hours	Total number of tutorial hours	Total number of self-learning hours
14	28	-	28	42
Notes (if any) on: Topics not covered, changes in teaching methods, number of teaching hours or content: Some of the topics have been reduced due to the shortage of lecture hours during the holy month of ramadan				

Student Assessment Methods that have been Implemented				
Method of assessment *	Date of Evaluation	Marks/ Score	Type and number of questions	Measured Course Learning Outcomes (Mention the text)
quiz (1)	21/3/2025	10	three questions Solve the questions, mcq, Complete and explain	A3 1.Determine the professional ethics and impacts of Polymer Processing on society and environment 2.Incorporate economic, societal, global, environmental, and risk management factors into design. B2 1. Engage in the recent technological changes and emerging fields relevant to polymer processing to respond to the challenging role and responsibilities of a professional chemical engineer
Midterm exam	5/4/2024	20	two questions include explain ,dicuss, and write short notes	A3 1. Determine the professional ethics and impacts of Polymer Processing on society and environment 2. Incorporate economic, societal, global, environmental, and risk management factors into design. B2 1. Engage in the recent technological changes and emerging fields relevant to polymer processing to respond to the challenging role and responsibilities of a professional chemical engineer
Final written exam	24-5-2025	50	three questions include complete question, problems, , theoretical questions	A3 1. Determine the professional ethics and impacts of Polymer Processing on society and environment

				2. Incorporate economic, societal, global, environmental, and risk management factors into design. B4 1. Adopt suitable national and international standards and codes to: design, operate, inspect and maintain polymer processing systems. B2 1. Engage in the recent technological changes and emerging fields relevant to polymer processing to respond to the challenging role and responsibilities of a professional chemical engineer.
Assignments/ quiz/ sheets	Any week	20	Mcq, complete and True or false questions. Number of questions is unlimited	A3 1. Determine the professional ethics and impacts of Polymer Processing on society and environment 2. Incorporate economic, societal, global, environmental, and risk management factors into design. B4 1. Adopt suitable national and international standards and codes to: design, operate, inspect and maintain polymer processing systems. A10 1. Search for information to engage in lifelong self-learning discipline. 2. Merge the engineering knowledge, understanding, and feedback to improve design, products and/or services related to polymer processing.
Comment on the procedures and rules of student assessment that have been implemented (e.g. examination committees, exam paper review, blueprints, ...), and the rules for passing the course:				

Each semester, assessment procedures are overseen by an Examination Committee to ensure academic integrity and alignment with quality standards. The committee is responsible for the following:

Alignment with Learning Outcomes: Exams are designed to reflect the intended course learning outcomes and are mapped according to Bloom’s Taxonomy to address various cognitive levels.

Balanced Content Coverage: Detailed exam blueprints are used to guarantee fair and comprehensive coverage of all course topics.

Standardized Grading: Model answers and grading rubrics are prepared in advance to ensure consistency, objectivity, and fairness in evaluation across all students.

Passing Criteria: To pass a course, students must achieve a minimum of 50% overall and at least 30% in the written exam component.

These procedures promote transparency, fairness, and compliance with NAQAAE (National Authority for Quality Assurance and Accreditation of Education) standards.

Student Assessment Results				
Number of students (who started the course):		54		
Number of students (who completed the course/ sat for the exam):		54/54		
Number of students who did not attend the final written exam (absent – deprived – withdrawn):		-		
Total number of students who passed the exams successfully:		54		
Percentage of success (out of the total number of students who sat for the final exam)		100%		
Grade Distribution				
Grade	Excellent	Very good	Good	Pass
Number of students	47	6	1	0
Percentage	87%	11.1%	1.9%	0%

Total number of students who failed the exams:	0
Percentage of failure (for the total number of students who took the final exam)	0 %
Commenting on student results, analyzing student performance (including factors that affected the results if any), and comparing them with the results of the previous year: Analysis of Student Performance: Excellent Students Dominate: - The largest group of students (87%) achieved an "Excellent" grade, showing that the vast majority of students demonstrated exceptional mastery of the material. This indicates a very strong performance overall. High Achievers: 11.1% of students received a "Very Good" grade, representing a solid high-performing segment of the class just below the excellent level. Middle Performance: - Only 1.9% of students received a "Good" grade. - The combined percentage of students in "Very Good" + "Good" categories is 13%, forming a small but promising middle tier who may benefit from further support to reach excellence. Passing Students: 0% of students received only a "Pass," and no failures were recorded, meaning 100% of the students passed with performance above the minimum level.	

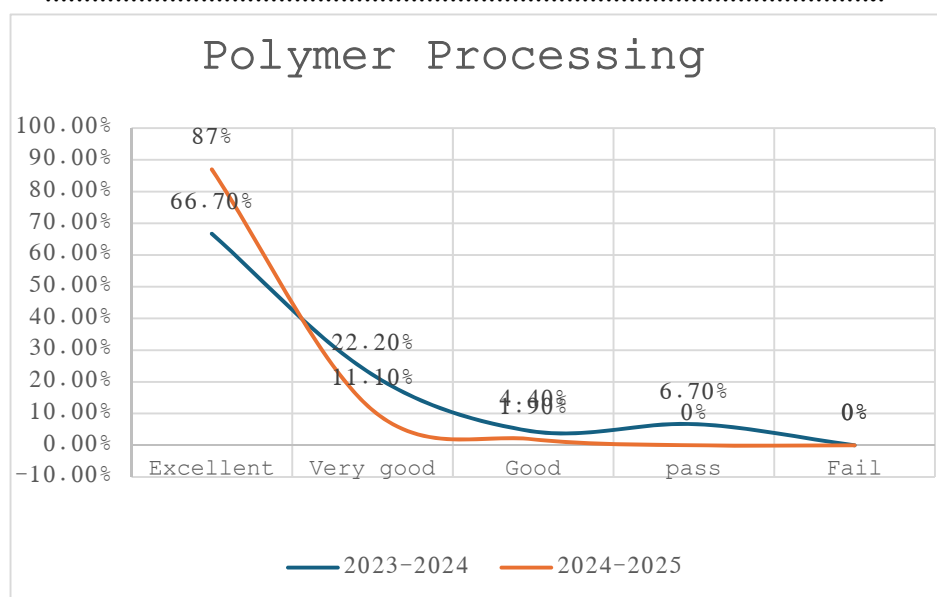
Positive Note:

- **100% of students exceeded the minimum passing requirements, and 98% scored Very Good or higher**, which strongly reflects the effectiveness of teaching strategies and student effort.

By comparing the results of this year and previous year

	Excellent	Very good	Good	pass	Failed
2023-2024	66.7%	22.2%	4.4%	6.7%	0%
2024-2025	87 %	11.1%	1.9%	0%	0 %

Comparing the results of this year with the previous year shows that the results of 2023-2024 are greater than the results of 2024-2025. This may be due to the written exam being more difficult this year compared to the previous one.



3. Student Feedback

* Feedback from students must include their evaluation of the following: scientific content – teaching and learning methods – facilities and learning resources – examinations -

(attach the questionnaire analysis report or any other means used, and the points evaluated).

Item	Comment
Means of Evaluation: Questionnaires	Student opinions were collected through a questionnaire.
Timing of Evaluation: At the end of semester	Evaluation was conducted at the end of the semester.
Number of students who participated in the course evaluation	51 students participated.
Percentage of participants to the total number	92.73%
Important points of satisfaction	1- Clarity of course objectives presented in the first lecture (84.8%). 2- Teaching style encouraged discussion and collective understanding (82.35%). 3- Availability of educational resources (84.56%).
Important points of dissatisfaction	1- Some students disagreed with the teaching methods (3.92%disagree and strongly disagreed). 2- A small percentage of students were dissatisfied with the lecturer's adherence to office hours (7.84% disagreed and strongly disagreed).

4. Instructors Reflection

The instructors reflected on the course outcomes and student feedback, noting that while the majority of students performed exceptionally well (87% achieved "Excellent"), there is room for improvement in addressing the needs of the small percentage who scored lower. The teaching methods, particularly those encouraging discussion and clarity of objectives, were highly effective, as evidenced by student satisfaction (84.8%). However, minor dissatisfaction with teaching assistants' comprehension of the curriculum (7.84%) suggests a need for better training and consistency. The comparison with the previous year's results indicated a slight increase in difficulty, which may have impacted grades. Moving forward, the focus will be on enhancing support for middle-tier students, refining assessment fairness, and ensuring teaching assistants are fully aligned with course objectives.

5. Course Enhancement

**Comment on uncompleted corrective/improvement actions from last year's plan
(if any, mentioning the reasons)**

None

Course development plan for the next academic semester/year
(considering the student assessment results as well as the student feedback and instructors' reflection)

No.	Points that need development or improvement	Corrective/Improvement Actions	Methods of implementation	Notes
1.	Support for middle-tier students (Very Good/Good)	Introduce supplemental tutorials and peer mentoring	Weekly review sessions, structured peer-study groups	Boost performance to Excellent

Name and Signature
Dr. Riham Atef
Course Coordinator

Name and Signature
Asso. Prof. Dr Hend Elsayed Gadow
Head of the department council



استبيانات الطلاب للعملية التعليمية

(2024-2025)



الفرقة الأولى

(2025-2026)



الفصل الدراسي الأول

(2024-2025)

تحليل عام للاستبيان

اسم الاستبيان	قياس آراء الطلاب حول المقرر الدراسي (كيمياء غير عضوية) للعام الدراسي 2024-2025 الفصل الدراسي الثاني
عدد الطلاب المشاركين	11
اجمالي عدد الاجابات المختارة	209
اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X الاختيار)	182.25
التقييم النهائي	87.2 %

النسبة	العدد	الاختيار
57.89 %	121	موافق تماما
33.97 %	71	موافق
7.18 %	15	إلى حد ما
0.96 %	2	غير موافق
0 %	0	غير موافق تماما

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
93.94	أولاً - الفاعلية التعليمية					
95.45	0 (0%)	0 (0%)	0 (0%)	2 (18.18%)	9 (81.82%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
93.18	0 (0%)	0 (0%)	0 (0%)	3 (27.27%)	8 (72.73%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
93.18	0 (0%)	0 (0%)	0 (0%)	3 (27.27%)	8 (72.73%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
87.88	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					
88.64	0 (0%)	0 (0%)	1 (9.09%)	3 (27.27%)	7 (63.64%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
88.64	0 (0%)	0 (0%)	1 (9.09%)	3 (27.27%)	7 (63.64%)	يلتزم المحاضر بمحتويات المقرر
86.36	0 (0%)	1 (9.09%)	0 (0%)	3 (27.27%)	7 (63.64%)	لا يهدر المحاضر وقت المحاضرة بما هو خارج
86.36	0 (0%)	1 (9.09%)	0 (0%)	3 (27.27%)	7 (63.64%)	يعامل المحاضر الطلاب باحترام
88.64	0 (0%)	0 (0%)	1 (9.09%)	3 (27.27%)	7 (63.64%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
88.64	0 (0%)	0 (0%)	1 (9.09%)	3 (27.27%)	7 (63.64%)	تواجد المحاضر في أوقات الساعات المكتبية
85.61	ثالثاً: الهيئة المعاونة					
84.09	0 (0%)	0 (0%)	2 (18.18%)	3 (27.27%)	6 (54.55%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
86.36	0 (0%)	0 (0%)	1 (9.09%)	4 (36.36%)	6 (54.55%)	المعيد يعامل الطلاب باحترام
86.36	0 (0%)	0 (0%)	1 (9.09%)	4 (36.36%)	6 (54.55%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
84.09	رابعاً: الموارد المتاحة					
84.09	0 (0%)	0 (0%)	1 (9.09%)	5 (45.45%)	5 (45.45%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
84.09	0 (0%)	0 (0%)	1 (9.09%)	5 (45.45%)	5 (45.45%)	تتم في المقررات الدراسية تكاليفات تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
84.09	0 (0%)	0 (0%)	1 (9.09%)	5 (45.45%)	5 (45.45%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
84.09	0 (0%)	0 (0%)	1 (9.09%)	5 (45.45%)	5 (45.45%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						84.85
84.09	0 (0%)	0 (0%)	1 (9.09%)	5 (45.45%)	5 (45.45%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
84.09	0 (0%)	0 (0%)	1 (9.09%)	5 (45.45%)	5 (45.45%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
86.36	0 (0%)	0 (0%)	1 (9.09%)	4 (36.36%)	6 (54.55%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.



الفصل الدراسي الثاني

(2024-2025)

تحليل عام للاستبيان	
اسم الاستبيان	قياس آراء الطلاب حول المقرر الدراسي (كيمياء عضوية) للعام الدراسي 2024-2025 الفصل الدراسي الثاني
عدد الطلاب المشاركين	7
ت Q Translate	
اجمالي معدل النقاط الاختيار (الاختيار) لاختيارات الطلاب (المعدل الخاص به X	121.75
التقييم النهائي	91.54 %

النسبة	العدد	الاختيار
68.42 %	91	موافق تماماً
30.08 %	40	موافق
0.75 %	1	إلى حد ما
0.75 %	1	غير موافق
0 %	0	غير موافق تماماً

التقييم	غير موافق تماماً (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماماً (1)	السؤال
95.24	أولاً - الفاعلية التعليمية					
96.43	0 (0%)	0 (0%)	0 (0%)	1 (14.29%)	6 (85.71%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
96.43	0 (0%)	0 (0%)	0 (0%)	1 (14.29%)	6 (85.71%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
92.86	0 (0%)	0 (0%)	0 (0%)	2 (28.57%)	5 (71.43%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
94.64	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					
96.43	0 (0%)	0 (0%)	0 (0%)	1 (14.29%)	6 (85.71%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
96.43	0 (0%)	0 (0%)	0 (0%)	1 (14.29%)	6 (85.71%)	يلتزم المحاضر بمحتويات المقرر.
96.43	0 (0%)	0 (0%)	0 (0%)	1 (14.29%)	6 (85.71%)	لا يهدر المحاضر وقت المحاضرة بما هو خارج.
96.43	0 (0%)	0 (0%)	0 (0%)	1 (14.29%)	6 (85.71%)	يعامل المحاضر الطلاب باحترام.
92.86	0 (0%)	0 (0%)	0 (0%)	2 (28.57%)	5 (71.43%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة.
89.29	0 (0%)	0 (0%)	1 (14.29%)	1 (14.29%)	5 (71.43%)	تواجد المحاضر في أوقات الساعات المكتبية.
89.29	ثالثاً: الهيئة المعاونة					
89.29	0 (0%)	0 (0%)	0 (0%)	3 (42.86%)	4 (57.14%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية.
89.29	0 (0%)	0 (0%)	0 (0%)	3 (42.86%)	4 (57.14%)	المعيد يعامل الطلاب باحترام.
89.29	0 (0%)	0 (0%)	0 (0%)	3 (42.86%)	4 (57.14%)	المعيد على قدر عالٍ من استيعاب المنهج الدراسي.
89.29	رابعاً: الموارد المتاحة					
89.29	0 (0%)	0 (0%)	0 (0%)	3 (42.86%)	4 (57.14%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل على اكتسابي للمهارات المهنية والعملية كافية.
89.29	0 (0%)	0 (0%)	0 (0%)	3 (42.86%)	4 (57.14%)	تتم في المقررات الدراسية تكاليفات تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي.
89.29	0 (0%)	0 (0%)	0 (0%)	3 (42.86%)	4 (57.14%)	أجد أن المراجع العلمية المتاحة (مراجع/ كتاب/مذكرة) تساعدني في التحصيل والفهم.
89.29	0 (0%)	0 (0%)	0 (0%)	3 (42.86%)	4 (57.14%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيراً في متابعة وفهم المادة العلمية.
86.9	خامساً: تقويم الطلاب					
89.29	0 (0%)	0 (0%)	0 (0%)	3 (42.86%)	4 (57.14%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
78.57	0 (0%)	1 (14.29%)	0 (0%)	3 (42.86%)	3 (42.86%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
92.86	0 (0%)	0 (0%)	0 (0%)	2 (28.57%)	5 (71.43%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

تحليل عام للاستبيان	
اسم الاستبيان	قياس آراء الطلاب حول المقرر الدراسي (كيمياء فيزيائية) للعام الدراسي 2024-2025 الفصل الدراسي الثاني
عدد الطلاب المشاركين	10
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اجمالي معدل النقاط الاختيار (الاختيار لاختيارات الطلاب (المعدل الخاص به X	172.5
التقييم النهائي	90.79 %

النسبة	العدد	الاختيار
68.42 %	130	موافق تماماً
26.32 %	50	موافق
5.26 %	10	إلى حد ما
0 %	0	غير موافق
0 %	0	غير موافق تماماً

التقييم	غير موافق تماماً (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماماً (1)	السؤال
93.33	أولاً - الفاعلية التعليمية					
92.5	0 (0%)	0 (0%)	0 (0%)	3 (30%)	7 (70%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
95	0 (0%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
92.5	0 (0%)	0 (0%)	0 (0%)	3 (30%)	7 (70%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
92.92	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					
92.5	0 (0%)	0 (0%)	0 (0%)	3 (30%)	7 (70%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
90	0 (0%)	0 (0%)	0 (0%)	4 (40%)	6 (60%)	يلتزم المحاضر بمحتويات المقرر.
95	0 (0%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	لا يهدر المحاضر وقت المحاضرة بما هو خارج.
92.5	0 (0%)	0 (0%)	0 (0%)	3 (30%)	7 (70%)	يعامل المحاضر الطلاب باحترام.
95	0 (0%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة.
92.5	0 (0%)	0 (0%)	0 (0%)	3 (30%)	7 (70%)	تواجد المحاضر في أوقات الساعات المكتبية.
90	ثالثاً: الهيئة المعاونة					
90	0 (0%)	0 (0%)	1 (10%)	2 (20%)	7 (70%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية.
87.5	0 (0%)	0 (0%)	1 (10%)	3 (30%)	6 (60%)	المعيد يعامل الطلاب باحترام.
92.5	0 (0%)	0 (0%)	1 (10%)	1 (10%)	8 (80%)	المعيد على قدر عالٍ من استيعاب المنهج الدراسي.
88.12	رابعاً: الموارد المتاحة					
90	0 (0%)	0 (0%)	1 (10%)	2 (20%)	7 (70%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل على اكتسابي للمهارات المهنية والعملية كافية.
85	0 (0%)	0 (0%)	1 (10%)	4 (40%)	5 (50%)	تتم في المقررات الدراسية تكاليفات تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي.
90	0 (0%)	0 (0%)	1 (10%)	2 (20%)	7 (70%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم.
87.5	0 (0%)	0 (0%)	1 (10%)	3 (30%)	6 (60%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيراً في متابعة وفهم المادة العلمية.
88.33	خامساً: تقويم الطلاب					
87.5	0 (0%)	0 (0%)	1 (10%)	3 (30%)	6 (60%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
85	0 (0%)	0 (0%)	1 (10%)	4 (40%)	5 (50%)	يتم إطلاعي على أوراق امتحاناتي الفصلية للتعرف على أخطائي والتعلم منها.

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
92.5	0 (0%)	0 (0%)	1 (10%)	1 (10%)	8 (80%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.



الفرقة الثانية

(2025-2026)



الفصل الدراسي الأول

(2024-2025)

تحليل عام للاستبيان	
اسم الاستبيان	قياس آراء الطلاب حول المقرر الدراسي (مبادئ التصميم الهندسي) للعام الدراسي 2024-2025 الفصل الدراسي الثاني
عدد الطلاب المشاركين	26
اجمالي عدد الاجابات المختارة	494
اجمالي معدل النقاط لاختيارات الطلاب (المعدل X الاختيار) الخاص به	399.75
التقييم النهائي	80.92 %

النسبة	العدد	الاختيار
52.23 %	258	موافق تماماً
29.96 %	148	موافق
11.13 %	55	إلى حد ما
2.63 %	13	غير موافق
4.05 %	20	غير موافق تماماً

التقييم	غير موافق تماماً (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماماً (1)	السؤال
79.17	أولاً - الفاعلية التعليمية					
78.85	1 (3.85%)	1 (3.85%)	5 (19.23%)	5 (19.23%)	14 (53.85%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
77.88	1 (3.85%)	1 (3.85%)	3 (11.54%)	10 (38.46%)	11 (42.31%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
80.77	1 (3.85%)	1 (3.85%)	3 (11.54%)	7 (26.92%)	14 (53.85%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
79.33	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
82.69	1 (3.85%)	1 (3.85%)	2 (7.69%)	7 (26.92%)	15 (57.69%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن.
81.73	1 (3.85%)	1 (3.85%)	2 (7.69%)	8 (30.77%)	14 (53.85%)	يلتزم المحاضر بمحتويات المقرر.
78.85	1 (3.85%)	1 (3.85%)	3 (11.54%)	9 (34.62%)	12 (46.15%)	لا يهدر المحاضر وقت المحاضرة بما هو خارج.
80.77	1 (3.85%)	1 (3.85%)	2 (7.69%)	9 (34.62%)	13 (50%)	يعامل المحاضر الطلاب باحترام.
76.92	1 (3.85%)	1 (3.85%)	4 (15.38%)	9 (34.62%)	11 (42.31%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة.
75	2 (7.69%)	1 (3.85%)	4 (15.38%)	7 (26.92%)	12 (46.15%)	تواجد المحاضر في أوقات الساعات المكتبية.
87.82	ثالثاً: الهيئة المعاونة					
88.46	0 (0%)	0 (0%)	3 (11.54%)	6 (23.08%)	17 (65.38%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية.
87.5	0 (0%)	0 (0%)	3 (11.54%)	7 (26.92%)	16 (61.54%)	المعيد يعامل الطلاب باحترام.
87.5	0 (0%)	0 (0%)	3 (11.54%)	7 (26.92%)	16 (61.54%)	المعيد على قدر عالي من استيعاب المنهج الدراسي.
81.73	رابعاً: الموارد المتاحة					
83.65	1 (3.85%)	1 (3.85%)	2 (7.69%)	6 (23.08%)	16 (61.54%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية.
79.81	1 (3.85%)	1 (3.85%)	2 (7.69%)	10 (38.46%)	12 (46.15%)	تتم في المقررات الدراسية تكاليفات تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي.
82.69	1 (3.85%)	1 (3.85%)	2 (7.69%)	7 (26.92%)	15 (57.69%)	أجد أن المراجع العلمية المتاحة (مرجع/ كتاب/مذكرة) تساعدني في التحصيل والفهم.
80.77	1 (3.85%)	1 (3.85%)	2 (7.69%)	9 (34.62%)	13 (50%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيراً في متابعة وفهم المادة العلمية.
77.88	خامساً: تقويم الطلاب					

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
78.85	2 (7.69%)	0 (0%)	3 (11.54%)	8 (30.77%)	13 (50%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
75	2 (7.69%)	0 (0%)	4 (15.38%)	10 (38.46%)	10 (38.46%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
79.81	2 (7.69%)	0 (0%)	3 (11.54%)	7 (26.92%)	14 (53.85%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

تحليل عام للاستبيان	
اسم الاستبيان	قياس آراء الطلاب حول المقرر الدراسي (مبادئ الهندسة الكيميائية 1) للعام الدراسي 2024-2025 الفصل الدراسي الثاني
عدد الطلاب المشاركين	27
اجمالي عدد الاجابات المختارة	513
اجمالي معدل النقاط لاختيارات الطلاب (المعدل X الاختيار) (الخاص به)	442.75
التقييم النهائي	86.31 %

النسبة	العدد	الاختيار
59.45 %	305	موافق تماماً
27.29 %	140	موافق
12.48 %	64	إلى حد ما
0.58 %	3	غير موافق
0.19 %	1	غير موافق تماماً

التقييم	غير موافق تماماً (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماماً (1)	السؤال
86.11	أولاً - الفاعلية التعليمية					
87.96	0 (0%)	0 (0%)	3 (11.11%)	7 (25.93%)	17 (62.96%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
86.11	0 (0%)	0 (0%)	3 (11.11%)	9 (33.33%)	15 (55.56%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
84.26	0 (0%)	1 (3.7%)	3 (11.11%)	8 (29.63%)	15 (55.56%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
86.27	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
87.96	0 (0%)	0 (0%)	4 (14.81%)	5 (18.52%)	18 (66.67%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن.
87.96	0 (0%)	0 (0%)	2 (7.41%)	9 (33.33%)	16 (59.26%)	يلتزم المحاضر بمحتويات المقرر.
86.11	0 (0%)	0 (0%)	4 (14.81%)	7 (25.93%)	16 (59.26%)	لا يهدر المحاضر وقت المحاضرة بما هو خارج.
87.96	0 (0%)	0 (0%)	3 (11.11%)	7 (25.93%)	17 (62.96%)	يعامل المحاضر الطلاب باحترام.
86.11	0 (0%)	0 (0%)	5 (18.52%)	5 (18.52%)	17 (62.96%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة.
81.48	1 (3.7%)	0 (0%)	5 (18.52%)	6 (22.22%)	15 (55.56%)	تواجد المحاضر في أوقات الساعات المكتبية.
89.51	ثالثاً: الهيئة المعاونة					
88.89	0 (0%)	0 (0%)	3 (11.11%)	6 (22.22%)	18 (66.67%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية.
87.96	0 (0%)	0 (0%)	2 (7.41%)	9 (33.33%)	16 (59.26%)	المعيد يعامل الطلاب باحترام.
91.67	0 (0%)	0 (0%)	2 (7.41%)	5 (18.52%)	20 (74.07%)	المعيد على قدر عالٍ من استيعاب المنهج الدراسي.
84.72	رابعاً: الموارد المتاحة					
87.96	0 (0%)	0 (0%)	3 (11.11%)	7 (25.93%)	17 (62.96%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل على اكتسابي للمهارات المهنية والعملية كافية.
83.33	0 (0%)	0 (0%)	5 (18.52%)	8 (29.63%)	14 (51.85%)	تتم في المقررات الدراسية تكاليفات تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي.
83.33	0 (0%)	1 (3.7%)	3 (11.11%)	9 (33.33%)	14 (51.85%)	أجد أن المراجع العلمية المتاحة (مراجع/ كتاب/مذكرة) تساعدني في التحصيل والفهم.
84.26	0 (0%)	1 (3.7%)	3 (11.11%)	8 (29.63%)	15 (55.56%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيراً في متابعة وفهم المادة العلمية.
85.49	خامساً: تقويم الطلاب					

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
87.96	0 (0%)	0 (0%)	3 (11.11%)	7 (25.93%)	17 (62.96%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
81.48	0 (0%)	0 (0%)	5 (18.52%)	10 (37.04%)	12 (44.44%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
87.04	0 (0%)	0 (0%)	3 (11.11%)	8 (29.63%)	16 (59.26%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

تحليل عام للاستبيان	
قياس آراء الطلاب حول المقرر الدراسي (علم المواد والميتالورجي) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
29	عدد الطلاب المشاركين
551	اجمالي عدد الاجابات المختارة
476.25	اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X الاختيار)
86.43 %	التقييم النهائي



Translate


النسبة	العدد	الاختيار
64.25 %	354	موافق تماما
22.5 %	124	موافق
9.98 %	55	إلى حد ما
1.27 %	7	غير موافق
2 %	11	غير موافق تماما

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
87.93 أولاً - الفاعلية التعليمية						
89.66	0 (0%)	1 (3.45%)	2 (6.9%)	5 (17.24%)	21 (72.41%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
86.21	1 (3.45%)	0 (0%)	2 (6.9%)	8 (27.59%)	18 (62.07%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
87.93	1 (3.45%)	0 (0%)	2 (6.9%)	6 (20.69%)	20 (68.97%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
87.5 ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر						
88.79	0 (0%)	1 (3.45%)	2 (6.9%)	6 (20.69%)	20 (68.97%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
89.66	0 (0%)	0 (0%)	3 (10.34%)	6 (20.69%)	20 (68.97%)	يلتزم المحاضر بمحتويات المقرر
89.66	0 (0%)	0 (0%)	3 (10.34%)	6 (20.69%)	20 (68.97%)	لا يهدر المحاضر وقت المحاضرة بما هو خارج
87.07	1 (3.45%)	0 (0%)	2 (6.9%)	7 (24.14%)	19 (65.52%)	يعامل المحاضر الطلاب باحترام
89.66	0 (0%)	0 (0%)	3 (10.34%)	6 (20.69%)	20 (68.97%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
80.17	2 (6.9%)	1 (3.45%)	3 (10.34%)	6 (20.69%)	17 (58.62%)	تواجد المحاضر في أوقات الساعات المكتبية
88.79 ثالثاً: الهيئة المعاونة						
88.79	0 (0%)	0 (0%)	3 (10.34%)	7 (24.14%)	19 (65.52%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
89.66	0 (0%)	0 (0%)	3 (10.34%)	6 (20.69%)	20 (68.97%)	المعيد يعامل الطلاب باحترام
87.93	0 (0%)	0 (0%)	4 (13.79%)	6 (20.69%)	19 (65.52%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
83.19 رابعاً: الموارد المتاحة						
82.76	1 (3.45%)	1 (3.45%)	3 (10.34%)	7 (24.14%)	17 (58.62%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
82.76	1 (3.45%)	1 (3.45%)	2 (6.9%)	9 (31.03%)	16 (55.17%)	تتم في المقررات الدراسية تكاليفات تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
82.76	1 (3.45%)	1 (3.45%)	3 (10.34%)	7 (24.14%)	17 (58.62%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم
84.48	1 (3.45%)	0 (0%)	3 (10.34%)	8 (27.59%)	17 (58.62%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية
خامسا: تقويم الطلاب						
84.77	1 (3.45%)	0 (0%)	4 (13.79%)	5 (17.24%)	19 (65.52%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية
83.62	0 (0%)	1 (3.45%)	4 (13.79%)	8 (27.59%)	16 (55.17%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها
85.34	1 (3.45%)	0 (0%)	4 (13.79%)	5 (17.24%)	19 (65.52%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي



الفصل الدراسي الثاني

(2024-2025)

قياس آراء الطلاب حول المقرر الدراسي (انتقال الحرارة) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
عدد الطلاب المشاركين	34
اجمالي عدد الاجابات المختارة	646
الاختيار) اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X	536.5
التقييم النهائي	83.05 %

النسبة	العدد	الاختيار				
56.5 %	365	موافق تماما				
28.33 %	183	موافق				
8.98 %	58	إلى حد ما				
3.25 %	21	غير موافق				
2.94 %	19	غير موافق تماما				
التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
83.58 أولاً - الفاعلية التعليمية						
84.56	1 (2.94%)	1 (2.94%)	3 (8.82%)	8 (23.53%)	21 (61.76%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
83.09	1 (2.94%)	1 (2.94%)	3 (8.82%)	10 (29.41%)	19 (55.88%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
83.09	1 (2.94%)	1 (2.94%)	4 (11.76%)	8 (23.53%)	20 (58.82%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
83.46 ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر						
85.29	1 (2.94%)	1 (2.94%)	2 (5.88%)	9 (26.47%)	21 (61.76%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
84.56	1 (2.94%)	1 (2.94%)	2 (5.88%)	10 (29.41%)	20 (58.82%)	يلتزم المحاضر بمحتويات المقرر
83.82	1 (2.94%)	1 (2.94%)	3 (8.82%)	9 (26.47%)	20 (58.82%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
85.29	1 (2.94%)	1 (2.94%)	2 (5.88%)	9 (26.47%)	21 (61.76%)	يعامل المحاضر الطلاب باحترام
80.88	1 (2.94%)	1 (2.94%)	4 (11.76%)	11 (32.35%)	17 (50%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
80.88	1 (2.94%)	1 (2.94%)	5 (14.71%)	9 (26.47%)	18 (52.94%)	تواجد المحاضر في أوقات الساعات المكتبية
84.56 ثالثاً: الهيئة المعاونة						
85.29	1 (2.94%)	1 (2.94%)	2 (5.88%)	9 (26.47%)	21 (61.76%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
84.56	1 (2.94%)	1 (2.94%)	2 (5.88%)	10 (29.41%)	20 (58.82%)	المعيد يعامل الطلاب باحترام
83.82	1 (2.94%)	1 (2.94%)	3 (8.82%)	9 (26.47%)	20 (58.82%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
81.25 رابعاً: الموارد المتاحة						
83.09	1 (2.94%)	1 (2.94%)	3 (8.82%)	10 (29.41%)	19 (55.88%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
80.15	1 (2.94%)	1 (2.94%)	4 (11.76%)	12 (35.29%)	16 (47.06%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
80.15	1 (2.94%)	1 (2.94%)	4 (11.76%)	12 (35.29%)	16 (47.06%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
81.62	1 (2.94%)	1 (2.94%)	3 (8.82%)	12 (35.29%)	17 (50%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						82.6
85.29	1 (2.94%)	1 (2.94%)	2 (5.88%)	9 (26.47%)	21 (61.76%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
79.41	1 (2.94%)	2 (5.88%)	4 (11.76%)	10 (29.41%)	17 (50%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
83.09	1 (2.94%)	2 (5.88%)	3 (8.82%)	7 (20.59%)	21 (61.76%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

قياس آراء الطلاب حول المقرر الدراسي (تدريب 1) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
21	عدد الطلاب المشاركين
399	إجمالي عدد الاجابات المختارة
321.25	الاختيار (إجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X
80.51 %	التقييم النهائي

			النسبة		العدد	الاختيار
			55.89 %		223	موافق تماما
			23.31 %		93	موافق
			11.78 %		47	إلى حد ما
			5.01 %		20	غير موافق
			4.01 %		16	غير موافق تماما
التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
84.13 أولاً - الفاعلية التعليمية						
84.52	1 (4.76%)	1 (4.76%)	1 (4.76%)	4 (19.05%)	14 (66.67%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
83.33	1 (4.76%)	1 (4.76%)	1 (4.76%)	5 (23.81%)	13 (61.9%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
84.52	1 (4.76%)	1 (4.76%)	1 (4.76%)	4 (19.05%)	14 (66.67%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي.
80.95 ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر						
83.33	0 (0%)	2 (9.52%)	2 (9.52%)	4 (19.05%)	13 (61.9%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
84.52	0 (0%)	1 (4.76%)	2 (9.52%)	6 (28.57%)	12 (57.14%)	يلتزم المحاضر بمحتويات المقرر
84.52	0 (0%)	1 (4.76%)	3 (14.29%)	4 (19.05%)	13 (61.9%)	لا يهدر المحاضر وقت المحاضرة بما هو خارج
85.71	0 (0%)	1 (4.76%)	2 (9.52%)	5 (23.81%)	13 (61.9%)	يعامل المحاضر الطلاب باحترام
76.19	1 (4.76%)	1 (4.76%)	4 (19.05%)	5 (23.81%)	10 (47.62%)	المحاضر يعلن للطلاب لنتائج الامتحانات وأعمال السنة
71.43	2 (9.52%)	1 (4.76%)	4 (19.05%)	5 (23.81%)	9 (42.86%)	تواجد المحاضر في أوقات الساعات المكتبية
81.75 ثالثاً: الهيئة المعاونة						
82.14	1 (4.76%)	1 (4.76%)	2 (9.52%)	4 (19.05%)	13 (61.9%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
80.95	1 (4.76%)	1 (4.76%)	2 (9.52%)	5 (23.81%)	12 (57.14%)	المعيد يعامل الطلاب باحترام
82.14	1 (4.76%)	1 (4.76%)	2 (9.52%)	4 (19.05%)	13 (61.9%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
77.38 رابعاً: الموارد المتاحة						
78.57	1 (4.76%)	1 (4.76%)	3 (14.29%)	5 (23.81%)	11 (52.38%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغير ها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
76.19	1 (4.76%)	1 (4.76%)	3 (14.29%)	7 (33.33%)	9 (42.86%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
76.19	1 (4.76%)	1 (4.76%)	4 (19.05%)	5 (23.81%)	10 (47.62%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
78.57	1 (4.76%)	1 (4.76%)	3 (14.29%)	5 (23.81%)	11 (52.38%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
78.97	خامسا: تقويم الطلاب					
80.95	1 (4.76%)	1 (4.76%)	2 (9.52%)	5 (23.81%)	12 (57.14%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
75	1 (4.76%)	1 (4.76%)	4 (19.05%)	6 (28.57%)	9 (42.86%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
80.95	1 (4.76%)	1 (4.76%)	2 (9.52%)	5 (23.81%)	12 (57.14%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

قياس آراء الطلاب حول المقرر الدراسي (ديناميكا العمليات والتحكم) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
26	عدد الطلاب المشاركين
494	إجمالي عدد الاجابات المختارة
416.25	إجمالي معدل النقاط لاختبارات الطلاب (المعدل الخاص به X الاختبار)
84.26 %	التقييم النهائي

النسبة	العدد	الاختبار
56.07 %	277	موافق تماماً
27.13 %	134	موافق
14.78 %	73	إلى حد ما
1.82 %	9	غير موافق
0.2 %	1	غير موافق تماماً

التقييم	غير موافق تماماً (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماماً (1)	السؤال
83.65	أولاً - الفاعلية التعليمية					
83.65	0 (0%)	1 (3.85%)	3 (11.54%)	8 (30.77%)	14 (53.85%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
83.65	0 (0%)	0 (0%)	4 (15.38%)	9 (34.62%)	13 (50%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
83.65	0 (0%)	1 (3.85%)	3 (11.54%)	8 (30.77%)	14 (53.85%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
83.49	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					
85.58	0 (0%)	0 (0%)	4 (15.38%)	7 (26.92%)	15 (57.69%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
83.65	0 (0%)	0 (0%)	4 (15.38%)	9 (34.62%)	13 (50%)	يلتزم المحاضر بمحتويات المقرر
84.62	0 (0%)	0 (0%)	4 (15.38%)	8 (30.77%)	14 (53.85%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
86.54	0 (0%)	0 (0%)	4 (15.38%)	6 (23.08%)	16 (61.54%)	يعامل المحاضر الطلاب باحترام
81.73	0 (0%)	0 (0%)	6 (23.08%)	7 (26.92%)	13 (50%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
78.85	1 (3.85%)	0 (0%)	7 (26.92%)	4 (15.38%)	14 (53.85%)	تواجد المحاضر في أوقات الساعات المكتبية
89.1	ثالثاً: الهيئة المعاونة					
89.42	0 (0%)	0 (0%)	4 (15.38%)	3 (11.54%)	19 (73.08%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
88.46	0 (0%)	0 (0%)	4 (15.38%)	4 (15.38%)	18 (69.23%)	المعيد يعامل الطلاب باحترام
89.42	0 (0%)	0 (0%)	3 (11.54%)	5 (19.23%)	18 (69.23%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
82.21	رابعاً: الموارد المتاحة					
82.69	0 (0%)	1 (3.85%)	4 (15.38%)	7 (26.92%)	14 (53.85%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
80.77	0 (0%)	1 (3.85%)	4 (15.38%)	9 (34.62%)	12 (46.15%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
82.69	0 (0%)	1 (3.85%)	3 (11.54%)	9 (34.62%)	13 (50%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
82.69	0 (0%)	1 (3.85%)	4 (15.38%)	7 (26.92%)	14 (53.85%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						84.29
85.58	0 (0%)	1 (3.85%)	2 (7.69%)	8 (30.77%)	15 (57.69%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
81.73	0 (0%)	1 (3.85%)	4 (15.38%)	8 (30.77%)	13 (50%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
85.58	0 (0%)	1 (3.85%)	2 (7.69%)	8 (30.77%)	15 (57.69%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

تحليل عام للاستبيان	
اسم الاستبيان	قياس آراء الطلاب حول المقرر الدراسي (ديناميكا حرارية كيميائية) للعام الدراسي 2024-2025 الفصل الدراسي الثاني
عدد الطلاب المشاركين	25
اجمالي عدد الاجابات المختارة	475
اجمالي معدل النقاط لاختيارات الطلاب (المعدل X الاختيار) (الخاص به)	420.25
التقييم النهائي	88.47 %

النسبة	العدد	الاختيار
64.84 %	308	موافق تماماً
24.63 %	117	موافق
10.32 %	49	إلى حد ما
0 %	0	غير موافق
0.21 %	1	غير موافق تماماً

التقييم	غير موافق تماماً (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماماً (1)	السؤال
90.33	أولاً - الفاعلية التعليمية					
92	0 (0%)	0 (0%)	2 (8%)	4 (16%)	19 (76%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة.
88	0 (0%)	0 (0%)	2 (8%)	8 (32%)	15 (60%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي.
91	0 (0%)	0 (0%)	2 (8%)	5 (20%)	18 (72%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي.
88	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					
90	0 (0%)	0 (0%)	2 (8%)	6 (24%)	17 (68%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن.

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
90	0 (0%)	0 (0%)	2 (8%)	6 (24%)	17 (68%)	يلتزم المحاضر بمحتويات المقرر.
90	0 (0%)	0 (0%)	2 (8%)	6 (24%)	17 (68%)	لا يهدر المحاضر وقت المحاضرة بما هو خارج.
90	0 (0%)	0 (0%)	2 (8%)	6 (24%)	17 (68%)	يعامل المحاضر الطلاب باحترام.
86	0 (0%)	0 (0%)	4 (16%)	6 (24%)	15 (60%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة.
82	1 (4%)	0 (0%)	4 (16%)	6 (24%)	14 (56%)	تواجد المحاضر في أوقات الساعات المكتبية.
90	ثالثاً: الهيئة المعاونة					
91	0 (0%)	0 (0%)	2 (8%)	5 (20%)	18 (72%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية.
90	0 (0%)	0 (0%)	2 (8%)	6 (24%)	17 (68%)	المعيد يعامل الطلاب باحترام.
89	0 (0%)	0 (0%)	2 (8%)	7 (28%)	16 (64%)	المعيد على قدر عالٍ من استيعاب المنهج الدراسي.
86.25	رابعاً: الموارد المتاحة					
87	0 (0%)	0 (0%)	3 (12%)	7 (28%)	15 (60%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل على اكتسابي للمهارات المهنية والعملية كافية.
85	0 (0%)	0 (0%)	3 (12%)	9 (36%)	13 (52%)	تتم في المقررات الدراسية تكاليفات تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي.
88	0 (0%)	0 (0%)	3 (12%)	6 (24%)	16 (64%)	أجد أن المراجع العلمية المتاحة (مرجع/كتاب/مذكرة) تساعدني في التحصيل والفهم.
85	0 (0%)	0 (0%)	3 (12%)	9 (36%)	13 (52%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيراً في متابعة وفهم المادة العلمية.
89	خامساً: تقويم الطلاب					
91	0 (0%)	0 (0%)	2 (8%)	5 (20%)	18 (72%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
86	0 (0%)	0 (0%)	4 (16%)	6 (24%)	15 (60%)	يتم إطلاعي على أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
90	0 (0%)	0 (0%)	3 (12%)	4 (16%)	18 (72%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

اسم الاستبيان	قياس آراء الطلاب حول المقرر الدراسي (كيمياء تحليلية) للعام الدراسي 2024-2025 الفصل الدراسي الثاني
عدد الطلاب المشاركين	23
اجمالي عدد الاجابات المختارة	437
الاختيار (اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X	390.25
التقييم النهائي	89.3 %

النسبة	العدد	الاختيار
69.34 %	303	موافق تماما
18.99 %	83	موافق
11.44 %	50	إلى حد ما
0 %	0	غير موافق
0.23 %	1	غير موافق تماما

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
90.94 أولاً - الفاعلية التعليمية						
92.39	0 (0%)	0 (0%)	2 (8.7%)	3 (13.04%)	18 (78.26%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
88.04	0 (0%)	0 (0%)	3 (13.04%)	5 (21.74%)	15 (65.22%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
92.39	0 (0%)	0 (0%)	2 (8.7%)	3 (13.04%)	18 (78.26%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
88.95 ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر						
91.3	0 (0%)	0 (0%)	3 (13.04%)	2 (8.7%)	18 (78.26%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
90.22	0 (0%)	0 (0%)	2 (8.7%)	5 (21.74%)	16 (69.57%)	يلتزم المحاضر بمحتويات المقرر
92.39	0 (0%)	0 (0%)	2 (8.7%)	3 (13.04%)	18 (78.26%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
90.22	0 (0%)	0 (0%)	2 (8.7%)	5 (21.74%)	16 (69.57%)	يعامل المحاضر الطلاب باحترام
86.96	0 (0%)	0 (0%)	4 (17.39%)	4 (17.39%)	15 (65.22%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
82.61	1 (4.35%)	0 (0%)	4 (17.39%)	4 (17.39%)	14 (60.87%)	تواجد المحاضر في أوقات الساعات المكتبية
91.67 ثالثاً: الهيئة المعاونة						
92.39	0 (0%)	0 (0%)	2 (8.7%)	3 (13.04%)	18 (78.26%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
90.22	0 (0%)	0 (0%)	2 (8.7%)	5 (21.74%)	16 (69.57%)	المعيد يعامل الطلاب باحترام
92.39	0 (0%)	0 (0%)	2 (8.7%)	3 (13.04%)	18 (78.26%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
87.23 رابعاً: الموارد المتاحة						
88.04	0 (0%)	0 (0%)	3 (13.04%)	5 (21.74%)	15 (65.22%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
84.78	0 (0%)	0 (0%)	3 (13.04%)	8 (34.78%)	12 (52.17%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
88.04	0 (0%)	0 (0%)	3 (13.04%)	5 (21.74%)	15 (65.22%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
88.04	0 (0%)	0 (0%)	3 (13.04%)	5 (21.74%)	15 (65.22%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						88.77
90.22	0 (0%)	0 (0%)	2 (8.7%)	5 (21.74%)	16 (69.57%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
84.78	0 (0%)	0 (0%)	4 (17.39%)	6 (26.09%)	13 (56.52%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
91.3	0 (0%)	0 (0%)	2 (8.7%)	4 (17.39%)	17 (73.91%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

تحليل عام للاستبيان	
اسم الاستبيان	قياس آراء الطلاب حول المقرر الدراسي (مبادئ الهندسة الكيميائية 2) للعام الدراسي 2024-2025 الفصل الدراسي الثاني
عدد الطلاب المشاركين	26
اجمالي عدد الاجابات المختارة	494
اجمالي معدل النقاط لاختيارات الطلاب (المعدل X الاختيار) (الخاص به)	428.25
التقييم النهائي	86.69 %

النسبة	العدد	الاختيار
59.51 %	294	موافق تماماً
28.54 %	141	موافق
11.34 %	56	إلى حد ما
0.4 %	2	غير موافق
0.2 %	1	غير موافق تماماً

التقييم	غير موافق تماماً (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماماً (1)	السؤال
87.5	أولاً - الفاعلية التعليمية					
88.46	0 (0%)	0 (0%)	3 (11.54%)	6 (23.08%)	17 (65.38%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
85.58	0 (0%)	0 (0%)	3 (11.54%)	9 (34.62%)	14 (53.85%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
88.46	0 (0%)	0 (0%)	2 (7.69%)	8 (30.77%)	16 (61.54%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
86.7	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
85.58	0 (0%)	0 (0%)	5 (19.23%)	5 (19.23%)	16 (61.54%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن.
87.5	0 (0%)	0 (0%)	2 (7.69%)	9 (34.62%)	15 (57.69%)	يلتزم المحاضر بمحتويات المقرر.
87.5	0 (0%)	0 (0%)	3 (11.54%)	7 (26.92%)	16 (61.54%)	لا يهدر المحاضر وقت المحاضرة بما هو خارج.
89.42	0 (0%)	0 (0%)	2 (7.69%)	7 (26.92%)	17 (65.38%)	يعامل المحاضر الطلاب باحترام.
86.54	0 (0%)	0 (0%)	3 (11.54%)	8 (30.77%)	15 (57.69%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة.
83.65	1 (3.85%)	0 (0%)	3 (11.54%)	7 (26.92%)	15 (57.69%)	تواجد المحاضر في أوقات الساعات المكتبية.
ثالثاً: الهيئة المعاونة						89.74
91.35	0 (0%)	0 (0%)	2 (7.69%)	5 (19.23%)	19 (73.08%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية.
88.46	0 (0%)	0 (0%)	2 (7.69%)	8 (30.77%)	16 (61.54%)	المعيد يعامل الطلاب باحترام.
89.42	0 (0%)	0 (0%)	3 (11.54%)	5 (19.23%)	18 (69.23%)	المعيد على قدر عالٍ من استيعاب المنهج الدراسي.
رابعاً: الموارد المتاحة						83.89
84.62	0 (0%)	1 (3.85%)	2 (7.69%)	9 (34.62%)	14 (53.85%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل على اكتسابي للمهارات المهنية والعملية كافية.
83.65	0 (0%)	1 (3.85%)	3 (11.54%)	8 (30.77%)	14 (53.85%)	تتم في المقررات الدراسية تكاليفات تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي.
83.65	0 (0%)	0 (0%)	4 (15.38%)	9 (34.62%)	13 (50%)	أجد أن المراجع العلمية المتاحة (مرجع/ كتاب/مذكرة) تساعدني في التحصيل والفهم.
83.65	0 (0%)	0 (0%)	4 (15.38%)	9 (34.62%)	13 (50%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيراً في متابعة وفهم المادة العلمية.
خامساً: تقويم الطلاب						86.54

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
86.54	0 (0%)	0 (0%)	3 (11.54%)	8 (30.77%)	15 (57.69%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
83.65	0 (0%)	0 (0%)	5 (19.23%)	7 (26.92%)	14 (53.85%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
89.42	0 (0%)	0 (0%)	2 (7.69%)	7 (26.92%)	17 (65.38%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.



الفرقة الثالثة

(2025-2026)



الفصل الدراسي الأول

(2024-2025)

قياس آراء الطلاب حول المقرر الدراسي (اختياري 1) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
37	عدد الطلاب المشاركين
703	اجمالي عدد الاجابات المختارة
591.25	الاختيار اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X)
84.1 %	التقييم النهائي

النسبة	العدد	الاختيار
53.2 %	374	موافق تماما
34.14 %	240	موافق
9.82 %	69	إلى حد ما
1.56 %	11	غير موافق
1.28 %	9	غير موافق تماما

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
83.78	أولاً - الفاعلية التعليمية					
85.81	0 (0%)	1 (2.7%)	4 (10.81%)	10 (27.03%)	22 (59.46%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
82.43	1 (2.7%)	0 (0%)	4 (10.81%)	14 (37.84%)	18 (48.65%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
83.11	0 (0%)	1 (2.7%)	6 (16.22%)	10 (27.03%)	20 (54.05%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
83.9	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					
85.81	0 (0%)	1 (2.7%)	3 (8.11%)	12 (32.43%)	21 (56.76%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
81.76	1 (2.7%)	0 (0%)	5 (13.51%)	13 (35.14%)	18 (48.65%)	يلتزم المحاضر بمحتويات المقرر
85.14	0 (0%)	1 (2.7%)	4 (10.81%)	11 (29.73%)	21 (56.76%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
85.14	0 (0%)	1 (2.7%)	4 (10.81%)	11 (29.73%)	21 (56.76%)	يعامل المحاضر الطلاب باحترام
84.46	1 (2.7%)	0 (0%)	3 (8.11%)	13 (35.14%)	20 (54.05%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
81.08	1 (2.7%)	1 (2.7%)	5 (13.51%)	11 (29.73%)	19 (51.35%)	تواجد المحاضر في أوقات الساعات المكتبية
84.46	ثالثاً: الهيئة المعاونة					
85.81	0 (0%)	1 (2.7%)	3 (8.11%)	12 (32.43%)	21 (56.76%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
82.43	1 (2.7%)	0 (0%)	4 (10.81%)	14 (37.84%)	18 (48.65%)	المعيد يعامل الطلاب باحترام
85.14	0 (0%)	1 (2.7%)	3 (8.11%)	13 (35.14%)	20 (54.05%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
84.46	رابعاً: الموارد المتاحة					
85.81	0 (0%)	1 (2.7%)	2 (5.41%)	14 (37.84%)	20 (54.05%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
83.78	1 (2.7%)	0 (0%)	2 (5.41%)	16 (43.24%)	18 (48.65%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
83.78	0 (0%)	1 (2.7%)	5 (13.51%)	11 (29.73%)	20 (54.05%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
84.46	1 (2.7%)	0 (0%)	3 (8.11%)	13 (35.14%)	20 (54.05%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						84.01
85.81	0 (0%)	1 (2.7%)	3 (8.11%)	12 (32.43%)	21 (56.76%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
83.11	1 (2.7%)	0 (0%)	3 (8.11%)	15 (40.54%)	18 (48.65%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
83.11	1 (2.7%)	0 (0%)	3 (8.11%)	15 (40.54%)	18 (48.65%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

تحليل عام للاستبيان	
اسم الاستبيان	قياس آراء الطلاب حول المقرر الدراسي (بحوث العمليات) للعام الدراسي 2024-2025 الفصل الدراسي الثاني
عدد الطلاب المشاركين	36
اجمالي عدد الاجابات المختارة	684
الاختبار) اجمالي معدل النقاط لاختبارات الطلاب (المعدل الخاص به X	586.75
التقييم النهائي	85.78 %

النسبة	العدد	الاختبار
55.41 %	379	موافق تماما
34.8 %	238	موافق
7.89 %	54	إلى حد ما
1.32 %	9	غير موافق
0.58 %	4	غير موافق تماما

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
86.34 أولاً - الفاعلية التعليمية						
87.5	0 (0%)	0 (0%)	3 (8.33%)	12 (33.33%)	21 (58.33%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
85.42	0 (0%)	0 (0%)	4 (11.11%)	13 (36.11%)	19 (52.78%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
86.11	0 (0%)	1 (2.78%)	2 (5.56%)	13 (36.11%)	20 (55.56%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
85.65 ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر						
88.19	0 (0%)	0 (0%)	3 (8.33%)	11 (30.56%)	22 (61.11%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
86.11	0 (0%)	1 (2.78%)	1 (2.78%)	15 (41.67%)	19 (52.78%)	يلتزم المحاضر بمحتويات المقرر
86.81	0 (0%)	0 (0%)	4 (11.11%)	11 (30.56%)	21 (58.33%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
86.81	0 (0%)	1 (2.78%)	2 (5.56%)	12 (33.33%)	21 (58.33%)	يعامل المحاضر الطلاب باحترام
81.25	1 (2.78%)	1 (2.78%)	4 (11.11%)	12 (33.33%)	18 (50%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
84.72	1 (2.78%)	0 (0%)	3 (8.33%)	12 (33.33%)	20 (55.56%)	تواجد المحاضر في أوقات الساعات المكتبية
87.27 ثالثاً: الهيئة المعاونة						
87.5	0 (0%)	0 (0%)	3 (8.33%)	12 (33.33%)	21 (58.33%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
88.19	0 (0%)	0 (0%)	1 (2.78%)	15 (41.67%)	20 (55.56%)	المعيد يعامل الطلاب باحترام
86.11	0 (0%)	1 (2.78%)	3 (8.33%)	11 (30.56%)	21 (58.33%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
85.76 رابعاً: الموارد المتاحة						
85.42	0 (0%)	0 (0%)	5 (13.89%)	11 (30.56%)	20 (55.56%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
86.11	0 (0%)	1 (2.78%)	1 (2.78%)	15 (41.67%)	19 (52.78%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة، وتساعدني في عملية التعلم الذاتي
86.11	0 (0%)	1 (2.78%)	2 (5.56%)	13 (36.11%)	20 (55.56%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
85.42	0 (0%)	1 (2.78%)	3 (8.33%)	12 (33.33%)	20 (55.56%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						84.03
85.42	0 (0%)	0 (0%)	5 (13.89%)	11 (30.56%)	20 (55.56%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
82.64	1 (2.78%)	1 (2.78%)	2 (5.56%)	14 (38.89%)	18 (50%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
84.03	1 (2.78%)	0 (0%)	3 (8.33%)	13 (36.11%)	19 (52.78%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

اسم الاستبيان	قياس آراء الطلاب حول المقرر الدراسي (تصميم المفاعل) للعام الدراسي 2024-2025 الفصل الدراسي الثاني
عدد الطلاب المشاركين	36
اجمالي عدد الاجابات المختارة	684
الاختيار) اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X	585.25
التقييم النهائي	85.56 %

النسبة	العدد	الاختيار				
53.51 %	366	موافق تماما				
36.99 %	253	موافق				
8.48 %	58	إلى حد ما				
0.29 %	2	غير موافق				
0.73 %	5	غير موافق تماما				
التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
86.11	أولاً - الفاعلية التعليمية					
86.81	0 (0%)	0 (0%)	4 (11.11%)	11 (30.56%)	21 (58.33%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
86.81	0 (0%)	0 (0%)	2 (5.56%)	15 (41.67%)	19 (52.78%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
84.72	0 (0%)	0 (0%)	5 (13.89%)	12 (33.33%)	19 (52.78%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
85.76	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					
86.11	0 (0%)	0 (0%)	3 (8.33%)	14 (38.89%)	19 (52.78%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
86.11	0 (0%)	0 (0%)	3 (8.33%)	14 (38.89%)	19 (52.78%)	يلتزم المحاضر بمحتويات المقرر
88.89	0 (0%)	0 (0%)	2 (5.56%)	12 (33.33%)	22 (61.11%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
87.5	0 (0%)	0 (0%)	3 (8.33%)	12 (33.33%)	21 (58.33%)	يعامل المحاضر الطلاب باحترام
84.72	1 (2.78%)	0 (0%)	2 (5.56%)	14 (38.89%)	19 (52.78%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
81.25	1 (2.78%)	1 (2.78%)	4 (11.11%)	12 (33.33%)	18 (50%)	تواجد المحاضر في أوقات الساعات المكتبية
87.04	ثالثاً: الهيئة المعاونة					
86.81	0 (0%)	0 (0%)	3 (8.33%)	13 (36.11%)	20 (55.56%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
87.5	0 (0%)	0 (0%)	1 (2.78%)	16 (44.44%)	19 (52.78%)	المعيد يعامل الطلاب باحترام
86.81	0 (0%)	0 (0%)	2 (5.56%)	15 (41.67%)	19 (52.78%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
85.24	رابعاً: الموارد المتاحة					
85.42	0 (0%)	0 (0%)	4 (11.11%)	13 (36.11%)	19 (52.78%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
84.72	0 (0%)	0 (0%)	4 (11.11%)	14 (38.89%)	18 (50%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
85.42	0 (0%)	0 (0%)	4 (11.11%)	13 (36.11%)	19 (52.78%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
85.42	0 (0%)	0 (0%)	4 (11.11%)	13 (36.11%)	19 (52.78%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						83.56
86.11	0 (0%)	0 (0%)	3 (8.33%)	14 (38.89%)	19 (52.78%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
82.64	1 (2.78%)	1 (2.78%)	3 (8.33%)	12 (33.33%)	19 (52.78%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
81.94	2 (5.56%)	0 (0%)	2 (5.56%)	14 (38.89%)	18 (50%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

تحليل عام للاستبيان	
قياس آراء الطلاب حول المقرر الدراسي (عمليات انتقال المادة 1) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
36	عدد الطلاب المشاركين
684	إجمالي عدد الإجابات المختارة
589.75	إجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X الاختيار)
86.22 %	التقييم النهائي

النسبة	العدد	الاختيار
53.51 %	366	موافق تماماً
40.5 %	277	موافق
3.95 %	27	إلى حد ما
1.46 %	10	غير موافق
0.58 %	4	غير موافق تماماً

التقييم	غير موافق تماماً (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماماً (1)	السؤال
86.34 أولاً - الفاعلية التعليمية						
87.5	1 (2.78%)	0 (0%)	0 (0%)	14 (38.89%)	21 (58.33%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
86.81	1 (2.78%)	0 (0%)	0 (0%)	15 (41.67%)	20 (55.56%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
84.72	0 (0%)	2 (5.56%)	1 (2.78%)	14 (38.89%)	19 (52.78%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي.
87.38 ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر						
89.58	0 (0%)	0 (0%)	1 (2.78%)	13 (36.11%)	22 (61.11%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
87.5	0 (0%)	0 (0%)	2 (5.56%)	14 (38.89%)	20 (55.56%)	يلتزم المحاضر بمحتويات المقرر
88.89	0 (0%)	0 (0%)	1 (2.78%)	14 (38.89%)	21 (58.33%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
87.5	0 (0%)	0 (0%)	2 (5.56%)	14 (38.89%)	20 (55.56%)	يعامل المحاضر الطلاب باحترام
86.11	0 (0%)	1 (2.78%)	1 (2.78%)	15 (41.67%)	19 (52.78%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
84.72	1 (2.78%)	1 (2.78%)	0 (0%)	15 (41.67%)	19 (52.78%)	تواجد المحاضر في أوقات الساعات المكتبية
85.88 ثالثاً: الهيئة المعاونة						
86.81	0 (0%)	1 (2.78%)	1 (2.78%)	14 (38.89%)	20 (55.56%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
84.72	0 (0%)	1 (2.78%)	1 (2.78%)	17 (47.22%)	17 (47.22%)	المعيد يعامل الطلاب باحترام
86.11	0 (0%)	0 (0%)	3 (8.33%)	14 (38.89%)	19 (52.78%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
85.76 رابعاً: الموارد المتاحة						
86.81	0 (0%)	1 (2.78%)	1 (2.78%)	14 (38.89%)	20 (55.56%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
86.11	0 (0%)	0 (0%)	2 (5.56%)	16 (44.44%)	18 (50%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
86.11	0 (0%)	0 (0%)	3 (8.33%)	14 (38.89%)	19 (52.78%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
84.03	0 (0%)	1 (2.78%)	2 (5.56%)	16 (44.44%)	17 (47.22%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						84.72
87.5	0 (0%)	1 (2.78%)	0 (0%)	15 (41.67%)	20 (55.56%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
82.64	0 (0%)	1 (2.78%)	3 (8.33%)	16 (44.44%)	16 (44.44%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
84.03	1 (2.78%)	0 (0%)	3 (8.33%)	13 (36.11%)	19 (52.78%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

قياس آراء الطلاب حول المقرر الدراسي (كيمياء حيوية) للعام الدراسي 2024- 2025 الفصل الدراسي الثاني	اسم الاستبيان
عدد الطلاب المشاركين	36
اجمالي عدد الاجابات المختارة	684
الاختيار (اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X	602
التقييم النهائي	88.01 %

النسبة	العدد	الاختيار
57.31 %	392	موافق تماما
38.16 %	261	موافق
3.95 %	27	إلى حد ما
0.44 %	3	غير موافق
0.15 %	1	غير موافق تماما

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
89.35 أولاً - الفاعلية التعليمية						
91.67	0 (0%)	0 (0%)	0 (0%)	12 (33.33%)	24 (66.67%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
88.19	0 (0%)	0 (0%)	1 (2.78%)	15 (41.67%)	20 (55.56%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
88.19	0 (0%)	0 (0%)	3 (8.33%)	11 (30.56%)	22 (61.11%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
88.43 ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر						
90.97	0 (0%)	0 (0%)	0 (0%)	13 (36.11%)	23 (63.89%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
88.89	0 (0%)	0 (0%)	1 (2.78%)	14 (38.89%)	21 (58.33%)	يلتزم المحاضر بمحتويات المقرر
89.58	0 (0%)	0 (0%)	2 (5.56%)	11 (30.56%)	23 (63.89%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
88.19	0 (0%)	0 (0%)	3 (8.33%)	11 (30.56%)	22 (61.11%)	يعامل المحاضر الطلاب باحترام
88.19	0 (0%)	0 (0%)	0 (0%)	17 (47.22%)	19 (52.78%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
84.72	1 (2.78%)	0 (0%)	2 (5.56%)	14 (38.89%)	19 (52.78%)	تواجد المحاضر في أوقات الساعات المكتبية
88.43 ثالثاً: الهيئة المعاونة						
90.28	0 (0%)	0 (0%)	0 (0%)	14 (38.89%)	22 (61.11%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
87.5	0 (0%)	0 (0%)	2 (5.56%)	14 (38.89%)	20 (55.56%)	المعيد يعامل الطلاب باحترام
87.5	0 (0%)	0 (0%)	2 (5.56%)	14 (38.89%)	20 (55.56%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
87.33 رابعاً: الموارد المتاحة						
88.19	0 (0%)	0 (0%)	2 (5.56%)	13 (36.11%)	21 (58.33%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
87.5	0 (0%)	0 (0%)	0 (0%)	18 (50%)	18 (50%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
86.81	0 (0%)	0 (0%)	3 (8.33%)	13 (36.11%)	20 (55.56%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
86.81	0 (0%)	0 (0%)	2 (5.56%)	15 (41.67%)	19 (52.78%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						86.34
88.89	0 (0%)	0 (0%)	0 (0%)	16 (44.44%)	20 (55.56%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
85.42	0 (0%)	1 (2.78%)	2 (5.56%)	14 (38.89%)	19 (52.78%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
84.72	0 (0%)	2 (5.56%)	2 (5.56%)	12 (33.33%)	20 (55.56%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

تحليل عام للاستبيان	
اسم الاستبيان	قياس آراء الطلاب حول المقرر الدراسي (كيمياء كهربية) للعام الدراسي 2024-2025 الفصل الدراسي الثاني
عدد الطلاب المشاركين	36
اجمالي عدد الاجابات المختارة	684
الاختيار (اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X	608.75
التقييم النهائي	89 %

النسبة	العدد	الاختيار
63.01 %	431	موافق تماما
30.99 %	212	موافق
5.12 %	35	إلى حد ما
0.73 %	5	غير موافق
0.15 %	1	غير موافق تماما

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
90.05 أولاً - الفاعلية التعليمية						
91.67	0 (0%)	0 (0%)	1 (2.78%)	10 (27.78%)	25 (69.44%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
88.89	0 (0%)	0 (0%)	1 (2.78%)	14 (38.89%)	21 (58.33%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
89.58	0 (0%)	0 (0%)	3 (8.33%)	9 (25%)	24 (66.67%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
89.35 ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر						
88.89	0 (0%)	1 (2.78%)	1 (2.78%)	11 (30.56%)	23 (63.89%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
90.28	0 (0%)	0 (0%)	2 (5.56%)	10 (27.78%)	24 (66.67%)	يلتزم المحاضر بمحتويات المقرر
88.89	0 (0%)	0 (0%)	2 (5.56%)	12 (33.33%)	22 (61.11%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
91.67	0 (0%)	0 (0%)	1 (2.78%)	10 (27.78%)	25 (69.44%)	يعامل المحاضر الطلاب باحترام
89.58	0 (0%)	0 (0%)	1 (2.78%)	13 (36.11%)	22 (61.11%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
86.81	1 (2.78%)	0 (0%)	3 (8.33%)	9 (25%)	23 (63.89%)	تواجد المحاضر في أوقات الساعات المكتبية
87.96 ثالثاً: الهيئة المعاونة						
90.28	0 (0%)	0 (0%)	1 (2.78%)	12 (33.33%)	23 (63.89%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
87.5	0 (0%)	1 (2.78%)	1 (2.78%)	13 (36.11%)	21 (58.33%)	المعيد يعامل الطلاب باحترام
86.11	0 (0%)	1 (2.78%)	3 (8.33%)	11 (30.56%)	21 (58.33%)	المعيد على قدر عالى من استيعاب المنهج الدراسي
88.72 رابعاً: الموارد المتاحة						
89.58	0 (0%)	1 (2.78%)	2 (5.56%)	8 (22.22%)	25 (69.44%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
88.19	0 (0%)	0 (0%)	2 (5.56%)	13 (36.11%)	21 (58.33%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة، وتساعدني في عملية التعلم الذاتي
88.19	0 (0%)	0 (0%)	3 (8.33%)	11 (30.56%)	22 (61.11%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
88.89	0 (0%)	0 (0%)	2 (5.56%)	12 (33.33%)	22 (61.11%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						88.66
87.5	0 (0%)	1 (2.78%)	2 (5.56%)	11 (30.56%)	22 (61.11%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
88.19	0 (0%)	0 (0%)	3 (8.33%)	11 (30.56%)	22 (61.11%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
90.28	0 (0%)	0 (0%)	1 (2.78%)	12 (33.33%)	23 (63.89%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.



الفصل الدراسي الثاني

(2024-2025)

قياس آراء الطلاب حول المقرر الدراسي (اختياري 2) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
39	عدد الطلاب المشاركين
741	اجمالي عدد الاجابات المختارة
580.75	الاختيار اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X)
78.37 %	التقييم النهائي

النسبة	العدد	الاختيار				
49.66 %	368	موافق تماما				
30.23 %	224	موافق				
11.47 %	85	إلى حد ما				
1.21 %	9	غير موافق				
7.42 %	55	غير موافق تماما				
التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
76.5	أولاً - الفاعلية التعليمية					
78.85	3 (7.69%)	0 (0%)	6 (15.38%)	9 (23.08%)	21 (53.85%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
75	3 (7.69%)	1 (2.56%)	5 (12.82%)	14 (35.9%)	16 (41.03%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
75.64	3 (7.69%)	1 (2.56%)	8 (20.51%)	7 (17.95%)	20 (51.28%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
77.99	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					
80.77	3 (7.69%)	1 (2.56%)	2 (5.13%)	11 (28.21%)	22 (56.41%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
77.56	3 (7.69%)	1 (2.56%)	4 (10.26%)	12 (30.77%)	19 (48.72%)	يلتزم المحاضر بمحتويات المقرر
77.56	3 (7.69%)	0 (0%)	7 (17.95%)	9 (23.08%)	20 (51.28%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
78.21	3 (7.69%)	2 (5.13%)	2 (5.13%)	12 (30.77%)	20 (51.28%)	يعامل المحاضر الطلاب باحترام
77.56	3 (7.69%)	1 (2.56%)	4 (10.26%)	12 (30.77%)	19 (48.72%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
76.28	4 (10.26%)	0 (0%)	6 (15.38%)	9 (23.08%)	20 (51.28%)	تواجد المحاضر في أوقات الساعات المكتبية
81.41	ثالثاً: الهيئة المعاونة					
82.05	2 (5.13%)	0 (0%)	4 (10.26%)	12 (30.77%)	21 (53.85%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
83.33	2 (5.13%)	0 (0%)	2 (5.13%)	14 (35.9%)	21 (53.85%)	المعيد يعامل الطلاب باحترام
78.85	2 (5.13%)	0 (0%)	6 (15.38%)	13 (33.33%)	18 (46.15%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
78.37	رابعاً: الموارد المتاحة					
78.85	3 (7.69%)	0 (0%)	5 (12.82%)	11 (28.21%)	20 (51.28%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
77.56	3 (7.69%)	0 (0%)	4 (10.26%)	15 (38.46%)	17 (43.59%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
78.21	3 (7.69%)	0 (0%)	5 (12.82%)	12 (30.77%)	19 (48.72%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
78.85	3 (7.69%)	0 (0%)	3 (7.69%)	15 (38.46%)	18 (46.15%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						77.99
80.13	3 (7.69%)	0 (0%)	4 (10.26%)	11 (28.21%)	21 (53.85%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
76.92	3 (7.69%)	1 (2.56%)	4 (10.26%)	13 (33.33%)	18 (46.15%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
76.92	3 (7.69%)	1 (2.56%)	4 (10.26%)	13 (33.33%)	18 (46.15%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

تحليل عام للاستبيان

قياس آراء الطلاب حول المقرر الدراسي (تدريب 2) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
34	عدد الطلاب المشاركين
646	إجمالي عدد الاجابات المختارة
557.75	الاختيار) إجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X
86.34 %	التقييم النهائي

				الاختيار	العدد	النسبة
				موافق تماماً	366	56.66 %
				موافق	211	32.66 %
				إلى حد ما	66	10.22 %
				غير موافق	2	0.31 %
				غير موافق تماماً	1	0.15 %
التقييم	غير موافق تماماً (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماماً (1)	السؤال

85.29 أولاً - الفاعلية التعليمية

87.5	0 (0%)	0 (0%)	3 (8.82%)	11 (32.35%)	20 (58.82%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
85.29	0 (0%)	0 (0%)	4 (11.76%)	12 (35.29%)	18 (52.94%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
83.09	0 (0%)	1 (2.94%)	5 (14.71%)	10 (29.41%)	18 (52.94%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي

86.15 ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر

86.76	0 (0%)	0 (0%)	3 (8.82%)	12 (35.29%)	19 (55.88%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
86.76	0 (0%)	0 (0%)	2 (5.88%)	14 (41.18%)	18 (52.94%)	يلتزم المحاضر بمحتويات المقرر
86.03	0 (0%)	0 (0%)	5 (14.71%)	9 (26.47%)	20 (58.82%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
88.24	0 (0%)	0 (0%)	2 (5.88%)	12 (35.29%)	20 (58.82%)	يعامل المحاضر الطلاب باحترام
86.03	0 (0%)	0 (0%)	4 (11.76%)	11 (32.35%)	19 (55.88%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
83.09	1 (2.94%)	0 (0%)	5 (14.71%)	9 (26.47%)	19 (55.88%)	تواجد المحاضر في أوقات الساعات المكتبية

86.76 ثالثاً: الهيئة المعاونة

88.24	0 (0%)	0 (0%)	3 (8.82%)	10 (29.41%)	21 (61.76%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
85.29	0 (0%)	0 (0%)	4 (11.76%)	12 (35.29%)	18 (52.94%)	المعيد يعامل الطلاب باحترام
86.76	0 (0%)	0 (0%)	4 (11.76%)	10 (29.41%)	20 (58.82%)	المعيد على قدر عالي من استيعاب المنهج الدراسي

86.95 رابعاً: الموارد المتاحة

86.03	0 (0%)	1 (2.94%)	3 (8.82%)	10 (29.41%)	20 (58.82%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
87.5	0 (0%)	0 (0%)	2 (5.88%)	13 (38.24%)	19 (55.88%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
88.24	0 (0%)	0 (0%)	3 (8.82%)	10 (29.41%)	21 (61.76%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
86.03	0 (0%)	0 (0%)	4 (11.76%)	11 (32.35%)	19 (55.88%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						86.52
88.97	0 (0%)	0 (0%)	2 (5.88%)	11 (32.35%)	21 (61.76%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
84.56	0 (0%)	0 (0%)	4 (11.76%)	13 (38.24%)	17 (50%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
86.03	0 (0%)	0 (0%)	4 (11.76%)	11 (32.35%)	19 (55.88%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

تحليل عام للاستبيان

قياس آراء الطلاب حول المقرر الدراسي (عمليات الوحدة الميكانيكية) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
35	عدد الطلاب المشاركين
665	إجمالي عدد الاجابات المختارة
548.25	إجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X الاختيار)
82.44 %	التقييم النهائي

النسبة	العدد	الاختيار
48.72 %	324	موافق تماماً
33.68 %	224	موافق
16.54 %	110	إلى حد ما
0.75 %	5	غير موافق
0.3 %	2	غير موافق تماماً

التقييم	غير موافق تماماً (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماماً (1)	السؤال
84.05	أولاً - الفاعلية التعليمية					
87.14	0 (0%)	0 (0%)	4 (11.43%)	10 (28.57%)	21 (60%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
83.57	0 (0%)	0 (0%)	5 (14.29%)	13 (37.14%)	17 (48.57%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
81.43	0 (0%)	1 (2.86%)	7 (20%)	9 (25.71%)	18 (51.43%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي.
82.26	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					
85.71	0 (0%)	0 (0%)	5 (14.29%)	10 (28.57%)	20 (57.14%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
82.14	0 (0%)	0 (0%)	7 (20%)	11 (31.43%)	17 (48.57%)	يلتزم المحاضر بمحتويات المقرر
82.86	0 (0%)	1 (2.86%)	6 (17.14%)	9 (25.71%)	19 (54.29%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
83.57	0 (0%)	0 (0%)	6 (17.14%)	11 (31.43%)	18 (51.43%)	يعامل المحاضر الطلاب باحترام
81.43	0 (0%)	1 (2.86%)	6 (17.14%)	11 (31.43%)	17 (48.57%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
77.86	1 (2.86%)	0 (0%)	8 (22.86%)	11 (31.43%)	15 (42.86%)	تواجد المحاضر في أوقات الساعات المكتبية
82.38	ثالثاً: الهيئة المعاونة					
82.86	0 (0%)	0 (0%)	5 (14.29%)	14 (40%)	16 (45.71%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
82.86	0 (0%)	0 (0%)	6 (17.14%)	12 (34.29%)	17 (48.57%)	المعيد يعامل الطلاب باحترام
81.43	0 (0%)	0 (0%)	6 (17.14%)	14 (40%)	15 (42.86%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
82.32	رابعاً: الموارد المتاحة					
82.86	0 (0%)	0 (0%)	6 (17.14%)	12 (34.29%)	17 (48.57%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
80	0 (0%)	1 (2.86%)	6 (17.14%)	13 (37.14%)	15 (42.86%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة، وتساعدني في عملية التعلم الذاتي
82.14	0 (0%)	0 (0%)	6 (17.14%)	13 (37.14%)	16 (45.71%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
84.29	0 (0%)	0 (0%)	4 (11.43%)	14 (40%)	17 (48.57%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						81.43
84.29	0 (0%)	0 (0%)	5 (14.29%)	12 (34.29%)	18 (51.43%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
80	0 (0%)	1 (2.86%)	6 (17.14%)	13 (37.14%)	15 (42.86%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
80	1 (2.86%)	0 (0%)	6 (17.14%)	12 (34.29%)	16 (45.71%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

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قياس آراء الطلاب حول المقرر الدراسي (عمليات انتقال المادة 2) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
36	عدد الطلاب المشاركين
684	إجمالي عدد الإجابات المختارة
588.5	إجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X الاختيار)
86.04 %	التقييم النهائي

النسبة	العدد	الاختيار
55.41 %	379	موافق تماماً
35.09 %	240	موافق
8.04 %	55	إلى حد ما
1.17 %	8	غير موافق
0.29 %	2	غير موافق تماماً

التقييم	غير موافق تماماً (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماماً (1)	السؤال
86.81 أولاً - الفاعلية التعليمية						
88.19	0 (0%)	1 (2.78%)	2 (5.56%)	10 (27.78%)	23 (63.89%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
86.11	0 (0%)	1 (2.78%)	2 (5.56%)	13 (36.11%)	20 (55.56%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
86.11	0 (0%)	1 (2.78%)	3 (8.33%)	11 (30.56%)	21 (58.33%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
86.81 ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر						
89.58	0 (0%)	0 (0%)	2 (5.56%)	11 (30.56%)	23 (63.89%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
86.81	0 (0%)	0 (0%)	3 (8.33%)	13 (36.11%)	20 (55.56%)	يلتزم المحاضر بمحتويات المقرر
86.81	0 (0%)	0 (0%)	3 (8.33%)	13 (36.11%)	20 (55.56%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
88.19	0 (0%)	0 (0%)	3 (8.33%)	11 (30.56%)	22 (61.11%)	يعامل المحاضر الطلاب باحترام
86.81	0 (0%)	0 (0%)	3 (8.33%)	13 (36.11%)	20 (55.56%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
82.64	1 (2.78%)	1 (2.78%)	3 (8.33%)	12 (33.33%)	19 (52.78%)	تواجد المحاضر في أوقات الساعات المكتبية
87.04 ثالثاً: الهيئة المعاونة						
85.42	0 (0%)	0 (0%)	5 (13.89%)	11 (30.56%)	20 (55.56%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
88.19	0 (0%)	0 (0%)	2 (5.56%)	13 (36.11%)	21 (58.33%)	المعيد يعامل الطلاب باحترام
87.5	0 (0%)	0 (0%)	3 (8.33%)	12 (33.33%)	21 (58.33%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
85.24 رابعاً: الموارد المتاحة						
84.03	0 (0%)	1 (2.78%)	2 (5.56%)	16 (44.44%)	17 (47.22%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
85.42	0 (0%)	1 (2.78%)	2 (5.56%)	14 (38.89%)	19 (52.78%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
86.11	0 (0%)	0 (0%)	3 (8.33%)	14 (38.89%)	19 (52.78%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
85.42	0 (0%)	0 (0%)	4 (11.11%)	13 (36.11%)	19 (52.78%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						83.8
86.11	0 (0%)	1 (2.78%)	2 (5.56%)	13 (36.11%)	20 (55.56%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
83.33	0 (0%)	1 (2.78%)	3 (8.33%)	15 (41.67%)	17 (47.22%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
81.94	1 (2.78%)	0 (0%)	5 (13.89%)	12 (33.33%)	18 (50%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

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قياس آراء الطلاب حول المقرر الدراسي (تمنّجة ومحاكاة العمليات) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
37	عدد الطلاب المشاركين
703	إجمالي عدد الاجابات المختارة
591.5	إجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X الاختيار)
84.14 %	التقييم النهائي

النسبة	العدد	الاختيار
53.77 %	378	موافق تماما
30.01 %	211	موافق
15.5 %	109	إلى حد ما
0.43 %	3	غير موافق
0.28 %	2	غير موافق تماما

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
84.91 أولاً - الفاعلية التعليمية						
85.14	0 (0%)	0 (0%)	7 (18.92%)	8 (21.62%)	22 (59.46%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
84.46	0 (0%)	0 (0%)	6 (16.22%)	11 (29.73%)	20 (54.05%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
85.14	0 (0%)	0 (0%)	6 (16.22%)	10 (27.03%)	21 (56.76%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
83.56 ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر						
85.81	0 (0%)	0 (0%)	5 (13.51%)	11 (29.73%)	21 (56.76%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
83.11	0 (0%)	0 (0%)	7 (18.92%)	11 (29.73%)	19 (51.35%)	يلتزم المحاضر بمحتويات المقرر
81.08	0 (0%)	1 (2.7%)	7 (18.92%)	11 (29.73%)	18 (48.65%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
85.81	0 (0%)	0 (0%)	5 (13.51%)	11 (29.73%)	21 (56.76%)	يعامل المحاضر الطلاب باحترام
83.78	0 (0%)	1 (2.7%)	4 (10.81%)	13 (35.14%)	19 (51.35%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
81.76	1 (2.7%)	0 (0%)	7 (18.92%)	9 (24.32%)	20 (54.05%)	تواجد المحاضر في أوقات الساعات المكتبية
84.68 ثالثاً: الهيئة المعاونة						
85.14	0 (0%)	0 (0%)	6 (16.22%)	10 (27.03%)	21 (56.76%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
85.14	0 (0%)	0 (0%)	5 (13.51%)	12 (32.43%)	20 (54.05%)	المعيد يعامل الطلاب باحترام
83.78	0 (0%)	0 (0%)	7 (18.92%)	10 (27.03%)	20 (54.05%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
84.29 رابعاً: الموارد المتاحة						
83.11	1 (2.7%)	0 (0%)	4 (10.81%)	13 (35.14%)	19 (51.35%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
83.78	0 (0%)	0 (0%)	5 (13.51%)	14 (37.84%)	18 (48.65%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
84.46	0 (0%)	0 (0%)	6 (16.22%)	11 (29.73%)	20 (54.05%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
85.81	0 (0%)	0 (0%)	4 (10.81%)	13 (35.14%)	20 (54.05%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						83.78
85.81	0 (0%)	0 (0%)	5 (13.51%)	11 (29.73%)	21 (56.76%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
83.11	0 (0%)	0 (0%)	6 (16.22%)	13 (35.14%)	18 (48.65%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
82.43	0 (0%)	1 (2.7%)	7 (18.92%)	9 (24.32%)	20 (54.05%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

قياس آراء الطلاب حول المقرر الدراسي (هندسة التآكل) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
عدد الطلاب المشاركين	36
إجمالي عدد الإجابات المختارة	684
الاختبار (إجمالي معدل النقاط لاختبارات الطلاب) (المعدل الخاص به X)	614
التقييم النهائي	89.77 %

النسبة	العدد	الاختبار				
66.67 %	456	موافق تماماً				
26.9 %	184	موافق				
5.41 %	37	إلى حد ما				
0.88 %	6	غير موافق				
0.15 %	1	غير موافق تماماً				
التقييم	غير موافق تماماً (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماماً (1)	السؤال
90.05	أولاً - الفاعلية التعليمية					
91.67	0 (0%)	0 (0%)	1 (2.78%)	10 (27.78%)	25 (69.44%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
88.19	0 (0%)	0 (0%)	4 (11.11%)	9 (25%)	23 (63.89%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
90.28	0 (0%)	0 (0%)	3 (8.33%)	8 (22.22%)	25 (69.44%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
90.39	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					
90.97	0 (0%)	2 (5.56%)	0 (0%)	7 (19.44%)	27 (75%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
90.97	0 (0%)	0 (0%)	2 (5.56%)	9 (25%)	25 (69.44%)	يلتزم المحاضر بمحتويات المقرر
90.28	0 (0%)	0 (0%)	3 (8.33%)	8 (22.22%)	25 (69.44%)	لا يهدر المحاضر وقت المحاضرة بما هو خارج
90.97	0 (0%)	0 (0%)	1 (2.78%)	11 (30.56%)	24 (66.67%)	يعامل المحاضر الطلاب باحترام
90.97	0 (0%)	1 (2.78%)	1 (2.78%)	8 (22.22%)	26 (72.22%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
88.19	1 (2.78%)	0 (0%)	2 (5.56%)	9 (25%)	24 (66.67%)	تواجد المحاضر في أوقات الساعات المكتبية
91.2	ثالثاً: الهيئة المعاونة					
92.36	0 (0%)	0 (0%)	0 (0%)	11 (30.56%)	25 (69.44%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
90.28	0 (0%)	0 (0%)	3 (8.33%)	8 (22.22%)	25 (69.44%)	المعيد يعامل الطلاب باحترام
90.97	0 (0%)	0 (0%)	1 (2.78%)	11 (30.56%)	24 (66.67%)	المعيد على قدر عالٍ من استيعاب المنهج الدراسي
88.72	رابعاً: الموارد المتاحة					
88.19	0 (0%)	1 (2.78%)	2 (5.56%)	10 (27.78%)	23 (63.89%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل على اكتسابي للمهارات المهنية والعملية كافية
88.19	0 (0%)	0 (0%)	3 (8.33%)	11 (30.56%)	22 (61.11%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة، وتساعدني في عملية التعلم الذاتي
88.19	0 (0%)	1 (2.78%)	2 (5.56%)	10 (27.78%)	23 (63.89%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
90.28	0 (0%)	0 (0%)	1 (2.78%)	12 (33.33%)	23 (63.89%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						88.19
89.58	0 (0%)	0 (0%)	2 (5.56%)	11 (30.56%)	23 (63.89%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
87.5	0 (0%)	1 (2.78%)	2 (5.56%)	11 (30.56%)	22 (61.11%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
87.5	0 (0%)	0 (0%)	4 (11.11%)	10 (27.78%)	22 (61.11%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.



الفرقة الرابعة

(2024-2025)



الفصل الدراسي الأول

(2024-2025)

تحليل عام للاستبيان

قياس آراء الطلاب حول المقرر الدراسي (اختياري 3 - ك) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
عدد الطلاب المشاركين	52
اجمالي عدد الاجابات المختارة	988
الاختيار (اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X	809.25
التقييم النهائي	81.91 %

النسبة	العدد	الاختيار				
58.81 %	581	موافق تماما				
22.57 %	223	موافق				
8.2 %	81	إلى حد ما				
8.3 %	82	غير موافق				
2.13 %	21	غير موافق تماما				
التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
83.65 أولاً - الفاعلية التعليمية						
85.1	1 (1.92%)	4 (7.69%)	3 (5.77%)	9 (17.31%)	35 (67.31%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
81.73	1 (1.92%)	4 (7.69%)	5 (9.62%)	12 (23.08%)	30 (57.69%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
84.13	1 (1.92%)	5 (9.62%)	2 (3.85%)	10 (19.23%)	34 (65.38%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
81.25 ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر						
82.21	1 (1.92%)	5 (9.62%)	3 (5.77%)	12 (23.08%)	31 (59.62%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
80.29	1 (1.92%)	5 (9.62%)	5 (9.62%)	12 (23.08%)	29 (55.77%)	يلتزم المحاضر بمحتويات المقرر
81.73	1 (1.92%)	4 (7.69%)	5 (9.62%)	12 (23.08%)	30 (57.69%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
78.85	2 (3.85%)	6 (11.54%)	3 (5.77%)	12 (23.08%)	29 (55.77%)	يعامل المحاضر الطلاب باحترام
81.73	2 (3.85%)	3 (5.77%)	5 (9.62%)	11 (21.15%)	31 (59.62%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
82.69	1 (1.92%)	4 (7.69%)	6 (11.54%)	8 (15.38%)	33 (63.46%)	تواجد المحاضر في أوقات الساعات المكتبية
82.05 ثالثاً: الهيئة المعاونة						
85.58	1 (1.92%)	3 (5.77%)	3 (5.77%)	11 (21.15%)	34 (65.38%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
80.29	1 (1.92%)	4 (7.69%)	6 (11.54%)	13 (25%)	28 (53.85%)	المعيد يعامل الطلاب باحترام
80.29	1 (1.92%)	5 (9.62%)	6 (11.54%)	10 (19.23%)	30 (57.69%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
81.97 رابعاً: الموارد المتاحة						
83.65	1 (1.92%)	4 (7.69%)	2 (3.85%)	14 (26.92%)	31 (59.62%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
80.77	1 (1.92%)	4 (7.69%)	6 (11.54%)	12 (23.08%)	29 (55.77%)	تتم في المقررات الدراسية تكاليفات تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
82.69	1 (1.92%)	4 (7.69%)	3 (5.77%)	14 (26.92%)	30 (57.69%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
80.77	1 (1.92%)	4 (7.69%)	6 (11.54%)	12 (23.08%)	29 (55.77%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						81.25
82.69	1 (1.92%)	5 (9.62%)	1 (1.92%)	15 (28.85%)	30 (57.69%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
79.81	1 (1.92%)	4 (7.69%)	7 (13.46%)	12 (23.08%)	28 (53.85%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
81.25	1 (1.92%)	5 (9.62%)	4 (7.69%)	12 (23.08%)	30 (57.69%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

اسم الاستبيان	قياس آراء الطلاب حول المقرر الدراسي (اختياري 4 - ك) للعام الدراسي 2024-2025 الفصل الدراسي الثاني
عدد الطلاب المشاركين	51
اجمالي عدد الاجابات المختارة	969
الاختيار) اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X	796
التقييم النهائي	82.15 %

النسبة	العدد	الاختيار				
55.62 %	539	موافق تماما				
26.32 %	255	موافق				
11.15 %	108	إلى حد ما				
4.85 %	47	غير موافق				
2.06 %	20	غير موافق تماما				
التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
81.86	أولاً - الفاعلية التعليمية					
82.35	2 (3.92%)	2 (3.92%)	4 (7.84%)	14 (27.45%)	29 (56.86%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
80.39	1 (1.96%)	3 (5.88%)	7 (13.73%)	13 (25.49%)	27 (52.94%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
82.84	1 (1.96%)	3 (5.88%)	5 (9.8%)	12 (23.53%)	30 (58.82%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
81.54	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					
84.8	1 (1.96%)	2 (3.92%)	3 (5.88%)	15 (29.41%)	30 (58.82%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
81.37	1 (1.96%)	3 (5.88%)	5 (9.8%)	15 (29.41%)	27 (52.94%)	يلتزم المحاضر بمحتويات المقرر
80.88	1 (1.96%)	3 (5.88%)	7 (13.73%)	12 (23.53%)	28 (54.9%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
77.45	1 (1.96%)	4 (7.84%)	8 (15.69%)	14 (27.45%)	24 (47.06%)	يعامل المحاضر الطلاب باحترام
83.82	1 (1.96%)	2 (3.92%)	5 (9.8%)	13 (25.49%)	30 (58.82%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
80.88	1 (1.96%)	3 (5.88%)	7 (13.73%)	12 (23.53%)	28 (54.9%)	تواجد المحاضر في أوقات الساعات المكتبية
81.7	ثالثاً: الهيئة المعاونة					
82.35	1 (1.96%)	3 (5.88%)	5 (9.8%)	13 (25.49%)	29 (56.86%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
80.39	1 (1.96%)	3 (5.88%)	7 (13.73%)	13 (25.49%)	27 (52.94%)	المعيد يعامل الطلاب باحترام
82.35	1 (1.96%)	2 (3.92%)	7 (13.73%)	12 (23.53%)	29 (56.86%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
82.97	رابعاً: الموارد المتاحة					
82.84	1 (1.96%)	2 (3.92%)	7 (13.73%)	11 (21.57%)	30 (58.82%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
84.31	1 (1.96%)	1 (1.96%)	6 (11.76%)	13 (25.49%)	30 (58.82%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
81.86	1 (1.96%)	3 (5.88%)	5 (9.8%)	14 (27.45%)	28 (54.9%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
82.84	1 (1.96%)	2 (3.92%)	4 (7.84%)	17 (33.33%)	27 (52.94%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
83.01	خامسا: تقويم الطلاب					
82.84	1 (1.96%)	2 (3.92%)	6 (11.76%)	13 (25.49%)	29 (56.86%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
82.84	1 (1.96%)	2 (3.92%)	5 (9.8%)	15 (29.41%)	28 (54.9%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
83.33	1 (1.96%)	2 (3.92%)	5 (9.8%)	14 (27.45%)	29 (56.86%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

تحليل عام للاستبيان	
قياس آراء الطلاب حول المقرر الدراسي (تصميم المصنع) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
عدد الطلاب المشاركين	52
اجمالي عدد الاجابات المختارة	988
الاختيار) اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X	861.25
التقييم النهائي	87.17 %

النسبة	العدد	الاختيار
61.54 %	608	موافق تماما
29.25 %	289	موافق
5.57 %	55	إلى حد ما
3.64 %	36	غير موافق
0 %	0	غير موافق تماما

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
88.14 أولاً - الفاعلية التعليمية						
89.9	0 (0%)	2 (3.85%)	0 (0%)	15 (28.85%)	35 (67.31%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
85.1	0 (0%)	3 (5.77%)	3 (5.77%)	16 (30.77%)	30 (57.69%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
89.42	0 (0%)	1 (1.92%)	1 (1.92%)	17 (32.69%)	33 (63.46%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
87.9 ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر						
89.9	0 (0%)	1 (1.92%)	3 (5.77%)	12 (23.08%)	36 (69.23%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
87.98	0 (0%)	2 (3.85%)	2 (3.85%)	15 (28.85%)	33 (63.46%)	يلتزم المحاضر بمحتويات المقرر
87.98	0 (0%)	2 (3.85%)	0 (0%)	19 (36.54%)	31 (59.62%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
86.54	0 (0%)	3 (5.77%)	2 (3.85%)	15 (28.85%)	32 (61.54%)	يعامل المحاضر الطلاب باحترام
88.46	0 (0%)	1 (1.92%)	2 (3.85%)	17 (32.69%)	32 (61.54%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
86.54	0 (0%)	1 (1.92%)	7 (13.46%)	11 (21.15%)	33 (63.46%)	تواجد المحاضر في أوقات الساعات المكتبية
87.02 ثالثاً: الهيئة المعاونة						
87.02	0 (0%)	2 (3.85%)	5 (9.62%)	11 (21.15%)	34 (65.38%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
86.54	0 (0%)	2 (3.85%)	3 (5.77%)	16 (30.77%)	31 (59.62%)	المعيد يعامل الطلاب باحترام
87.5	0 (0%)	2 (3.85%)	2 (3.85%)	16 (30.77%)	32 (61.54%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
86.3 رابعاً: الموارد المتاحة						
87.02	0 (0%)	3 (5.77%)	2 (3.85%)	14 (26.92%)	33 (63.46%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
86.54	0 (0%)	2 (3.85%)	2 (3.85%)	18 (34.62%)	30 (57.69%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
85.58	0 (0%)	2 (3.85%)	4 (7.69%)	16 (30.77%)	30 (57.69%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
86.06	0 (0%)	2 (3.85%)	4 (7.69%)	15 (28.85%)	31 (59.62%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						86.06
87.5	0 (0%)	1 (1.92%)	5 (9.62%)	13 (25%)	33 (63.46%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
87.02	0 (0%)	2 (3.85%)	2 (3.85%)	17 (32.69%)	31 (59.62%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
83.65	0 (0%)	2 (3.85%)	6 (11.54%)	16 (30.77%)	28 (53.85%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

قياس آراء الطلاب حول المقرر الدراسي (تطبيقات الحاسب في الهندسة الكيميائية)	اسم الاستبيان
للعام الدراسي 2024-2025 الفصل الدراسي الثاني	
عدد الطلاب المشاركين	52
اجمالي عدد الاجابات المختارة	988
اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X الاختيار)	854
التقييم النهائي	86.44 %

النسبة	العدد	الاختيار
59.72 %	590	موافق تماما
28.85 %	285	موافق
9.01 %	89	إلى حد ما
2.33 %	23	غير موافق
0.1 %	1	غير موافق تماما

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال

88.14	أولاً - الفاعلية التعليمية					
87.5	1 (1.92%)	1 (1.92%)	4 (7.69%)	11 (21.15%)	35 (67.31%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
87.02	0 (0%)	1 (1.92%)	5 (9.62%)	14 (26.92%)	32 (61.54%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
89.9	0 (0%)	1 (1.92%)	3 (5.77%)	12 (23.08%)	36 (69.23%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
87.58	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					
88.46	0 (0%)	1 (1.92%)	3 (5.77%)	15 (28.85%)	33 (63.46%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
87.02	0 (0%)	1 (1.92%)	4 (7.69%)	16 (30.77%)	31 (59.62%)	يلتزم المحاضر بمحتويات المقرر
87.98	0 (0%)	1 (1.92%)	5 (9.62%)	12 (23.08%)	34 (65.38%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
88.94	0 (0%)	1 (1.92%)	3 (5.77%)	14 (26.92%)	34 (65.38%)	يعامل المحاضر الطلاب باحترام
87.02	0 (0%)	1 (1.92%)	4 (7.69%)	16 (30.77%)	31 (59.62%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
86.06	0 (0%)	1 (1.92%)	5 (9.62%)	16 (30.77%)	30 (57.69%)	تواجد المحاضر في أوقات الساعات المكتبية
86.22	ثالثاً: الهيئة المعاونة					
87.5	0 (0%)	2 (3.85%)	5 (9.62%)	10 (19.23%)	35 (67.31%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
84.62	0 (0%)	2 (3.85%)	5 (9.62%)	16 (30.77%)	29 (55.77%)	المعيد يعامل الطلاب باحترام
86.54	0 (0%)	1 (1.92%)	5 (9.62%)	15 (28.85%)	31 (59.62%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
84.86	رابعاً: الموارد المتاحة					
86.54	0 (0%)	1 (1.92%)	4 (7.69%)	17 (32.69%)	30 (57.69%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
84.13	0 (0%)	1 (1.92%)	6 (11.54%)	18 (34.62%)	27 (51.92%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
83.65	0 (0%)	2 (3.85%)	5 (9.62%)	18 (34.62%)	27 (51.92%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
85.1	0 (0%)	1 (1.92%)	6 (11.54%)	16 (30.77%)	29 (55.77%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						84.78
86.06	0 (0%)	1 (1.92%)	5 (9.62%)	16 (30.77%)	30 (57.69%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
82.21	0 (0%)	2 (3.85%)	7 (13.46%)	17 (32.69%)	26 (50%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
86.06	0 (0%)	1 (1.92%)	5 (9.62%)	16 (30.77%)	30 (57.69%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

تحليل عام للاستبيان	
قياس آراء الطلاب حول المقرر الدراسي (مشروع 1 - ك) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
52	عدد الطلاب المشاركين
988	اجمالي عدد الاجابات المختارة
886.75	الاختيار) اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X
89.75 %	التقييم النهائي

النسبة	العدد	الاختيار
71.46 %	706	موافق تماما
20.65 %	204	موافق
3.34 %	33	إلى حد ما
4.55 %	45	غير موافق
0 %	0	غير موافق تماما

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
90.71	أولاً - الفاعلية التعليمية					
90.87	0 (0%)	1 (1.92%)	2 (3.85%)	12 (23.08%)	37 (71.15%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
89.42	0 (0%)	2 (3.85%)	2 (3.85%)	12 (23.08%)	36 (69.23%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
91.83	0 (0%)	2 (3.85%)	1 (1.92%)	9 (17.31%)	40 (76.92%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
89.9	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					
90.87	0 (0%)	3 (5.77%)	0 (0%)	10 (19.23%)	39 (75%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
88.46	0 (0%)	4 (7.69%)	1 (1.92%)	10 (19.23%)	37 (71.15%)	يلتزم المحاضر بمحتويات المقرر
88.46	0 (0%)	3 (5.77%)	2 (3.85%)	11 (21.15%)	36 (69.23%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
90.87	0 (0%)	2 (3.85%)	0 (0%)	13 (25%)	37 (71.15%)	يعامل المحاضر الطلاب باحترام
90.87	0 (0%)	2 (3.85%)	1 (1.92%)	11 (21.15%)	38 (73.08%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
89.9	0 (0%)	3 (5.77%)	0 (0%)	12 (23.08%)	37 (71.15%)	تواجد المحاضر في أوقات الساعات المكتبية
89.58	ثالثاً: الهيئة المعاونة					
90.87	0 (0%)	2 (3.85%)	2 (3.85%)	9 (17.31%)	39 (75%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
87.98	0 (0%)	4 (7.69%)	1 (1.92%)	11 (21.15%)	36 (69.23%)	المعيد يعامل الطلاب باحترام
89.9	0 (0%)	2 (3.85%)	1 (1.92%)	13 (25%)	36 (69.23%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
88.58	رابعاً: الموارد المتاحة					
88.94	0 (0%)	2 (3.85%)	4 (7.69%)	9 (17.31%)	37 (71.15%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل على اكتسابي للمهارات المهنية والعملية كافية
87.02	0 (0%)	2 (3.85%)	6 (11.54%)	9 (17.31%)	35 (67.31%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة، وتساعدني في عملية التعلم الذاتي
89.42	0 (0%)	2 (3.85%)	2 (3.85%)	12 (23.08%)	36 (69.23%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
88.94	0 (0%)	2 (3.85%)	3 (5.77%)	11 (21.15%)	36 (69.23%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						90.22
91.35	0 (0%)	2 (3.85%)	1 (1.92%)	10 (19.23%)	39 (75%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
90.38	0 (0%)	3 (5.77%)	1 (1.92%)	9 (17.31%)	39 (75%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
88.94	0 (0%)	2 (3.85%)	3 (5.77%)	11 (21.15%)	36 (69.23%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

تحليل عام للاستبيان	
اسم الاستبيان	قياس آراء الطلاب حول المقرر الدراسي (هندسة البتروكيماويات) للعام الدراسي 2024-2025 الفصل الدراسي الثاني
عدد الطلاب المشاركين	52
اجمالي عدد الاجابات المختارة	988
اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X الاختيار)	813.5
التقييم النهائي	82.34 %

النسبة	العدد	الاختيار
53.95 %	533	موافق تماما
28.64 %	283	موافق
12.25 %	121	إلى حد ما
3.14 %	31	غير موافق
2.02 %	20	غير موافق تماما

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
83.81 أولاً - الفاعلية التعليمية						
85.1	1 (1.92%)	2 (3.85%)	3 (5.77%)	15 (28.85%)	31 (59.62%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
81.73	1 (1.92%)	1 (1.92%)	8 (15.38%)	15 (28.85%)	27 (51.92%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
84.62	1 (1.92%)	1 (1.92%)	4 (7.69%)	17 (32.69%)	29 (55.77%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
81.65 ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر						
82.21	1 (1.92%)	1 (1.92%)	8 (15.38%)	14 (26.92%)	28 (53.85%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
79.33	1 (1.92%)	3 (5.77%)	8 (15.38%)	14 (26.92%)	26 (50%)	يلتزم المحاضر بمحتويات المقرر
81.73	1 (1.92%)	2 (3.85%)	8 (15.38%)	12 (23.08%)	29 (55.77%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
84.62	1 (1.92%)	1 (1.92%)	6 (11.54%)	13 (25%)	31 (59.62%)	يعامل المحاضر الطلاب باحترام
79.81	1 (1.92%)	3 (5.77%)	9 (17.31%)	11 (21.15%)	28 (53.85%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
82.21	1 (1.92%)	1 (1.92%)	7 (13.46%)	16 (30.77%)	27 (51.92%)	تواجد المحاضر في أوقات الساعات المكتبية
84.29 ثالثاً: الهيئة المعاونة						
85.1	1 (1.92%)	2 (3.85%)	3 (5.77%)	15 (28.85%)	31 (59.62%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
83.17	1 (1.92%)	2 (3.85%)	4 (7.69%)	17 (32.69%)	28 (53.85%)	المعيد يعامل الطلاب باحترام
84.62	1 (1.92%)	1 (1.92%)	5 (9.62%)	15 (28.85%)	30 (57.69%)	المعيد على قدر عالى من استيعاب المنهج الدراسي
80.89 رابعاً: الموارد المتاحة						
81.73	1 (1.92%)	1 (1.92%)	7 (13.46%)	17 (32.69%)	26 (50%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
79.33	1 (1.92%)	2 (3.85%)	8 (15.38%)	17 (32.69%)	24 (46.15%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
82.21	1 (1.92%)	1 (1.92%)	7 (13.46%)	16 (30.77%)	27 (51.92%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
80.29	2 (3.85%)	1 (1.92%)	7 (13.46%)	16 (30.77%)	26 (50%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						82.21
83.65	1 (1.92%)	2 (3.85%)	4 (7.69%)	16 (30.77%)	29 (55.77%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
80.77	1 (1.92%)	2 (3.85%)	9 (17.31%)	12 (23.08%)	28 (53.85%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
82.21	1 (1.92%)	2 (3.85%)	6 (11.54%)	15 (28.85%)	28 (53.85%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.



الفصل الدراسي الثاني

(2024-2025)

تحليل عام للاستبيان	
اسم الاستبيان	قياس آراء الطلاب حول المقرر الدراسي (اختياري 5 - ك) للعام الدراسي 2024-2025 الفصل الدراسي الثاني
عدد الطلاب المشاركين	51
اجمالي عدد الاجابات المختارة	969
الاختيار) اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X	828.5
التقييم النهائي	85.5 %

النسبة	العدد	الاختيار
59.34 %	575	موافق تماما
26.93 %	261	موافق
10.53 %	102	إلى حد ما
2.79 %	27	غير موافق
0.41 %	4	غير موافق تماما

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
86.6 أولاً - الفاعلية التعليمية						
87.25	0 (0%)	1 (1.96%)	5 (9.8%)	13 (25.49%)	32 (62.75%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
85.78	0 (0%)	1 (1.96%)	6 (11.76%)	14 (27.45%)	30 (58.82%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
86.76	0 (0%)	2 (3.92%)	4 (7.84%)	13 (25.49%)	32 (62.75%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
86.19 ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر						
86.76	0 (0%)	1 (1.96%)	5 (9.8%)	14 (27.45%)	31 (60.78%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
86.27	0 (0%)	1 (1.96%)	6 (11.76%)	13 (25.49%)	31 (60.78%)	يلتزم المحاضر بمحتويات المقرر
85.78	0 (0%)	3 (5.88%)	3 (5.88%)	14 (27.45%)	31 (60.78%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
88.24	0 (0%)	1 (1.96%)	5 (9.8%)	11 (21.57%)	34 (66.67%)	يعامل المحاضر الطلاب باحترام
84.31	0 (0%)	2 (3.92%)	6 (11.76%)	14 (27.45%)	29 (56.86%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
85.78	0 (0%)	2 (3.92%)	5 (9.8%)	13 (25.49%)	31 (60.78%)	تواجد المحاضر في أوقات الساعات المكتبية
84.64 ثالثاً: الهيئة المعاونة						
84.8	1 (1.96%)	1 (1.96%)	5 (9.8%)	14 (27.45%)	30 (58.82%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
84.8	1 (1.96%)	1 (1.96%)	5 (9.8%)	14 (27.45%)	30 (58.82%)	المعيد يعامل الطلاب باحترام
84.31	1 (1.96%)	1 (1.96%)	4 (7.84%)	17 (33.33%)	28 (54.9%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
85.05 رابعاً: الموارد المتاحة						
84.8	0 (0%)	2 (3.92%)	6 (11.76%)	13 (25.49%)	30 (58.82%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
85.78	0 (0%)	2 (3.92%)	4 (7.84%)	15 (29.41%)	30 (58.82%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
85.29	0 (0%)	1 (1.96%)	6 (11.76%)	15 (29.41%)	29 (56.86%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
84.31	0 (0%)	1 (1.96%)	8 (15.69%)	13 (25.49%)	29 (56.86%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						84.48
85.78	0 (0%)	1 (1.96%)	7 (13.73%)	12 (23.53%)	31 (60.78%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
83.82	1 (1.96%)	1 (1.96%)	5 (9.8%)	16 (31.37%)	28 (54.9%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
83.82	0 (0%)	2 (3.92%)	7 (13.73%)	13 (25.49%)	29 (56.86%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

اسم الاستبيان	قياس آراء الطلاب حول المقرر الدراسي (اختياري 6 - ك) للعام الدراسي 2024-2025 الفصل الدراسي الثاني
عدد الطلاب المشاركين	51
اجمالي عدد الاجابات المختارة	969
الاختيار) اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X	809.5
التقييم النهائي	83.54 %

النسبة	العدد	الاختيار				
58.31 %	565	موافق تماما				
24.56 %	238	موافق				
12.49 %	121	إلى حد ما				
2.27 %	22	غير موافق				
2.37 %	23	غير موافق تماما				
التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
83.99	أولاً - الفاعلية التعليمية					
84.8	1 (1.96%)	1 (1.96%)	5 (9.8%)	14 (27.45%)	30 (58.82%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
82.35	1 (1.96%)	1 (1.96%)	9 (17.65%)	11 (21.57%)	29 (56.86%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
84.8	1 (1.96%)	1 (1.96%)	7 (13.73%)	10 (19.61%)	32 (62.75%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
83.42	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					
84.31	1 (1.96%)	1 (1.96%)	6 (11.76%)	13 (25.49%)	30 (58.82%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
83.33	1 (1.96%)	1 (1.96%)	6 (11.76%)	15 (29.41%)	28 (54.9%)	يلتزم المحاضر بمحتويات المقرر
83.33	1 (1.96%)	1 (1.96%)	7 (13.73%)	13 (25.49%)	29 (56.86%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
84.8	1 (1.96%)	1 (1.96%)	7 (13.73%)	10 (19.61%)	32 (62.75%)	يعامل المحاضر الطلاب باحترام
82.84	2 (3.92%)	1 (1.96%)	5 (9.8%)	14 (27.45%)	29 (56.86%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
81.86	1 (1.96%)	3 (5.88%)	6 (11.76%)	12 (23.53%)	29 (56.86%)	تواجد المحاضر في أوقات الساعات المكتبية
82.19	ثالثاً: الهيئة المعاونة					
83.33	2 (3.92%)	1 (1.96%)	5 (9.8%)	13 (25.49%)	30 (58.82%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
81.37	2 (3.92%)	1 (1.96%)	8 (15.69%)	11 (21.57%)	29 (56.86%)	المعيد يعامل الطلاب باحترام
81.86	2 (3.92%)	2 (3.92%)	6 (11.76%)	11 (21.57%)	30 (58.82%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
84.56	رابعاً: الموارد المتاحة					
85.29	1 (1.96%)	1 (1.96%)	5 (9.8%)	13 (25.49%)	31 (60.78%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
84.8	1 (1.96%)	1 (1.96%)	5 (9.8%)	14 (27.45%)	30 (58.82%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
83.82	1 (1.96%)	1 (1.96%)	8 (15.69%)	10 (19.61%)	31 (60.78%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
84.31	1 (1.96%)	1 (1.96%)	5 (9.8%)	15 (29.41%)	29 (56.86%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						83.33
84.8	1 (1.96%)	1 (1.96%)	5 (9.8%)	14 (27.45%)	30 (58.82%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
82.35	1 (1.96%)	1 (1.96%)	9 (17.65%)	11 (21.57%)	29 (56.86%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
82.84	1 (1.96%)	1 (1.96%)	7 (13.73%)	14 (27.45%)	28 (54.9%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

تحليل عام للاستبيان						
اسم الاستبيان		قياس آراء الطلاب حول المقرر الدراسي (تكنولوجيا الصناعات في الهندسة الكيميائية) للعام الدراسي 2023-2024 الفصل الدراسي الثاني				
عدد الطلاب المشاركين		51				
اجمالي عدد الاجابات المختارة		969				
اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X الاختيار)		749.25				
التقييم النهائي		77.32 %				
		الاختيار		العدد	النسبة	
		موافق تماما		502	51.81 %	
		موافق		232	23.94 %	
		إلى حد ما		115	11.87 %	
		غير موافق		63	6.5 %	
		غير موافق تماما		57	5.88 %	
	موافق تماما (1)	موافق (0.75)	إلى حد ما (0.5)	غير موافق (0.25)	غير موافق تماما (0)	التقييم
أولاً - الفاعلية التعليمية						77.29
ت.	29 (56.86%)	12 (23.53%)	4 (7.84%)	3 (5.88%)	3 (5.88%)	79.9
أسلوب التعليم ساعدي	25 (49.02%)	12 (23.53%)	8 (15.69%)	3 (5.88%)	3 (5.88%)	75.98
تضمن أسلوب التعليم في المقرر	25 (49.02%)	12 (23.53%)	8 (15.69%)	3 (5.88%)	3 (5.88%)	75.98
ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر						76.8
	29 (56.86%)	13 (25.49%)	3 (5.88%)	3 (5.88%)	3 (5.88%)	80.39
	26 (50.98%)	11 (21.57%)	6 (11.76%)	5 (9.8%)	3 (5.88%)	75.49
	25 (49.02%)	11 (21.57%)	8 (15.69%)	4 (7.84%)	3 (5.88%)	75
	27 (52.94%)	13 (25.49%)	4 (7.84%)	4 (7.84%)	3 (5.88%)	77.94
	24 (47.06%)	13 (25.49%)	7 (13.73%)	3 (5.88%)	4 (7.84%)	74.51
	26 (50.98%)	13 (25.49%)	6 (11.76%)	3 (5.88%)	3 (5.88%)	77.45
ثالثاً: الهيئة المعاونة						80.23
	30 (58.82%)	10 (19.61%)	6 (11.76%)	3 (5.88%)	2 (3.92%)	80.88
	27 (52.94%)	12 (23.53%)	6 (11.76%)	4 (7.84%)	2 (3.92%)	78.43
	29 (56.86%)	13 (25.49%)	4 (7.84%)	3 (5.88%)	2 (3.92%)	81.37
رابعاً: الموارد المتاحة						77.08
الموارد التعليمية (التجهيزات المعملية)	26 (50.98%)	12 (23.53%)	7 (13.73%)	3 (5.88%)	3 (5.88%)	76.96
تتم في المقررات الدراسية تكليف	26 (50.98%)	11 (21.57%)	7 (13.73%)	3 (5.88%)	4 (7.84%)	75.49
أجد أن المراجع	28 (54.9%)	10 (19.61%)	7 (13.73%)	3 (5.88%)	3 (5.88%)	77.94

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
77.94	3 (5.88%)	3 (5.88%)	6 (11.76%)	12 (23.53%)	27 (52.94%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						75.82
77.45	3 (5.88%)	3 (5.88%)	6 (11.76%)	13 (25.49%)	26 (50.98%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
74.51	4 (7.84%)	3 (5.88%)	6 (11.76%)	15 (29.41%)	23 (45.1%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
75.49	3 (5.88%)	4 (7.84%)	6 (11.76%)	14 (27.45%)	24 (47.06%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

قياس آراء الطلاب حول المقرر الدراسي (ضمان الجودة والصلاحية الهندسية) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
51	عدد الطلاب المشاركين
969	إجمالي عدد الإجابات المختارة
741	إجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X الاختيار)
76.47 %	التقييم النهائي

النسبة	العدد	الاختيار				
48.92 %	474	موافق تماماً				
27.86 %	270	موافق				
9.08 %	88	إلى حد ما				
8.46 %	82	غير موافق				
5.68 %	55	غير موافق تماماً				
التقييم	غير موافق تماماً (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماماً (1)	السؤال
74.02	أولاً - الفاعلية التعليمية					
74.51	3 (5.88%)	5 (9.8%)	5 (9.8%)	15 (29.41%)	23 (45.1%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
74.51	3 (5.88%)	4 (7.84%)	7 (13.73%)	14 (27.45%)	23 (45.1%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
73.04	4 (7.84%)	4 (7.84%)	6 (11.76%)	15 (29.41%)	22 (43.14%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
75.65	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					
76.47	3 (5.88%)	5 (9.8%)	4 (7.84%)	13 (25.49%)	26 (50.98%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
75.98	3 (5.88%)	4 (7.84%)	6 (11.76%)	13 (25.49%)	25 (49.02%)	يلتزم المحاضر بمحتويات المقرر
74.02	3 (5.88%)	4 (7.84%)	7 (13.73%)	15 (29.41%)	22 (43.14%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
75.49	3 (5.88%)	4 (7.84%)	6 (11.76%)	14 (27.45%)	24 (47.06%)	يعامل المحاضر الطلاب باحترام
74.51	3 (5.88%)	4 (7.84%)	8 (15.69%)	12 (23.53%)	24 (47.06%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
77.45	3 (5.88%)	4 (7.84%)	5 (9.8%)	12 (23.53%)	27 (52.94%)	تواجد المحاضر في أوقات الساعات المكتبية
81.54	ثالثاً: الهيئة المعاونة					
81.37	2 (3.92%)	5 (9.8%)	1 (1.96%)	13 (25.49%)	30 (58.82%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
81.37	2 (3.92%)	4 (7.84%)	3 (5.88%)	12 (23.53%)	30 (58.82%)	المعيد يعامل الطلاب باحترام
81.86	2 (3.92%)	4 (7.84%)	1 (1.96%)	15 (29.41%)	29 (56.86%)	المعيد على قدر عالي من استيعاب المنهج الدراسي
75.49	رابعاً: الموارد المتاحة					
78.92	3 (5.88%)	4 (7.84%)	1 (1.96%)	17 (33.33%)	26 (50.98%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
75.49	3 (5.88%)	4 (7.84%)	6 (11.76%)	14 (27.45%)	24 (47.06%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
76.47	3 (5.88%)	4 (7.84%)	5 (9.8%)	14 (27.45%)	25 (49.02%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
71.08	3 (5.88%)	6 (11.76%)	9 (17.65%)	11 (21.57%)	22 (43.14%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						76.8
77.45	3 (5.88%)	4 (7.84%)	3 (5.88%)	16 (31.37%)	25 (49.02%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
75.49	3 (5.88%)	5 (9.8%)	3 (5.88%)	17 (33.33%)	23 (45.1%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
77.45	3 (5.88%)	4 (7.84%)	2 (3.92%)	18 (35.29%)	24 (47.06%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

تحليل عام للاستبيان	
قياس آراء الطلاب حول المقرر الدراسي (مشروع 2 - ك) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
عدد الطلاب المشاركين	51
اجمالي عدد الاجابات المختارة	969
الاختيار) اجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X	867.75
التقييم النهائي	89.55 %

النسبة	العدد	الاختيار
70.18 %	680	موافق تماما
22.08 %	214	موافق
3.51 %	34	إلى حد ما
4.23 %	41	غير موافق
0 %	0	غير موافق تماما

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
90.85 أولاً - الفاعلية التعليمية						
91.67	0 (0%)	1 (1.96%)	1 (1.96%)	12 (23.53%)	37 (72.55%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
88.73	0 (0%)	3 (5.88%)	1 (1.96%)	12 (23.53%)	35 (68.63%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
92.16	0 (0%)	1 (1.96%)	0 (0%)	13 (25.49%)	37 (72.55%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
88.81 ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر						
90.69	0 (0%)	2 (3.92%)	0 (0%)	13 (25.49%)	36 (70.59%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
89.22	0 (0%)	2 (3.92%)	2 (3.92%)	12 (23.53%)	35 (68.63%)	يلتزم المحاضر بمحتويات المقرر
87.75	0 (0%)	3 (5.88%)	2 (3.92%)	12 (23.53%)	34 (66.67%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
89.22	0 (0%)	2 (3.92%)	2 (3.92%)	12 (23.53%)	35 (68.63%)	يعامل المحاضر الطلاب باحترام
87.75	0 (0%)	2 (3.92%)	3 (5.88%)	13 (25.49%)	33 (64.71%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
88.24	0 (0%)	3 (5.88%)	1 (1.96%)	13 (25.49%)	34 (66.67%)	تواجد المحاضر في أوقات الساعات المكتبية
90.85 ثالثاً: الهيئة المعاونة						
91.18	0 (0%)	2 (3.92%)	2 (3.92%)	8 (15.69%)	39 (76.47%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
91.18	0 (0%)	2 (3.92%)	0 (0%)	12 (23.53%)	37 (72.55%)	المعيد يعامل الطلاب باحترام
90.2	0 (0%)	2 (3.92%)	1 (1.96%)	12 (23.53%)	36 (70.59%)	المعيد على قدر عالى من استيعاب المنهج الدراسي
88.48 رابعاً: الموارد المتاحة						
90.2	0 (0%)	2 (3.92%)	2 (3.92%)	10 (19.61%)	37 (72.55%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
87.75	0 (0%)	2 (3.92%)	4 (7.84%)	11 (21.57%)	34 (66.67%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة، وتساعدني في عملية التعلم الذاتي
88.73	0 (0%)	2 (3.92%)	2 (3.92%)	13 (25.49%)	34 (66.67%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
87.25	0 (0%)	3 (5.88%)	3 (5.88%)	11 (21.57%)	34 (66.67%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						89.87
90.2	0 (0%)	2 (3.92%)	3 (5.88%)	8 (15.69%)	38 (74.51%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
90.2	0 (0%)	2 (3.92%)	3 (5.88%)	8 (15.69%)	38 (74.51%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
89.22	0 (0%)	3 (5.88%)	2 (3.92%)	9 (17.65%)	37 (72.55%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.

تحليل عام للاستبيان

قياس آراء الطلاب حول المقرر الدراسي (هندسة تكرير البترول) للعام الدراسي 2024-2025 الفصل الدراسي الثاني	اسم الاستبيان
51	عدد الطلاب المشاركين
969	إجمالي عدد الاجابات المختارة
791.75	إجمالي معدل النقاط لاختيارات الطلاب (المعدل الخاص به X الاختيار)
81.71 %	التقييم النهائي

النسبة	العدد	الاختيار
51.81 %	502	موافق تماماً
30.75 %	298	موافق
11.87 %	115	إلى حد ما
3.61 %	35	غير موافق
1.96 %	19	غير موافق تماماً

التقييم	غير موافق تماماً (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماماً (1)	السؤال
82.03	أولاً - الفاعلية التعليمية					
82.84	1 (1.96%)	2 (3.92%)	4 (7.84%)	17 (33.33%)	27 (52.94%)	تم عرض المستهدف من تدريس المقرر بوضوح في أول محاضرة
79.9	1 (1.96%)	2 (3.92%)	8 (15.69%)	15 (29.41%)	25 (49.02%)	أسلوب التعليم ساعدني علي النقاش والحوار للوصول إلي المفاهيم والحقائق بشكل جماعي
83.33	1 (1.96%)	1 (1.96%)	6 (11.76%)	15 (29.41%)	28 (54.9%)	تضمن أسلوب التعليم في المقرر العديد من الأنشطة التي ساعدتني علي اكتساب القدرة علي التعلم الذاتي
81.21	ثانياً: علاقة المحاضر بالطلاب فيما يتعلق بالمقرر					
85.29	1 (1.96%)	1 (1.96%)	3 (5.88%)	17 (33.33%)	29 (56.86%)	يلتزم المحاضر بمواعيد المحاضرة المحددة في الجدول المعلن
80.39	1 (1.96%)	2 (3.92%)	7 (13.73%)	16 (31.37%)	25 (49.02%)	يلتزم المحاضر بمحتويات المقرر
80.88	1 (1.96%)	3 (5.88%)	6 (11.76%)	14 (27.45%)	27 (52.94%)	لا يهذر المحاضر وقت المحاضرة بما هو خارج
79.9	1 (1.96%)	3 (5.88%)	6 (11.76%)	16 (31.37%)	25 (49.02%)	يعامل المحاضر الطلاب باحترام
80.39	1 (1.96%)	3 (5.88%)	7 (13.73%)	13 (25.49%)	27 (52.94%)	المحاضر يعلن للطلاب نتائج الامتحانات وأعمال السنة
80.39	1 (1.96%)	3 (5.88%)	6 (11.76%)	15 (29.41%)	26 (50.98%)	تواجد المحاضر في أوقات الساعات المكتبية
83.33	ثالثاً: الهيئة المعاونة					
84.31	1 (1.96%)	1 (1.96%)	5 (9.8%)	15 (29.41%)	29 (56.86%)	المعيد ملتزم بالحضور وفقاً لمواعيد الجداول الدراسية
81.86	1 (1.96%)	1 (1.96%)	7 (13.73%)	16 (31.37%)	26 (50.98%)	المعيد يعامل الطلاب باحترام
83.82	1 (1.96%)	1 (1.96%)	4 (7.84%)	18 (35.29%)	27 (52.94%)	المعيد على قدر عالٍ من استيعاب المنهج الدراسي
81.99	رابعاً: الموارد المتاحة					
82.35	1 (1.96%)	1 (1.96%)	5 (9.8%)	19 (37.25%)	25 (49.02%)	الموارد التعليمية (التجهيزات المعملية/ قاعات المحاضرات وغيرها) المستخدمة للعمل علي اكتسابي للمهارات المهنية والعملية كافية
81.86	1 (1.96%)	2 (3.92%)	6 (11.76%)	15 (29.41%)	27 (52.94%)	تتم في المقررات الدراسية تكاليف تعليمية تدفعني للاستفادة من إمكانيات تكنولوجيا التعليم المتاحة وتساعدني في عملية التعلم الذاتي
81.86	1 (1.96%)	1 (1.96%)	5 (9.8%)	20 (39.22%)	24 (47.06%)	أجد أن المراجع العلمية المتاحة (مراجع/كتاب/مذكرة) تساعدني في التحصيل والفهم

التقييم	غير موافق تماما (0)	غير موافق (0.25)	إلى حد ما (0.5)	موافق (0.75)	موافق تماما (1)	السؤال
81.86	1 (1.96%)	2 (3.92%)	4 (7.84%)	19 (37.25%)	25 (49.02%)	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية.
خامسا: تقويم الطلاب						80.39
83.33	1 (1.96%)	1 (1.96%)	6 (11.76%)	15 (29.41%)	28 (54.9%)	تتنوع أنشطة التقويم للتحقق من قدراتي العملية واستيعابي للمادة العلمية.
78.43	1 (1.96%)	3 (5.88%)	10 (19.61%)	11 (21.57%)	26 (50.98%)	يتم إطلاعي علي أوراق امتحاناتي الفصلية للتعرف علي أخطائي والتعلم منها.
79.41	1 (1.96%)	2 (3.92%)	10 (19.61%)	12 (23.53%)	26 (50.98%)	أجد الدرجات التي حصلت عليها معبرة عن مستواي الفعلي.



معيّار (٧)
المعايير الأكاديمية
والبرامج التعليمية



وثيقة (٧)

مشاركة الأطراف المعنية في تحديث وتطوير البرامج

التعليمية للعام الجامعي ٢٠٢٤-٢٠٢٥

استبيانات الأطراف المعنية

عن

تقييم جودة البرنامج التعليمي