



Ministry of Education
Jazan University
Deanship of Academic Development
(DAD)
KPI Report Template



KPI Report

College: Al-Darb University college

Program: Biology

Year: 2023



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1. Contents

1. Introduction	3
2. Tabulated data	4
3. KPI Analysis	7

2. Introduction

Maintaining academic standards and striving to improve continuously is the prime objective of the Biology Program at Jazan University. In this process various standards are adopted by the university and the Programs per the guidelines of NCAAA. As part of that, Key performance indicators are calculated using different academic and administrative elements. From the list of KPIs recommended by NCAAA, the program has taken 9 KPIs to measure its standards, progress and improvement. The analysis and their level of performance is observed in the form of trend graphs through the years.

For the purpose of measurement of its operational goals for the strategic plan 2021-2025, the program has approved 17 more KPIs in alignment of Jazan University's institutional ones. In order to establish a baseline for targets in 2023, these KPIs have been measured retrospectively for the two previous years (2021, and 2022). The previous strategic plan (2015-2019) has already completed and JU approved its new mission and goals. All colleges and programs have to align with new plan.

This report provides an analytical description based on the data provided acquired from the institutional systems. The tabulated data was visualized in graphical form and analyzed accordingly. On one hand, it is to compare and contrast the actual benchmark with internal and external benchmarks, consequently there will be a scope to set new target for the future. On other hand, the data got analyzed using two sets of variables i.e., male vs. female and main campus vs. branches. The provided values were tabulated using the data collected from the academic years 2021, 2022, and 2023. Main data sources include student, faculty, alumni, and employer surveys. Other sources include the main university student information system (e-register), and other related systems. The university has recently turned most of its services into digitalized systems linked and made available for colleges.

The following table includes data for the program KPIs.

3. Tabulated data

(Please add program strategic plan KPIs below the NCAAA ones)

Code	Indicator	2021	2022	Current value 2023	Target (Last year)	Internal benchmark	External benchmark	New Target (For next year)
KPI-P-01 STD1	Percentage of achieved indicators of the program operational plan objectives	100%	93%	80%	95%	80%		90%
KPI-P-02 STD3	Students' Evaluation of quality of learning experience in the program	3.12	3.9	4.06	4	4.14		4.2
KPI-P-03 STD3	Students' evaluation of the quality of the courses	4	4.1	4.01	4.2	4.08		4.2
KPI-P-04 STD3	Completion rate (%)	58%	60%	89%	70%	24%		95%
KPI-P-05 STD3	First-year students retention rate (%)	83%	80%	54%	90%	15%		70
KPI-P-06 STD3	Students' performance in the professional and/or national examinations	NA	3%	11%	10%	0		15%
KPI-P-07 STD3	Graduates' a- employability b- enrolment in postgraduate programs	1%	3%	a-ND b-4	ND	ND		5% 5
KPI-P-08 STD3	Average number of students in the class	25	40	20-30	25	21		20-25
KPI-P-09 STD3	Employers' evaluation of the program graduate's proficiency	3.33	3.4	5	5	ND		5
KPI-P-10 STD4	Students' satisfaction with the offered services	3.05	3.13	3.28	3.5	2.93		3.5
KPI-P-11 STD5	Ratio of students to teaching staff	38:1	40:1	32:1	35:1	17:1		25:1
KPI-P-12 STD5	Percentage of teaching staff distribution (%)	Prof: 5.9% Assoc: 5.9% Assist: 41.9% Lecturer: 23.5% TA: 17.8%	Prof: 0 Assoc: 10% Assist: 70% Lecturer: 10% TA: 10%	Prof: 0 Assoc: 15% Assist: 70% Lecturer: 15% TA: 0	10 15 50 15 10	0 0 36% 45% 9%		10 15 50 15 10
KPI-P-13 STD5	Proportion of teaching staff leaving the program	1/10	2/10	0	0	2/11		0

Code	Indicator	2021	2022	Current value 2023	Target (Last year)	Internal benchmark	External benchmark	New Target (For next year)
KPI-P-14 STD5	Percentage of publications of faculty members	25%	30%	41%	35	36%		45%
KPI-P-15 STD5	Rate of published research per faculty member	1:9	1:3	1:2	1:2	3:11		1
KPI-P-16 STD5	Citations rate in refereed journals per faculty member	ND	223:8	312:10	300/10	11.6		450/10
KPI-P-17 STD6	Satisfaction of beneficiaries with the learning resources	3.9	3.5	3.85	4.2	3.37		4
Strategic Plan KPIs								
KPI-P-18	نسبة الإشغال في القاعات والمعامل Occupation time of classrooms and laboratories	25	40	20-30	25	52.5		20-25
KPI-P-19	رضا أعضاء هيئة التدريس والموظفين عن الخدمات المساندة Satisfaction of faculty and staff with support services	3.48	3.05	3.69	4	3.93		4
KPI-P-20	رضا المستفيدين عن تقنية المعلومات Beneficiary satisfaction about IT services	3.02	3.5	3.64	3.5	4		3.7
KPI-P-21	نسبة الوعي بالحقوق والواجبات Percentage of awareness of rights and duties	3.7	3.6	3.85	4.0	3.89		4
KPI-P-22	رضا أعضاء هيئة التدريس عن التطوير المهني. Satisfaction of faculty members about professional development.	84%(4.2)	82%(4.1)	3.64	4.0	4		4

Code	Indicator	2021	2022	Current value 2023	Target (Last year)	Internal benchmark	External benchmark	New Target (For next year)
KPI-P-23	مستوى رضا المستفيدين عن الخدمات الادارية. Satisfaction of beneficiaries with administrative services.	3.86	3.89	4.02	4	4.45		4.2
KPI-P-24	متوسط عدد ساعات التطوير المهني التي استكمالها أعضاء هيئة التدريس Average number of professional development activities completed by the faculty.	84	93	216	120	40		250
KPI-P-25	إجمالي عدد ساعات التطوع التي قام بها طلبة التعليم الجامعي Total number of volunteer hours performed by university students.	ND	ND	376	-	5		420
KPI-P-26	نسبة تسرب الطلبة من البرنامج. Students' dropout rate from the program	35%	25%	27%	20%	8%		20%

4. KPI Analysis

KPI: 1		Code: KPI-P-1												
Percentage of achieved indicators of the program operational plan objectives														
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark	New Target Benchmark										
80%	90%	80%		90%										
<p>Analysis (strengths and recommendations):</p> <p>The above table indicates the achievement and implementation of program operational plan objectives for the year 2023. The biology program at JU selected 17 KPIs in order to measure the objectives of the program and follow up of the strategic plan implementation annually. The KPI achieved 80%. Yet, it is important to concentrate on the fact that the evaluation of University College, AlDarb's operational plan objectives is much lower than the Internal benchmark (last two years).</p> <div data-bbox="446 898 1123 1266" data-label="Figure"> <table border="1"> <caption>Program performance in 3 years</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>100%</td> </tr> <tr> <td>2022</td> <td>93%</td> </tr> <tr> <td>2023</td> <td>80%</td> </tr> <tr> <td>internal benchmark</td> <td>80%</td> </tr> </tbody> </table> </div> <p>Strengths:</p> <ul style="list-style-type: none"> -Start to follow up the implementation of the operation plan initiatives <p>Areas of Improvement:</p> <ul style="list-style-type: none"> Lack the awareness of the operation plan initiatives among some staff members of the program. <p>Recommendation:</p> <ul style="list-style-type: none"> - Increase the awareness by workshops, bulletin...etc. - Improve the web site to facilitate the data recovery of the operation plan reports. - Actual performance should be improved based on the suggested improvement plans 					Year	Performance (%)	2021	100%	2022	93%	2023	80%	internal benchmark	80%
Year	Performance (%)													
2021	100%													
2022	93%													
2023	80%													
internal benchmark	80%													
<p>*Explanation:</p> <ol style="list-style-type: none"> Name of the internal benchmark provider. Mathematics Department, University College Al-Darb Why this internal benchmark provider was chosen? Mathematics department as an internal benchmark because it have the same status and facilities. How was the benchmark calculated? 														

The benchmark is calculated by (dividing the achieved strategic plan initiatives with total initiatives)/100

https://drive.google.com/drive/folders/1X5YobdUo_vQIPxSMLbFaRTW2m91Pzccb

KPI: 2

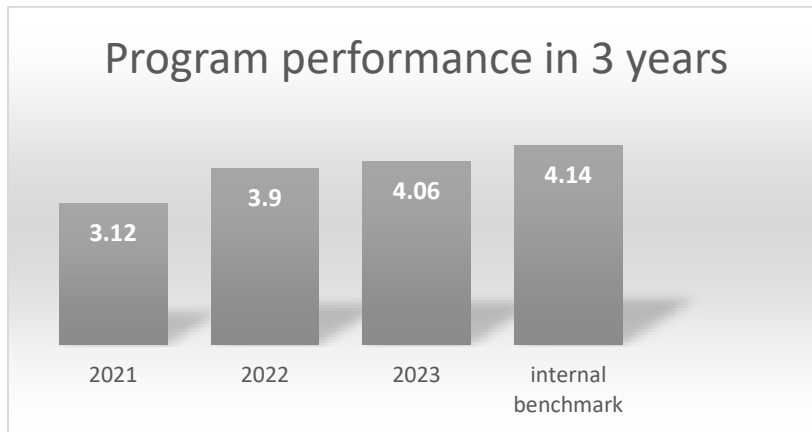
Code: KPI-P-2

Students' Evaluation of quality of learning experience in the program

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
4.06	4	4.14		4.3

Analysis (strengths and recommendations):

Based on the table above, this indicator achieved the target and did not exceeded the benchmark value.



Strengths:

- The students' response regarding this indicator is satisfactory.
- The availability of teachers and advisors for guidance.
- The program has developed the ability of the students to work effectively within groups.
- The program has improved the communication skills of the students

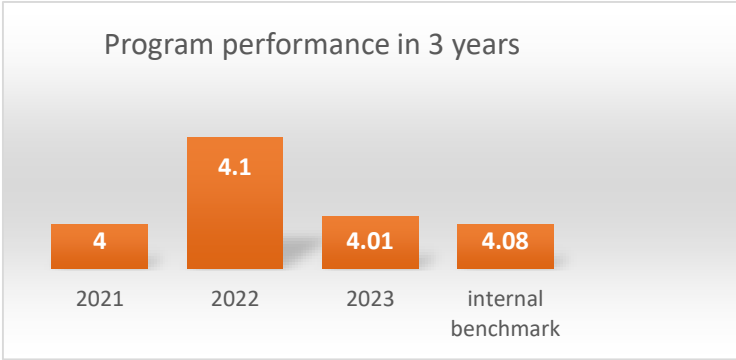
Recommendation:

- Al-Darb campus needs to improve the quality of learning experience given to the students.
- The program should improve the facilities like classrooms, laboratories, library etc.
- The students need to have a fixed break-time for meals.

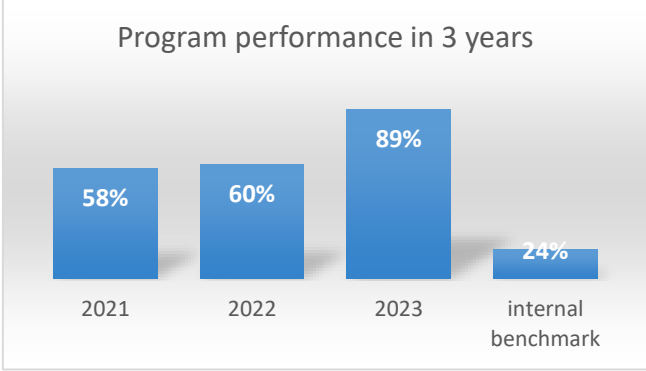
***Explanation:**

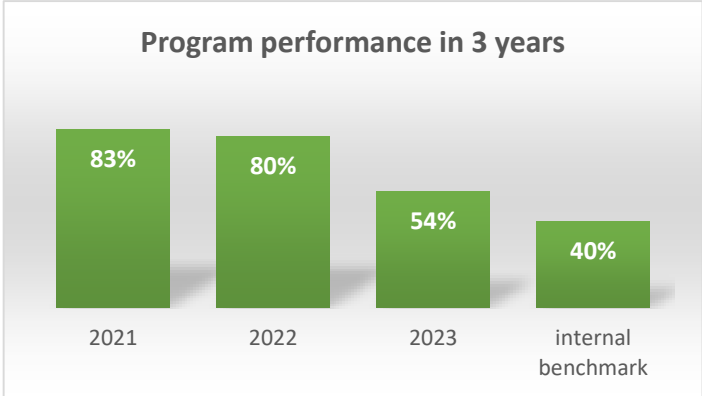
1. Name of the internal benchmark provider.
Mathematics Department, University College Al-Darb
2. Why this internal benchmark provider was chosen?
Mathematics department as an internal benchmark because it have the same status and facilities.
3. How was the benchmark calculated?
Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey (Program Evaluation Survey).

https://docs.google.com/spreadsheets/d/1cHvcBYFhFEGAGhJQBzVXC2g_ICmmccDj/edit#gid=1802937880

KPI: 3		Code: KPI-P-3												
Students' evaluation of the quality of the courses.														
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark										
4.01	4.2	4.08		4.2										
<p>Analysis (strengths and recommendations): This indicator achieved the Internal Benchmark and did not exceed the target benchmark</p> <div style="text-align: center;">  <p>Program performance in 3 years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>4</td> </tr> <tr> <td>2022</td> <td>4.1</td> </tr> <tr> <td>2023</td> <td>4.01</td> </tr> <tr> <td>internal benchmark</td> <td>4.08</td> </tr> </tbody> </table> </div> <p>Strength :</p> <ul style="list-style-type: none"> - Procedures for courses are easy and efficient. - Motivation offered by the program to students for better learning. <p>Areas of Improvement: Lack of interviews with a large number of students to learn about their academic problems</p> <p>Recommendation:</p> <ul style="list-style-type: none"> -Interviews with a large number of students to learn about their academic problems -The program should come up with effective plans to make students learn how to work effectively in group activities. <p>https://drive.google.com/drive/folders/1r65idCUIPhcZsbQgFgWYUU42_fRQyyvr</p>					Year	Score	2021	4	2022	4.1	2023	4.01	internal benchmark	4.08
Year	Score													
2021	4													
2022	4.1													
2023	4.01													
internal benchmark	4.08													

KPI: 4		Code: KPI-P-4		
COMPLETION RATE.				
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

89%	70%	24		90										
 <p>Program performance in 3 years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>58%</td> </tr> <tr> <td>2022</td> <td>60%</td> </tr> <tr> <td>2023</td> <td>89%</td> </tr> <tr> <td>internal benchmark</td> <td>24%</td> </tr> </tbody> </table>					Year	Performance (%)	2021	58%	2022	60%	2023	89%	internal benchmark	24%
Year	Performance (%)													
2021	58%													
2022	60%													
2023	89%													
internal benchmark	24%													
<p>Analysis (strengths and recommendations): 89% is the actual benchmark of the full-time students commencing undergraduate program who complete their programs in minimum time. This value exceeded both the target and internal benchmark.</p> <p>Strengths: Presence of specialized faculty members at the highest level.</p> <p>Areas of Improvement: Lack of interviews with a large number of students to learn about their academic problems</p> <p>Recommendation: The program must provide and motivate in the view of services as well as practical skill development to attract the students with high grades as planned in the strategic plan.</p> <p>Explanation:</p> <ol style="list-style-type: none"> Name of the internal benchmark provider. The program has taken math department performance as an internal benchmark. Why this internal benchmark provider chosen? The math program has taken as internal benchmark, because it has same status and facilities How was the benchmark calculated? Proportion of undergraduate students who completed the program in minimum time in each cohort. It is calculated by taking the number of students who complete the program in 8 semesters / the total number from the same batch who started the program 4 years back X 100 = %. <p>https://drive.google.com/drive/folders/1Ns2hv3Z-TTP7Vjdc7E8WMfKcm9YemW44</p>														

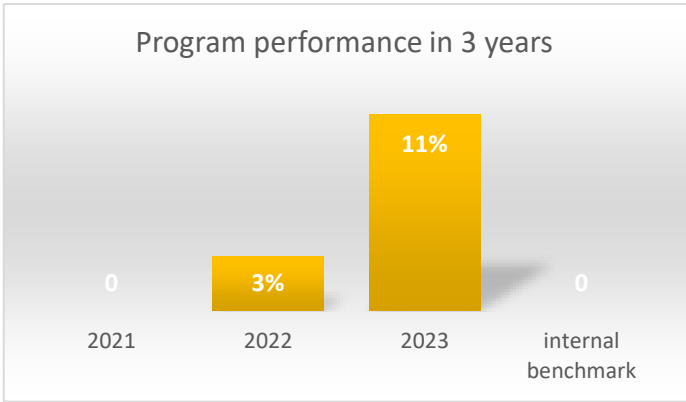
KPI: 5			Code: KPI-P-5												
First year students retention rate															
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark										
54%	60%	15%			60										
<p>Analysis (strengths and recommendations):</p> <p>It has been observed from the above table that the percentage of the students in biology department who successfully completed the first year is more than the internal benchmark, but not exceeded the target.</p> <div style="text-align: center;">  <p>Program performance in 3 years</p> <table border="1"> <tr> <th>Year</th> <th>Retention Rate</th> </tr> <tr> <td>2021</td> <td>83%</td> </tr> <tr> <td>2022</td> <td>80%</td> </tr> <tr> <td>2023</td> <td>54%</td> </tr> <tr> <td>internal benchmark</td> <td>40%</td> </tr> </table> </div> <p>Strengths:</p> <ol style="list-style-type: none"> The program helps students to develop their sufficient interests to finish the level in the same year The updated course materials were useful for students to meet their aspirations Academic guidance plays an important role in this program <p>Areas of Improvement:</p> <ol style="list-style-type: none"> Student computing facilities were not sufficient The presentation of subjects is not interesting or enjoyable <p>Recommendation:</p> <ol style="list-style-type: none"> Improve academic guidance and make it more effective and impactful Improvement of the learning materials psychiatric sessions should be held by psychologists to find out why students drop out and try to help 						Year	Retention Rate	2021	83%	2022	80%	2023	54%	internal benchmark	40%
Year	Retention Rate														
2021	83%														
2022	80%														
2023	54%														
internal benchmark	40%														
<p>*Explanation:</p> <ol style="list-style-type: none"> Name of the internal benchmark provider. <p>The program has taken Math department performance as an internal benchmark.</p> <ol style="list-style-type: none"> Why this internal benchmark provider chosen? 															

The math program has taken as internal benchmark, because it has same status and facilities

3. How was the benchmark calculated?

Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year. It is calculated by taking the number of students who complete first year (two semesters) / the total number from the same batch who started the program in the same year (batch) X 100 = %.

<https://drive.google.com/drive/folders/1Ns2hv3Z-TTP7Vjdc7E8WMfKcM9YemW44>

KPI: 6		Code: KPI-P-6												
Students' performance in the professional and/or national examinations														
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark										
11 %	20 %	0		20 %										
Analysis (strengths and recommendations):														
 <p>Program performance in 3 years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>0</td> </tr> <tr> <td>2022</td> <td>3%</td> </tr> <tr> <td>2023</td> <td>11%</td> </tr> <tr> <td>internal benchmark</td> <td>0</td> </tr> </tbody> </table>					Year	Performance (%)	2021	0	2022	3%	2023	11%	internal benchmark	0
Year	Performance (%)													
2021	0													
2022	3%													
2023	11%													
internal benchmark	0													
Strengths:														
<ol style="list-style-type: none"> The final year students emphasized the importance of continuous long-life learning. The students are well aware of the program policies. The students are prepared for the job market. The students are provided with a manual on code of ethics. Updated Computer labs are available to the students. 														
Recommendation:														
<ol style="list-style-type: none"> Special attention should be paid to disabled students. More facilities should be provided for extracurricular activities 														
*Explanation:														
<ol style="list-style-type: none"> Name of the internal benchmark provider. 														

The program has taken Math department performance as an internal benchmark.
 2. Why this internal benchmark provider chosen?
 The math program has taken as internal benchmark, because it has same status and facilities
 3. How was the benchmark calculated?
 Dividing the number of the students who passed the exam / total number of students X 100
https://drive.google.com/drive/folders/1xoD3bOxou_zkTyfCVUWkflZo8HymKs-D

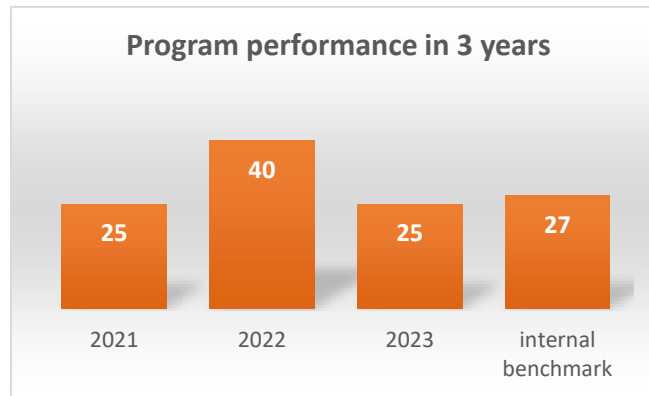
KPI: 7		Code: KPI-P-7		
Graduates' a-employability and b-enrolment in postgraduate programs				
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
a- ND b- 4	50% 5	ND		50% 5
<p>Analysis (strengths and recommendations): Average of the result of Alumni survey Strengths: Establishment of WhatsApp groups for communication with the graduated students to collect data & inform them about available Jobs Recommendation: 1. The students should be motivated by the teachers from level 6, 7 and 8 to prepare themselves to go for higher studies. 2. Focus should be given to the development of a graduate's abilities.</p>				
<p>*Explanation: 1. Name of the internal benchmark provider. The program has taken math department performance as an internal benchmark. 2. Why this internal benchmark provider chosen? The math program has taken as internal benchmark, because it has same status and facilities 3. How was the benchmark calculated? Percentage of graduates from the program who within a year of graduation were: a. employed b. enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year.</p>				

KPI: 8	Code: KPI-P-8
Average number of students in the class	

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
20- 30	20-25	21		20

Analysis (strengths and recommendations):

Based on the table above the actual benchmark is more than the target benchmark as well as the internal benchmark.



Areas of Improvement:

1. Reducing the number of students in the classroom
2. Update the class room
3. Shortage in lab maintenance

Recommendation:

1. Scheduling committee needs to negotiate college administrations for more classrooms to accommodate biology department students.

***Explanation:**

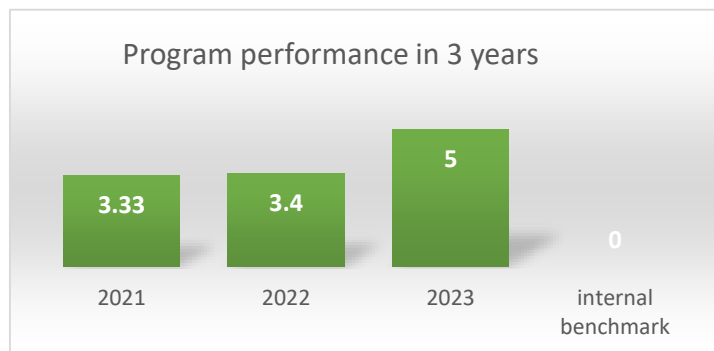
1. Name of the internal benchmark provider.
The program has taken Math department performance as an internal benchmark.
2. Why this internal benchmark provider chosen?
The math program has taken as internal benchmark, because it has same status and facilities
3. How was the benchmark calculated?
The total number of students enrolled in all sections / total number of sections.

KPI: 9	Code: KPI-P-9
Employers' evaluation of the program graduates proficiency	
	External Benchmark**

Actual Benchmark	Target Benchmark	Internal Benchmark*			New Target Benchmark
5	5	ND			5

Analysis (strengths and recommendations):

The value of this indicator was equal to 5 due to the presence of only one employer for the current year



Strengths:

1. Presence of specialized faculty members at the highest level.
2. Effectiveness of the Academic Advising
3. Making questionnaires to know the employers opinion about biology courses and the graduates efficiency.

Areas of Improvement:

1. No modifications in the Biology Program study plan to satisfy the Labor market needs
2. Lack of annual employees questionnaires to clarify their needs for the biology courses
3. Week contact with graduate students.

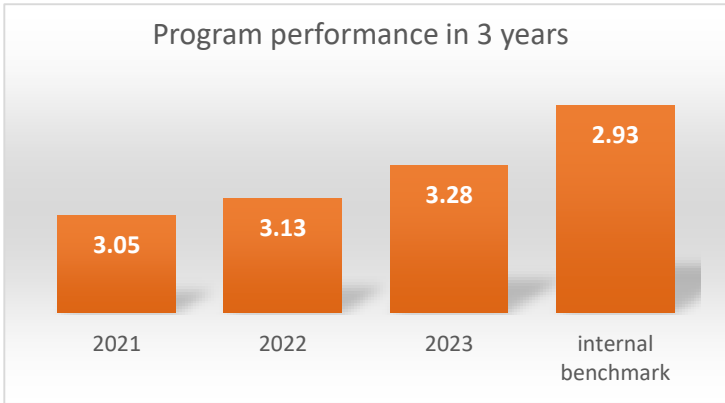
Recommendation:

1. Interviews with a large number of students to learn about their academic problems
2. Make the employees questionnaires annually to clarify Labor market needs
3. Increase the contact methods with graduates through announcing of meetings with the head of department to discuss their problems to find jobs and to distribute the employees questionnaire for more employed graduate students

***Explanation:**

1. Name of the internal benchmark provider.
The program has taken math department performance as an internal benchmark.
2. Why this internal benchmark provider chosen?
The math program has taken as internal benchmark, because it has same status and facilities
3. How was the benchmark calculated?
Total scores of responses to the last item in the employers 'evaluation survey for graduates' performance.

<https://docs.google.com/spreadsheets/d/1LP7gOhw5JolCfoOts8VNc5uhGD3Fwo9r/edit#gid=261696084>

KPI: 10			Code: KPI-P-10												
Students' satisfaction with the offered services															
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark										
3.28	3.5	2.93			3.6										
<p>Analysis (strengths and recommendations): As the actual benchmark is more than the internal and not exceed the target benchmark, the dept. has to improve the offered services for the students' satisfaction.</p> <div align="center">  <p>Program performance in 3 years</p> <table border="1"> <tr> <th>Year</th> <th>Score</th> </tr> <tr> <td>2021</td> <td>3.05</td> </tr> <tr> <td>2022</td> <td>3.13</td> </tr> <tr> <td>2023</td> <td>3.28</td> </tr> <tr> <td>internal benchmark</td> <td>2.93</td> </tr> </table> </div> <p>Strengths: According to the survey:</p> <ol style="list-style-type: none"> The students found it easy to find information about the institution and its programs before getting enrolled at the college for the first time. Students think that most of the faculty members in the college were genuinely interested in their progress. The students found the program of studies stimulating for their interest in further learning. The students gave higher ranking to the fact that their knowledge and skills learnt will be valuable for their future career. <p>Recommendations:</p> <ol style="list-style-type: none"> Attention should be paid to special needs students. Alumni association should be formed. Establish a Career counselling center. Provide training course for the students regarding using any Digital platforms. 						Year	Score	2021	3.05	2022	3.13	2023	3.28	internal benchmark	2.93
Year	Score														
2021	3.05														
2022	3.13														
2023	3.28														
internal benchmark	2.93														
<p>*Explanation:</p> <ol style="list-style-type: none"> Name of the internal benchmark provider. The program has taken math department performance as an internal benchmark. Why this internal benchmark provider chosen? The math program has taken as internal benchmark, because it has same status and facilities How was the benchmark calculated? 															

Average the last three past years students' satisfaction rate with the various services (counseling and learning resources services) offered by the program

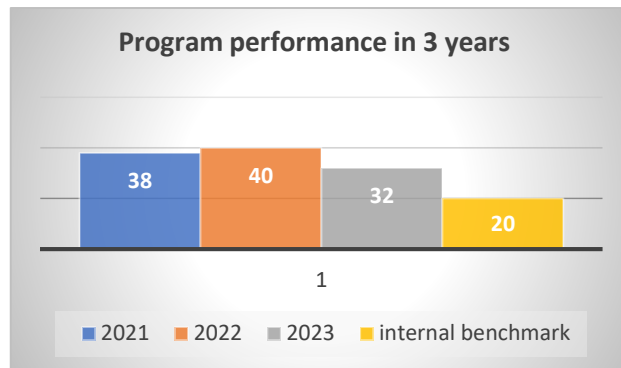
https://docs.google.com/spreadsheets/d/1lpjIDEMxEE9kyRyVyA3wFzshLM215_B/edit#gid=1502587072

KPI: 11 **Code: KPI-P-11**
Ratio of students to teaching staff

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
32:1	35:1	17:1		25:1

Analysis (strengths and recommendations):

This is to notify that the ratio of students to teaching staff in biology department of Al-Darb University College is higher than ratio of the internal and target benchmark. This should be taken into consideration to improve the teaching staff numbers.



Recommendation:

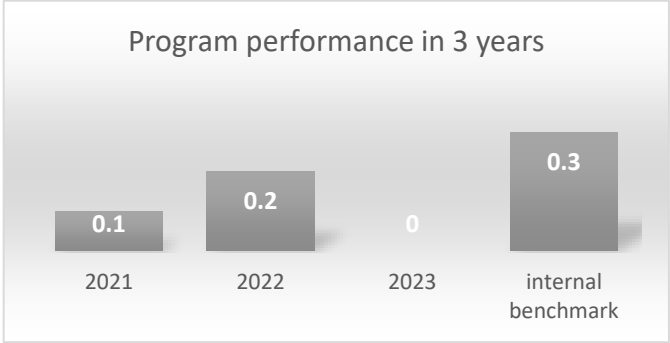
Increase the number of teaching staff.

***Explanation:**

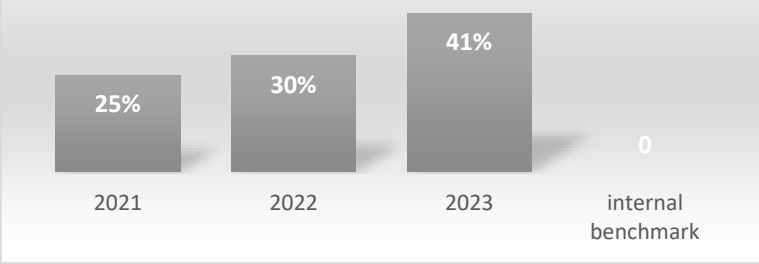
- Name of the internal benchmark provider.
The program has taken math department performance as an internal benchmark.
- Why this internal benchmark provider chosen?
The math program has taken as internal benchmark, because it has same status and facilities
- How was the benchmark calculated?
The benchmark was calculated by dividing the number of students to the actual number of the Teaching staff. (Ratio of students to teaching staff)

KPI: 12			Code: KPI-P-12		
Percentage of teaching staff distribution					
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark (%)
Prof: 0	10	0			10
Assoc: 15%	15	0			15
Assist: 70%	50	36			50
Lecturer: 15%	15	54			15
TA: 0%	10	9			10
<p>Analysis (strengths and recommendations): The actual benchmark is far behind the target benchmark as there are a smaller number of professors in the Dept.</p> <p>Strengths: The number of staff members which have PHD is high</p> <p>Areas of Improvement: Increasing the number of professors and associate prof.</p> <p>Recommendation: Encouragement of staff member to attain high academic level Increase the number of scholarship</p> <p>*Explanation:</p> <ol style="list-style-type: none"> Name of the internal benchmark provider. The program has taken math department performance as an internal benchmark. Why this internal benchmark provider chosen? The math program has taken as internal benchmark, because it has same status and facilities How was the benchmark calculated? Percentage of teaching staff distribution based on Academic Ranking 					

KPI: 13			Code: KPI-P-13		
Proportion of teaching staff leaving the program					
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark
2/10	0	2/11			0


<p>Analysis (strengths and recommendations): The proportion of teaching staff leaving the program in Al-Darb college is lower than the internal benchmark</p> <div style="text-align: center;">  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Program performance in 3 years</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>0.1</td> </tr> <tr> <td>2022</td> <td>0.2</td> </tr> <tr> <td>2023</td> <td>0</td> </tr> <tr> <td>internal benchmark</td> <td>0.3</td> </tr> </tbody> </table> </div> <p>Recommendation:</p> <ol style="list-style-type: none"> The distinguished and experienced staff in the department should be retained. . The department should provide conducive environment for better working experience. The department should award the best faculty members. <p>*Explanation:</p> <ol style="list-style-type: none"> Name of the internal benchmark provider. The program has taken math department performance as an internal benchmark. Why this internal benchmark provider chosen? The math program has taken as internal benchmark, because it has same status and facilities How was the benchmark calculated? Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff. 						Year	Value	2021	0.1	2022	0.2	2023	0	internal benchmark	0.3
Year	Value														
2021	0.1														
2022	0.2														
2023	0														
internal benchmark	0.3														

KPI: 14			Code: KPI-P-14		
Percentage of publications of faculty members %					
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark
41	35	36			45
<p>Analysis (strengths and recommendations): The data calculation showed that the number of publications is high as compared to internal benchmarks and exceeded the target benchmark.</p>					

<p>Program performance in 3 years</p>  <table border="1"> <caption>Program Performance Data</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>25%</td> </tr> <tr> <td>2022</td> <td>30%</td> </tr> <tr> <td>2023</td> <td>41%</td> </tr> <tr> <td>internal benchmark</td> <td>0</td> </tr> </tbody> </table>	Year	Performance (%)	2021	25%	2022	30%	2023	41%	internal benchmark	0
Year	Performance (%)									
2021	25%									
2022	30%									
2023	41%									
internal benchmark	0									
<p>Strengths: Publication in ISI and Scopus Indexed journals</p> <p>Areas of Improvement: Number of publications Less number of faculty members involved in research</p> <p>Recommendation: The department has to encourage the staff for more publications.</p>										
<p>*Explanation:</p> <ol style="list-style-type: none"> Name of the internal benchmark provider. The program has taken math department performance as an internal benchmark. Why this internal benchmark provider chosen? The math program has taken as internal benchmark, because it has same status and facilities How was the benchmark calculated? The benchmark was calculated by number of full-time faculty members who published at least one research during the year / total faculty members in the dept. = % of publications of faculty. 										
<p>https://docs.google.com/spreadsheets/d/1-SydMYzZzgjJqMG_bfB-UPFC7b4d6Zx-0o8AqE68Umw/edit</p>										

KPI: 15		Code: KPI-P-15			
Rate of published research per faculty member					
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark
5:10	7:10	3:11			1
Analysis (strengths and recommendations): Data calculation showed that number of published research of the staff members in the department.					

Program performance in 3 years



Year	Performance
2021	0.11
2022	0.33
2023	0.5
internal benchmark	0

Strengths:
Despite the challenges posed by the lack of equipment necessary to conduct research, the number of research papers published this year is satisfactory

Recommendation:
More faculty members should be encouraged to participate in research publications

***Explanation:**

- Name of the internal benchmark provider.
The program has taken math department performance as an internal benchmark.
- Why this internal benchmark provider chosen?
The math program has taken as internal benchmark, because it has same status and facilities
- How was the benchmark calculated?
The benchmark was calculated by considering the publications indexed in web of science and Scopus and the teaching staff of external benchmark. Calculated by keeping total number of publications as numerator and total number of teaching staff as denominator.

https://docs.google.com/spreadsheets/d/1-SydMYzZzgjJqMG_bfB-UPFC7b4d6Zx-0o8AqE68Umw/edit

KPI: 16			Code: KPI-P-16		
Citations rate in refereed journals per faculty member					
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark
312:10	300:10	11.6			450:10
Analysis (strengths and recommendations): Data for this indicator were obtained from the members' Google Scholar accounts					
Strengths: Papers published in journals of international repute					
Areas of Improvement: Encouraging the publication in ISI journals					
Recommendation:					

Workshops needed to be conducted on how to choose journals with good impact factor

***Explanation:**

1. Name of the internal benchmark provider.
The program has taken math department performance as an internal benchmark.
2. Why this internal benchmark provider chosen?
The math program has taken as internal benchmark, because it has same status and facilities
3. How was the benchmark calculated?
The benchmark was calculated by keeping total number of publications as numerator and total number of teaching staff as denominator.

https://docs.google.com/spreadsheets/d/1-SydMYzZzgjQMG_bfB-UPFC7b4d6Zx-Oo8AqE68Umw/edit

KPI: 17

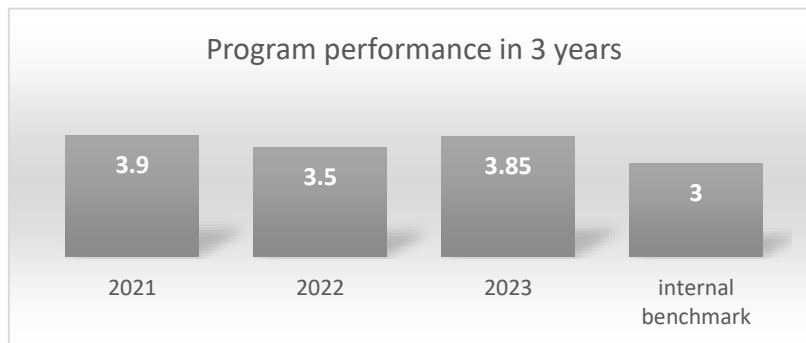
Code: KPI-P-17

Satisfaction of beneficiaries with the learning resources

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark
3.85	4	3.37			4

Analysis (strengths and recommendations):

The value of this indicator exceeded the internal benchmark, but did not achieve the target value



Strengths:

1. The textbooks and reference material provided to the library are specialized in the field of biology
2. Books are made available for the staff members and students on a subsidized basis.
3. Digital library availability, accessibility, and adequacy of research resources

Areas of Improvement:

1. The textbooks and reference material provided to the library are up to date
2. Books are made available for the staff members and students on a subsidized basis.
3. Library for the Biology department was established

4. Department Library resources is a priority of the Biology Department
5. Establishment of the web portal for the Biology Department

Recommendation:

1. There is an urgent need to prepare the paper library with the necessary sources and references
2. Provide the library's trustees with sufficient technical expertise; and
3. Building cooperative relations between the library and other academic libraries

***Explanation:**

1. Name of the internal benchmark provider.
The program has taken math department performance as an internal benchmark.
2. Why this internal benchmark provider chosen?
The math program has taken as internal benchmark, because it has same status and facilities
3. How was the benchmark calculated?
Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases... etc.) on a five-point scale in an annual survey.

https://docs.google.com/spreadsheets/d/1cHvcBYFhFEGAGhJQBzVXC2g_ICmmccDj/edit#gid=180293788
[0](#)

KPI: 18

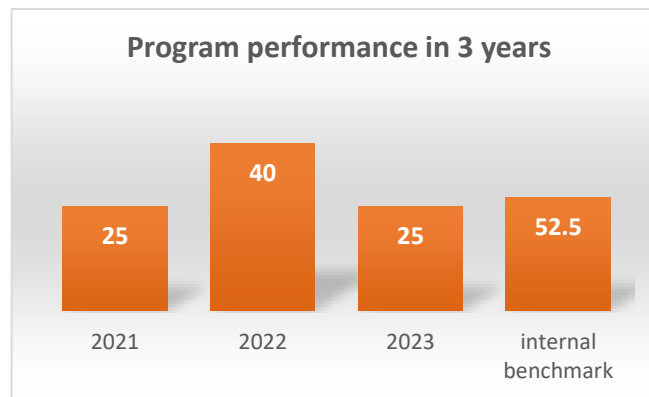
Code: KPI-P-18

Occupation time of classrooms and laboratories

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark
20-30	30	52.5			25

Analysis (strengths and recommendations):

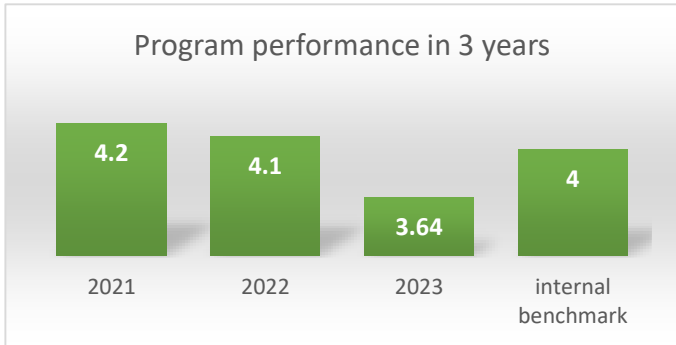
Laboratories vary in their capacity



Strengths:

The distribution of students is according to precautionary measures against covid 19 pandemic also some labs touched on line effectively prohibited the use of laboratories

<p>The actual value is somewhat closed to the target.</p> <p>Areas of Improvement:</p> <ol style="list-style-type: none"> 1. Increasing the number of students enrolled in the program 2. Presence of lab technicians <p>Recommendation:</p> <ol style="list-style-type: none"> 1- Providing lab technicians.
<p>*Explanation:</p> <ol style="list-style-type: none"> 1. Name of the internal benchmark provider. The program has taken math department performance as an internal benchmark. 2. Why this internal benchmark provider chosen? The math program has taken as internal benchmark, because it has same status and facilities 3. How was the benchmark calculated? The total number of students enrolled in all sections / total number of sections.

KPI: 19			Code: KPI-P-19												
Satisfaction of faculty and staff with support services															
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark										
3.69	4	3.93			4										
<p>Analysis (strengths and recommendations): Satisfaction of faculty and staff with support services is more than 70%. This value did not exceed the target or internal benchmark.</p>															
 <table border="1"> <caption>Program performance in 3 years</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>4.2</td> </tr> <tr> <td>2022</td> <td>4.1</td> </tr> <tr> <td>2023</td> <td>3.64</td> </tr> <tr> <td>internal benchmark</td> <td>4</td> </tr> </tbody> </table>						Year	Value	2021	4.2	2022	4.1	2023	3.64	internal benchmark	4
Year	Value														
2021	4.2														
2022	4.1														
2023	3.64														
internal benchmark	4														
<p>Strengths:</p> <ol style="list-style-type: none"> 1. Availability of computers for faculty members. <p>Areas of Improvement:</p> <ol style="list-style-type: none"> 1. Classroom facilities 2. Internet connections 3. library is not open at convenient times 4. Student computing facilities were not sufficient <p>Recommendation:</p> <ol style="list-style-type: none"> 1. Improvement of the learning materials and library opening times 															

***Explanation:**

1. Name of the internal benchmark provider.

The program has taken math department performance as an internal benchmark.

2. Why this internal benchmark provider chosen?

The math program has taken as internal benchmark, because it has same status and facilities

3. How was the benchmark calculated?

Average scores of responses in the Faculty satisfaction survey on the item “ Facilities & equipment” /
Number of respondents to the item

https://docs.google.com/spreadsheets/d/1deQo8J_4nFGwh62nQ_i_O_tPfilkahbb/edit#gid=433047620

KPI: 20

Code: KPI-P-20

Beneficiary satisfaction about IT services

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark
3.64	3.5	4			3.7

Analysis (strengths and recommendations):

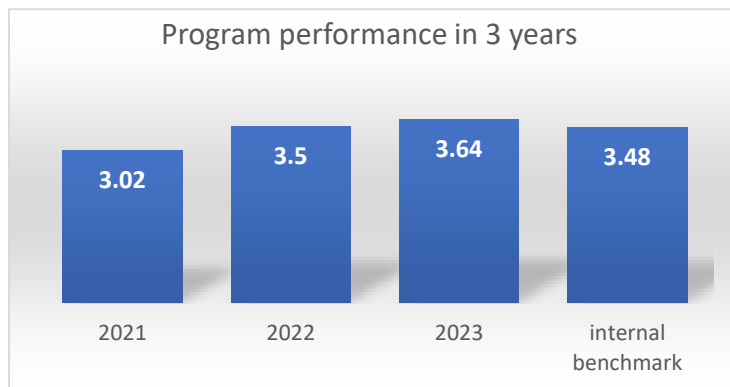
The actual value is very close to the target. And not exceeded the internal benchmark.

Strengths:

The program has courses that students can understand on line due to the pandemic conditions

Areas of Improvement:

1. Student computing facilities were not sufficient.
2. The presentation of some subjects is not interesting.



Recommendation:

Provide more computing facilities for students

***Explanation:**

1. Name of the internal benchmark provider.

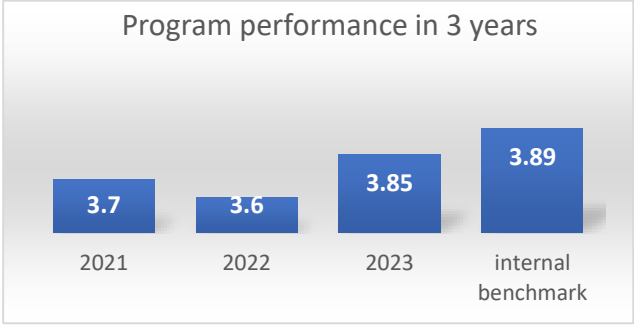
The program has taken math department performance as an internal benchmark.

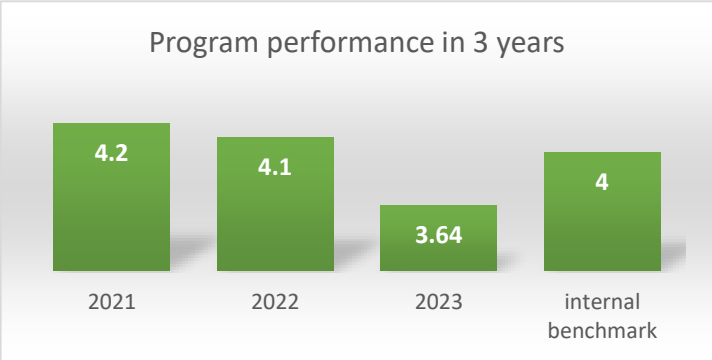
2. Why this internal benchmark provider chosen?

The math program has taken as internal benchmark, because it has same status and facilities

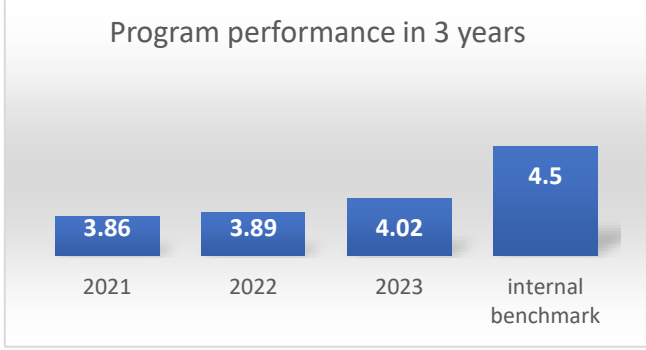
3. How was the benchmark calculated?
Average scores of responses in the Student satisfaction survey on the item “Advice & supports” / Number of respondents to the item

https://docs.google.com/spreadsheets/d/1lpJpIDEMxEE9kyRyVyA3wfzshLM215_B/edit#gid=150258707
2

KPI: 21			Code: KPI-P-21		
Percentage of awareness of rights and duties					
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark
3.85	4	3.89			4
Analysis (strengths and recommendations):					
The actual value is very close to the target Strength. But not exceeded the					
					
Areas of Improvement:					
List problems observed from the performance either in noticeable differences between male, female, and branches, or drop in trend.					
Recommendation:					
List recommendations as to how to overcome the problems in (areas of					
*Explanation:					
1. Name of the internal benchmark provider. The program has taken math department performance as an internal benchmark.					
2. Why this internal benchmark provider chosen? The Math program has taken as internal benchmark, because it has same status and facilities					
3. How was the benchmark calculated? Average scores of responses in the Student satisfaction survey on the item “Program provided all students with a manual containing all conduct codes that determines the student rights and liabilities” in Alumni satisfaction survey.					
https://docs.google.com/spreadsheets/d/1xwxhhNdX1ybE3MnntwT3xcilk9PXmAtG/edit#gid=10996518 <u>15</u>					

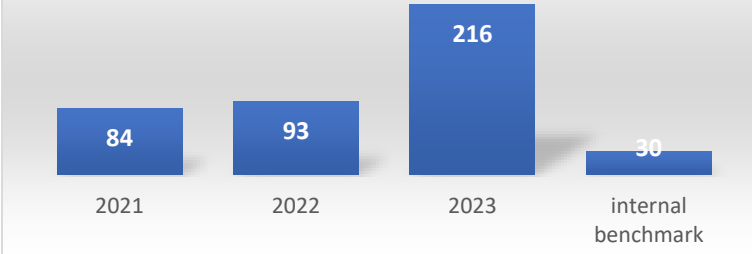
KPI: 22		Code: KPI-P-22													
Satisfaction of faculty members about professional development.															
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark										
3.64	4	4			4										
<p>Analysis (strengths and recommendations): This indicator did not achieve the Internal Benchmark & did not exceed the target benchmark</p> <div style="text-align: center;">  <p>Program performance in 3 years</p> <table border="1"> <tr> <th>Year</th> <th>Score</th> </tr> <tr> <td>2021</td> <td>4.2</td> </tr> <tr> <td>2022</td> <td>4.1</td> </tr> <tr> <td>2023</td> <td>3.64</td> </tr> <tr> <td>internal benchmark</td> <td>4</td> </tr> </table> </div> <p>Strengths: Presence of specialized faculty members at the highest level.</p> <p>Areas of Improvement: Lack of interviews with a large number of students to learn about their academic problems</p> <p>Recommendation: Interviews with a large number of students to learn about their academic problems</p> <p>*Explanation:</p> <ol style="list-style-type: none"> Name of the internal benchmark provider. The program has taken math department performance as an internal benchmark. Why this internal benchmark provider chosen? The math program has taken as internal benchmark, because it has same status and facilities How was the benchmark calculated? Average scores of responses in the Student satisfaction survey on the item "Training workshops are conducted to faculty members to effective use of computing facilities and software for academic and administrative uses" in faculty satisfaction survey. 						Year	Score	2021	4.2	2022	4.1	2023	3.64	internal benchmark	4
Year	Score														
2021	4.2														
2022	4.1														
2023	3.64														
internal benchmark	4														

KPI: 23		Code: KPI-P-23			
Satisfaction of beneficiaries with administrative services.					
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark

4.02	4	4.45			4.2										
<p>Analysis (strengths and recommendations): (Look into the data trend for three years. Is it increasing or decreasing? What is the significance? Are there any possible factors that might have affected the results, etc.) (refer to the graph as you analyze. Show differences in performance between male, female, and branches.</p> <div align="center" data-bbox="462 514 1104 861">  <table border="1"> <caption>Program performance in 3 years</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>3.86</td> </tr> <tr> <td>2022</td> <td>3.89</td> </tr> <tr> <td>2023</td> <td>4.02</td> </tr> <tr> <td>internal benchmark</td> <td>4.5</td> </tr> </tbody> </table> </div> <p>Strengths: 1. Academic Advising is good.</p> <p>Recommendation: 1. Increasing students' awareness of the importance of completing on time.</p>						Year	Score	2021	3.86	2022	3.89	2023	4.02	internal benchmark	4.5
Year	Score														
2021	3.86														
2022	3.89														
2023	4.02														
internal benchmark	4.5														
<p>*Explanation:</p> <ol style="list-style-type: none"> Name of the internal benchmark provider. The program has taken math department performance as an internal benchmark. Why this internal benchmark provider chosen? The math program has taken as internal benchmark, because it has same status and facilities How was the benchmark calculated? 															

KPI: 24		Code: KPI-P-24			
Average number of professional development activities completed by the faculty.					
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark
405/13 = 31	45	40			45
<p>Analysis (strengths and recommendations): The actual value is very close to the target.</p>					

Program performance in 3 years



Year	Performance
2021	84
2022	93
2023	216
internal benchmark	30

Strengths:
There are faculty members at an outstanding academic level; There is a diversity between associate professors and professors as well as assistant professors

Recommendation:
Increase the number of associate professors and professors in the program

***Explanation:**

- Name of the internal benchmark provider.
The program has taken math department performance as an internal benchmark.
- Why this internal benchmark provider chosen?
The math program has taken as internal benchmark, because it has same status and facilities
- How was the benchmark calculated?
Dividing the total training development hours / total faculty members in the department.

https://drive.google.com/drive/folders/1Y_kSfMf4sydxJ5q0-17OIM5pckMpZNqr

KPI: 25		Code: KPI-P-25			
Total number of volunteer hours performed by university students.					
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark
376	350	5			400
Analysis (strengths and recommendations): (Look into the data trend for three years. Is it increasing or decreasing? What is the significance? Are there any possible factors that might have affected the results, etc.) (refer to the graph as you analyze. Show differences in performance between male, female, and branches.					
Strengths: List the strengths of the program in relation to overall program performance					
Areas of Improvement:					

List problems observed from the performance either in noticeable differences between male, female, and branches, or drop in trend.

Recommendation:

List recommendations as to how to overcome the problems in (areas of improvement)

***Explanation:**

1. Name of the internal benchmark provider.
The program has taken math department performance as an internal benchmark.
2. Why this internal benchmark provider chosen?
The math program has taken as internal benchmark, because it has same status and facilities
3. How was the benchmark calculated?
Calculate the total volunteer hours performed by university students

https://drive.google.com/drive/folders/1Y_kSIMf4sydxJ5q0-I7OIM5pcKMPzNqr

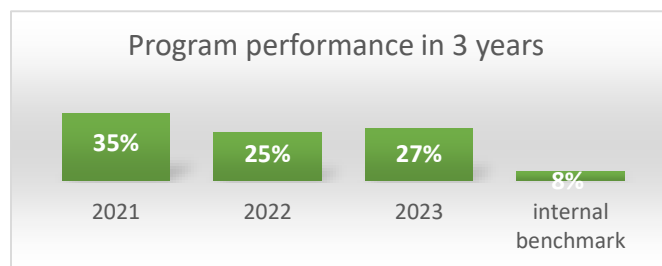
KPI: 26

Code: KPI-P-26

Students' dropout rate from the program

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark
27%	10%	15/178 (8%)			10%

Analysis (strengths and recommendations):



Strengths:

1. There are good rewards for international scientific publication
2. University help staff members in research by many references in the Saudi Digital Library

Recommendation:

The possibility of running a research lab alongside student labs to motivate faculty members to conduct more research.

***Explanation:**

1. Name of the internal benchmark provider.
The program has taken math department performance as an internal benchmark.
2. Why this internal benchmark provider chosen?
The math program has taken as internal benchmark, because it has same status and facilities
3. How was the benchmark calculated?