Annual Program Report

(Postgraduate Programs)

Program Name:	Master of Science in Physics
Program Code (as per the Saudi Standard Classification of Educational Levels and Specializations):	MSc 053301
Qualification Level:	7
Department:	Physics
College:	Science
Institution:	Jazan University
Academic Year:	2024-2025
Main Location:	Main Campus
Branches offering the Program (if any):	Non

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A. Program Statistics (in reporting year)

Item	Number
Number of students enrolled in the program	8
Number of students who started the program	0
Number of students who completed the program	7
Number of students who completed an intermediate award specified as an early exit point (if any)	Non

*A separate cohort analysis report for male and female sections and for each branch (if any)

B. Program Assessment

1. Program Learning Outcomes Assessment and analysis according to PLOs assessment plan *

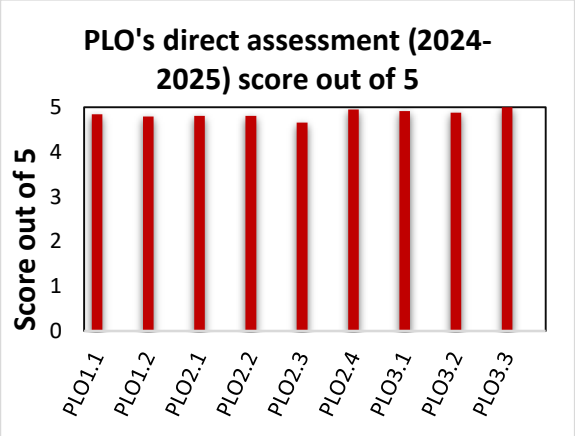
#	Program Learning Outcomes	Assessment Results		
K1	**Demonstrate** knowledge on various fundamental concepts and theories of physics and their effect in different fields of science and technology	Direct	1.Score out of 5 Target: > **3.75**	**Achieved** Score:**4.85**
			2.% of students exceeded 75% Target: **80%**	**Achieved** **100%**
		Indirect	1.Score out of 5 Target: > **3.75**	**Achieved** Score:**4.90**
			2.% of students exceeded 75% Target: **80%**	**Achieved** **100%**
K2	**Describe** physics phenomena using physics principles and scientific reasoning	Direct	1.Score out of 5 Target: > **3.75**	**achieved** Score:**4.79**
			2.% of students exceeded 75% Target: **80%**	**Achieved** **98%**
		Indirect	1.Score out of 5 Target: > **3.75**	**Achieved** Score:**5.00**
			2.% of students exceeded 75% Target: **80%**	**achieved** **100%**
S1	**Apply** mathematical concepts, strategies, and procedures to solve problems in various fields of physics.	Direct	1.Score out of 5 Target: > **3.75**	**Achieved** Score:**4.81**
			2.% of students exceeded 75% Target: **80%**	**Achieved** **98%**
		Indirect	1.Score out of 5 Target: > **3.75**	**achieved** Score:4.79
			2.% of students exceeded 75% Target: **80%**	**achieved** **100%**
S2		Direct	1.Score out of 5 Target: > **3.75**	**Achieved** Score:**4.81**

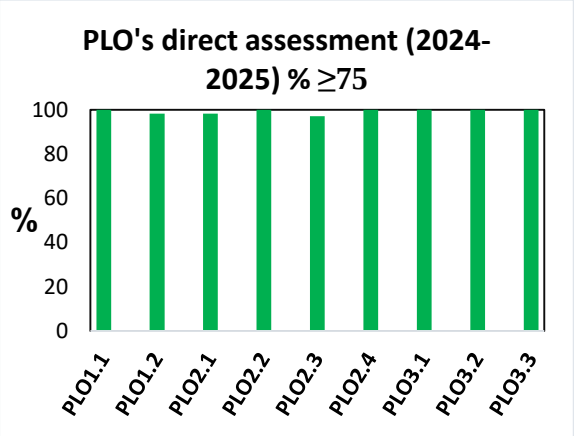
	Demonstrate analytical skills and competencies to formulate drive and analyze physics concepts.		2.% of students exceeded 75% Target: **80%**	**Achieved** **100%**
		Indirect	1.Score out of 5 Target: > **3.75**	**achieved** Score:**5.00**
			2.% of students exceeded 75% Target: **80%**	**achieved** **100%**
S3	**Perform** experiments in various fields of Physics and analyzing to get various Physics parameters and quantities	**Direct**	1.Score out of 5 Target: > **3.75**	**Achieved** Score:**4.66**
			2.% of students exceeded 75% Target: **80%**	**Achieved** **97%**
		Indirect	1.Score out of 5 Target: > **3.75**	**Achieved** Score:**4.96**
			2.% of students exceeded 75% Target: **80%**	**achieved** **100%**
S_4	**Develop** competencies in critical thinking, delivering scientific information, reporting and data analysis.	**Direct**	1.Score out of 5 Target: > **3.75**	**achieved** Score:**4.95**
			2.% of students exceeded 75% Target: **80%**	**Achieved** **100%**
		Indirect	1.Score out of 5 Target: > **3.75**	**Achieved** Score:**5.00**
			2.% of students exceeded 75% Target: **80%**	**Achieved** **100%**
V1	**Develop abilities** of teamwork, bear individual responsibilities on assigned tasks	**Direct**	1.Score out of 5 Target: > **3.75**	**Achieved** Score:**4.92**
			2.% of students exceeded 75% Target: **80%**	**Achieved** **100%**
		Indirect	1.Score out of 5 Target: > **3.75**	**Achieved** Score:**5**
			2.% of students exceeded 75% Target: **80%**	**Achieved** **100%**
V2	**Apply practices** of lifelong learning in various physics and scientific disciplines with ethical and social responsibilities for their professional career	**Direct**	1.Score out of 5 Target: > **3.75**	**Achieved** Score:**4.88**
			2.% of students exceeded 75% Target: **80%**	**Achieved** **100%**
		Indirect	1.Score out of 5 Target: > **3.75**	**achieved** Score:**5.00**
			2.% of students exceeded 75% Target: **80%**	**achieved** **100%**
V3	**Demonstrate awareness** of safety and risk assessment when dealing with various materials and equipment	**Direct**	1.Score out of 5 Target: > **3.75**	**Achieved** Score:**5.00**
			2.% of students exceeded 75% Target: **80%**	**Achieved** **100%**
		In	1.Score out of 5	**achieved**

			Target: > **3.75**	Score:**5.00**
			2.% of students exceeded 75% Target: **80%**	**achieved** **100%**

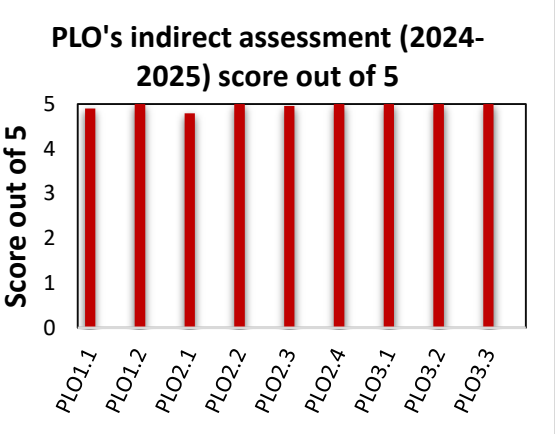
*All direct and indirect assessments are reported in CLOs excel files. **Direct and indirect** assessments are obtained from all courses and all surveys of all courses, respectively. There are two KPIs: Score out of 5 and % of students exceeded 75%

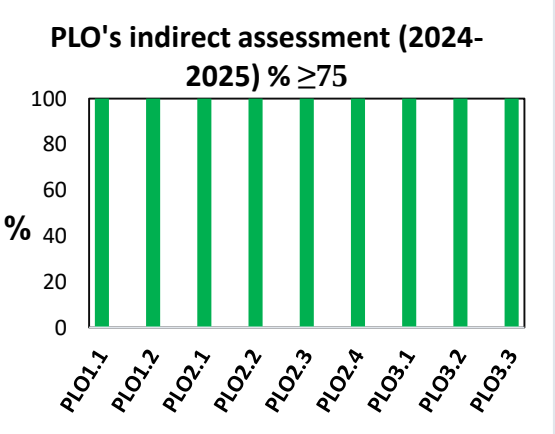
Direct





Indirect





The evaluation of Course Learning Outcomes (CLOs) involved both direct and indirect assessments. For a more comprehensive approach, we implemented indirect evaluations across all courses through targeted surveys that focused primarily on the CLOs. This ensured that the assessment of CLOs was not solely reliant on data obtained from Course Evaluation Surveys (CES), and Program Evaluation Surveys (PES), as these surveys posed challenges in extracting specific Program Learning Outcomes (PLOs).

For the Master of Science in Physics program, two mechanisms are used to analyze the assessment of the Program Learning Outcomes (PLOs) directly and indirectly. These mechanisms depend on the assessment of academic courses and are as follows:

1- Method of equal contributions of all courses: This is done in each semester considering the equal contribution of all courses to the Program Learning Outcomes (PLOs). PLO is considered as achieved if the average of the overall achievements score is equal to 3.75 out of 5 or above.

2- Method of factoring the contribution of all courses (percentage weight for the course based on the level of the learning domain and the level of the program). The contribution of each course depends on its level with a certain percentage that develops with progress in the program level. PLO is considered as achieved if students who exceeded 75% is equal/above 80%.

All data from all courses in each semester were collected and classified in tables containing a score out of 5 and a percentage (percentage of students who exceeded 75%). The direct and indirect assessment of the program learning outcomes will be based on the average results of the three semesters (2024-2025).

Strengths:

- The Master's program demonstrates strong achievement across most learning outcomes, with high direct and indirect scores well above targets. In K1 and K2, both direct and indirect assessments exceed the minimum targets (e.g., K1 Direct 4.85; Indirect 4.90; K2 Direct 4.79; Indirect 5.00). S1–S4 (problem solving, analytical skills, experimentation, and critical thinking) also show robust performance, with direct scores ranging from 4.66 to 4.95 and indirect scores from 4.96 to 5.00, typically surpassing the 3.75 target. Teamwork (V1) and lifelong learning (V2) exhibit strong outcomes as well (Direct 4.92 and 4.88 respectively; Indirect 5.00 in both). Safety awareness (V3) achieves perfect or near-perfect results (Direct and Indirect both at 5.00). Overall, the program consistently meets or exceeds expectations, indicating effective curriculum design, assessment alignment, and strong student outcomes.

Areas for improvement prioritized:

- While most indicators meet or exceed targets, a few areas could benefit from targeted enhancements. The direct score for teamwork ethics and responsibilities (V1) is slightly lower than some other outcomes (4.92) compared to near-perfect indirect scores, suggesting room to deepen collaborative skills in applied contexts. Additionally, several direct results hover just above the (e.g., S3 4.66, Direct) indicating that practical execution and data analysis components could be further strengthened to push closer to ceiling performance. Ensuring consistency between direct and indirect assessments across all outcomes would also reinforce reliability of the measurement.

Recommendation:

To build on the strengths and address minor gaps, consider:

1. Embedding more capstone-style group projects that explicitly target team-based problem solving and accountability to enhance V1.

2. Expanding hands-on experimental design and data analysis practical within S3 to raise direct performance (e.g., additional labs or simulated datasets).

3. Reinforcing risk assessment and safety training by integrating scenario-based exercises to sustain V3 excellence

4. Conducting periodic alignment reviews to ensure direct measures continue to track with indirect perceptions.

5. Maintaining and promoting opportunities that cultivate lifelong learning and ethical practice, such as interdisciplinary seminars and professional development modules.

2. Students' Evaluation of Courses

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 5)	Developmental Recommendations
PHYS610	Computational Physics	1	100	5	None
PHYS641	Materials Science	2	100	5	None
PHYS661	Particle Physics	1	100	5	None
PHYS665	Special Topics in Physics	2	100	5	None
695PHYS	Research Seminar	4	100	5	None
699PHYS	Thesis	7	100	4.995	None

Strengths: The course evaluations show outstanding student satisfaction across all courses. Each course received a perfect score of 5 out of 5, with 100% participation where applicable. This includes Computational Physics (PHYS610), Materials Science (PHYS641), Particle Physics (PHYS661), Special Topics in Physics (PHYS665), and the Research Seminar (695PHYS). The Thesis (699PHYS) also achieved an exceptionally high score of 4.995 from 7 participants, indicating near-unanimous approval of the program requirements and guidance.

Areas for improvement: While scores are uniformly high, the dataset includes relatively small sample sizes for several courses (e.g., 1–4 evaluators). This limits the robustness and generalizability of the results. To ensure more reliable insights, it would be beneficial to increase participation across courses or aggregate data over multiple terms. Additionally, although no developmental recommendations are noted, ongoing monitoring is prudent to detect any emerging concerns as cohorts grow.

Suggestions for improvement: To sustain excellence and strengthen reliability, consider:

1. Encouraging broader participation by promoting course evaluations earlier or tying them to course activities.
2. Conducting periodic qualitative feedback (open-ended questions) to capture nuanced insights beyond the numerical score.
3. Establishing a review of high-scoring courses to identify best practices that could be disseminated to other courses.
4. Ensuring consistent evaluation timing across courses to facilitate longitudinal comparisons. These steps can help maintain satisfaction levels while providing richer data to guide continuous improvement.

3. Students Evaluation of Program Quality (PES)

Evaluation Date: January 2025	Number of Participants: 4 out of 4
Students Feedback	**Program Response**
Strengths: The program demonstrates strong overall learning quality across multiple dimensions. Instructors are highly effective, with high ratings for knowledge of course content (Q5, 4.5), enthusiasm (Q6, 4.5), and care for student progress (Q7, 4.8). In addition, several items reflect strong outcomes: students feel inspired by instructors (Q3, 4.5), receive helpful feedback (Q4, 4.5), and perceive valuable career preparation from the program (Q15, 5.0; Q16, 5.0; Q21, 4.5). Collaboration and communication skills have also improved significantly (Q18, 4.8; Q19, 4.5), along with solid foundational technology literacy (Q20, 4.5). The overall satisfaction with learning experiences is positive (Q22, 4.3), and the general value of what is learned for the future is highly evident (Q15, 5.0). These strengths indicate a supportive instructional environment, strong subject mastery, and meaningful outcomes for students.	Discuss the improvement plan and taken action on that
Areas of Improvement: Several areas show room for targeted enhancement, particularly where ratings are below 4 or where implementation gaps may exist. Notably, study materials (Q8, 3.8) and library resources (Q9, 3.5) lag behind other strengths, suggesting a need for refreshed content and expanded access. Field experience programs (Q14, 3.5) also underperform relative to other indicators, indicating variability in practical learning experiences. Miscellaneous areas such as extracurricular facilities (Q12, 3.5) and religious	Discuss the improvement plan and taken action on that

observance facilities (Q13, 3.8) highlight gaps in campus life inclusivity and accessibility. Together, these points map to gaps in resources, hands-on learning opportunities, and infrastructure that support day-to-day and long-term student success.	
Suggestions for improvement: Strategic actions to address these improvements could include: 1. Expanding digital access and up-to-date content 2. strengthen field experiences through standardized learning objectives, robust industry partnerships, pre-/post-placement support, and reflective debriefs to ensure consistent skill development 3. Upgrade key facilities with targeted investments (equipment, seating) and extend access to computing resources (more workstations, licenses, remote access). 4. Enhance campus-life inclusivity by surveying student interests for extracurricular offerings and reviewing space scheduling for religious observances.	Discuss the improvement plan and taken action on that

4. Academic Research and innovation during the reporting year

A .Research Achievements (in the year concerned)

Activities Implemented	Number
Published scientific research	70
Research projects	6
Conferences organized by the program	-
Seminars held by the program	11
Conferences attendees	4
Seminars attendees	79

* Attach a research production statement of the faculty and students in the program including basic data such as (researcher's name, research title, publishing entity, publishing date, etc.)

** In the case of multiple scientific production, the program lists the numbers for each classification individually (Example in individual research: if the total number is (10) in the case of production (6) published, and (4) acceptable for publication, etc.)

- Discussion and analysis of scientific research and innovation activities

The program shows active research output with 70 published items per year, and a moderate level of applied work (6 research projects for 8 members). Conferences organized by the program are currently 0, indicating no internal conference leadership to showcase, while seminars remain robust at 11 events, attracting 79 attendees compared with only 4 conference attendees, suggesting seminars have broader reach and accessibility. This disparity implies stronger internal scholarly engagement at seminars than conference-level activities; it also points to a need to potentially expand conference efforts and attendance. Overall, there is solid scholarly activity.

B .Theses (approved during the year concerned)

Thesis Title	Researcher's Name	Supervisor's Name	Grade
1. Exploring the Structural and Luminescent Characteristics of Rare Earth-Doped $YCa_4O(BO_3)_3$ Phosphors for Dosimetry and Optical Applications.	Dala Jabli	Prof. Nurdogan Can Dr Eaysh Madkhali	ND
2. Facile synthesis and characterization of transition metal oxide semiconductors for photocatalysis/ photobiological applications	Mariam Ahmed	Prof. Mohamed Fadhali Dr Nada Masmali	ND
3. Quantum Emitter-Mediated Robust Chirality in the Vicinity of Nanophotonic Waveguide.	Raghad Al-Amri	Dr. Jabir Hakami	ND
4. First principal study of Ti-6AI-4V Optical and mechanical Properties.	Seham AlFafi	Dr. Mofareh Ghazwani Dr Hussain athlawi	ND
5. New Physics Studies at a Future Electron-Ion Collider Experiment and Development of a High-Performance DIRC Detector for Particle Identification.	Nada Mahzari	Dr Afaf Wasely	ND
6. Shedding Light on Darkness: Exploration of Fast-Moving Dark Matter	Aisha Samili	Dr. Haider Al-Hazmi	ND
7. Functionalization of graphene-based nanomaterials to enhance hydrogen storage	Hanan Madkhali	Prof. Ahlam EL-Barbary Dr Nada Masmali	ND

- Comment on Theses

The 2024-2025 academic year saw strong progress in theses and publications, highlighting the program's research strength: seven of eight theses were completed (with one still under supervision), and a paper was presented at an international conference, reflecting active dissemination at global forums. Notably, four papers were published in ISI journals, underscoring high-quality scholarly output, while several publications are currently undergoing writing and editing, indicating a productive pipeline of forthcoming work.

5. Students Evaluation of Academic Supervision

Evaluation method: Google form	Date: June 2025 January 2025	Number of Participants: 7 out of 7
Students Feedback		**Program Response**
Strengths: • The survey reveals exceptional satisfaction across key dimensions of supervision, thesis preparation, and general feedback. All items in the Supervisor and Thesis Preparation categories scored 5 out of 5, indicating that student's consistently experienced readily available supervision, thorough understanding of their difficulties, and highly effective guidance in literature search, methodology, results, and writing. General Feedback also reflects strong outcomes, with participants reporting improvements in presentation skills, enhanced peer interaction, increased confidence in presenting, constructive feedback, and well-paced workloads, all rated at 5. The high ratings across these areas suggest a robust, well-supported thesis process and a positive learning environment.		Discuss the improvement plan and act on that
Areas of Improvement: • While overall results are overwhelmingly positive, one metric shows a slightly lower rating in the Thesis category: understanding the required level for the thesis examination stands at 4.87, marginally below a perfect score. This indicates a minor gap in communicating or aligning expectations for thesis standards, which could be tightened to ensure absolute clarity. Additionally, though not a deficiency, maintaining consistency in timing and resource availability as student needs evolve remains an ongoing consideration.		Discuss the improvement plan and act on that
Suggestions for improvement: To sustain and push excellence, consider: 1. Reinforcing explicit, universal guidelines outlining thesis levels and examination criteria to push understanding from 4.87 to 5 2. Continuing to offer structured, proactive guidance in all stages of thesis work, ensuring timely updates to any new requirements or expectations. 3. Preserving the already strong support and resource provision by conducting periodic reviews of guides, labs, and programs to keep them aligned with student needs. 4. Maintaining a focus on pacing and workload balance in seminars to preserve the high level of perceived manageability and satisfaction. These steps will help consolidate strengths while addressing the small opportunity for further perfection. **Suggestions for improvement:** To bring graduation time closer to the 4-semester target, consider: 1. Conducting a cohort analysis to pinpoint common delay points (e.g., mandatory courses, capstone/thesis milestones, or mandatory seminars) and adjusting prerequisites or course scheduling accordingly. 2. Introducing accelerated tracks or the option to take summer terms or intensive mini-courses to shorten time-to-degree.		Discuss the improvement plan and act on that

3. Implementing proactive student progress monitoring with early interventions (academic advising, milestone reminders, and additional support for research planning).	

6. Other Evaluation (if any)

(e.g., independent reviewer, program advisory committee, and stakeholders (e.g., faculty members, alumni, and employers)

Alumni Survey

Evaluation method: Google form	Date: June 2025	Number of Participants: 4 out of 4
Summary of Evaluator Review		**Program Response**
Strengths: • The program demonstrates strong alignment with institutional goals and excellent preparation for the job market. Notably, students rated program awareness highly, with perfect scores for mission alignment (Q1 = 5.00, 100%) and top marks for knowledge and ethical preparation for the profession (Q7 = 5.00, 100%; Q8 = 5.00, 100%). These results indicate clear communication of purpose and effective emphasis on professional readiness and ethics.		Discuss the improvement plan and act on that
Points for Improvements: • Several aspects show room for enhancement, particularly around student support and facilities. Academic advising before registration (Q3 = 4.25, 85%) and incorporating graduate feedback into future plans (Q4 = 4.25, 85%) suggest opportunities to strengthen guidance and responsiveness. Student facilities such as updated computer labs (Q16 = 3.25, 65%), health services (Q18 = 3.50, 70%), and overall extracurricular spaces (Q15 = 3.50, 70%) also indicate gaps between needs and available resources.		Discuss the improvement plan and act on that
Suggestions for development: <u>To address these gaps, consider:</u> 1. Expanding and formalizing academic advising and feedback loops to ensure timely incorporation of graduate input (Q3–Q4) 2. Investing in critical facilities—upgrading computer labs, health services, and extracurricular spaces—to raise satisfaction in Q15–Q19 3. Maintaining and further enhancing positive experiences in guiding support and fairness (Q10–Q14) to sustain high perceived support, while monitoring overall facilities to ensure a more consistent student experience.		Discuss the improvement plan and act on that

4. Continue to promote program awareness and ethical preparation while exploring scalable ways to improve facilities and health resources to lift overall satisfaction beyond the current 4.5 average (Q21).	

Employer Perception Survey

Evaluation method: Google form	Date: Date: June 2025	Number of Participants: 1 out of 1
Summary of Evaluator Review		**Program Response**
Strengths: • The survey indicates excellence across core competencies. Respondents rated virtually all items at 5.00 with 100% agreement, highlighting strong technical education, professional ethics, national-context discipline awareness, and excellent readiness in communication, problem-solving, data analysis, and teamwork. Additionally, leaders' skills, loyalty to the institution, independent and critical thinking, creativity, adaptability to modern technology, and safety awareness are all perceived as outstanding, suggesting graduates are highly prepared for the workforce. •		Discuss the improvement plan and taken action on that
Points for Improvements: • Areas for improvement: While overall results are exemplary, a few areas could benefit from deeper emphasis to maintain and elevate performance. Although not evident in this data (all items scored 5.00), ongoing monitoring of English language readiness (Q4) and real-world applicability of theory-to-practice connections (Q7) should be sustained to ensure continued relevance as job requirements evolve. Greater attention to post-graduate integration practices, industry partnerships, and consistent feedback from employers could help keep the program aligned with employer expectations over time.		Discuss the improvement plan and taken action on that
Suggestions for development: • To build on the strong foundation, consider: 1. Formalizing periodic employer-informed updates to curricula and skill mappings, ensuring ongoing alignment with industry needs. 2. Expanding opportunities for internships, co-op placements, and industry projects to reinforce practical application of theory (Q7, Q8) 3. Maintaining and enhancing resources such as up-to-date computer labs and professional development initiatives that support continuous learning (Q17, Q16).		Discuss the improvement plan and taken action on that

4. Establishing a structured employer advisory board to capture evolving needs, track graduate outcomes, and strengthen a feedback loop for program improvements (Q26). These steps can sustain excellence and further increase graduate employability.	

Faculty Satisfaction Survey

Evaluation method: Google form	Date: May 2024	Number of Participants: 11
Summary of Evaluator Review		**Program Response**
Strengths: • The faculty report strong alignment with institutional goals and solid engagement in planning and development. Notably, items related to involvement in academic planning (Q1 4.5, 89%), course/program development (Q2 4.5, 91%), and awareness of university/college/program visions (Q3–Q5 all around 4.8) indicate a highly participatory culture and clear directional clarity. Administration also scores well on consensus-building and supporting professional development (Q8 4.8, 95%; Q9 3.9 is a relative dip; Q10 4.5, 89%), while teaching and student support show strong classroom readiness, with well-equipped classrooms (Q17 4.7, 94%) and adequate class/group sizes (Q16 4.4, 88%).		Discuss the improvement plan and taken action on that
Points for Improvements: • Several domains reveal meaningful gaps that warrant attention. Support services for students and teaching resources show room for growth: library access (Q15 3.5, 71%), student language readiness (Q20 3.5, 69%), and timely student work submission (Q21 4.0, 80%) hint at barriers that could affect teaching effectiveness. Research-facing resources appear constrained, with funding and time for research rated relatively low (Q26 3.1, 62%; Q27 3.2, 65%; Q28 3.1, 62%; Q29 3.7, 74%), and digital/library infrastructure with mixed utility (Q24 4.2, 85%; Q25 4.2, 83%).		Discuss the improvement plan and taken action on that
Suggestions for development: <u>To elevate overall satisfaction, focus on:</u> 1. Strengthening library and multilingual or English-support resources to boost student readiness (Q20) and research literature access (Q29). 2. Expanding research funding, time allocations, and physical resources to accelerate scholarly work (Q26–Q28). 3. Enhancing IT infrastructure and security tools while improving portal usability and staff tech support (Q35–Q41). 4. Maintaining transparent, fair processes in promotions and annual reviews while preserving high levels of faculty involvement in planning (Q1–Q8, Q31–Q34).		Discuss the improvement plan and taken action on that

Implementing targeted investments in these areas can sustain strengths and address the most impactful gaps identified by the faculty.	

Students Experience Survey

Evaluation method: Google form	Date: May 2024	Number of Participants: 5 out of 5
Summary of Evaluator Review		**Program Response**
Strengths: • The survey indicates strong overall satisfaction and a positive learning environment. Students report high ease of finding information before enrollment (Q1 = 4.5, 90%) and highly helpful orientation (Q2 = 4.8, 95%), along with robust access to academic advice (Q3 = 4.5, 90%). Enrollment procedures are smooth (Q4 = 4.8, 95%), and faculty engagement appears strong (Q12 = 4.5, 90%; Q13 = 5.0, 100%), with coursework encouraging inquiry and personal expression (Q14 = 4.5, 90%) and improving investigative and problem-solving abilities (Q15 = 4.5, 90%). The skills gained are valued for future careers (Q18 = 5.0, 100%), and communication of results is improving (Q16 = 4.8, 95%).		Discuss the improvement plan and taken action on that
Points for Improvements: • Some facilities and resources show room for enhancement. Library openness and accessibility could be improved (Q9 = 3.8, 75%), as could spaces for extracurricular and religious accommodations (Q10 = 3.8, 75%; Q11 = 4.5, 90% for observances). Computing facilities (Q6 = 4.0, 80%) and general classroom comfort (Q5 = 4.3, 85%) also suggest targeted improvements. While most learning experiences are strong, consistency across learning environments and additional flexible study spaces would support a broader positive experience.		Discuss the improvement plan and taken action on that
Suggestions for development: <u>To sustain and elevate student experience, consider:</u> 1. Extending library hours and increasing access to materials to push Q9 above 80%. 2. Investing in upgraded computing labs and more flexible study spaces to boost Q6 and Q5 3. Maintaining the high standard of faculty engagement while introducing programs that further encourage student-led inquiry (build on Q14–Q18).		Discuss the improvement plan and taken action on that

4. Ensuring comprehensive support for extracurricular and religious observances integrates with campus life (address Q10 and Q11).

These steps can preserve the strengths while addressing the identified gaps in facilities and accessibility.

*Attach independent reviewer's report and stakeholders' survey reports (if any).

C. Program Key Performance Indicators (KPIs)

Including the key performance indicators required by the NCAAA.

No	KPI	Targeted Value	Internal Benchmark	Actual Value	Analysis	New Target
1	Students' Evaluation of Quality of Learning Experience in the Program	4.5	4.8	4.3	unachieved	4.35
2	Students' evaluation of the quality of the courses	4.6	4.6	5	achieved	5
3	Students' evaluation of the quality of academic supervision	4.6	4.9	4.98	achieved	5
4	Average time for students' graduation	5 semesters	4 semesters	4.6~5 semesters	achieved	4 semesters
5	Rate of students dropping out of the program	0%	0%	0%	achieved	0%
6	Employers' evaluation of the program graduates' competency	4.3	4.5	5	achieved	5
7	Students' satisfaction with services provided	4.3	4.4	4.21	unachieved	4.3
8	Ratio of students to faculty members	5:1	2:1	2:1	achieved	2:1
9	Percentage of publications of faculty members	100%	77%	100%	achieved	100%
10	Rate of published research per faculty member	8:1	8:1	9:1	achieved	10:1
11	Citations rate in refereed journals per faculty members	14:1	13:1	24:1	achieved	25:1

No	KPI	Targeted Value	Internal Benchmark	Actual Value	Analysis	New Target
12	Percentage of students' publication	25% journal	33%	50%	achieved	51%
		20% conference	11%	0%	unachieved	20%
13	Number of patents, innovative products, and awards of excellence	1 (Patents &innovative products)	0	0	unachieved	1
		3(National & international excellence awards)	2	0	unachieved	3

- Comments on the Program KPIs and Benchmarks results:

The KPIs collectively offer a comprehensive view of program performance, covering learning outcomes, process efficiency, student support, research activity, and stakeholder engagement. Several indicators demonstrate strong alignment with strategic goals: high thesis guidelines clarity and consistent seminar pacing (KPI 2/3), timely graduation trends (KPI 4), robust student retention (KPI 5), excellent employability and industry alignment (KPI 6), and a demonstrated research culture (KPI 9–11). The inclusion of both quantitative targets (e.g., zero dropout in KPI 5) and qualitative considerations (e.g., campus life improvements in KPI 7) enables a balanced assessment that can guide resource allocation, curriculum refinement, and program development. To sustain and elevate performance, a structured action plan with clear ownership and timelines for each KPI area will be implemented. For KPIs with identified gaps (e.g., study materials, field experiences, facilities, and campus life in KPI 1 and the thesis-related KPI 2/3), responsibilities to specific units (Curriculum/Academics, Field/Industry Partnerships, Facilities, Student Services) will be assigned with progress reviews and resource adjustments as needed.

For KPI 12 and KPI 13, a program lead to drive patent and award activity needs to be determined. Keep on Integrating regular data reviews, stakeholder feedback loops, and transparent reporting to ensure that improvements are data-driven, sustainable, and aligned with broader strategic goals. Compared with the internal benchmark, almost of KPIs are improved. More details are reported in KPIs report 2024-2025.

D. Challenges and difficulties encountered by the program (if any)

Teaching	○ Identify bottlenecks in course sequencing and milestones. ○ Introduce accelerated tracks as summer courses. ○ Formalize employer-informed updates to curricula.
Assessment	○ Use exit surveys for borderline cases; tailor targeted support for high-risk groups.
Guidance and counseling	○ Monitor engagement indicators (as completion rates, advising,…).
Learning Resources	○ Expand digital access and up-to-date content for study materials and library resources. ○ Upgrade facilities (equipment, seating) and increase computing resources (workstations, licenses, remote access).
Faculty	○ Improve campus-life inclusivity by surveying student interests for extracurricular offerings and optimizing space for religious observances.
Research Activities/thesis supervision	○ Establish guidelines detailing thesis levels and examination criteria. ○ Provide structured, proactive guidance at all thesis stages. ○ Encourage conference participation and paper presentations.
Others	○ Maintain up-to-date facilities and activate employer advisory board. ○ Implement programs to increase patenting and awards.

E. Program development Plan

No.	Priorities for Improvement	Actions	Action Responsibility
1	Campus Facilities	○ Improve campus-life inclusivity by surveying student interests for extracurricular offerings and optimizing space for religious observances.	Advising and Activity Committees
2	Thesis Related Improvement and Conferences	○ Establish guidelines detailing thesis levels and examination criteria. ○ Provide structured, proactive guidance at all thesis stages. ○ Encourage conference participation and paper presentations.	Graduate Studies Committee & Supervisors
3	Research/Industry Alignment	○ Maintain up-to-date facilities and activate employer advisory board. ○ Implement programs to increase patenting and awards.	Research & Innovation; Committee, employer advisory committee and Supervisors

*Attach any unachieved improvement plans from previous report.

** The annual program report should be discussed and approved by department council

F. Approval of Annual Program Report

COUNCIL / COMMITTEE	
REFERENCE NO.	PSCI2515
DATE:	Thursday 4/9/2025

Head of the department

Dr. Hussain Alathlawi