Program Specification

(Postgraduate Programs)

Program Name:	Mathematics
Program Code (as per Saudi university ranking):	**054101**
Qualification Level:	6
Department	Mathematics
College:	Science
Institution:	Jazan University
Program Specification:	New ☐ updated* ☒
Last Review Date:	4/2024

*Attach the previous version of the Program Specification.

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A. Program Identification and General Information

1. Program's Main Location :

Main Campus
(Male & Female)
College of Science, Jazan University

2. Branches Offering the Program (if any):

University Collage in Aldarb
University Collage in Aldayer

3. Partnerships with other parties (if any) and the nature of each:

None

4. Professions/jobs for which students are qualified

- Teachers and Instructors.
- Strategic planning and Administrations.
- Researchers and Data analysts.
- Lecturers, Tutors, and Employees.

5. Relevant occupational/ Professional sectors:

- Public Teaching Sector.
- Economic Sector.
- Research and IT Sectors.
- Faculties and Universities.
- Pursuing higher education in Mathematics

6. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
1. -		
2. -		

7. Exit Points/Awarded Degree (if any): Not Applicable

exit points/awarded degree	Credit hours
1. -	
2. -	

8. Total credit hours: (121 Hours)

B. Mission, Objectives, and Program Learning Outcomes

1. Program Mission:

To produce competent graduates in mathematics and motivate scientific research to enrich and serve the surrounding society.

2. Program Goals:

1- Use a variety of models and methods in order to define, represent and solve mathematical problems.
2- Communicate mathematical reasoning symbolically, verbally and in writing.
3- Use critical thinking and problem solving skills to analyze and assess the validity of mathematical information.
4- Effectively use technology to communicate, collect, display and analyze information.
5- To provide with the skills required to succeed in a mathematics work or related field.
6- To perform effectively, individually or within group.

3. Program Learning Outcomes*

Knowledge and Understanding	
K1	Distinguish mathematical concepts relevant to pure and applied mathematics.
K2	Identify background science, features and structure of mathematical problem.
K3	Explain notations and concepts required for the solution of Mathematical problem.
Skills	
S1	Apply theoretical, computational or practical aspect relevant to course content.
S2	Compute numerical quantities for various parameters to approximate the solution.
S3	Apply various mathematical rules, techniques and theorems in application.
S4	Solve mathematical problem using critical thinking.
Values, Autonomy, and Responsibility	
V1	Cultivate a mathematical attitude and nurture the interest.
V2	Realize the importance of responsibilities through different modes of practice, competition and related activities.
V3	Inculcating values and ethics in thought, expression and deed.

*Add a table for each track or exit Point (if any)

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	3	6	5%
	Elective			
College Requirements	Required	7	24	20%
	Elective			
Program Requirements	Required	31	91	75%
	Elective			
Capstone Course/Project				

Field Training/ Internship				
Residency year				
Others				
Total		41	121	100%

* Add a separated table for each track (if any).

2. Program Courses

Level	Course Code	Course Title	Required or Elective	Pre-Requisite	Credit Hours	Type of requirements
Level 1	101 Islm	Islamic Culture 1	R	---	2	Institution
	105 Engl	English Language	R	---	6	College
	101 Math	General Mathematics	R	---	3	College
	101 Bio	General Biology	R	---	4	College
Level 2	101 Chem	General Chemistry	R	---	4	College
	101 Phys	General Physics	R	---	4	College
	102 Arab	Arabic Editing	R	---	2	Institution
	102 Islm	Islamic Culture 2	R	---	3	College
	106 Engl	Scientific English	R	105 Engl	3	College
Level 3	211 Math	Calculus (1)	R	101 Math	3	Department
	221 Math	Foundation of Mathematics	R	101 Math	3	Department
	241 Math	Analytic Geometry	R		3	Department
	251 Stat	Mathematical statistics	R	101 Math	3	Department
	261 Math	Static	R		3	Department
Level 4	212 Math	Calculus (2)	R	211 Math	3	Department
	222 Math	Abstract algebra (1)	R	221 Math	3	Department
	281 Comp	Algorithmic and programming	R	---	2	Department
	352 Stat	Probability theory	R	251 Stat	3	Department
	362 Math	Dynamics	R	212 Math	3	Department
Level 5	313 Math	Calculus (3)	R	212 Math	3	Department
	316 Math	Numerical Analysis (1)	R	212 Math	3	Department
	323 Math	Abstract algebra (2)	R	222 Math	3	Department
	331 Math	Differential Equations(1)	R	212 Math	3	Department
	363 Math	Analytical Mechanics	R	362 Math	3	Department
Level 6	314 Math	Complex Analysis	R	313 Math	3	Department
	315 Math	Real Analysis(1)	R	213 Math	3	Department
	324 Math	Linear Algebra	R	323 Math	3	Department
	332 Math	Differential Equations (2)	R	331 Math	3	Department
	425 Math	Discrete Mathematic	R	221 Math	3	Department
Level 7	417 Math	Real Analysis(2)	R	315 Math	2	Department
	433 Math	Mathematical Methods	R	313 Math	3	Department
	434 Math	Partial Differential Equations	R	332 Math	3	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite	Credit Hours	Type of requirements
	442 Math	Topology	R	315 Math	3	Department
	443 Math	Differential Geometry	R	331 Math	3	Department
	453 Stat	Applied statistics	R	251 Stat	3	Department
Level 8	418 Math	Functional Analysis	R	417 Math	2	Department
	419 Math	Numerical Analysis (2)	R	434 Math	3	Department
	464 Math	Fluid Mechanics	R	434 Math	3	Department
	472 Math	Mathematical modeling	R	332 Math	3	Department
	473 Math	Operation research	R	324 Math	3	Department

* Include additional levels (for three semesters option or if needed.
** Add a table for the courses of each track (if any)

3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (TP-153)

Course Description & Specifications | Jazan University

4. Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with program courses, according to the following desired levels of performance *(I = Introduced P = Practiced M = Mastered).*

Course code & No.	Program Learning Outcomes									
	Knowledge and understanding			Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
101 Islm								I		I
101 Bio		I		I						
101 Phys		I		I		I				
101Chem		I	I				I		I	
102 Arab								I		I
102 Islm								I		I
104 Engl								I		I
105 Engl								I		I
106 Engl								I		I
281 Comp				I				I		I
101 Math	I		I		I					
211 Math		I	I	I	I					
212 Math	I	I					I	I		
221 Math	I			I			I		I	
222 Math		I			I	I				

Course code & No.	Program Learning Outcomes									
	Knowledge and understanding			Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
241 Math			I	I			I			I
251 Stat	I		I		I		I			
261 Math		I		I		I			I	
313 Math			P	P	P			P		
314 Math	P			P			P			P
315 Math		P			P	P			P	
316 Math			P	P	P			P		
323 Math		P		P		P	P			
324 Math	P			P		P			P	
331 Math			P		P		P			P
332 Math		P			P	P		P		
352 Stat	P		P	P	P					
362 Math	P			P			P			P
363 Math			P		P	P			P	
417 Math		M		P		M		M		
418 Math	M				M		M			P
419 Math			M	M		P	M		M	
425 Math		M			P	M		M		
433 Math			M	P			M	M		
434 Math	M				M		M		P	
442 Math		M		M		P				M
443 Math	M				M				M	
453 Stat			M	M			P			P
464 Math	M				M	M		M		
472 Math		M		M			M		P	
473 Math	M				P		M			M

* Add a separated table for each track (if any).

5. Teaching and learning strategies applied to achieve program learning outcomes.

Describe teaching and learning strategies, including curricular and extra-curricular activities, to achieve the program learning outcomes in all areas.

Code	Program Learning Outcomes	Teaching Strategies
Knowledge and Understanding		

Code	Program Learning Outcomes	Teaching Strategies
K1	Distinguish mathematical concepts relevant to pure and applied mathematics.	Lectures, Classroom discussions
K2	Identify background science, features and structure of mathematical problem.	Lectures, Classroom discussions
K3	Explain notations and concepts required for the solution of Mathematical problem.	Lectures, Classroom discussions
Skills		
S1	Apply theoretical, computational or practical aspect relevant to course Content.	Lectures, problem solving, Classroom discussions
S2	Compute numerical quantities for various parameters to approximate the solution.	Lectures, problem solving, Classroom discussions
S3	Apply various mathematical rules, techniques and theorems in Application.	Lectures, problem solving, Classroom discussions
S4	Solve mathematical problem using critical thinking.	Lectures, problem solving, Classroom discussions
Values, Autonomy, and Responsibility		
V1	Cultivate a mathematical attitude and nurture the interest.	Micro-Project; Teamwork; Small Presentation; Extempore.
V2	Realize the importance of responsibilities through different modes of practice, competition and related activities.	Micro-Project; Teamwork; Small Presentation; Extempore.
V3	Inculcating values and ethics in thought, expression and deed.	Micro-Project; Teamwork; Small Presentation; Extempore.

6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure the achievement of program learning outcomes in all areas.

The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least twice in the bachelor program's cycle and once in other degrees).

The tools used will be direct and indirect methods of measurements:

Direct measures:

The direct assessment of the outcomes usually relies on the coursework and uses a variety of tools that include combinations of the final exam, midterm tests, quizzes, homework, assignments, presentations, etc. The assessment tools do however vary from course to course.

A set of common rubrics will be used for both grading and assessment at the program level. In some cases, student overall grades in courses may be used through impeded questions in Quiz, Midterm exam or Final Exam. The intent by using rubrics to help students understand departmental expectation, to gauge student progress over time, and to provide a basis for faculty discussions concerning possible areas for program improvement. In most cases, these rubric lines will be

incorporated into a course specific rubric that contains additional elements specific to the course learning outcomes and expectations. The student grades are used in knowledge domains.

Indirect Measures

- On a periodic basis, the department will solicit feedback on graduate skills from alumni and their employers using either surveys or focus groups. These mechanisms may allow the department to reevaluate the target student outcomes to match changing needs in the Mathematics community. The department expects that all numerical responses on this survey will be a 3 or higher and that written responses will be generally positive, yet constructive in improving department programs.
- The department will ask for feedback from graduating students using surveys or focus groups to evaluate their perception of whether the degree has adequately prepared them for their chosen career. This may include job placement and graduate/professional school admission rates. The department expects that all numerical responses on this survey will be a 3 or higher and that written responses will be generally positive, yet constructive in improving department programs.
- The department will periodically hold a focus group with existing Mathematics majors and Mathematics club members. This will provide an opportunity to identify emerging problems quickly before they show up in tracked data. The department expects that student responses will be generally positive, yet constructive in improving department programs.
- The department will periodically collect feedback from faculty and instructors on their perceptions of student strengths and weaknesses.

D. Student Admission and Support:

1. Student Admission Requirements

Deanship of Admission and Registration centrally administer this section, however the college of science and Mathematics Department may put some requirements approved by their councils. The Deanship of Admission and Registration upon recommendations from college councils shall prepare a presentation of the mechanisms of giving priorities to the students applied for admission to be submitted to the university council or to the competent authority.

app_terms.pdf (jazanu.edu.sa)

admission_brochures.pdf (jazanu.edu.sa)

dalel-2023.pdf (jazanu.edu.sa)

app_completion.pdf (jazanu.edu.sa)

2. Guidance and Orientation Programs for New Students

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

The orientation program for new students is held annually for new enrolled students. There are

- College Orientation: Dean Meeting with new enrolled students.
- Department Orientation: Head of Department Meeting with new enrolled students and staff.
- Student Counseling Orientation: Student Counseling Committee Meeting with students.

The Orientation programs are designed to help students be acquainted with the following:

- Vision, mission and objectives of the department, college and university.
- University and college regulations and code of conduct.
- Tips on leading a successful college life in line with their potential career goals.
- Department and college facilities and places.
- Plan of study review course.
- Methods of evaluation.
- Wellness, self-care.
- Faculty expectations.
- Certification and licensure information.

3. Student Counseling Services

(Academic, professional, psychological and social)
(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

- Student Academic Counselling Committee is in charge of student counselling.
- Each Faculty is assigned a group of students for counselling.
- Faculty will be available for student counselling at specific office hours during on daily basis.
- Faculty should make a file for each student in his counselling group where student contact information, a copy of student timetable, a copy of student academic record are kept and updated every semester.

4. Special Support

(Low achievers, disabled, gifted, and talented students).

Low achievers:

- Teachers assign those students more assignments, help them during office hours and give them opportunities as and when needed.
- If any students remain with low GPA on request and appeal they are given an opportunity to study a subject from or out of the study plan.

Disable:

- The department, along with the college administrators, tries to create the relevant conditions for the study of students and applicants with special needs without reducing the requirements for their study performance and in accordance with the principles of equal treatment.

- During an exam, an applicant with special needs shall be, at his request and based on the evaluation of his special needs, determined a form of the exam and method of taking it, taking regard of his special needs.

Gifted and talented:

- There is a Talented Students Committee in the department who are working with the students providing them opportunities in participating in competitions, workshops, department activities, career orientations etc.

E. Faculty and Administrative Staff:

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor	**4**	**None**	**None**	**2**	**2**	**5**
Associate Professor	**11**	**None**	**None**	**13**	**5**	**18**
Assistant Professor	**41**	**None**	**None**	**22**	**8**	**30**
Lecturer	**31**	**None**	**None**	**11**	**33**	**44**
Teaching Assistant	**12**	**None**	**None**	**3**	**0**	**3**
Technicians and Laboratory Assistant						
Administrative and Supportive Staff	**4**	**None**	**None**	**1**	**3**	**4**
Others (specify)						

F. Learning Resources, Facilities, and Equipment:

1. Learning Resources

Learning resources required by the Program (textbooks, references, and e-learning resources and web-based resources, etc.)

- A copy of learning resources for each course is kept in the Course File in the Program QA Unit.
- A list of learning resources is kept in the Program QA Unit.
- The list of learning resources is annually updated by teaching Faculty and gets approval by Program Board.
- Student assessment of quality of library services carried out by College QA Unit.

- The updated list of learning resources is then raised to College of Science Deanship and hence to Deanship for Library Affairs.

2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

- Selected teaching Faculty members are selected every year to attend the Jazan University Book fair to recommend acquisition of new titles.
- Selected senior faculty are in charge of annual evaluation of the adequacy of learning resources.

3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the program)

College of science is committed to providing a safe and healthy campus environment. Among its highest priorities are the health and safety of all faculty, staff, and students, the visiting public, and members of the neighboring community in order to implement environmental and occupational health and safety programs and to ensure compliance with all relevant governmental laws and regulations. A variety of health care services to students, faculty, staff and community members.

- The Campus Health Clinic is located inside the main campus and a small room over the medical support inside the College of Science building.
- Smoking is prohibited in any University facility and on any University grounds.
- First aids boxes are located in almost all rooms.
- The purpose of the Chemical Safety Program is to ensure the proper handling of hazardous chemicals, as well as hazardous waste management and disposal. Exposure to hazardous chemicals is kept at a minimum by using the appropriate Personal Protective Equipment and by performing experiments in a certified chemical fume hood.
- Fire prevention guidelines are listed in all places
- Emergency Exit doors in all parts with sufficient Signboards in all places. Safety and safety instructions are announced at the laboratories and the places where students gather.

G. Program Quality Assurance:

1. Program Quality Assurance System

Provide a link to quality assurance manual.

Microsoft Word - Department QMS.docx (jazanu.edu.sa)

2. Procedures to Monitor Quality of Courses Taught by other Departments

Program QA Committee is continuously communicate with the department that are responsible for the courses offered such as Computer Science Department in terms of course specifications, course reports, and their suggestion for improvement plans for Mathematics Program Students.

3. Procedures Used to Ensure the Consistency between Main Campus and Branches (including male and female sections).

In sections for male and female students the leaders of both sections participate in institutional governance and be fully involved in strategic planning, decision making, and senior administration with effective and continuing communication between sections. Strategic planning ensures equitable distribution of resources and facilities to meet the requirements of program delivery, research, and associated services in each section and quality evaluations consider performance at each section as well as for the institution as a whole.

- Male and female sections are represented in the membership of relevant committees and councils and participate fully in decision making through processes that are consistent with bylaws and regulations of the Higher Council of Education.
- Main campus and branches are represented in the membership of relevant quality assurance and accreditation committees and councils and participate fully in decision making through processes that are consistent with bylaws and regulations of the Higher Council of Education.
- An effective communication between members from each section on these committees and councils was established, and individuals in the different sections carrying out related activities were fully involved in planning, evaluations and decision making.
- Planning processes and mechanisms for performance evaluation lead to comparable standards in each section while taking account of differing needs.
- Quality indicators, evaluations and reports show results for both sections and branches indicating similarities and differences as well as overall performance.

4. Assessment Plan for Program Learning Outcomes (PLOs),

The Mathematics program uses different tools and processes to assess and evaluate the extent to which its PLOs are being attained. These processes are used to gather the data, which is necessary for the assessments. Evaluation, in the form of interpreting the data, is then carried out in order to determine how well the outcomes are being attained. The results of both the assessment and evaluation processes are finally utilized for the continuous improvement of the program. The steps used for the assessment, evaluation and feedback to the continuous improvement of the program follow the following three steps:

1. Assessment tools of the PLOs (i.e., collecting data) can be direct or indirect. Direct assessment of PLOs usually relies on the course work, whereas indirect assessments of PLOs are usually obtained by using surveys. This step includes designing forms of surveys and appropriate questions for the specific and applicable data.
2. The collected data is analyzed and compared to a pre-set performance indicator, which constitutes the evaluation processes.
3. Checking the degree to which the data evaluation results meet the pre-set targets will be the force for the continuous improvement processes.

Course mapping to PLOs:

To set the stage for the assessment process, the material covered in each course, together with its expected course learning outcomes (CLOs), are used to identify the certain number of program

learning outcomes that are most probably be covered by the course. It is important to mention here that each of the course CLOs should be associated with one of the chosen PLOs. Thus, the PLO with a single CLO implies that this CLO statement may be identical with that of the PLO. We should also emphasize that the capstone courses are exceptions to the above-mentioned mapping scheme and can have as many PLOs as needed; in fact, we mapped the capstone courses to practically all PLOs. To this end, each course has identified some specific number of measurable Course Learning Outcomes (CLOs) and these CLOs are mapped to the chosen different PLOs. This process of course-PLO mapping is carried out for each Department course.

Program Learning Outcomes:

In order to assess and evaluate the extent to which the PLOs are being attained, the Mathematics Program uses various processes. These processes are defined to keep data gathering efficient and effective, and the evaluation pertinent to the process of continuous improvement. To achieve these goals, two types of assessments, direct and indirect are performed. The indirect assessment is performed using surveys while the direct assessment results are obtained from student coursework-based evaluations.

In its planning for the present and for future expanded assessment processes, the program faculty have suggested and adopted the ambitious assessment process of Figure-1.

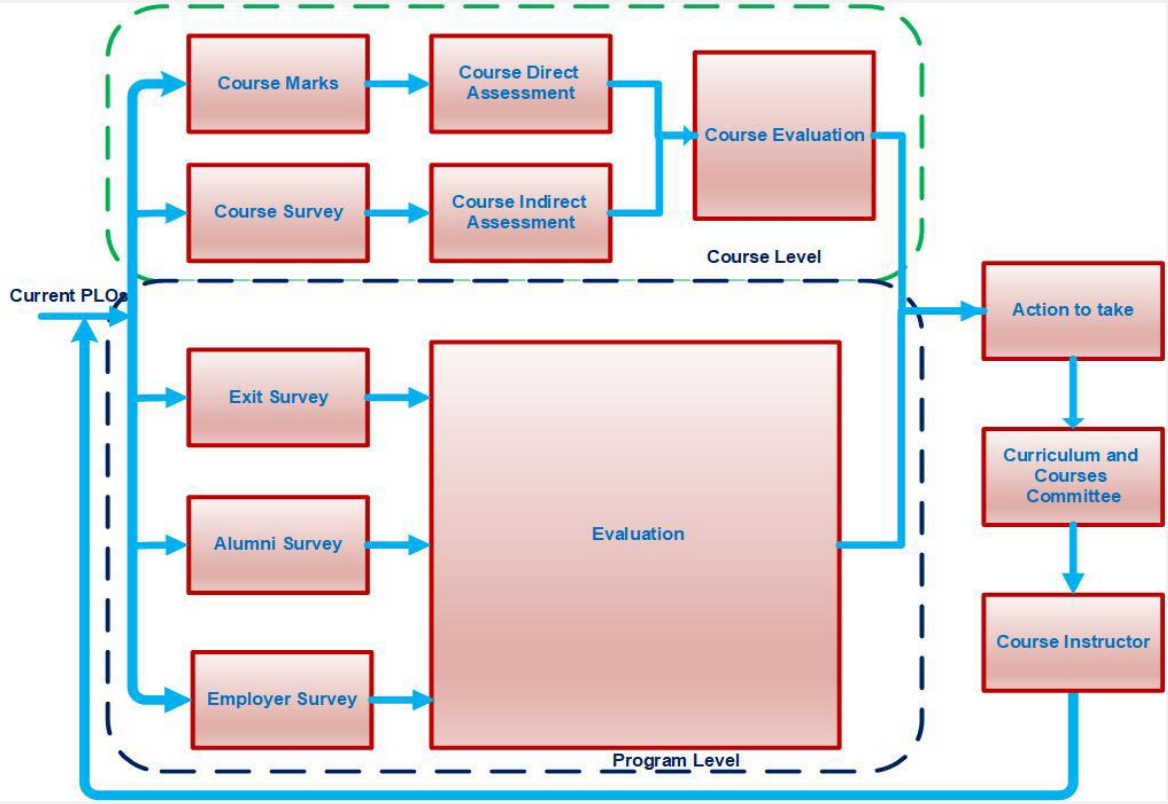

Figure-1 Program Learning Outcomes Assessment

Table-1describes how the Program Learning Outcomes are assessed. It contains the method of assessment, data sources with which these assessment processes are carried out, and how the data is collected.

Table-1 Program Learning Outcomes Assessment Tools

Method of Assessment	Data Sources	How collected	Performed by	Collected By	Evaluated By
Direct Assessment Method	Course Assessment Report based on student marks	Electronic Copy	Faculty Members	Quality and Accreditation Committee	Quality and Accreditation Committee
Indirect Assessment Method	Course survey Evaluation		Students	Quality and Accreditation Committee	
	Program Evaluation survey				
	Alumni Survey		Alumni		
	Employer Survey		Employer		

Direct Assessment:

The direct assessment of the outcomes usually relies on the coursework and uses a variety of tools that include combinations of final exam, midterm tests, quizzes, homework, laboratory works, assignments, practical, projects, presentations, etc. The assessment tools do however vary from course to course.

Indirect Assessment:

For our indirect assessment, different surveys are conducted.

Course evaluation survey is conducted towards the end of a course. In this regard, formal written surveys targeting the program learning outcomes are solicited from students at the end of the Mathematics courses.

Program Evaluation survey is filled in by the graduates at the end of their graduation semester. The graduate survey contains questions that directly target every one of the Program Learning Outcomes.

An **Alumni survey and employer survey** is filled in by the alumni's and employers respectively that directly target every one of the Program Learning Outcomes.

5. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Leadership	Graduates, Alumni, Employer	Surveys	End of year
Teaching & Learning	Student Feedback	Student Questionnaire	End of semester
Learning Resources	Students/Faculties	Surveys	End of year
Scientific Research	Impact	• No. of ISI publications / faculty / year	End of year

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
		• No. of Citations / faculty / year	
Partnerships	Employers	• Questionnaire	End of year
Graduates	Alumni	• Questionnaire	End of year
External Stakeholders	Employers	• Stakeholder Questionnaire	End of year

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, services, partnerships, etc.)
Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others.
Evaluation Methods (e.g., Surveys, interviews, visits, etc.)
Evaluation Time (e.g., beginning of semesters, end of the academic year, etc.)

6. Program KPIs*

The period to achieve the target (5) year(s).

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-P-01	Students' Evaluation of quality of learning in program	4	Total scores of responses to the last item in the program evaluation survey "I feel generally satisfied with the quality of my educational experience at the University" / Number of respondents to the item.	End of Semester
2	KPI-P-02	Students' evaluation of the quality of their courses	5	Total scores of responses to the last paragraph of the course evaluation questionnaire Overall, I am satisfied with the quality of this course. / Number of respondents to the item.	End of Semester
3	KPI-P-03	Completion Rate	80	(Number of students who graduated / Number of students admitted to the same cohort) * 100	End of Academic Year
4	KPI-P-04	First-Year Students Retention Rate	4.5	(Number of students who successfully completed the first year / Number of students accepted from the batch) * 100	End of Semester
5	KPI-P-05	Students' performance in the professional and/or national examinations (if any)	-	Percentage of students or graduates who succeed in professional exams (Islamic and Arabic sciences, humanities and education, engineering and computer sciences, science and mathematics, health sciences)	End of Semester
6	KPI-P-06	Graduates' employability and enrolment in postgraduate programs	75%	graduates who employed or enrolled in postgraduate studies during the first year of their graduation / Total number of graduates in the same year) * 100	End of Semester
7	KPI-P-07	Employers' evaluation of the program graduates proficiency	4	Total scores of responses to the last item in the employers 'evaluation survey for Graduates' performance. (I	End of Academic Year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				am generally satisfied with the performance of a graduate of Jazan University and would recommend employing graduates from this institution again "/ number of respondents to the item.	
8	KPI-P-8	Ratio of students to teaching staff	15:1	(Number of students / numbers of full-time faculty or equivalent) * 100)	End of Semester
9	KPI-P-9	Percentage of publication of faculty members	75%	The percentage of faculty members who published at least one research during the year from the total number of faculty members	End of Academic Year
10	KPI-P-10	Rate of published research per faculty member	1:1	Total number of refereed and / or published research to the number of full-time faculty members or equivalent during the year.	End of Academic Year
11	KPI-P-11	Citations rate in refereed journals per faculty member	10:1	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published).	End of Academic Year

*including KPIs required by NCAAA

H. Specification Approval Data:

COUNCIL /COMMITTEE	**Board Of Mathematics Department**
REFERENCE NO.	**2417**
DATE	**29/03/1446 A. H.; 2/10/2024 A. D.**