

**The Chemistry Program  
in Jouf University  
Key Performance Indicators Report**

**1443 H.**

### Key Performance Indicators Data for Chemistry Program male and female students, 1443 Year

Code	Key Performance Indicators	Actual Benchmark 1443			Target Benchmark	Internal Benchmark 1442	External Target Benchmark	New Target Benchmark
		Male	Female	Overall				
KPI-P- 01	Percentage of achieved indicators of the program operational plan objectives.	80%			77%	76.3%	80%	82%
KPI-P- 02	Students' Evaluation of quality of learning experience in the program	4.19	4.35	4.31	4.1	3.93	4.4	4.2
KPI- P- 03	Students' evaluation of the quality of the courses.	4.4	4.40	4.40	4.4	4.4	4.4	4.5
KPI- P – 04	Completion rate.	12%	40%	30.67%	45%	37.5%	55%	45%
KPI- P - 05	First-year students retention rate	75.61%	98.1%	88.17%	85%	80.52%	63%	90%
KPI- P – 06	Students' performance in the professional and/or national examinations.			Waiting data	40%	31.8%	3	40%
KPI- P – 07	Graduates' employability and enrolment in postgraduate programs.	57% 0%	29% 2.3%	35.5% 1.7%	60% 5%	56% 4.5%	45%	60% 5%
KPI- P - 08	Average number of students in the class.	7.5	13.33	10.4	11	13	7	11
KPI- P - 09	Employers' evaluation of the program graduate's proficiency.	4.14	4.4	4.18	4.0	3.9	4.59	4.2
KPI- P - 10	Students' satisfaction with the offered services.	3.83	4.2	4.0	4.0	3.82	4.07	4.1
KPI- P - 11	Ratio of students to teaching staff	3.13:1	19.3:1	11.2:1	10:1	11:1	7:1	10:1

KPI- P - 12	Percentage of teaching staff distribution.	Assist. P: 18.18 Assoc. P: 59.1 % Prof.: 22.73 %	Assist. P: 80.0 % Assoc. P: 13.33 % Prof.: 6.67 %	Assist. P:49.1 % Assoc. P:36.22 % Prof.: 14.7 %	Assist. P:40 % Assoc. P:40 % Prof.: 20%	Assist. P:59.24 % Assoc. P:26.06 % Prof.: 14.7 %	Assist. P:19 % Assoc. P:33 % Prof.: 5 %	Assist. P:40 % Assoc. P:40 % Prof.: 20%
KPI- P - 13	Proportion of teaching staff leaving the program.	0%	6.66%	3.33%	0%	0%	0%	0%
KPI- P - 14	Percentage of publications of faculty members.	100%	100%	100%	85%	82%	90%	100%
KPI- P - 15	Rate of published research per faculty member.	2.59:1	3.86:1	3.2:1	3:1	2.53:1	4:1	4:1
KPI- P - 16	Citations rate in refereed journals per faculty member.	92.3:1	14.44:1	53.7:1	65 :1	62:1	35:1	65:1
KPI- P - 17	Satisfaction of beneficiaries with the learning resources.	3.95	3.95	3.95	4	3.8	4.59	4.1
KPI- AP - 01	Number of research groups in the program	7	1	8	2	0	NA	10
KPI- AP - 02	The number of funded research projects that the program's employees obtain annually	8	3	11	15	5	NA	15
KPI- AP - 03	Percentage of students participating in extra-curricular activities	81.4%	81.4%	81.4%	85%	84.13%	NA	85%
KPI- AP - 04	Employers' satisfaction with the program's mission, vision and goals	4.57	4.57	4.57	4.2	4.13	NA	4.6

KPI- AP - 05	Percentage of the student's graduation projects related to the surrounding community	33.3%	22.2%	27.75%	30%	25%	NA	30%
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## **The methodology for measuring and setting Key Performance Indicators (KPIs) for chemistry program in Jouf university**

It aims to build and target key performance indicators, starting with understanding the performance indicators, passing through the process of formulating the indicator and ending with the process of managing the indicator, measuring its results, and developing plans for improvement based on these results.

**The methodology for measuring and setting Key Performance Indicators (KPIs) for chemistry program in Jouf university, according to a set of sequential steps and using 22 performance indicators is defined in light of : (actual level / baseline / internal benchmarking / external benchmarking / environment analysis (potential, requirements and ambition) as approved by NCAAA that enhances the overall quality in the department processes and research production, and assists in qualifying them for institutional and academic accreditation, for more creativity and excellence.**

In the following section, we will discuss the trend and the scenario of which of how the selected KPIs values calculated, verified and improved

**1-At the end of the academic year, the Quality and Performance Indicators Committee meets, divides work, prepares evidence and documents for each of the main and additional performance indicators, and the internal audit verifies the integrity and accuracy of determining indicators.**

**2-Communication is carried out between the KPIs committee, program committees and the department council throughout the year to determine the targets of performance indicators and to determine the extent of its development through reports and data obtained compared to internal and external comparison**

**3-Permanent readiness to modify any plans to reach the target values through improvement plans and decisions**

**Therefore, the program relied on the scenario of hard work in the first year of the plan and expected slower growth in the coming years, and this appeared in the values of the three years 1440-1441, 1442 and 1443 H**

***Conclusion:* From the above explanation, one can predict to an extent with the values of the coming KPIs .**

## General Remarks:

### Name of the internal benchmark provider

Chemistry department in faculty of science at Jouf university.

### ● Name of the external benchmark.

Islamic University of Madinah

### ● Why did you choose this external benchmark?

The justification of using the external benchmark Chemistry program in Islamic University is as follows -

- Islamic University was chosen because it was recently being accredited by the NCAAA, in addition to its collaboration agreement with the Ju to provide the required data for the NCAAA KPIs.
- Islamic University is similar to jouf university in governance, infrastructure and budgetary systems.
- The Chemistry program at Islamic University is similar to the program offered by Jouf University and serve a similar demographic.

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جامعة الجوف

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## Key Performance Indicators Data for Chemistry Program,

### College of Sciences Sakaka, Year 1443

#### Standard 1: Mission and Goals

**KPI-P-01: Percentage of achieved indicators of the program operational plan objectives.**

#### Program

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
80%	77%	76.3%	80%	82%

(Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
80%	77%	76.3%	Not Available	82%

(Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
80%	77%	76.3%	Not Available	82%

**KPI- P-01 : Percentage of achieved indicators of the program operational plan objectives.**

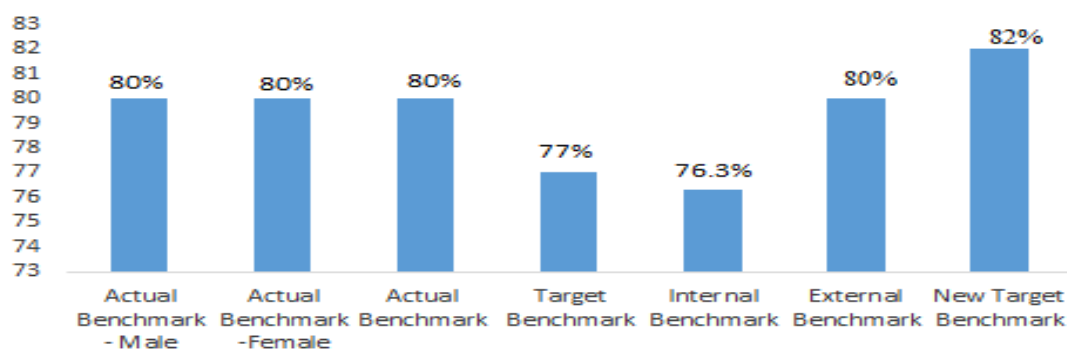




Figure 1: Percentage of achieved indicators of the Chemistry program operational plan objectives

The Measurement way: Percentage of performance indicators of the operational plan objectives of the program=

$$\frac{\text{Number of performance indicators for the objectives of the operational plan of the program that have achieved the target level}}{\text{The total number of indicators for these goals in the same year}} \times 100$$

$$18/20 \times 100 = 80\%$$

### Analysis:

Figure 1: shows that the Percentage of achieved indicators of the Chemistry program operational plan objectives is 80% which is higher the previous year score. The internal Benchmark was comparison between the two academic years 1442 was 76.3% and 1440-1441 H was 80% and furthermore, the actual KPI No. reached to the target one, therefore new target benchmark was suggested (82%). This internal benchmark was chosen because it describes the achievement of the previous year.

Percentage of achieved objectives is equal the external benchmark .

Last academic year was taken as internal benchmark.

### Strengths

- All the stakeholders are generally aware of the mission of the department that appears clearly from the result of the survey of the stakeholders.

### Cause:

The reasons that led to the failure to achieve the target performance indicator are not satisfying all the topics of the operational plan policy

### Result:

The program needs more continuous quality improvements.

### Recommendations:

- 1-More activities will be carried out to overcome the program mission
- 2-Program beneficiaries will be notified as soon as possible with the program's mission and any changes that occur in it

### Proposal Action plan

Number of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-P-01	1-More activities will be carried out to overcome the program mission	Prepare achievable operational plan	Operational plan committee	Program coordinator	1-9-2022	30-5-2023

### KPI-P-02: Students' Evaluation of quality of learning experience in the program

#### Program

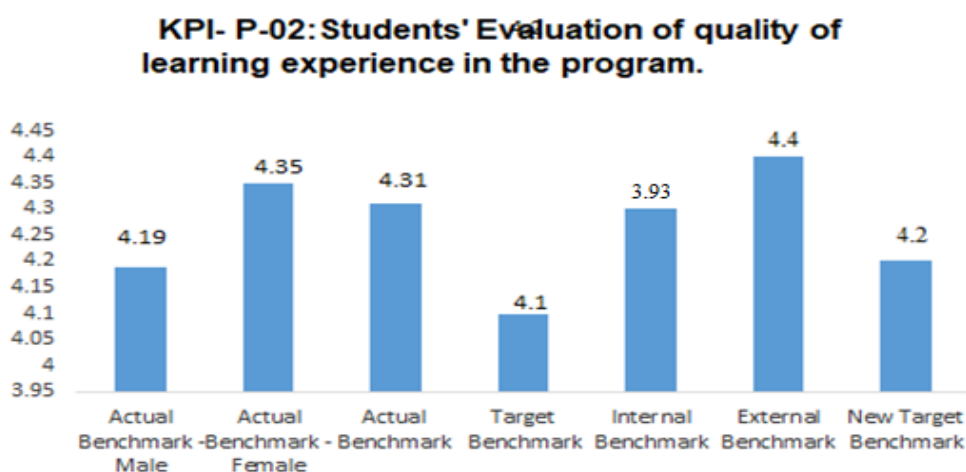
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
4.31	4.1	3.93	4.4	4.2

(Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
4.19	4.1	3.85	-	4.2

(Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
4.35	4.1	4.0	-	4.2



**Figure 2: The Students' evaluation of quality of learning experience in the Chemistry program**

**The Measurement way:** The application of a questionnaire to evaluate the final year students of the quality of learning experiences in the program on a scale from five levels in an annual survey

Student evaluation of the quality of learning experiences in the program= 4.43

#### **Analysis:**

This KPI by NCAAA has been developed to capture the opinion of the final year students about the quality of learning experience provided by the program. Figure 2: shows that the Students' evaluation of quality of learning experience in the chemistry program at the main campus is (4.41). The actual Benchmark results is higher than the target Benchmark and the internal Benchmark of (3.93) and similar to the external benchmark (Islamic University). More workshop to enhance teaching staff skills may be required focusing on the new teaching methods to keep up with the new strategies. In addition, more effort should be exerted for developing laboratories and libraries.

A questionnaire is applied and analyzed on a scale from one to five

Last academic year was taken as internal benchmark chosen because it describes the achievement of the previous year.

### **Strengths**

\*When compared to the previous year, there is a considerable increase in the students' rating of their learning experience. Also, there is consistent increase in students rating about the quality of learning experience observed compared with the last year.

Students' rated their quality of Learning Experience as satisfactory

\*The program continuous to improve the experience of students through the provision of modern teaching strategies, training of faculty as well as improving the administrative processes.

\*Relevant surveys are conducted regularly which allows for consistent evaluation of the overall learning experience from final year students' perspective

**Cause:** The reasons that led to the failure to achieve the target performance indicator are lack of active learning from the students that implies more efforts from the staff to attain active cooperation

**Result:** More effort should be exerted for developing laboratories and libraries.

The program graduates need more training and improvements of their qualifications and skills

### **Recommendations:**

- Academic advisors during the orientation sessions should discussed the key points with the students in order to improve the overall quality of their learning experiences
- Surveys are conducted regularly of quality of learning experience in the Chemistry program from final year students' perspective.
- The Chemistry program continuously improves all aspects of the quality learning experience for the students.
- Developed the improvement plan for all aspects of student learning experiences in the Chemistry program.

### Proposal Action plan

No. of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-P-02	Academic advisors during the orientation sessions should discussed the key points with the students in order to improve the overall quality of their learning experiences	holding seminars and sessions to improve the overall quality of their learning experiences	Quality and Academic accreditation committee	Program coordinator	1-9-2022	30-5-2023

### KPI-P-03: Students' evaluation of the quality of the courses.

#### Program

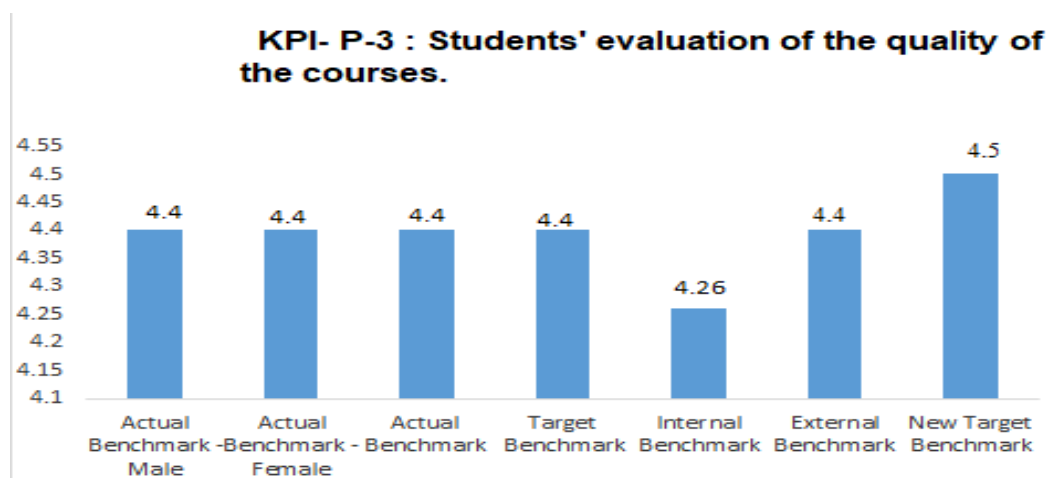
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
4.4	4.4	4.4	4.4	4.5

(Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
4.4	4.4	4.5	-	4.5

(Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
4.4	4.4	4.3	-	4.5



**Figure 3: The Students' evaluation of the quality of the courses in the Chemistry program**

**The Measurement:** Application of a student assessment questionnaire for the quality of courses on a five-level scale in a survey annual

-Student evaluation of the quality of courses in the program= 4.4

#### **Analysis:**

**Figure 3:** shows that the Students' evaluation of quality of the courses in the Chemistry program is (4.4). As it clear that the Students' male evaluation is little more than that of the Students' female evaluation of quality of the courses in the Chemistry program. The internal Benchmark was comparison to the academic year 1442 H. The actual Benchmark results equals the target Benchmark (4.4) , the internal Benchmark of (4.26) and the external benchmark (Islamic University) (4.4.) The KPI exceeded the target, so new target benchmark was suggested (4.5) A questionnaire is applied and analyzed on a scale from one to five  
-Last academic year was taken as internal benchmark

#### **Strengths:**

Surveys are conducted regularly of quality of the courses in the Chemistry program from final year students' perspective.

-The Chemistry program continuously improves all aspects of the quality of the courses.

**Cause:** The reasons that led to the failure to achieve the target performance indicator are lack of active learning from the students that implies more efforts from the staff to attain active cooperation

**Result:** More effort should be exerted for developing laboratories and libraries.

The program graduates need more training and improvements of their qualifications and skills

**Recommendations:**

1-Encourage students to give an actual appreciation of courses

2-Overcoming the difficulties that prevent reaching the highest level of the quality of the courses by raising the level of education in them.

**Proposal Action plan**

No. of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-P-03	1-Encourage students to give an actual appreciation of courses  2-Overcoming the difficulties that prevent reaching the highest level of the quality of the courses by raising the level of education in them.	Proportion of courses in which student evaluations were conducted during the year will reach the new target benchmark	courses coordinators	Quality coordinator	1-9-2022	30-5-2023

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### KPI-P-04: Completion rate

#### Program

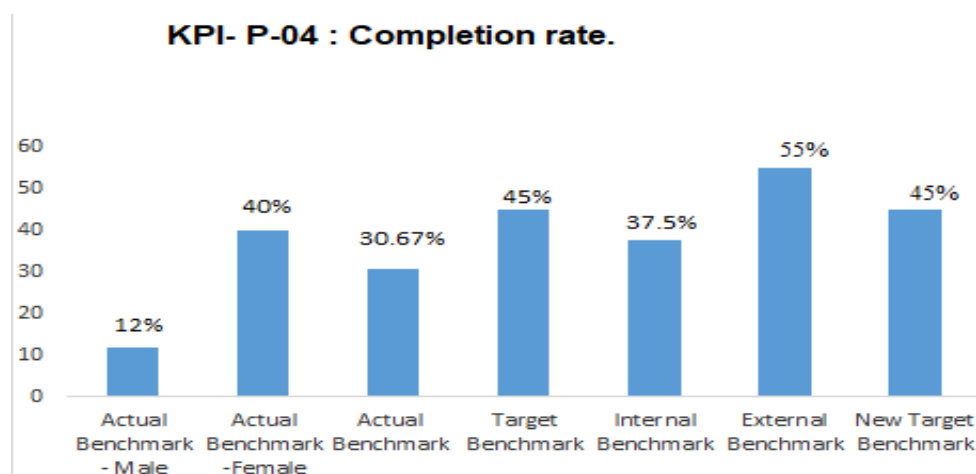
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
30.67%	45%	37.5 %	55%	45%

#### (Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
12%	45%	30.77%	-	456%

#### (Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
40%	45%	39.53%	-	45%



**Figure 4: The completion rate in the Chemistry program**

**Measurement way:** Percentage of the completion rate in the program

The number of undergraduate students who completed the program within the

The total number of students :prescribed period of the program from each batch

enrolled in the program in each batch:

**Completion rate =**



$$\frac{\text{The number of undergraduate students who completed the program within the prescribed period}}{\text{The total number of students enrolled in the program in each batch}} \times 100$$

#### ✚ Analysis, Strengths and Recommendations:

**Figure 4:** shows that the **completion rate in the Chemistry program**, is (30.67%). The actual Benchmark results was fall below the target Benchmark and less than that of the internal Benchmark of (37.5%) and also that of than the external benchmark (Islamic University) that attained 55% . It is worth to mention that the female benchmark is higher than that of male section. It is obvious there is a gap may due to the need to work to help support family regarding to the male students also the evaluation of students and restricted exams may also affect compared to the corona period.

The completion rate is calculated as percentage

Last academic year was taken as internal benchmark

#### **Cause:**

The reasons that led to the failure to achieve the target performance indicator: increased enrollment among students from lower in the precollegiate test score distribution

**Result:** Increased interest in students who are struggling through the affirmative, by emphasizing the basic principles of specialization.

#### **Area of improvement:**

- Making committees to follow up the performance.
- Improving the services provided to the students.
- Motivating students to participate their opinions through different polls.

#### **Recommendations**

- Formation of a committee to investigate the cause for a low proportion of students completing program in minimum possible time
- Strengthening the role of academic advising and urging the importance of communicating with the academic advisor

### Proposal Action plan

N0. of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-P-04	<ul style="list-style-type: none"><li>• Formation of a committee to investigate the cause for a low proportion of students completing program in minimum possible time</li><li>• Strengthening the role of academic advising and urging the importance of communicating with the academic advisor</li></ul>	Holding seminars to discuss the problems suffering the students to help them	Academic advisor committee	Program coordinator	1-9-2022	30-5-2023

## KPI-P-05: First-year student's retention rate

### Program

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
88.17%	85%	80.52%	63%	85%

(Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
75.61%	85%	60%	-	85%

(Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
98.1%	85%	93.62%	-	85%

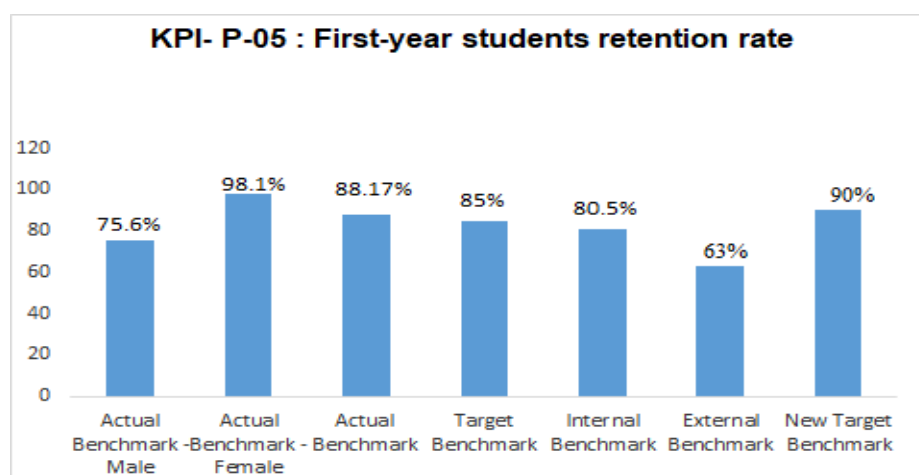


Figure 5: The first-year students retention rate in the Chemistry program

**Measurement way:** Percentage of *the first-year student's retention rate in the chemistry program*

:The Number of first-year students who continue in the program for the following year

The total number of first year students in the same year

**Retention rate=**

$$\frac{\text{The Number of first-year students who continue in the program for the following year} \times 100}{\text{The total number of first year students in the same year}}$$

**Student's retention rate = 88.17%**

#### **Analysis**

**Figure 5:** shows that the first-year students retention rate completion rate in the Chemistry program is (88.17%). As it clear that the Students' male first-year students retention rate is less than the Students' female. The actual benchmarks is more than the previous year (80.52%) also it is higher than that of the external benchmark (Islamic University ( 63%). The new target has been fixed as 90% for the next academic year 1444 H.

-This internal benchmark was chosen because it describes the achievement of the previous year.

Last academic year was taken as internal benchmark

**Strength:** The first-year students retention rate completion rate in the Chemistry program is (88.17%) that is accepted and relatively, high.

**Cause:** The first-year students retention rate completion rate nearly reached the target benchmark.

**Result:** Increasing interest in the practical side through laboratories and the other services provided.

#### **Recommendations:**

- The need for continuous evaluation to encourage students to work hard and activate the role of academic advisor
- Increasing interest in the practical side through laboratories to produce cadres competing with their counterparts from other universities.

### Proposal Action plan

No. of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-P-05	<p>The need for continuous evaluation to encourage students to work hard and activate the role of academic advisors</p> <p>- Increasing interest in the practical side through laboratories to produce cadres competing with their counterparts from other universities.</p>	<p>Verifications of students achievements in each program should be send to an audit outside university in order to gain more special feedbacks</p>	<p>Academic Advising Committee</p>	<p>Program coordinator</p>	<p>1-9-2022</p>	<p>30-5-2023</p>

**KPI-P-06: Students' performance in the professional and/or national examinations.**

NOT AVAILABLE

## KPI-P-07: Graduates' employability and enrolment in postgraduate program.

### Program

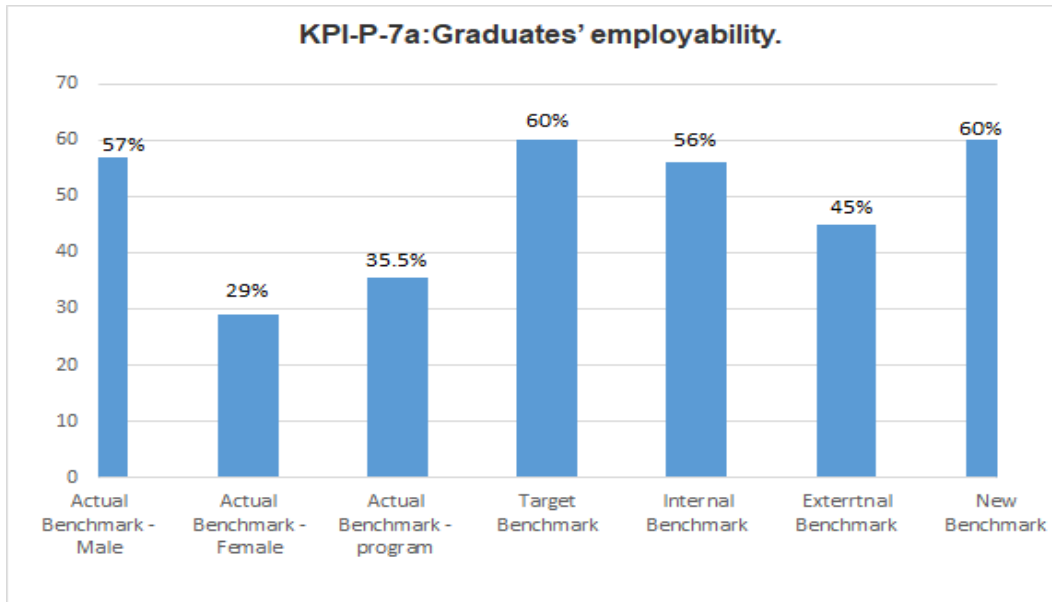
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
35.5%	60%	65%	45%	60%
1.7%	5%	4.5%		5%

### (Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
57%	80%	90%	-	80%
0%	5%	0%		5%

### (Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
29%	40%	21.7%	-	40%
2.3%	5%	9%		5%



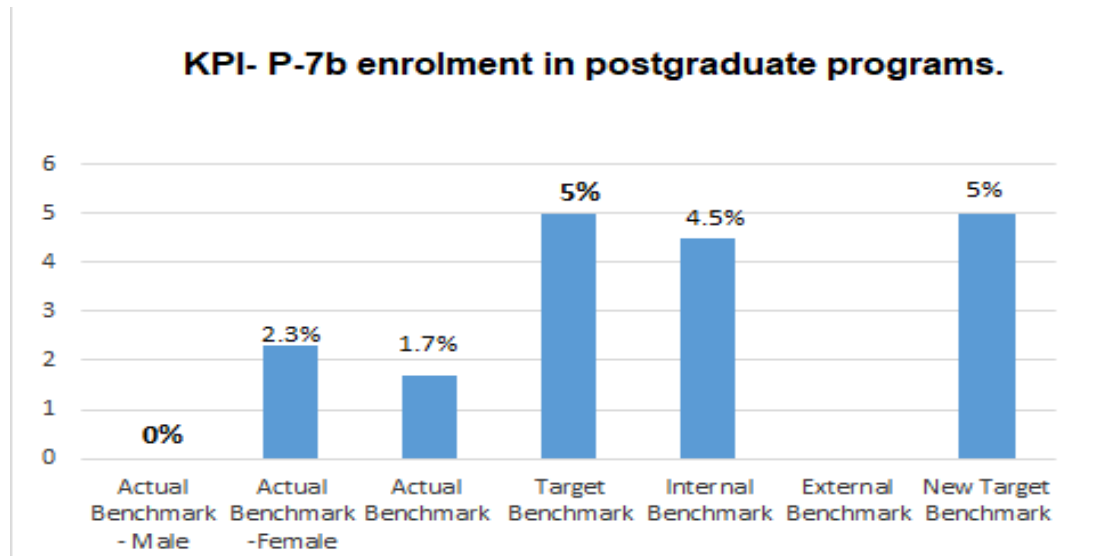


Figure 7b: The employability of graduates of the Chemistry program. At the Main campus level:

**Measurement way:** Percentage of employing graduates and enrolling them in postgraduate programs

**Graduate employability =**

$$\frac{\text{The number of program graduates who were employed in the first year of their graduation} \times 100}{\text{The total number of program graduates in the same year}}$$

**Enrollment of graduates of the program to postgraduate studies =**

$$\frac{\text{The number of graduates who joined postgraduate studies during the first year of their graduation}}{\text{The total number of program graduates in the same year}} \times 100$$

**Analysis:**

**Figure 7a:** shows that the **employability of graduates of the Chemistry program** is (35.5%). The actual Benchmark results was less than the target Benchmark (60%) and less than the internal Benchmark of (56%) and also is less than the external benchmark (Islamic University) that attained 45% . more efforts should be taken to improve this gap.

This internal benchmark was chosen because it describes the achievement of the previous year.

**The enrollment of graduates of the program to postgraduate studies** in male is nil, while female that reaches 2.3% and less than the value of last year and this may be due the cost of study.

**Cause:** The reasons that led to the failure to achieve the target performance indicator of employability of graduates is the impact of covid 19 that still affect.

Employment opportunities available to graduates are few

**Result:** More data about employment agencies is required for program graduates, as well as a more effective mechanism for communicating with the graduate.

#### **Recommendations:**

-Establishing fair job

-More data about employment agencies is required for program graduates, as well as a more effective mechanism for communicating with the graduate.

#### **Proposal Action plan**

No. of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-P-07	Establishing fair job	Work to set up partnerships with the business .sector	Alumni Affairs Committee	Program coordinator	1-9-2022	30-5-2023
	-More data about employment agencies is required for program graduates, as well	-Work to organize various events such as Career Day (career absolvent) so that our students explore				



as a more effective mechanism for communicating with the graduate.					
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### KPI-P-08: Average number of students in the class.

#### Program

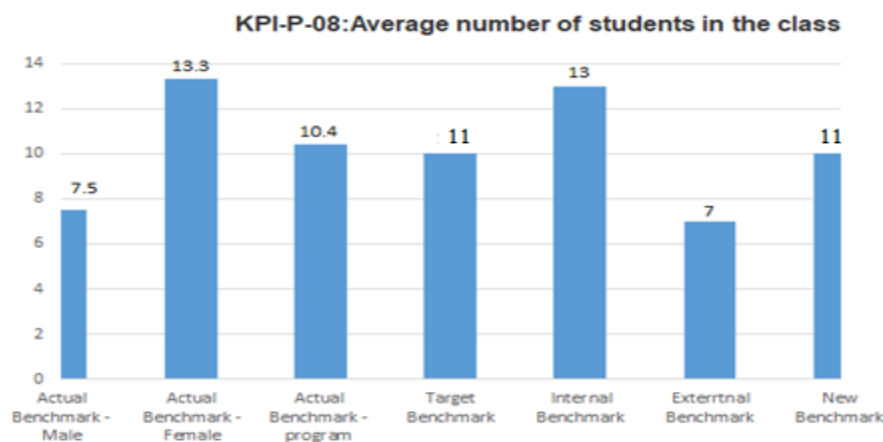
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
10.4	11	13	7	11

(Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
7.5	11	6	-	11

(Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
13.3	11	19	-	11



.Figure 8: The average number of students in the class in the Chemistry program

**Measurement way:** *Average number of students in the class*

$$\text{Average number of students per class} = \frac{\text{The total number of students}}{\text{The total number of class}}$$

$$\text{Male section} = 11658/1554 = 7.5$$

$$\text{Female section} = 27635/2073 = 10.3$$

**Analysis:**

**Figure 8:** shows that the average number of students in the class in the Chemistry program and it is clear that the Students' female about double that of male students. The actual Benchmark results was still more than the target Benchmark (10 students) also is less than the external benchmark (Islamic University) that attained (7 students) but still sufficient and accepted regarding to the facilities found.  
-This internal benchmark was chosen because it describes the achievement of the previous year

**Strengths:**

The average number of students per class is reasonably accepted making the teaching process easier to student.

**Cause:** The average number of students in the class reached the target value

**Result:** More efforts could be applied for the continuous decline of the average no. of students in the class

**Recommendations:**

More efforts has to be done by the institute to lower the number of students entering the chemistry program and/ or increase the number of classrooms and laboratories specially in female section

**Proposal Action plan**

Number of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-P-8	More efforts has to be done by the institute to increase the number of	- increasing the number of classrooms and laboratories	Student Affairs Committee	Program coordinator	1-9-2022	30-5-2023

classrooms and laboratories specially in female section	especially in female section				
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### KPI-P-09: Employers' evaluation of the program graduate's proficiency

#### Program

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
4.18	4.0	3.9	4.59	4.2

(Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
4.14	4.0	3.88	Not available	4.2

(Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
4.4	4.0	3.9	- Not available	4.2

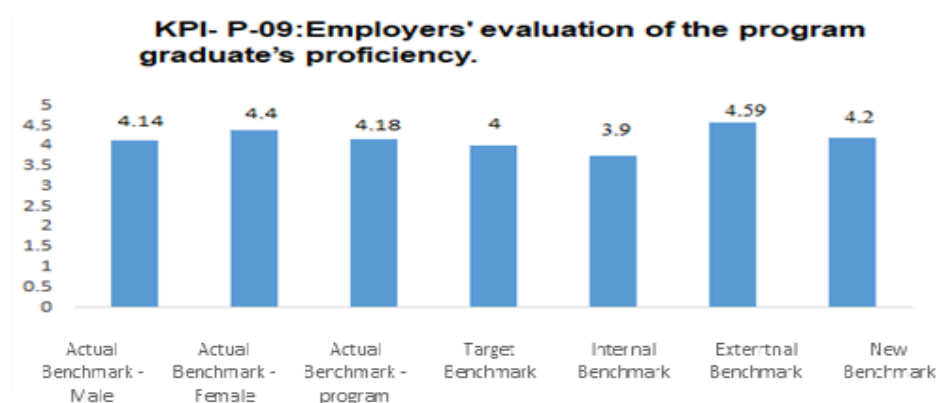


Figure 9: The employers' evaluation of the Chemistry program graduates proficiency

**Measurement way:** Applying a questionnaire to evaluate the employers' efficiency of the program's graduates on a scale from five levels in an annual survey

The employers' evaluation of the chemistry program graduates proficiency = 4.18

**Analysis:**

**Figure 9:** The results show that the Employers' evaluation of the program graduates proficiency is 4.18 of 5.0 that is higher than the previous year (3.9) but still less than the external benchmark (Islamic University) that attained 4.6 of 5.0 . The evaluation of employers towards the female was a little bit higher than the male section .

**Strengths:**

3.95 of 5 that reflects some satisfaction of the employers towards the program graduates satisfaction of the employers towards the program graduates.

**Cause**

The reasons that led to the failure to achieve the target performance indicator

The graduate of the program does not have the skills and experiences :are necessary to face all of the labor market.

**Result**

The program graduates need more training and improvements of their qualifications and skills

**Areas of improvement**

- 1- Developing the characteristics of the graduate to meet the requirements of the labor market
- 2- training and qualifying the graduates for the labor market after graduation

**Recommendations:**

- 1-More efforts by the staff and institute to maintain this trust of the Employers' towards the graduates.
- 2-Form a committee from the unit to follow the graduates in their jobs and find out the extent the institution's satisfaction with the graduate level
- 3- Increase the number of meetings with students, even those who did not graduate to encourage them Communication with school owners and factories in the fields of graduate work.

### Proposal Action plan

Number of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-P-09	1-More efforts by the staff and institute to maintain this trust of the Employers' towards the graduates.	Holding meeting with the employers	Program coordinator	Department council	1-9-2022	30-5-2023

### KPI-P-10: Students' satisfaction with the offered services.

#### Program

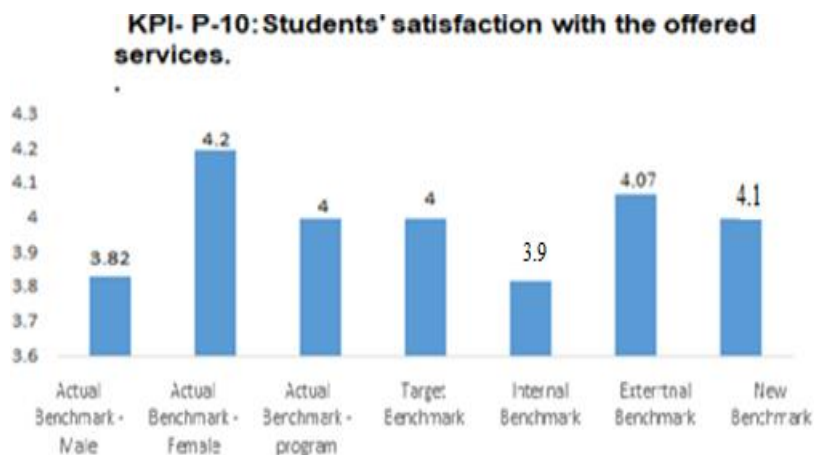
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
4	4.0	3.9	4.07	4.1

(Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
3.83	4.0	3.8	-	4.1

(Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
4.2	4.0	4.07	-	4.1



**Figure 10: The Students' satisfaction with the offered services in the Chemistry program**

*Measurement way: Applying a questionnaire to evaluate the Students' satisfaction with the offered services in the program on a scale from five levels in an annual survey*

*Student satisfaction with the services provided = 4.0*

#### **Analysis:**

**Figure 10:** shows that the results show that the Students' satisfaction with the offered service is 4.0 of 5.0 that relatively higher the previous year (3.9) and reached the supposed target (4) but less than the external benchmark (Islamic University) that reached 4.1. New target is chosen to be 4.1.

A questionnaire is applied and analyzed on a scale from one to five.

This internal benchmark was chosen because it describes the achievement of the previous year.

Last academic year was taken as internal benchmark.

#### **Strengths**

- Relevant surveys are conducted regularly which allows for consistent evaluation of the facilities and equipment.
- The provided services offered for students is good in addition to sport activities and proper nutrition services.
- Student Affairs Officer answers all student inquiries and provide brochures to the student to become familiar with the university's rules and regulations.

**Cause:** The reason that led to the failure to achieve the target performance indicator:

The evaluation of the facilities and equipment should be improved to satisfy the students satisfactions.

**Result:**

Some of the requirements related to medical services, and nutrition services, need to be improved. The qualities of service ,that help the student, have to be improved

**Recommendations:**

- Providing more facilities and services providing to the students

#### Proposal Action plan

Number of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-P-10	Providing more facilities and services providing to the students	Internal audit for the facilities and services.	Internal audit commitee	Quality Coordinator	1-9-2022	30-5-2023

### Standard 5: Teaching Staff

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

#### Program

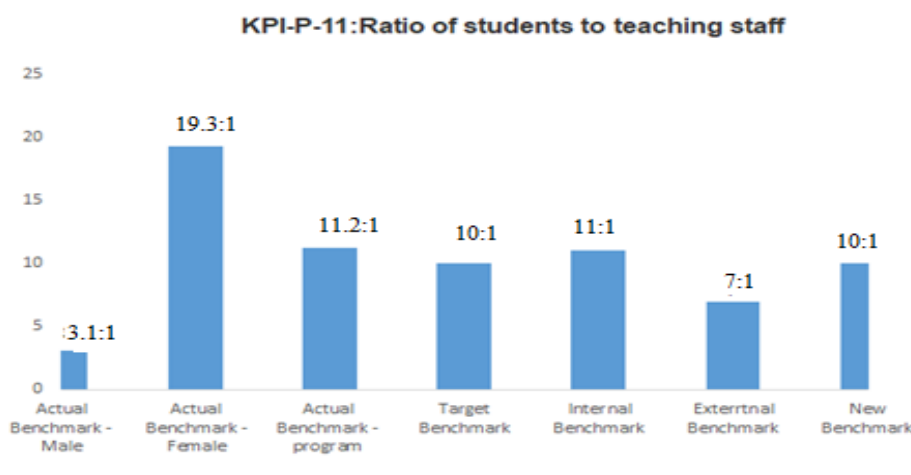
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
11.2:1	10:1	11:1	7:1	10:1

(Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
3.13:1	10:1	4.3:1		10:1

(Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
19.3:1	10:1	18.2:1		10:1



.Figure 11: The ratio of students to teaching staff in the Chemistry program

*Measurement way: The ratio of students to teaching staff in the chemistry program*

$$\text{Ratio of students to teaching staff in the program} = \frac{\text{The total number of students of the program}}{\text{Total number of full-time faculty members}}$$

#### Analysis:

**Figure 11:** The results show that the ratio of students to teaching staff is 11.2:1 that is like the previous year while the ratio in the the external benchmark (Islamic University) is 7:1. Generally, the ratio of students to teaching staff is sufficient and ideal regarding to the standards also, another factor may affect the class size that also should be taken into consideration.

This ratio is calculated as total number of staff members to the total number of students .

This internal benchmark was chosen because it describes the achievement of the previous year.

Last academic year was taken as internal benchmark.

- **Strength:**



The program provides sufficient number of full-time teaching staff to the students.

**Cause:** Sufficiency of qualified cadres in the male section are available.

**Result:** Sufficiency of qualified cadres with high scientific experience in the field of teaching and scientific research especially in the female section are needed.

• **Recommendations:**

1-Organizing visits to secondary schools and introducing students to the program and the scientific horizons

that can be achieved in their educational and practical journey.

2-There is a need to increase the proportion of Associate and Full Professors in the female section

**Proposal Action plan**

Number of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPP-P-11	1-Organizing visits to secondary schools and introducing students to the program and the scientific horizons that can be achieved in their educational and practical journey.	Holding seminars and workshop with sec. school students	Program Coordinator	Department committee	1-9-2022	30-5-2023
	2-There is a need to increase the proportion of Associate and Full	recruit more Assoc.	Faculty Contracting Committee	Department committee		

Professors in the female section.	Prof. and full Prof.				
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### KPI-P-12: Percentage of teaching staff distribution.

#### Program

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
Assist. P:49.1 % Assoc. P:36.22 % Prof.: 14.7 %	Assist. P:40 % Assoc. P:40 % Prof.: 20%	Assist. P:59.24 % Assoc. P:26.06 % Prof.: 14.7 %	Assist. P: 19 % Assoc. P: 33 % Prof.: 5 %	Assist. P:40 % Assoc. P:40 % Prof.: 20%

#### (Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
Assist. P: 18.18 Assoc. P: 59.1 % Prof.: 22.73 %	Assist. P:40 % Assoc. P:40 % Prof.: 20%	Assist. P: 31.82 Assoc. P: 45.45 % Prof.: 22.73 %	-	Assist. P:40 % Assoc. P:40 % Prof.: 20%

#### (Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
Assist. P: 80.0 % Assoc. P: 13.33 % Prof.: 6.67 %	Assist. P:40 % Assoc. P:40 % Prof.: 20%	Assist. P: 86.66 % Assoc. P: 6.67 % Prof.: 6.67 %	-	Assist. P:40 % Assoc. P:40 % Prof.: 20%

KPI Analysis of the Percentage of teaching staff distribution based on gender, branches and academic Ranking in the Chemistry program -

*Measurement way: The Percentage of teaching staff distribution in the chemistry program*

#### 1- Percentage distribution of faculty members by sex

$$\text{Percentage of faculty members, female part} = \frac{\text{Total Number of teaching staf, Female Section}}{\text{The total number of teaching staff in the program}} \times 100$$

$$\text{Percentage of faculty members, male part} = \frac{\text{Total Number of teaching staf F, male Section}}{\text{The total number of teaching staff in the program}} \times 100$$

#### 2- Percentage distribution of the total number of faculty members in each branch =

$$\frac{\text{the total number of teaching staff in each branch}}{\text{the total number of teaching staff in the program}} \times 100$$

**3- Percentage of the distribution of teaching staff in terms of scientific rank =**

$$\frac{\text{Number of teaching staff in each scientific rank}}{\text{the total number of teaching staff in the program}} \times 100$$

**Analysis:**

Percentage of teaching staff distribution is shown in the above table for both males and females. There is a gap still exist between the required and what already in. It clearly appears in the female branch. The no. of Prof. and associate Prof. is higher than that in the external benchmark (Islamic University)

Last academic year was taken as internal benchmark was chosen because it describes the achievement of previous year.

**Strengths:** Increasing in the no. of Associate Prof. and Full Prof.

**Cause:** Sufficiency of qualified cadres in the male section are available.

**Result:** Sufficiency of qualified cadres with high scientific experience in the field of teaching and scientific research especially in the female section are needed.

**Recommendations:**

1-Regarding the associate professor, still we need to recruit new staff in the program especially in female section.

2-Some Associated professors should also be promoted to be professors especially in male section to get balanced pyramid for the ranks of the staff members.

### Proposal Action plan

Number of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
<b>KPI-P-12</b>	It is also advised to recruit associate professors in female sections when new recruitment is considered.	recruit more Assoc. Prof. and full Prof	Faculty Contracting Committee	Faculty Contracting Committee	1-9-2022	30-5-2023

### **KPI-P-13: Proportion of teaching staff leaving the program.**

#### Program

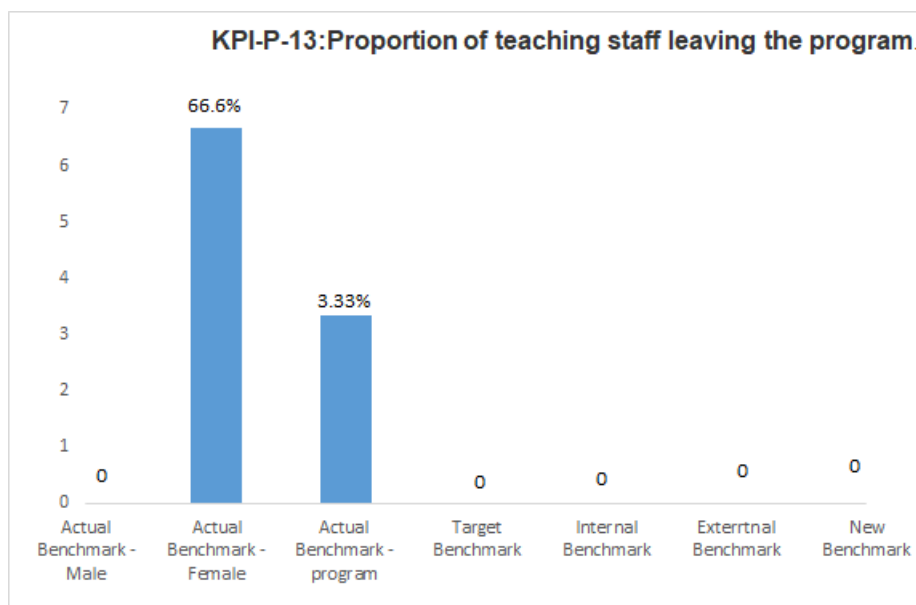
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
3.3%	0%	0%	0%	0%

(Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
0%	0%	0%		0%

(Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
6.6%	0%	0%	-	0%



**Measurement way:** *The Percentage Number of faculty members who leave the age. program for reasons other than retirement*

Percentage of Faculty dropout from the program=

$$\frac{\text{number of Faculty dropout from the program}}{\text{the total number of teaching staff in the program}} \times 100$$

**Analysis:**

**Table 12:** shows that proportion of teaching staff leaving staff in the Chemistry program in the Main campus, It is clear that NO teaching staff left in the Chemistry program in the male section while only one female member left the program for familiarly circumstances

**Strengths:** NO teaching staff left in the Chemistry program in the male section

**Cause:** Increasing the stability of the faculty members of the program

**Result:** Decrease student teaching staff ratio.

### Recommendations:

- The need for continuous evaluation to improve the conditions of faculty members (financially and administratively) and to work to attract distinguished talent staff.  
Increasing the stability of the faculty members of the program
- Improve the support for new and existing faculty members through the establishment of better tenure, and a rewarding system.
- Establish a program for assessment of salaries of the faculties and doing benchmarking with other peer colleges
- Increasing the stability of the faculty members of the program.

### Proposal Action plan

No. of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-P-13	Improve the conditions of faculty members (financially and administratively) and to work to attract distinguished talent staff.	Increasing the stability of the faculty members of the program	Training and development committee	Program coordinator	1-9-2022	30-5-2023

### KPI-P-14: Percentage of publications of faculty members.

#### Program

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
100%	85%	82%	90%	100%

#### (Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
100%	85%	100%	100%	100%

#### (Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
100%	85%	%64.29	100%	100%

KPI-P-14:Percentage of publications of faculty members..

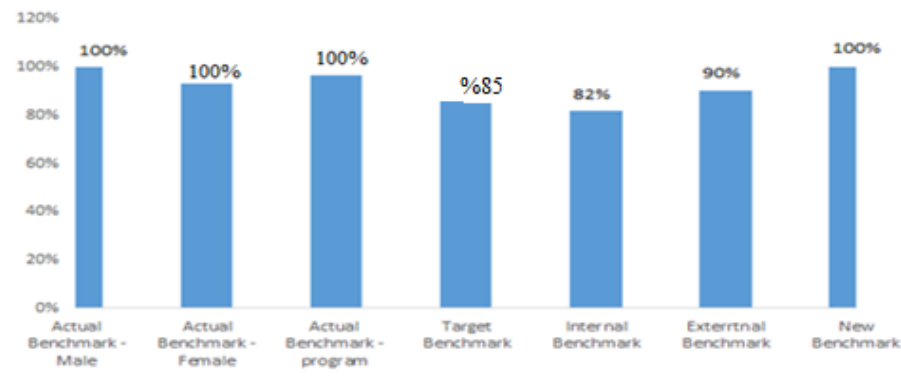


Figure 13: The percentage of publications of faculty members in the Chemistry program

**Measurement way:** The Percentage of publications of faculty members in the chemistry program.

Percentage of scientific publication for faculty members =

$$\times 100 \frac{\text{Number of full-time faculty members who published at least one research during the year}}{\text{the total number of teaching staff in the program}}$$

**Analysis:**

**Figure 13:** shows that the actual benchmark is 100 % that is more than the previous year 1442 H (82%). The male section is more than the female section.

The actual benchmark is higher than that of external benchmark (Islamic University) that reached 90%.

The benchmark is calculated as number of staff members published at least an article this year to the total number of staff.

- There is a significant increase in the percentage of publications over the years which show a substantial growth of scientific research at the program

-This ratio is calculated as number of staff members published at least an article this year to the total number of staff.

-This internal benchmark was chosen because it describes the achievement of the previous year.

-Last academic year was taken as internal benchmark.

### Strengths

Most of the counted papers (all refereed) were published in ISI indexed journals

**Cause:** The target benchmark almost attained

**Result:** The research supporting financial needs extra supports.

### Recommendation:

\*Encouraging formation of research groups within the department would help create a stronger culture of collaboration while also affecting the KPI positively

\*Improvement of research facilities and the increment of number of financed projects may enhance the value of this indicator.

### Proposal Action plan

Number of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-P-14	Encouraging formation of research groups within the	Involve the faculty member in group	Scientific Research Committee	Program Administration	1-9-2022	30-5-2023



department would help create a stronger culture of collaboration while also affecting the KPI positively	research				
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### KPI-P-15: Rate of published research per faculty member.

#### Program

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
3.2:1	3:1	2.53:1	4:1	4:1

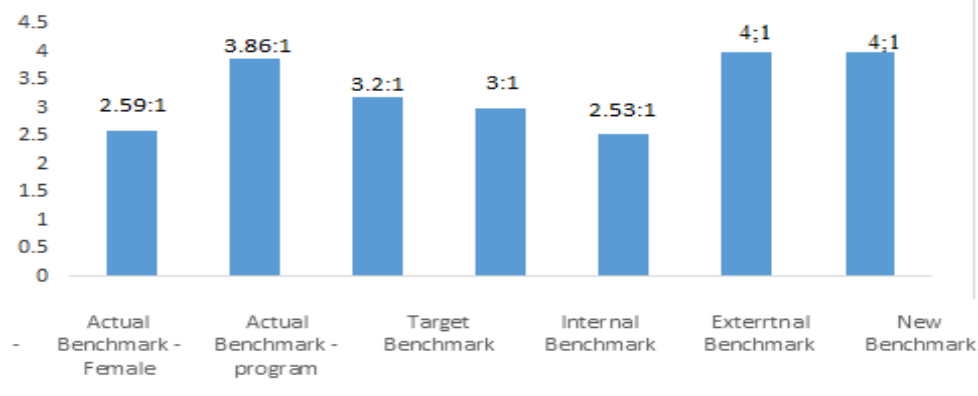
(Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
2.59:1	3:1	2.56:1	-	4:1

(Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
3.86:1	3:1	2.5:1	-	4:1

KPI-P-15: Rate of published research per faculty member.



**Figure 13: The rate of published research per faculty member in the Chemistry program**

**Measurement way:** *The rate of published research per faculty member in the chemistry*

$$\text{program} = \frac{\text{The total number of research published during the year}}{\text{The total number of teaching staff in the program}}$$

**Analysis:**

**Figure 13:** Results show increasing in the number of refereed publications in international impacted journals per full time equivalent teaching staff in the academic year 1443 compared to 1442 H. This increases due to the policies set by the university represented in disbursing rewards for scientific publication and also taking it into the annual evaluation of the teaching staff in the contract renewal.

The actual benchmark is less than that of external benchmark (Islamic University) that reached 4.0.

\*This ratio is calculated as number of all published articles this year to the total number of staff.

\*Last academic year was taken as internal benchmark.

**Strengths:**

- Notable improvement in the rate of published research per faculty members
- Rate of published research per faculty member in male section is relatively higher than that of female section

**Cause:** The reasons that led to achieve the target performance indicator is the encouragement of the college in the scientific publication and make it a priority

**Result:** research must be further encouraged and enhanced the publication in ISI database

**Recommendations:**

- Increase the number of research projects financed by the program
- The program has to disseminate the positive outcomes of Faculty Members' Research Performance Evaluation and its impact on their promotional activities

- Greater emphasis should be laid on the importance of publications during appraisal of teaching staff performance, as well as nominations for recognition and rewards.

#### Proposal Action plan

No. of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-P-15	Increase the number of research projects financed by the University.	Involve the faculty member in group research	Scientific Research Committee	Program Administration	1-9-2022	30-5-2023

#### KPI-P-16: Citations rate in refereed journals per faculty member.

##### Program

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
53.68:1	65:1	62:1	35 :1	65:1

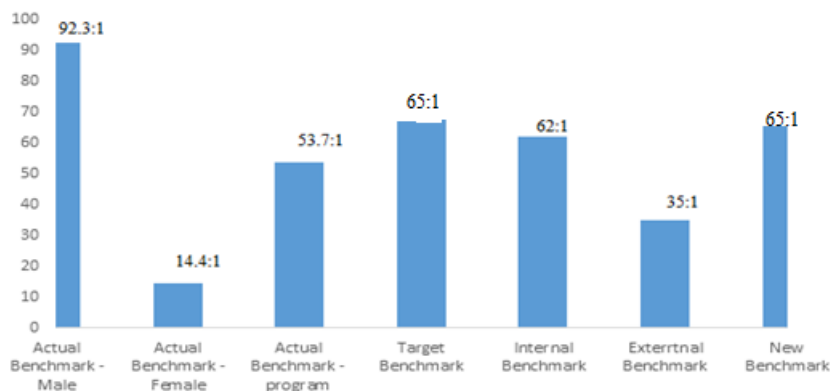
(Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
92.29:1	100:1	114.4:1	-	110:1

(Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
14.44:1	30:1	9.75:1	-	30:1

KPI-P-16: Citations rate in refereed journals per faculty member.



**Figure 14: The Citations rate in refereed journals per faculty member in the Chemistry program**

**Measurement way:** The Citations rate in refereed journals per faculty member=

**The total number of citations in refereed journals from scientific research published by faculty members**  
**The total number of scientific research published for faculty members**

#### **Analysis:**

**Figure 14:** Results show a slight decrease in the number of citations in refereed journals per full time equivalent faculty members in the academic year 1443 H compared to 1442 H. The citation in the female section increases for the first time this is aimed to be increased with the increased number of publications in the next year. The actual benchmark is higher than that of external benchmark (Islamic University) that reached 35.0.

\*This internal benchmark was chosen because it describes the achievement of the previous year.

\*Last academic year was taken as internal benchmark.

\*The actual KPI No. is not reached to the target one, therefore the latter is taken to be the new benchmark.

#### **Strength:**

Most of the papers were published in ISI indexed journals.

**Cause:** The program should encourage and enhance the publication in ISI database

To improve the citation ratio.

**Result:** continuous encouragement and enhanced the publication in ISI database

**Recommendations:**

- Opening channels of communication between the program and other programs in the scientific research

**Proposal Action plan**

Number of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-P-16	Opening channels of communication between the program and other programs in the scientific research to improve their publications in high impacted journals	Involve the faculty member in group research	Scientific Research Committee	Program Administration	1-9-2022	30-5-2023

**KPI-P-17: Satisfaction of beneficiaries with the learning resources.**

**Program**

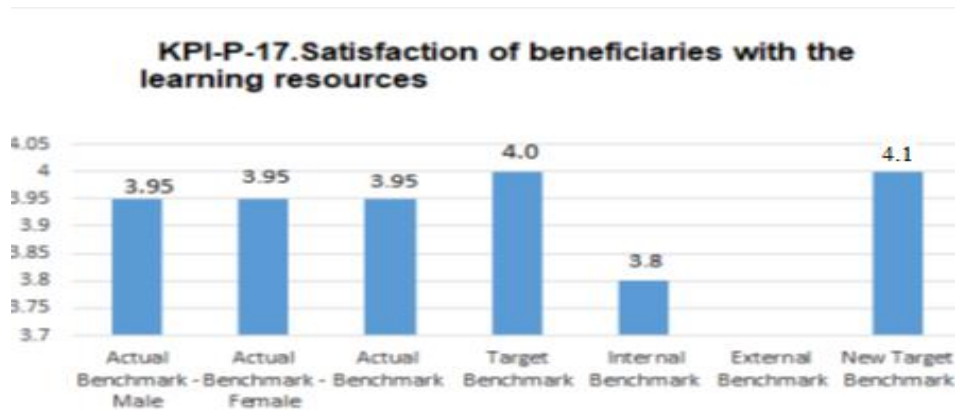
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
3.95	4.0	3.8	4.59	4.1

**(Male Section)**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
3.95	4.0	4.0		4.1

**(Female Section)**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
3.95	4.0	3.6	-	4.1



**Measurement way:** Average rating of beneficiaries' satisfaction with learning resources.

The application of a questionnaire to evaluate beneficiaries' satisfaction with learning resources on a scale from five levels in an annual survey.

The satisfaction of beneficiaries with the learning resources in the chemistry program: 3.95

**Analysis:**

**Figure 15:** The results show that the Student evaluation of the learning resources in the academic year 1443 (3.95) is higher than 1442 (3.8). That implies a continuous improvement in the provided services and increasing the accessible database/content. Furthermore, the actual KPI No. reached to the target one, so new benchmark was suggested (4.1).

\*The benchmark calculated by a questionnaire is applied and analyzed on a scale from one to five.

\*This internal benchmark was chosen because it describes the achievement of the Last academic year was taken as internal benchmark. previous year.

**Cause:** The reasons that led to the failure to achieve the target performance indicator are lack of active learning from the students that implies more efforts from the staff to attain active cooperation

**Result:** More effort should be exerted for developing laboratories and libraries.

The program graduates need more training and improvements of their qualifications and skills

### Recommendations:

- 1-Improving the services provided to the students.
  - 2-Motivating students to participate their opinions through different polls.
- ✚ therefore, it should be given special attention by increasing interest in questionnaires and realizing the shortcomings of its items

### ✚ Proposal Action plan

Number of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-P-17	Developed through focused group discussions with all the relevant stakeholders to improve the quality of learning resources.	Help and demonstrate students how to use the digital library	Staff members	Program Administration	1-9-2022	30-5-2023

### **KPI-AP-01: No. of research groups in the program.**

#### Program

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
8	2	2	Not available	10

(Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
7	1	2	Not available	8

(Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
1	1	1	- Not available	2

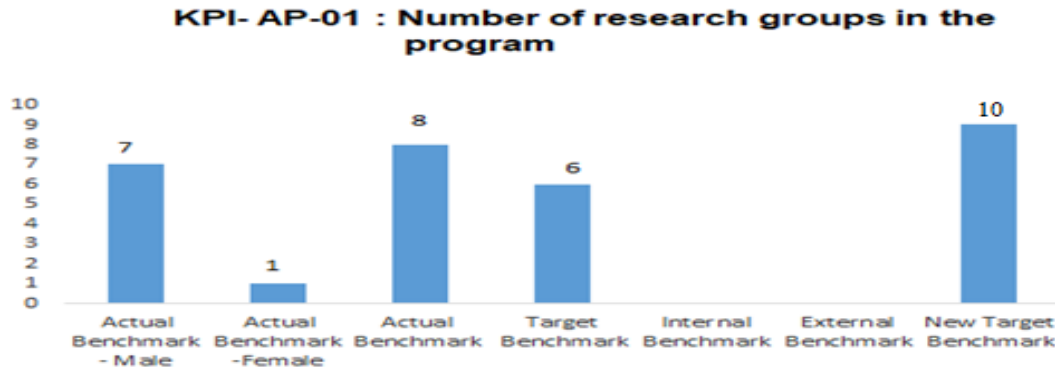


Figure 16: The Number of research groups in the program

**Measurement way:**

The number of research groups projects received by faculty members in the program annually

**The number of research groups: 8**

**Analysis:**

Figure 16: shows that the Number of research groups in the program is (8.0)

- Generally, the male section is more than that of female section.
- This internal benchmark was chosen because it describes the achievement of the previous year
- The source to collect the data was from the Deanship of Scientific Research who maintains the year wise data, hence it was considered
- Last academic year was taken as internal benchmark.
- The external benchmark is not available.

**Strength:**

The number of research group increased that show the encouragement of the program to perform as research teamwork

**Cause:** The increment in the value of this KPI can be attributed to the financial support for research projects provided by the Deanship of Scientific Research

Result:

**Result:** A continuous Increasing financial support should be provided the deanship



### Recommendation

- Increasing financial support for research projects to match the costs of chemicals and characterization
- Proposal Action plan

Number of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-AP-01	Increasing financial support for research projects to match the costs of chemicals and characterization	Involve the faculty member in group research	Scientific Research Committee	Program Administration	1-9-2022	30-5-2023

### **KPI-AP-02: No. of subsidized research projects that you receive from program staff annually**

#### Program

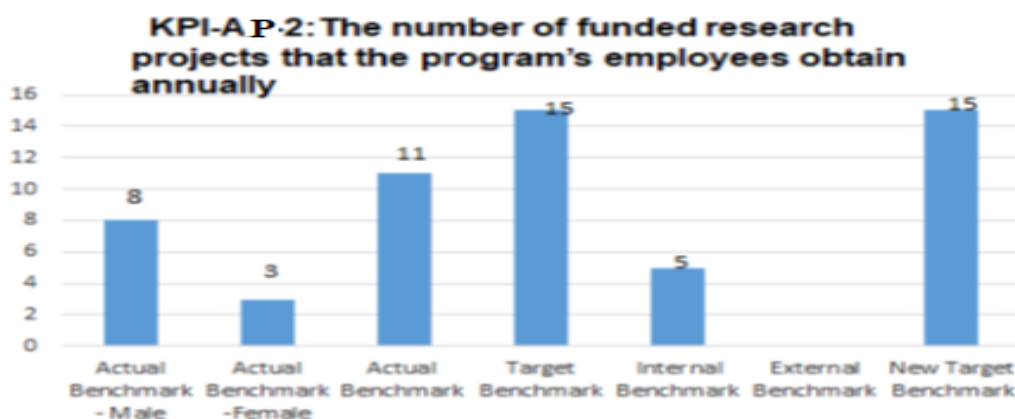
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
11	15	5	Not available	15

(Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
8	10	3	Not available	10

(Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
3	5	2	- Not available	5



**Figure 16: The number of funded research projects that the number of funded research projects program's employees obtain annually in the Chemistry program**

*Measurement way: Number of research projects supported annually*

*Number of research projects supported annually in the program for female part: 3*

*Number of research projects supported annually in the program for male part: 8*

*Total Number of research projects supported annually: 11*

**Analysis:**

**Figure 16:** The results show a higher rate of the number of funded research projects program's employees obtain annually in the academic year 1443 (11) is higher compared to 1442 (5). That implies a continuous improvement in the provided funds. It is clear that the male section benchmark is more than that of section section.

-The source to collect the data was from the Deanship of Scientific Research who maintains the year wise data , hence it was considered

-Furthermore, the actual KPI No. is not reached to the target one, therefore the latter is taken to be the new benchmark.

**Strengths:**

The number of funded research projects program's employees obtain annually in the Chemistry program , is more than that of the internal benchmark

**Cause:** The increment in the value of this KPI can be attributed to the financial support for research projects provided by the Deanship of Scientific Research

**Result:** A continuous Increasing financial support should be provided the deanship

**Recommendations:**

- ✚ Given that it represents the effective indicator for a continuous improvement in the provided funds to the program.
- ✚ Increasing financial support for research projects to match the costs of chemicals and characterization
- ✚ The program has to disseminate the positive outcomes of Faculty Members' Research Performance Evaluation and its impact on their promotional activities

**Proposal Action plan**

Number of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-AP-02	Increasing financial support for research projects to match the costs of chemicals and analysis	Involve the faculty member in group research	Scientific Research Committee	Program Administration	1-9-2022	30-5-2023

**KPI-AP-03: The percentage of students participating in extra-curricular activities.**

**Program**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
81.4%	90%	84.1%	Not available	90%

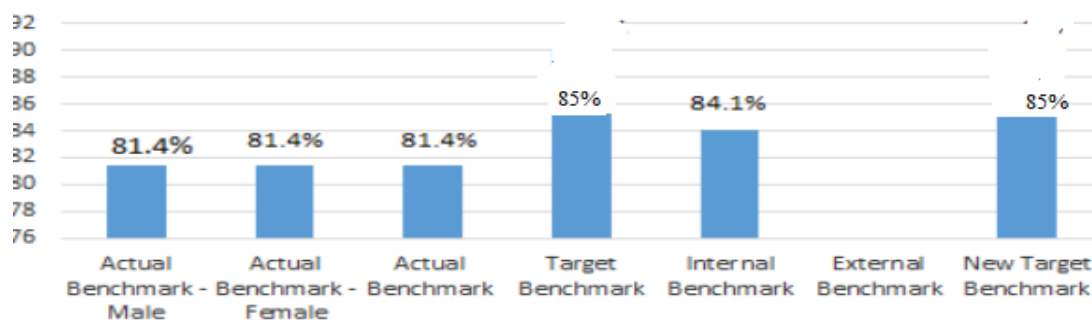
(Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
81.4%	90%	84.1%	Not available	90%

(Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
81.4%	90%	84.1%	- Not available	90%

**KPI-AP-03. Percentage of students participating in extra-curricular activities.**



**Figure 17: Percentage of students participating in extra-curricular activities in the program in the Chemistry program**

*Measurement way: The percentage of students participating in the activities extra-curricular*

*Average number of students participating in all extra – curricular activities x 100*  
*The total number of students in the program*

**Analysis:**

**Figure 17:** The results show a little lower rate of the percentage of students participating in extra-curricular activities in the program in the Chemistry program in the academic year 1443 compared to 1442. That implies a continuous encouragement for the students to participate in such activities

**Strengths:**

- A good participation from the students and supervision from the staff members was noticed.

The reasons that led to the increment to achieve the target performance indicator is good participation from the students and supervision from the staff members

**Result**

The program students need more training and improvements of their practice, qualifications and skills

**Recommendations:**

Increase student-peer interaction.

**Proposal Action plan**

Number of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-AP-03	Increase student-peer interaction.	Establishing many students' extracurricular activities within the program and encouraging students to		Program Administration	1-9-2022	30-5-2023

		participate in them				
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**KPI-AP-04: Employers' satisfaction with the program's mission, vision, and goals**

**Program**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
4.57	4.2	4.11	Not available	4.6

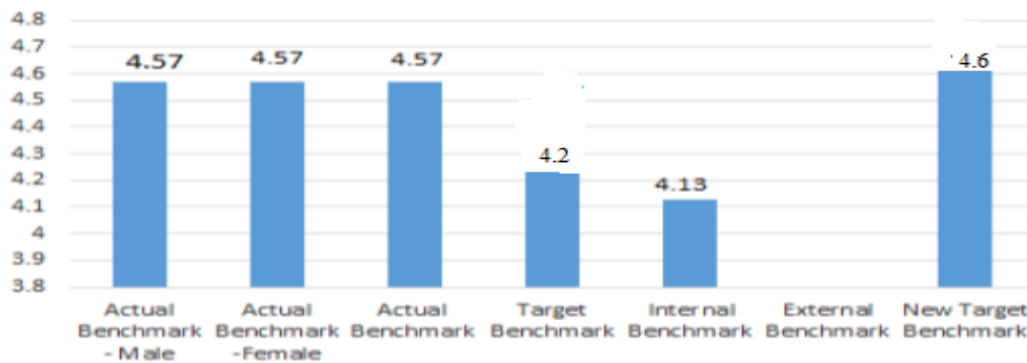
(Male Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
4.57	4.2	4.11	Not available	4.6

(Female Section)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
4.57	4.2	4.11	- Not available	4.6

**KPI-AP-04: Employers satisfaction with the program's mission, vision and goals.**



*Measurement way: Applying a questionnaire to survey the opinion of employers on a five-level scale annually*

Employers' satisfaction with the program's target, vision and mission: 4.57

Figure 18: The results show a higher rate of employer's satisfaction with the program's mission, vision and goals in the program in the Chemistry program in the academic year 43 (4.57) is more than 42 H (4.13).

Furthermore, the actual KPI No. is reached to the target one, therefore new benchmark is applied.

The benchmark calculated by a questionnaire is applied and analyzed on a scale from one to five.

#### **Strengths:**

It seems that there is a general satisfaction from employer on the program vision, mission, and objectives.

#### **Cause:**

The reasons that led to the increment to achieve the target performance indicator is the continuous contact with the employers and Informing them of all developments and developments in the mission and vision plan

#### **Result**

The program graduates need more training and improvements of their qualifications and skills

#### **Recommendations:**

- More efforts by the staff and institute to maintain this trust of the Employers' towards the graduates and the program.
- Given that it represents the effective indicator for measuring the employers satisfaction, therefore it should be given special attention by increasing interest in questionnaires and realizing the shortcomings of its items

**Proposal Action plan**

Number of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-AP-04	More efforts by the staff and institute to maintain this trust of the Employers' towards the graduates and the program.	Holding meetings with the employers to discuss the development in the program	Alumni unit	Program Administration	1-9-2022	30-5-2023

**KPI-AP-05: Percentage of student graduation projects related to the surrounding community**

**Program**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
27.75%	30%	25%	Not available	30%

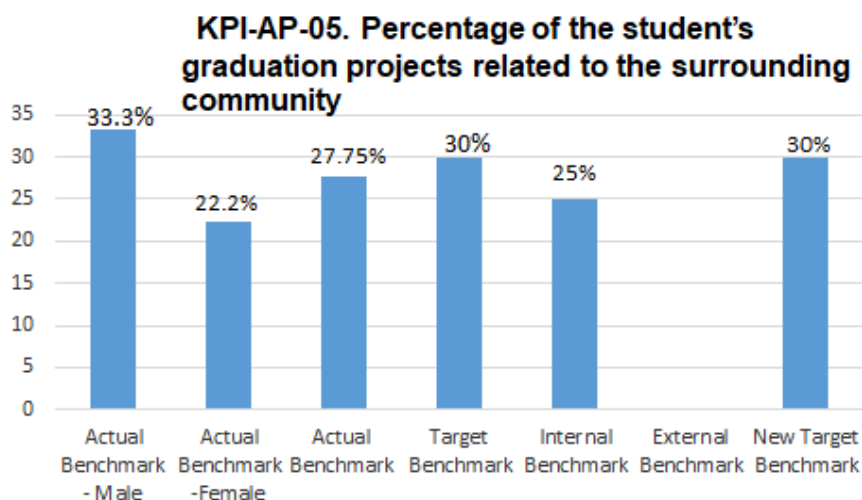
**(Male Section)**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
33.5%	30%	30%	Not available	30%

**(Female Section)**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
22.2%	30%	20%	- Not available	30%





**Measurement way:** Percentage of student graduation projects related to the surrounding community

$$= \frac{\text{Number of community-related graduation projects}}{\text{The total number of graduation projects in the program}} \times 100$$

#### **Analysis:**

A graduation project handbook is developed to ensure that students are well-informed and well-prepared before embarking on their projects. The project consists of four components; an idea generated by the student and approved by the Graduation Project Committee, a proposal, a research paper (journal included), and an oral presentation.

\*The Proportion of the student's graduation projects of full time teaching and other staff actively engaged in community service activities is reported as 27% during the academic year 1443H. This proportion is found to be better than the last year performance, 25%, that implies a continuous improvement in the provided student's graduation projects.

\*The benchmark calculated as percentage.

#### **Strengths**

Percentage of the student's graduation projects related to the surrounding community in the Chemistry program, is more than that of the internal benchmark.

- **Cause:** The reason that led to the increment to achieve the target performance indicator is the continuous contact with the all aspects of research project related to the surrounding community
- **Result:** The Chemistry program continuously improves all aspects of research project related to the surrounding community

**Recommendations:**

- Academic advisors during the orientation sessions should discussed the key points with the students in order to improve their research experiences

**Proposal Action plan**

Number of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-AP-05	Academic advisors during the orientation sessions should discussed the key points with the students in order to improve their research experiences	Conduct meetings between the students and the staff	Community service unit	Program Administration	1-9-2022	30-5-2023

*The Enhancement and development of Key Performance Indicators for Chemistry Program,  
Year 1443 H*

**Action plan:**

Number of KPI	Recommendations	Action	Responsible Person	Follow up	Start Date	Completion Date
KPI-P-01	1-More activities will be carried out to overcome the program mission	Prepare achievable operational plan	Operational plan committee	Program coordinator	1-9-2022	30-5-2024
KPI-P-02	<ul style="list-style-type: none"> <li>- Developed the improvement plan for all aspects of student learning experiences in the chemistry program.</li> <li>- Key performance indicator must be made known to all stakeholders</li> <li>- Forming permanent and temporary advisory teams from within and outside the university to follow up and advice.</li> </ul>	has already started	Quality and Academic accreditation committee		1-9-2022	30-5-2024

<b>KPI-P-03</b>	<ul style="list-style-type: none"> <li>- Encourage students to give an actual appreciation of courses</li> <li>- Overcoming the difficulties that prevent reaching the highest level of the quality of the courses by raising the level of education in them.</li> </ul>	Proportion of courses in which student evaluations were conducted during the year will reach the new target benchmark	Student Affairs Committee		1-9-2022	30-5-2024
<b>KPI-P-04</b>	<ul style="list-style-type: none"> <li>• Formation of a committee to investigate the cause for a low proportion of students completing program in minimum possible time</li> <li>• Strengthening the role of academic advising and urging the importance of communicating with the academic advisor</li> </ul>	Held seminars to discuss the problems suffering the students to help them	Academic Advising Committee		1-9-2022	30-5-2024
<b>KPI-P-05</b>	The need for continuous students evaluation to encourage to work hard and activate the role of academic advisors	Verifications of students achievements in each program should be send to an audit outside	Academic Advising Committee		1-9-2022	30-5-2024

	- Increasing interest in the practical side through laboratories to produce cadres competing with their counterparts from other universities. -	university in order to gain more special feedbacks				
<b>KPI-P-06</b>	-					
<b>KPI-P-07</b>	-Establishing fair job -More data about employment agencies is required for program graduates, as well as a more effective mechanism for communicating with the graduate	Work to set up partnerships with the .business sector  -Work to organize various events such as Career Day (career absolvent) so that our students explore	Alumni Affairs Committee	Program coordinator	1-9-2022	30-5-2024

<b>KPI-P-08</b>	More efforts has to be done by the institute to lower the number of students entering the chemistry program and/ or increase the number of classrooms and laboratories specially in female section	increase the no. of staff in the female section.	Academic Advising Committee	Program coordinator	1-9-2022	30-5-2024
<b>KPI-P-09</b>	1-More efforts by the stuff and institute to maintain this trust of the Employers' towards the graduates.	Helding meeting with the employers	Academic Advising Committee	Program coordinator	1-9-2022	30-5-2024
<b>KPI-P-10</b>	Providing more facilities and services providing to the students	Internal audit for The facilities And services.	Academic Advising Committee	Program coordinator	1-9-2022	30-5-2024

<p><b>KPI-P-11</b></p>	<p>1-Organizing visits to secondary schools and introducing students to the program and the scientific horizons that can be achieved in their educational and practical journey.</p> <p>2-There is a need to increase the proportion of Associate and Full Professors in the female section.</p> <p>-</p>	<p>Holding seminars and workshop with sec. school students</p> <p>recruit more Assoc. Prof. and full Prof.</p>	<p>Program Coordinator</p> <p>Faculty Contracting Committee</p>			
<p><b>KPI-P-12</b></p>	<p>Sufficiency of qualified cadres with high scientific experience in the field of teaching and scientific research</p>	<p>Decrease student teaching staff ratio.</p>	<p>Faculty Contracting Committee</p>		<p>1-9-2022</p>	<p>30-5-2024</p>

<p><b>KPI-P-13</b></p>	<p>- Improve the support for new and existing faculty members through the establishment of better tenure, and a rewarding system.</p> <p>- Increasing the stability of the faculty members of the program.</p>	<p>Increasing the incentives offered to faculty members by supporting scientific research and approving the principle of the distinguished researcher</p>	<p>University Contracting Committee</p>		<p>1-9-2022</p>	<p>30-5-2024</p>
<p><b>KPI-P-14</b></p>	<p>Encouraging formation of research groups within the department would help create a stronger culture of collaboration while also affecting the KPI positively</p>	<p>-The research supporting financial needs extra supports.</p>	<p>Scientific Research Committee</p>		<p>1-9-2022</p>	<p>30-5-2024</p>



	<p>*Improvement of research facilities and the increment of number of financed projects may enhance the value of this indicator.</p> <p>-</p>	<p>-Overall, research must be further encouraged and enhanced as the number of ISI publications from the Department doesn't match its great potential</p> <p>-Develop the link with the community</p>				
<b>KPI-P-15</b>	<p>Increase the number of research projects financed by the University.</p> <p>-</p>	<p>Involve the faculty member in group research</p>	<p>Scientific Research Committee</p>		<p>1-9-2022</p>	<p>30-5-2024</p>

<b>KPI-P-16</b>	- Opening channels of communication between the program and other programs in the scientific research to improve their publications in high impacted journals	Involve the faculty member in group research	Scientific Research Committee	Program Administration	1-9-2022	30-5-2024
<b>KPI-P-17</b>	- Developed through focused group discussions with all the relevant stakeholders to improve the quality of learning resources	Help and demonstrate students how to use the digital library	Staff members	Program Administration	1-9-2022	30-5-2024
<b>KPI-AP- 01</b>	Increasing the number of research groups to include all members of the department	The research supporting financial needs extra supports. -Overall, research must be	Scientific Research Committee	Program Administration	1-9-2022	30-5-2024

		<p>further encouraged and enhanced as the number of ISI publications from the Department doesn't match its great potential</p> <p>-Develop the link with the community</p>				
<b>KPI-AP- 02</b>	<p>Increasing financial support for research projects to match the costs of chemicals and analysis</p>	<p>The research supporting financial needs extra supports.</p>	<p>Scientific Research Committee</p>	<p>Program Administration</p>	<p>1-9-2022</p>	<p>30-5-2024</p>

		-Overall, research must be further encouraged and enhanced as the number of ISI publications from the Department doesn't match its great potential				
<b>KPI-AP- 03</b>	1-Increase student-peer interaction 2-Announcing these activities to students in different ways to increase the number of participating students.	Establishing many students' extracurricular activities within the program and encouraging		Program Administra tion	1-9-2022	30-5-2024

		students to participate in them				
<b>KPI-AP- 04</b>	Establish an alumni unit to support the graduate's student employment and follow up their feedback		alumni unit to	Program Administration	1-9-2022	30-5-2024
<b>KPI-AP- 05</b>	Establishment of a strategic plan for community services in the program. Develop the established unit for community service	Load the graduation projects on the home page of the chemistry department on the college website	Community service committee	Program Administration	1-9-2022	30-5-2024

### I. Action Plan Progress Report

1. Progress on Implementation of Previous Year's Action Plans					
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give	
				Reasons	Proposed action
<b>KPI-P-01:</b> Prepare achievable Operational plan	During the semester	Operational Plan committee	Has been improved		
<b>KPI-P-02:</b> Forming permanent and temporary advisory teams from within and outside the university to follow up and advise.	During the semester	Quality and Academic accreditation committee	Has been improved but not completed	Not all students attended the sessions conducted by advisory teams	
<b>KPI-P-03:</b> Proportion of courses in which student evaluations were conducted during the year will reach the new target benchmark	During the semester	Student Affairs Committee	Has been improved but not completed	The number of students participating in the evaluations is not large	

<b>KPI-P-04:</b> An internal committee should be formed from all departments in order to verify the student's achievement	During the semester	Academic Advising Committee	Has been dropped and not completed	- Periodic absence of students during the semester - students do not attend meetings with academic advisor	
<b>KPI-P-05:</b> Verifications of students achievements in each program should be sent to an audit outside the university in order to gain more special feedbacks	During the semester	Academic Advising Committee	Has been improved but not completed	The English level of students has not been improved enough	
<b>KPI-P-06:</b> Not available					
<b>KPI-P-07:</b> Established postgraduate program in chemistry department due to the majority of highly qualified teaching staff exist	During the semester	Alumni Affairs Committee	Has been dropped and not completed	few companies and businessmen in the employment forum accepted the invitation	

<p><b>KPI-P-08:</b> - Support the graduated student with some specialized high-level training courses that helps to raise the employment opportunities for our graduated students.</p> <p>-Work to set up partnerships with the business sector.</p> <p>-Work to organize various events such as Career Day (career absolvent) so that our students explore</p>					
<p><b>KPI-P-09:</b> A questionnaire is applied and analyzed on</p>	<p>During the semester</p>	<p>-----</p>	<p>Has been improved but not completed</p>	<p>the number of meetings with students, even those who did not graduate to encourage them Communication with school owners and factories in the fields of graduate work is insufficient</p>	
<p><b>KPI-P-10:</b> Localization of Services, programs, events, and other community .involvement opportunities</p> <p>increasing the ability of individuals and groups to influence issues that affect them and their communities</p>	<p>During the semester</p>	<p>Academic Advising Committee</p>	<p>Has been slightly improved but not completed</p>	<p>not all student services needs have been improved</p>	



<b>KPI-P-11:</b> Increase student teaching staff ratio.	During the semester	Faculty Contracting Committee	Has been improved	No new Qualified and experienced scientific cadres are recruited through the department	
<b>KPI-P-12:</b> Increase student teaching staff ratio.	During the semester	Faculty Contracting Committee	Has been improved	There is a sufficiency of qualified cadres with high scientific experience in the field of teaching and scientific research	
<b>KPI-P-13:</b> Increase student teaching staff ratio.	During the semester	University Contracting Committee		There is no stability for the faculty members of the program	
<b>KPI-P-14:</b> The research supporting financial needs extra supports.  -Overall, research must be further encouraged and enhanced as the number of ISI -Develop the link with the community	During the semester	Scientific Research Committee	Has been improved	Department match its great potential but  There is no additional support to financially support the research work	

<p><b>KPI-P-15:</b> The research supporting financial needs extra supports.  -Overall, research must be further encouraged and enhanced as the number of ISI publications -Develop the link with the community</p>	<p>During the semester</p>	<p>Scientific Research Committee</p>	<p>Has been improved but not completed</p>	<p>Department match its great potential There is no additional support to financially support the research work</p>	
<p><b>KPI-P-16:</b> The research supporting financial needs extra supports.  -Overall, research must be further encouraged and enhanced as the number of ISI publications -Develop the link with the community</p>	<p>During the semester</p>	<p>Scientific Research Committee</p>	<p>Has been improved but not completed</p>	<p>Department match its great potential but There is no additional support to financially support the research work</p>	
<p><b>KPI-P-17:</b> should be given special attention by increasing interest in questionnaires and realizing the shortcomings of its items</p>	<p>During the semester</p>		<p>Has been improved but not completed</p>	<p>the number of participants in the questionnaires is reduced</p>	

<p><b>KPI-AP-1:</b> Increasing the number of research groups to include all members of the department</p>	<p>During the semester</p>	<p>Scientific Research Committee</p>	<p>Has been improved but not completed</p>	<p>There is no additional support to financially support the research work</p>	
<p><b>KPI-AP-2:</b> Increasing financial support for research projects to match the costs of chemicals and analysis</p>	<p>During the semester</p>	<p>Scientific Research Committee</p>	<p>Has been improved but not completed</p>	<p>There is no additional support to financially support the research work</p>	
<p><b>KPI-AP-3:</b> Establishing many student extracurricular activities within the program and encouraging students to participate in them</p> <p>Announcing these activities to students in different ways to increase the number of participating students.</p>	<p>During the semester</p>	<p>Scientific Research Committee</p>	<p>Has been improved but not completed</p>	<p>Not all the student participates to extracurricular activities especially female students.</p>	

<p><b>KPI-AP-4:</b> Establish an alumni unit to support the graduate's student employment and follow up their feedback</p>	<p>During the semester</p>	<p>Alumni Affairs Committee</p>	<p>Has been improved but not completed</p>	<p>not all graduate students are enrolled in the alumni unit</p>	
<p><b>KPI-AP-5:</b></p> <ul style="list-style-type: none"> <li>- Develop the link with the community.</li> <li>- Establishment of a strategic plan for community services in the program.</li> </ul> <p>Develop the established unit for community service</p>	<p>During the semester</p>	<p>Scientific Research Committee</p>	<p>Has been improved but not completed</p>	<p>not all the student's graduation projects related proposed by the department are related to the surrounding community</p>	

**Head of Department**

**Dr. Ibrahim H. Alsohaimi**





**Jouf University**  
**Rectorate for Development and Quality**  
**Deanship of Quality and Academic Accreditation**