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KINGDOM OF SAUDI ARABIA



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Jouf University



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# The Biology program in Jouf University Key Performance Indicators Report

1443 H



**Key Performance Indicators Data for Biology Program male and female students, Year 1443 H.  
With External Benchmark for Biology Program in Imam Abdulrahman Bin Faisal University (IAU).**

KPI No.	KPI	KPI Results							
		Actual Benchmark 1443			Target Benchmark	Internal Benchmark 1442	External Benchmark	New Target Benchmark	
		Male	Female	Overall			IAU		
KPI-P-01	Percentage of achieved indicators of the program operational plan objectives.	85%			83 %	81.25%	77.80%	87%	
KPI-P-02	Students' Evaluation of quality of learning experience in the program	4.02	4.05	4.03	4.2	4.1	4.4	4.2	
KPI-P-03	Students' evaluation of the quality of the courses.	4.39	4.09	4.24	4.6	4.17	4.5	4.6	
KPI-P-04	Completion rate.	29%	34%	32%	70%	32.6%	79%	70%	
KPI-P-05	First-year students retention rate	64.2%	100%	82.1%	90%	81.2 %	ND	90%	
KPI-P-06	Students' performance in the professional and/or national examinations.	ND	ND	ND	70%	46.5%	ND	70%	
KPI-P-07	Graduates' employability and enrolment in postgraduate programs.	a. employed	64%	36%	50%	45%	38%	12.9%	60%
		b. enrolled in PG programs	0%	14%	7%	20%	5%	ND	20%
KPI-P-08	Average number of students in the class (rooms).	14	16	15	20	21	28	20	
KPI-P-09	Employers' evaluation of the program graduates proficiency.	4.91	4.91	4.91	4.2	4.1	ND	4.2	
KPI-P-10	Students' satisfaction with the offered services.	3.72	3.95	3.83	3.7	3.52	4.42	3.9	
KPI-P-11	Ratio of students to teaching staff.	15.4:1	22:1	19:1	12:1	17:1	13:1	12:1	

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KPI- P - 12	Percentage of teaching staff distribution.	a. Gender b. Branches (NA) c. Academic ranking	A: M. 45% C: Assist. Prof.: 30.76%; Assoc. Prof.: 53.84% Prof.: 15.4%	A: F.: 55% C: Assist. Prof.: 81.25% Assoc. Prof.: 18.75% Prof.: 0%	A: - C: Assist. Prof.: 56.0% Assoc. Prof.: 36.29% Prof.: 7.7%	A: M. 45%, F. 55% C: Assist. P:47% %Assoc. P:41% % Prof.: 12%	A: M. . 50% , F 50% % C: Assist. Prof.: 56.7% Assoc. Prof.: 36.7% Prof.: 6.6%	A: M 12% F: 88% Assist. Prof.: 69% Assoc. Prof.: 24% Prof.: 7%	A: M. 45 % , F 55% Assist. P:47 % Assoc. Prof.: 12 %
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KPI No.	KPI	KPI Results						
		Actual Benchmark 1443			Target Benchmark	Internal Benchmark 1442	External Benchmark IAU	New Target Benchmark
		Male	Female	Overall				
KPI- P - 13	Proportion of teaching staff leaving the program.	7%	0 %	3.5%	0 %	3 %	6%	0 %
KPI- P - 14	Percentage of publications of faculty members.	85 %	69 %	77 %	70%	65 %	72%	80%
KPI- P - 15	Rate of published research per faculty member.	1:3	1:7	1:5	1:4	1:3.7	1:1.6	1:5.5
KPI- P - 16	Citations rate in refereed journals per faculty member.	25:1	16:1	21:1	12:1	11:1	74:1	25:1
KPI- P - 17	Satisfaction of beneficiaries with the learning resources.	4.13	4.15	4.14	4	3.95	4.15	4.2
KPI- P - 18	Number of research groups	4	1	5	2	0	ND	5
KPI- P - 19	Number of research projects	10	5	15	17	15	ND	17
KPI- P - 20	Student activities	73.80%	34.20%	54%	40%	36%	ND	55%
KPI- P - 21	Satisfaction of beneficiaries with the vision, mission and targets of the program	4.3	4.30	4.3	4.2	4.14	ND	4.4
KPI- P - 22	Percentage of student' graduation projects that are related to environment	90%	90%	90%	80%	75%	ND	95%

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## Executive Summary

The Biology program, College of Science, Jouf University (JU) on its journey towards quality, uses “Key Performance Indicators (KPIs)” to assess its current performance and guide action towards improvement. During the process of Self-study of the Program, 22 KPIs were identified and monitored. Out of these 17 KPIs were prescribed by NCAAA and 5 were chosen from the approved list of JU indicators.

**NCAAA KPIs:** Out of the 22 indicators prescribed including the programmatic KPIs, the Biology program has addressed 17 (77%). The NCAAA KPI reference numbers are denoted by e.g. “**KPI.1**” where **KPI** represents the respective Standard and **1** the serial number of the KPI.

**Additional indicators:** The Biology program considered 5 KPIs from the “*bank of indicators*” approved and provided by the Deanship of Quality & Academic Accreditation (DQAA) at the institutional level. The additional indicators are denoted by reference numbers from KPI-18 to KPI-22

**Internal benchmarking:** The Biology program considered its past performance over the years as the internal benchmark during the KPI analysis.

**External benchmarking:** Biology program has chosen the Imam Abdulrahman Bin Faisal University (IAU) as an external benchmark.

### **Why this external provider was chosen:**

The Imam Abdulrahman Bin Faisal University (IAU) was selected based on external benchmark selection criteria:

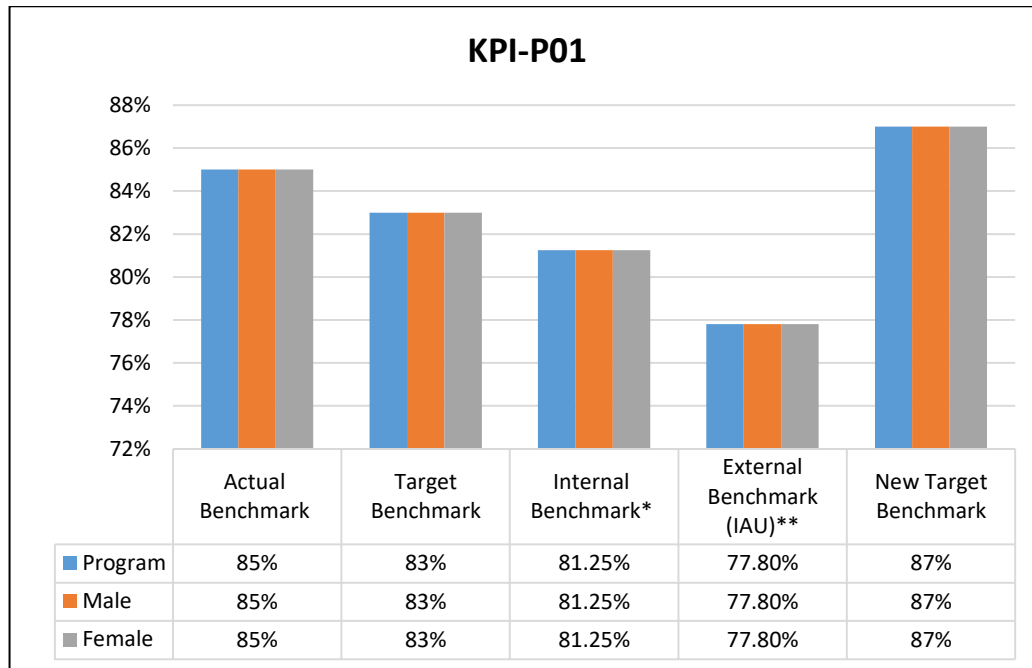
- The program should belong to an accredited University.
- The program should be accredited or in the final phase of accreditation,
- The program should have similar condition as in our program such the ratio of students to teaching staffs, bylaws, and the required infrastructural facilities and educational resources.
- Availability of data for comparison as required by the NCAAA.

## Standard 1: Mission and Goals

**Table1: Percentage of achieved indicators of the program operational plan objectives.**

**NCAAA KPI Reference Number: KPI-P- 01: Percentage of achieved indicators of the Program operational plan objectives**

Actual Benchmark 1443	Target Benchmark	Internal Benchmark* 1442	External Benchmark**	New Target Benchmark
			IAU	
85%	83%	81.25%	77.80%	87%



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

- **How the benchmark was calculated**

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

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



### Analysis

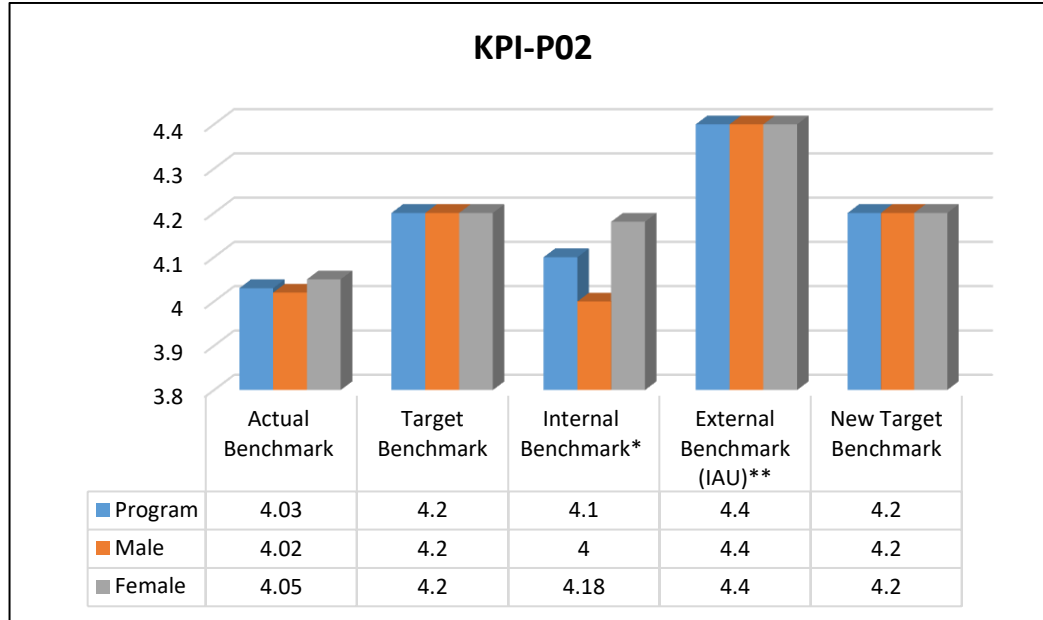
The results show an increase in the percentage of achieved indicators of the program operational plan objectives in the academic year 43 (85%) compared to the last year 42 (81%), which may be rendered to the continuous application of the program operational plan objectives. Furthermore, the actual benchmark reached to the target one and was higher than external one (77.80%).

- **Causes:** Some indicators archives the program plan's objectives: This is due to the increase in some indicators mentioned in this report.
- **Effect:** The increase in some indicators improve the achievement of the operational plan's objectives.
- **Strengths:**
  - ✓ Higher percentage of performance indicators
  - ✓ The performance indicator is higher than the external benchmark.
- **Areas of improvement:** More work to achieve the operational plan objectives.

## Standard 3: Teaching and Learning

**Table 2: KPI-P-02 Students' evaluation of quality of learning experience in the Program operational plan objectives.**

NCAAA KPI Reference Number: KPI-P- 02: Students' evaluation of quality of learning experience in the Male and Female Program.							
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	External Benchmark**	New Target Benchmark
Level	Male	Female	Average			IAU	
The Main Campus	4.02	4.05	4.03	4.2	4.1	4.4	4.2



**Figure 2: The Students' evaluation of quality of learning experience.**

- **How the benchmark was calculated**

**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.

- **Analysis**

Student evaluation of the quality of learning experiences in the program is reported as 4.03. Compared to the previous year, students' learning quality experience in the program is still low. Furthermore, the actual KPI did not reach the target and the external one.

- **Causes:** Because of the decrease in awareness campaigns for students, decreases students' experience of learning outcomes in the program.
- **Effect:** decreasing students' awareness and experience of learning outcomes in the program.

**Recommendations**

1. The improvement of the learning experience of students by providing more office hours for students.

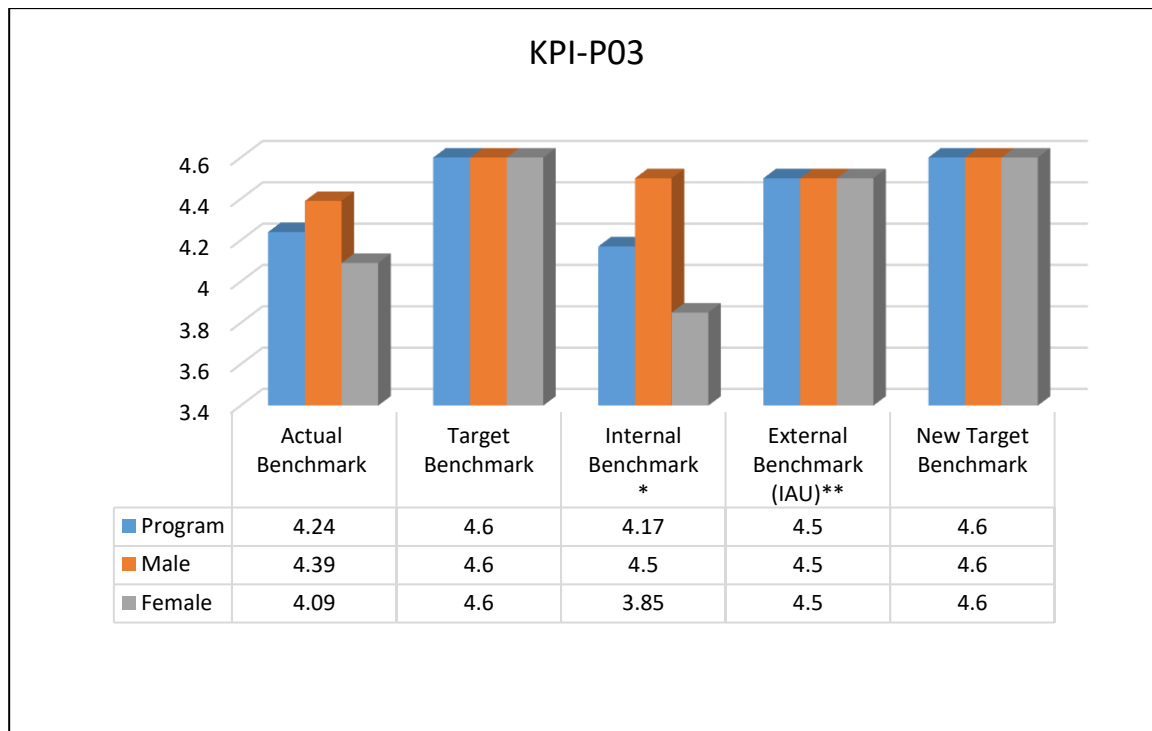




2. Make frequent interviews and survey with the students in all levels to identify difficulties in their learning process.

**Table 3: KPI-P-03 Students' evaluation of the quality of the courses**

NCAAA KPI Reference Number: KPI-P- 03: Students' evaluation of the quality of the courses in the Male and Female Program.							
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	External Benchmark** IAU	New Target Benchmark
Level	Male	Female	Average				
The Main Campus	4.39	4.09	4.24	4.6	4.17	4.5	4.6



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



- **How the benchmark was calculated**

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

- **Analysis**

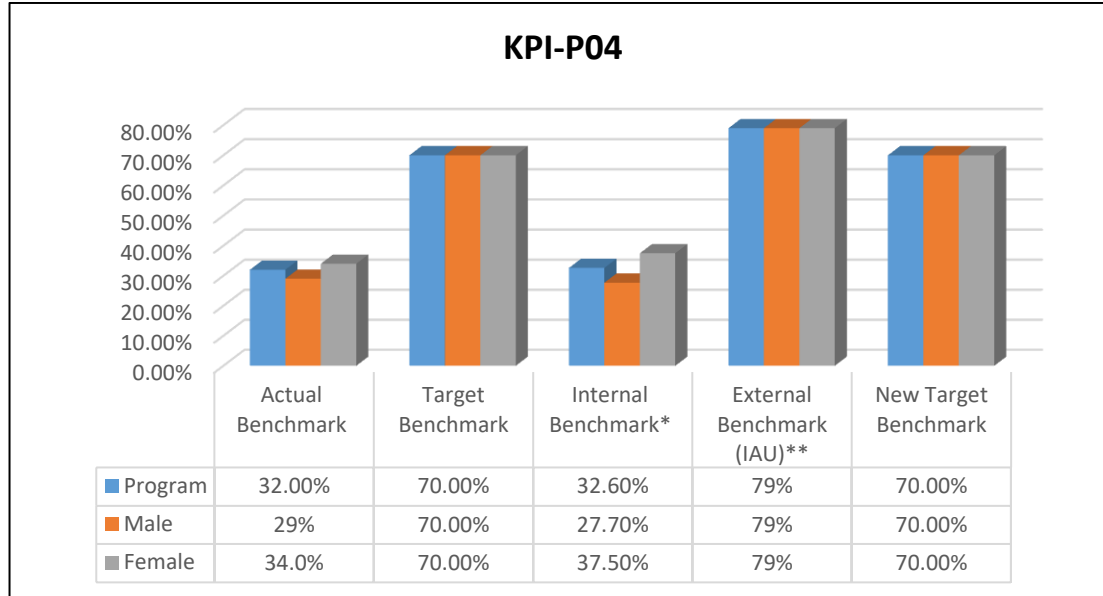
Students' evaluation of quality of course in the Biology program is (4.24). The actual Benchmark was higher than the last year 42. However is lower than the target value and the external KPI (4.5).

- **Causes:** Increased student satisfaction with the quality of the curriculum and therefore higher student assessment index for the quality of the courses.
- **Effects:** Faculty members' interest in the quality of courses offered to students, increasing student satisfaction with the quality of courses.
- **Recommendations**

Faculty members continue to provide the finest and best courses to maintain the high index rate via giving workshops for faculty members on teaching and assessment methods.

**Table 4: KPI-P-04 Completion rate**

NCAA KPI Reference Number: KPI-P- 04: Completion rate in the Male and Female Program.							
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	External Benchmark** IAU	New Target Benchmark
Level	Male	Female	Average				
The Main Campus	29%	34%	32%	70%	32.6%	79%	70%



**Figure 4: Completion rate**

- **How the benchmark was calculated**

**Measurement way:** Percentage of The completion rate in the Program

The number of undergraduate students who completed the program within the prescribed period of the program from each batch:

The total number of students 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**

The results show that the number of student who entering the undergraduate program and successfully complete in minimum time for the present academic year is similar to the last academic year of 42. The actual Benchmark is less than the target and also the external benchmark.



- **Causes:** Some students stumbled into the program and did not complete the program within the prescribed period and that's for some reasons such as the lack of commitment to the teaching plan, non-contact with the academic advisor, some students are aliened.
- **Effect:** Decrease of the completion rate index
- **Area of improvement:**
  - Motivate students to study and take the necessary measures to raise the level of students and activate the role of the academic advisor.
  - Holding workshops for students to introduce them to their plans and registration priority especially for new students.

**Table 5: KPI-P-05 First-year student's retention rate**

NCAAA KPI Reference Number: KPI-P- 05: First-year student's retention rate in the Male and Female Program.							
Actual Benchmark 1443				Target Benchmark	Internal Benchmark * 1442	External Benchmark ** IAU	New Target Benchmark
Level	Male	Female	Average				
The Main Campus	64%	100%	82%	90%	81.2%	ND	90%

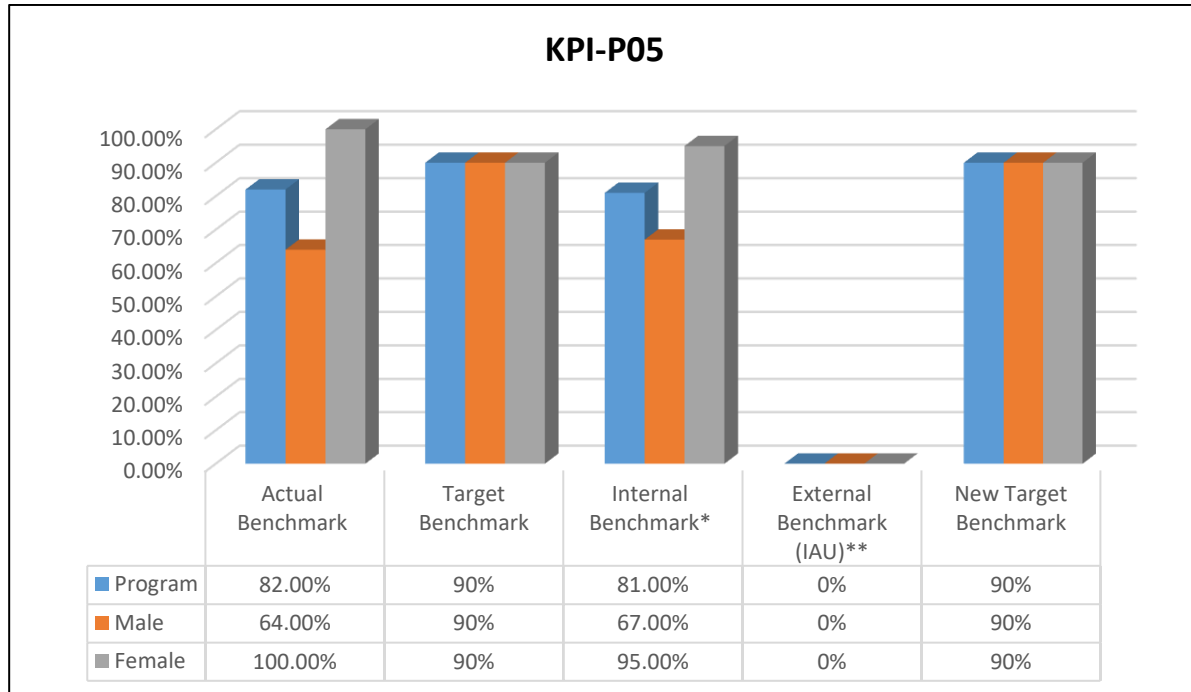


Figure 5: First-year student's retention rate.

- **How the benchmark was calculated**

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

**Retention rate=**

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

- **Analysis**

The results show that the number of students who enter the program and successfully complete first year increased compared to the last academic year.

Furthermore, the actual KPI value is not reached to the target one.

- **Causes:** Increasing the interest of faculty members and academic advisors in encouraging students to study diligently, succeed, and complete the First-year within the prescribed period, which led to an increase in students' awareness and diligence.



- **Effects:** Increase of the index of number of first-year students who continue in program for the academic year 43.
- **Strength points:** the average number of students who successfully completed the first year for the academic year 43 has improved over the last year.
- **Area of improvement**
  - 1- Follow-up of the progress of first-year students through the Student Counseling Committee
  - 2- Academic counseling courses for new-students to motivate them to study and solve their problems.

**Table 6: KPI-P-06 Students' Performance in the professional and/or national examinations**

NCAAA KPI Reference Number: KPI-P- 06: Students' Performance in the professional and/or national examinations of the Male and Female Program.							
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	External Benchmark**	New Target Benchmark
Level	Male	Female	Average			IAU	
The Main Campus	ND	ND	ND	70%	46%	ND	70%

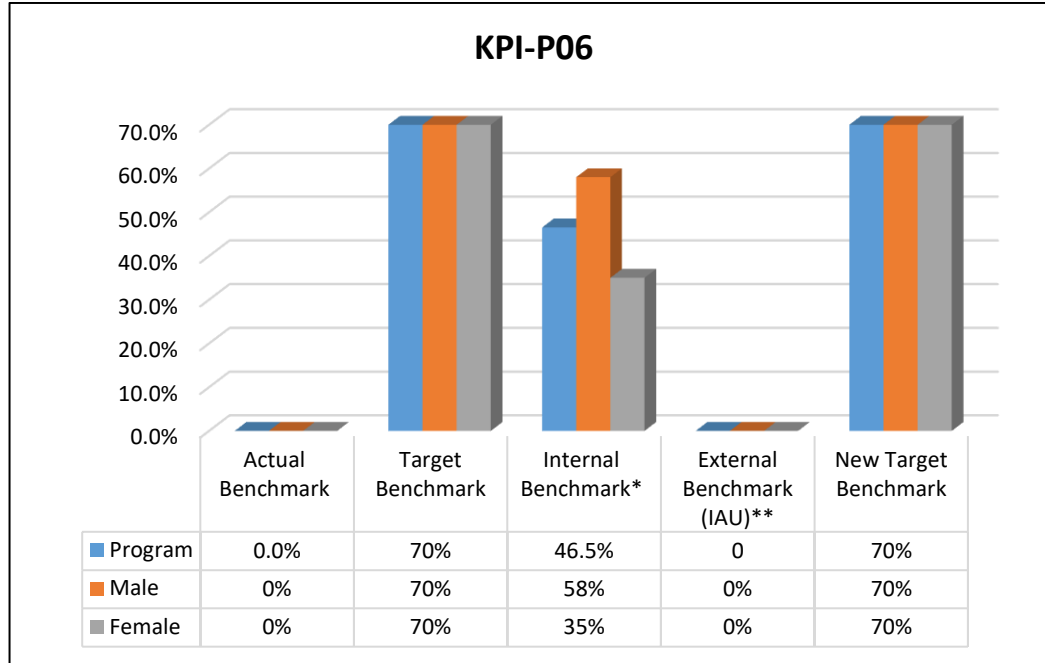


Figure 6: Students' Performance in the professional and/or national examinations.

- **How the benchmark was calculated**

**Measurement way:** Percentage of students or graduates who pass professional and or national exams

The number of students or graduates who pass professional *and/or* national exams:

The total number of graduates who perform professional or national exams:

*The Students'* Percentage who pass professional and or national exams=

$$\frac{\text{The number of students or graduates who pass professional and/or national exams}}{\text{The total number of graduates who perform professional or national exams}} \times 100$$

- **Analysis**

The Students' performance in the professional national examinations for the academic year 43 has not detected. In addition, we are waiting to be sent and added to calculate the indicator for the academic year 43.

- **Cause:** Lack of awareness among students of the importance of professional national exams.
- **Effect:** The students will not be able to enrol in the national exams.



**Strength points;** Not found

**Weakness points:** The Students' performance in the professional national examinations for the academic year 43 has not detected.

- **Recommendations**

- Develop and enhance student performance in professional national examinations
- More activate the role of alumni unit to support them and follow up on their activities.
- Support the graduated student with some specialized high-level training courses that help to raise the employment opportunities for our graduated students.

**Table 7: KPI-P-07 Graduates' employability and enrolment in postgraduate programs**

**NCAAA KPI Reference Number: KPI-P- 07: Graduates' employability and enrolment in postgraduate programs in the Male and Female Program.**

Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	External Benchmark**	New Target Benchmark
Level	Male	Female	Average			IAU	
Graduates' employability	64%	36%	50%	45%	38%	12.9%	60%
Enrolment in postgraduate programs	0%	14%	7%	20%	5%	ND	20%



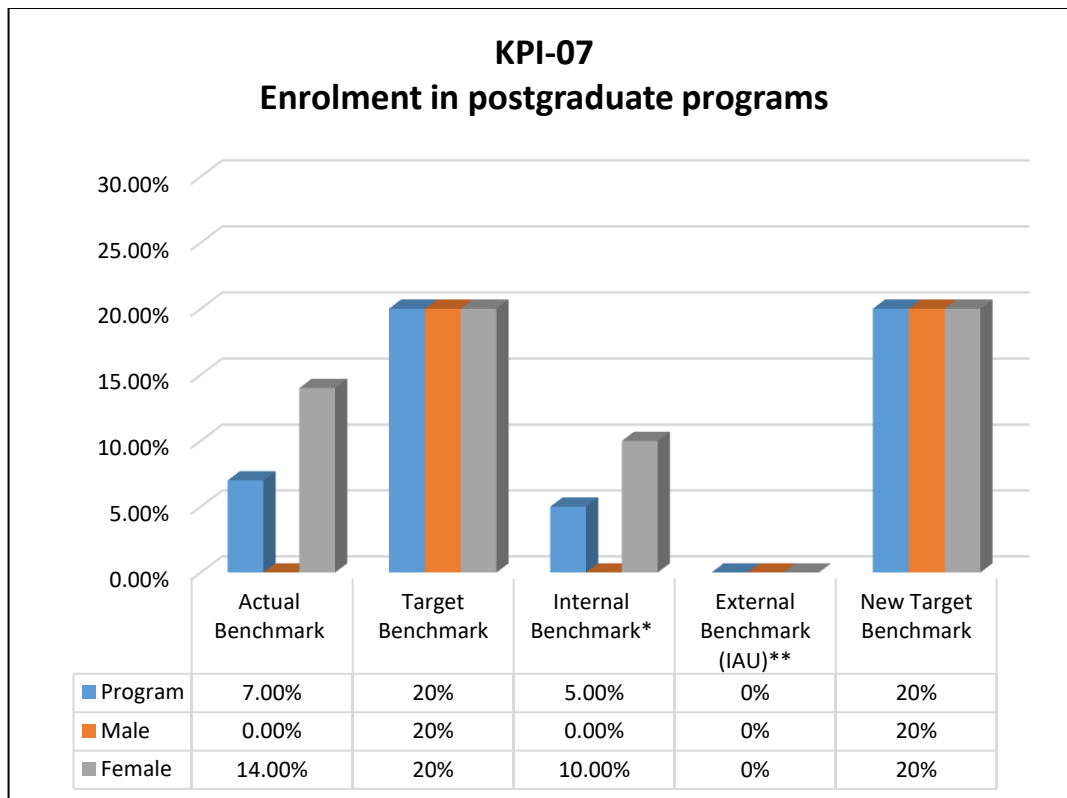
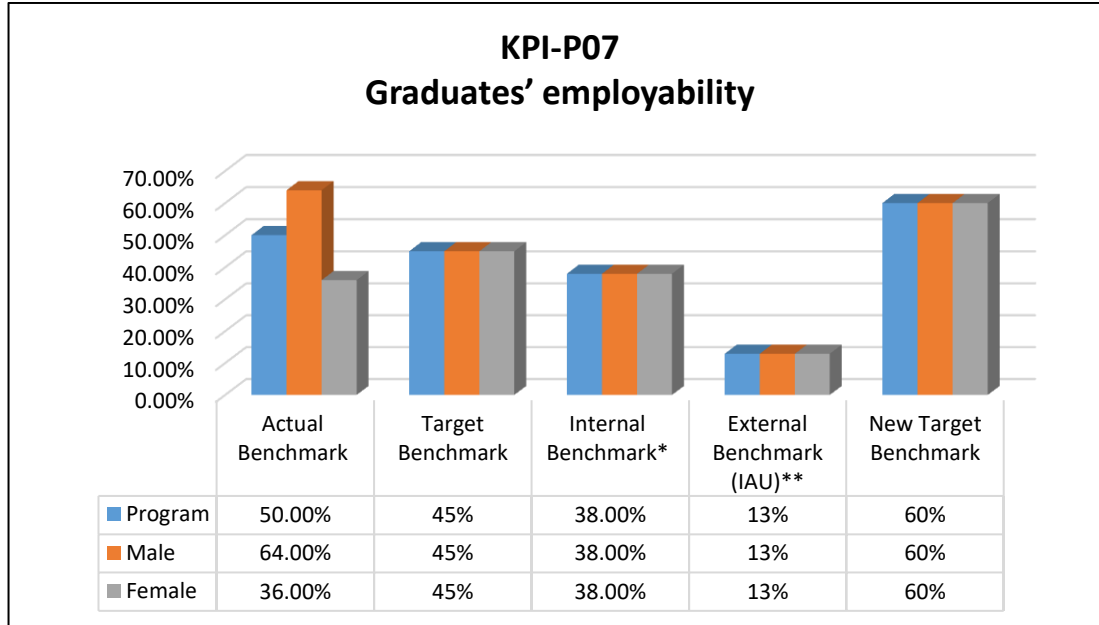


Figure 7: Graduates' employability and enrolment in postgraduate programs.



- **How the benchmark was calculated**

**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**

The results show that the proportion of graduates from undergraduate programs who are employed (50%) increased compared to the last year and also to the external benchmark (13%). The actual benchmark is reached the target.

The graduate number enrolled in the graduate program of the program increased (7%) in actual year compared to 3.65% of the last year.

Furthermore, the actual KPI value is not reached to the target one, therefore the latter is taken to be the new benchmark. The external one is not determined.

- **Causes:** The proportion of employment increases is an accordance with the KSA vision 2030 and the Kingdom is moving towards the settlement of many jobs, especially the government.
- The high number of males employed is due to the fact that many companies and institutions rely more on the male component and avoid employing women because they have family commitments that may be hampered by their working fully. However, the number of female that employed increase comparing to the last year is an result of the increase of the society's awareness of the importance and positive impact of women and their ability to add to society.
- **Effect** : Increases the number of graduate students who are employed and the increase in the enrollment in postgraduate studies.

- **Strength**

- ✓ The program provides a training program for career counseling for the students.
- ✓ Each student is assigned an advisor from among the faculty, who can also guide the student in job/higher studies related matters.

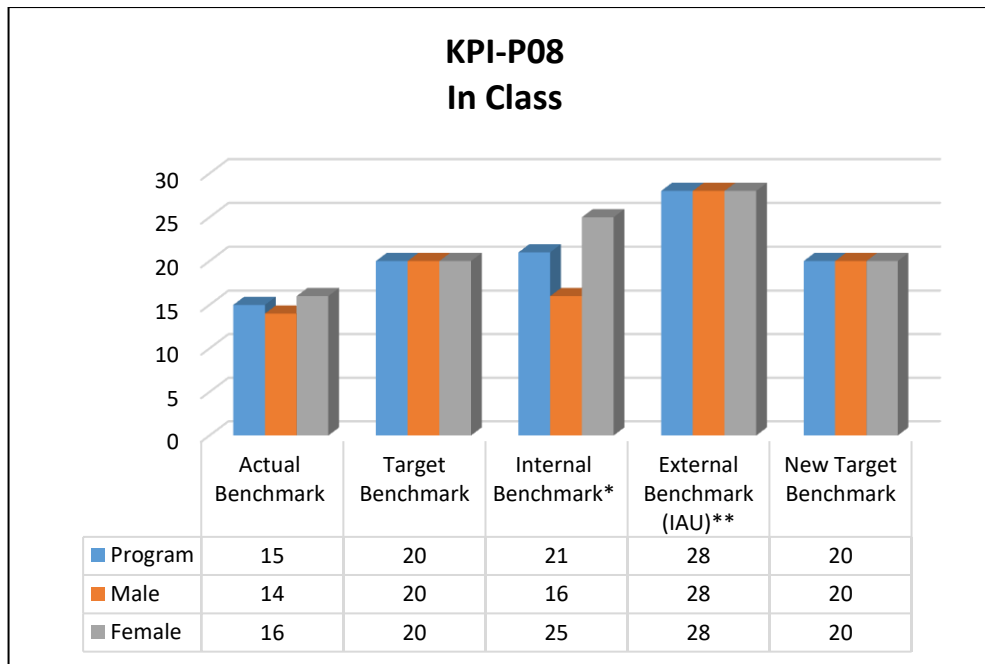
- **Recommendations**

- Data base for alumni including all data about their employment and enrolling in the postgraduate studies.

More training program provided to the graduates to increase their awareness about labor market..

**Table 8: KPI-P-08 Average number of students in the class**

NCAA KPI Reference Number: KPI-P- 08: Average number of students in the class in the Male and Female Program.							
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	External Benchmark**	New Target Benchmark
Level	Male	Female	Average			IAU	
Class Room	14	16	15	20	21	28	20



**Figure 8: Average number of students in the class**



- **How the benchmark was calculated**

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

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

The results show that the average number of students in the class of the academic year 43 (15) is less than of the last year 42 (21). The value is acceptable.

Furthermore, the actual KPI value is less than to the target one and also to the external benchmark (28).

- **Causes**: the increase in the availability of class room in the year 43 lead to the decrease of the ratio.
- **Effect**: increase the average number of students in the classrooms.
- **Strength**

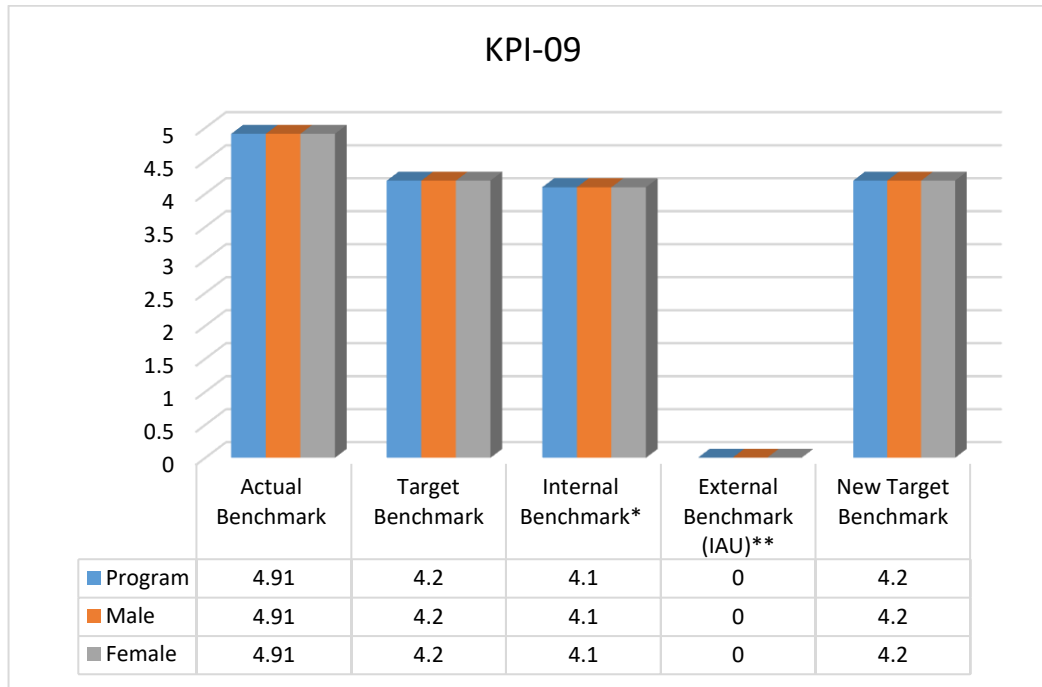
More available of classroom and the decrease of the student number gives a better class ventilation and the students are more comfort in understanding and accommodating the lesson.

- **Recommendations**

More efforts has to be done by the institute to lower the number of students in the class and/or increase the number of classrooms.

**Table 9: KPI-P-09 Employers' evaluation of the program graduates proficiency.**

NCAA KPI Reference Number: KPI-P- 09: Employers' evaluation of the program graduates proficiency.							
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	External Benchmark** IAU	New Target Benchmark
Level	Male	Female	Average				
Class Room	4.91	4.91	4.91	4.2	4.1	ND	4.2



**Figure 9: Employers' evaluation of the program graduates proficiency.**

- **How the benchmark was calculated**

The result above shows that, the employers' evaluation of the **biology program** graduates proficiency at the University level

**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.

- **Analysis**

The results show that the evaluation of the employers' evaluation of the program's graduates at the present academic year 43 is higher than the previous academic year 42.

Furthermore, the actual KPI value is higher than the target one; therefore it is decided to increase the value of the new target for the next academic year 1444. The external Benchmark of IAU is not available.



- **Causes:** Increase the efficiency of program graduates and their coverage of most requirements and areas of the labor market and increase employers' satisfaction with the efficiency of program graduates.
- **Effect:** High employer satisfaction rate for program graduates.
- **Strengths**

- 1- 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
- 2- 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.

**Table 10: KPI-P-010: Students' satisfaction with the offered services**

NCAA KPI Reference Number: KPI-P-10: Students' satisfaction with the offered services							
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	External Benchmark** IAU	New Target Benchmark
Level	Male	Female	Average				
The Main Campus	3.72	3.95	3.83	3.7	3.52	4.42	3.9

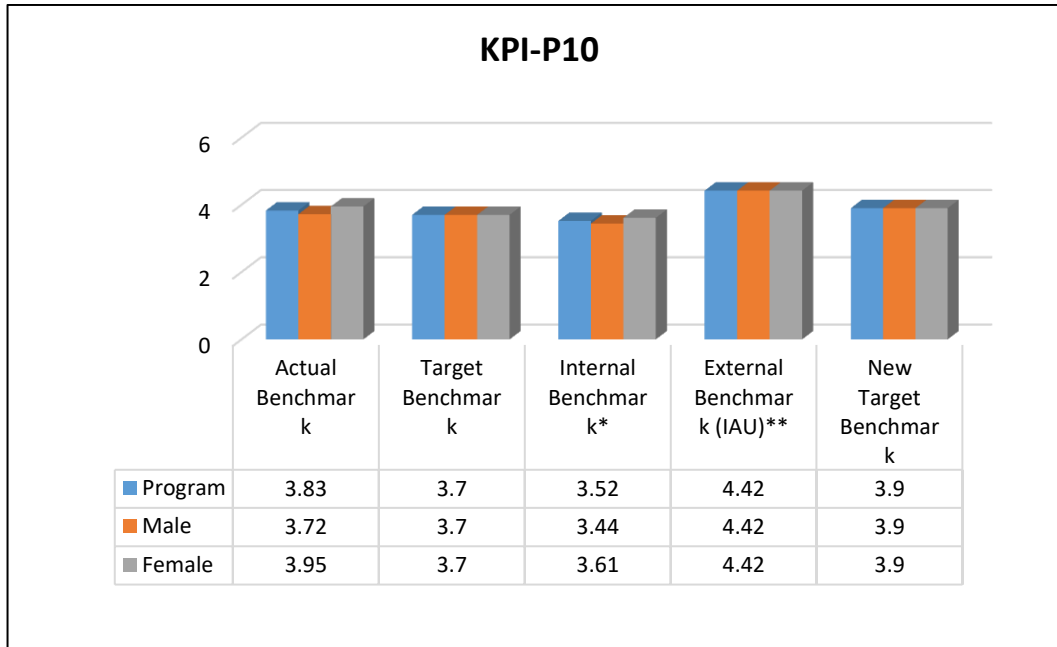


Figure 10: Students' satisfaction with the offered services.

- **How the benchmark was calculated**

**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.

- **Analysis:**

The results show the adequacy of the Student's evaluation of offered services increases in the rating during the academic year 43 compared to 42. The actual KPI reached the target but is less than External Benchmark.

- **Causes:** As a result of the further improvement of the quality of services provided to students and therefore higher student satisfaction with the services provided to them.
- **Effect:** High level of student satisfaction with the program's student services.
- **Recommendation**

Continues to improve the quality of service requirements that help the student to move forward in the program are available.

Table 11: KPI-P-011 Ratio of students to teaching staff.

NCAAA KPI Reference Number: KPI-P-11: Ratio of students to teaching staff.							
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	External Benchmark**	New Target Benchmark
Level	Male	Female	Average			IAU	
The Main Campus	15.4:1	22:1	19:1	12:1	17:1	13:1	12:1

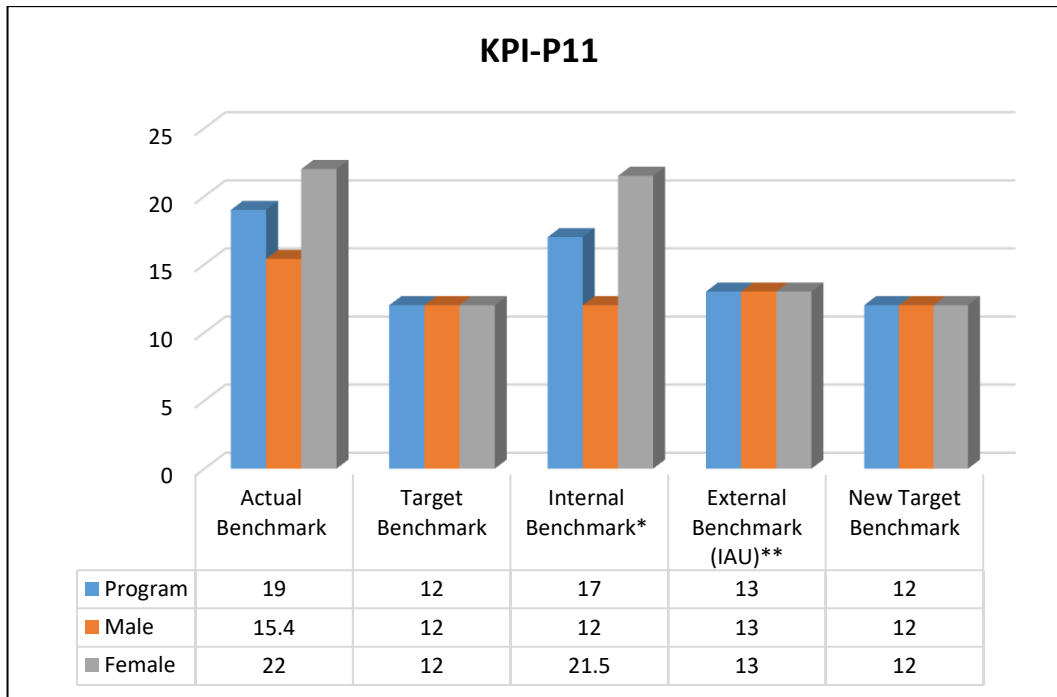


Figure 11: Ratio of students to teaching staff.

- **How the benchmark was calculated**

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

**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**

The actual ratio of students to teaching staffs in current year is **19:1**. Specifically, it is recorded as one teaching staff for 19 students in the department. In addition, it is clear that in female section the Benchmark is higher (22:1) than the target. While observing the last year, it is observed that the ratio of students to teaching staff is recorded as 17:1. In comparing with the target value, it is observed that the actual value is slightly higher than the target one (12:1). It is decided to retain the current target as the new target benchmark for the next academic year. The actual benchmark is higher than the external one (13:1).

- **Causes:** Increases number of students enrolled in the program and termination of contract with a number of faculty members resulting in higher indicator.
- **Effect:** Higher student ratio indicator relative to the number of teaching staff.
- **Recommendations**

- The college management needs to plan an appropriate students-teaching staff ratio depending on the students' admission rate especially in the female section of Biology department.

- The availability of a sufficient number of faculty members and the diversity of their academic ranks to suit the needs of the program" is considered an opportunity for improvement.

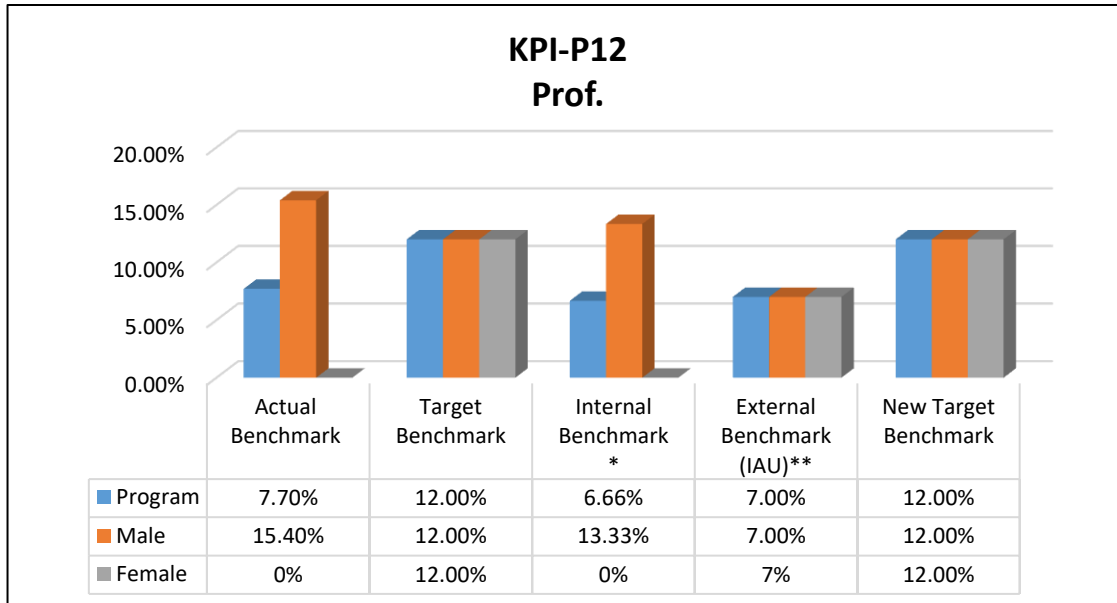
**Table 12: KPI-P-012 Percentage of teaching staff distribution**

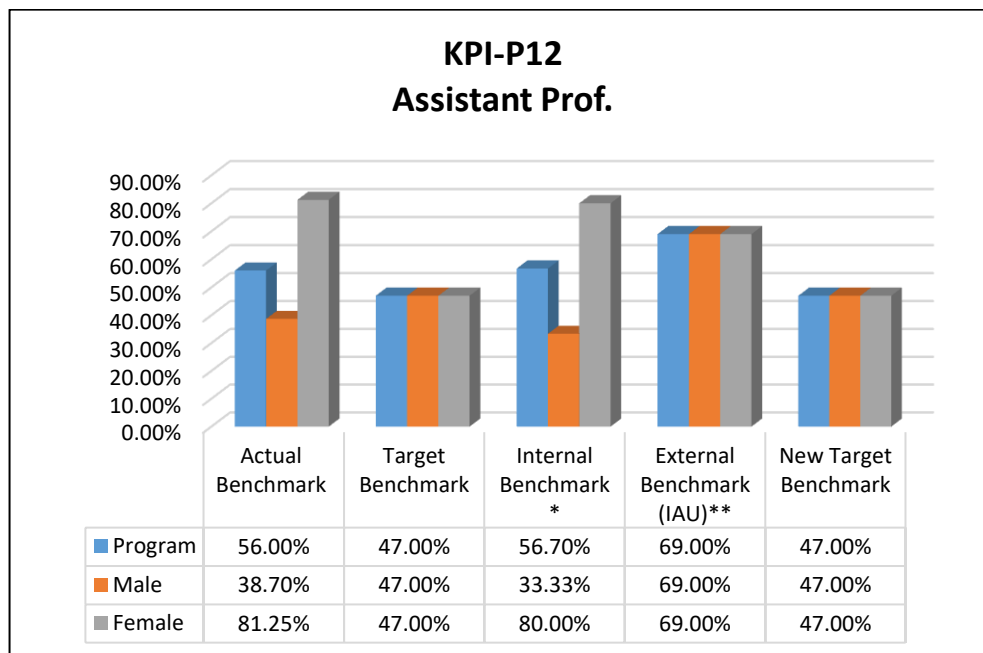
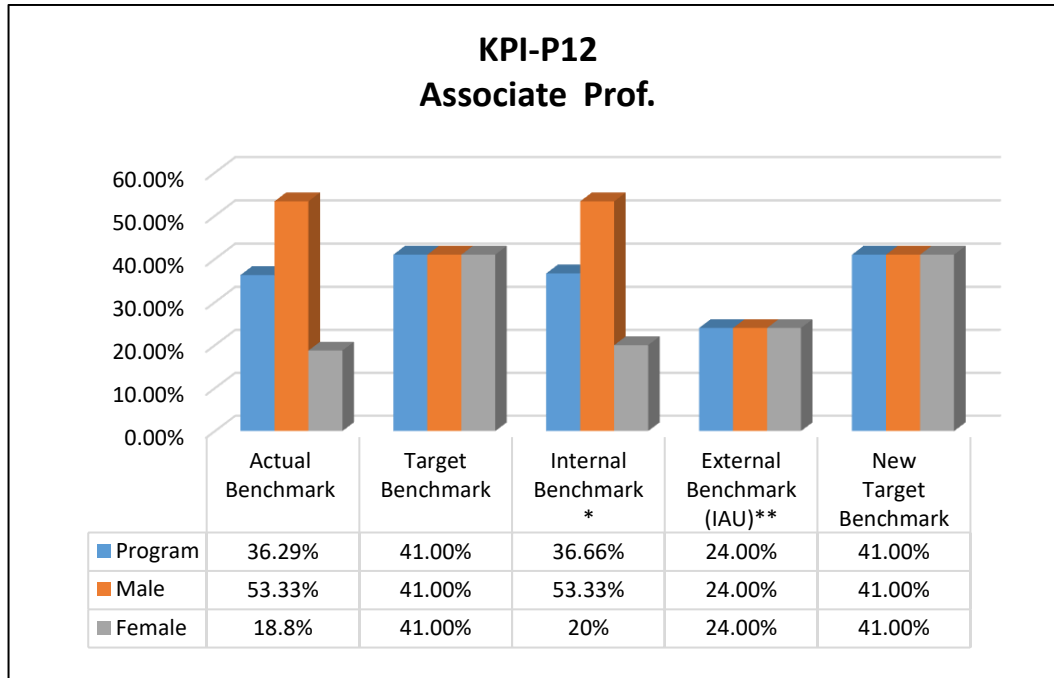
NCAAA KPI Reference Number: KPI-P-12: Percentage of teaching staff distribution							
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	External Benchmark** IAU	New Target Benchmark
Level	Male	Female	Average				
The Main Campus (Professor)	15.4%	0%	7.7%	12%	6.66%	7%	12%
Associate Professor	53.84%	18.75%	36.29%	41%	36.7%	24%	41%
Assistant Professor	30.76%	81.25%	56%	47%	56.7%	69%	47%



Table 12: KPI-P-012 Percentage of teaching staff distribution

NCAAA KPI Reference Number: KPI-P-12: Percentage of teaching staff distribution							
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	External Benchmark** IAU	New Target Benchmark
Level	Male	Female	Average				
The Main Campus	A: 45%	A:55%	A:-	A: Male: 45 %, Female: 55%	A: Male: 50 %, Female: 50%	A: Male 12% Female 88%	A: Male: 45 %, Female: 55%





**Figure 12: Percentage of teaching staff distribution.**



- **How the benchmark was calculated**

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

A. *Percentage distribution of faculty members by sex*

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

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

B. *Percentage distribution of the total number of faculty members in each branch =*

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

C. *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**

Regarding the percentage of teaching staff distribution based on gender, the actual values are balanced. The results of the distribution percentage of faculty member in term of scientific rank, especially in Professor (7.7%) to the current academic year 43, show an increase comparing to the last year 42. However, it retain stable in percentage of Associate and assistant professor. However, not all the benchmark reached the target. The actual benchmark show an increase in rank of professor and associate professor and a decrease in assistant professor in comparing to the external benchmark of IAU.

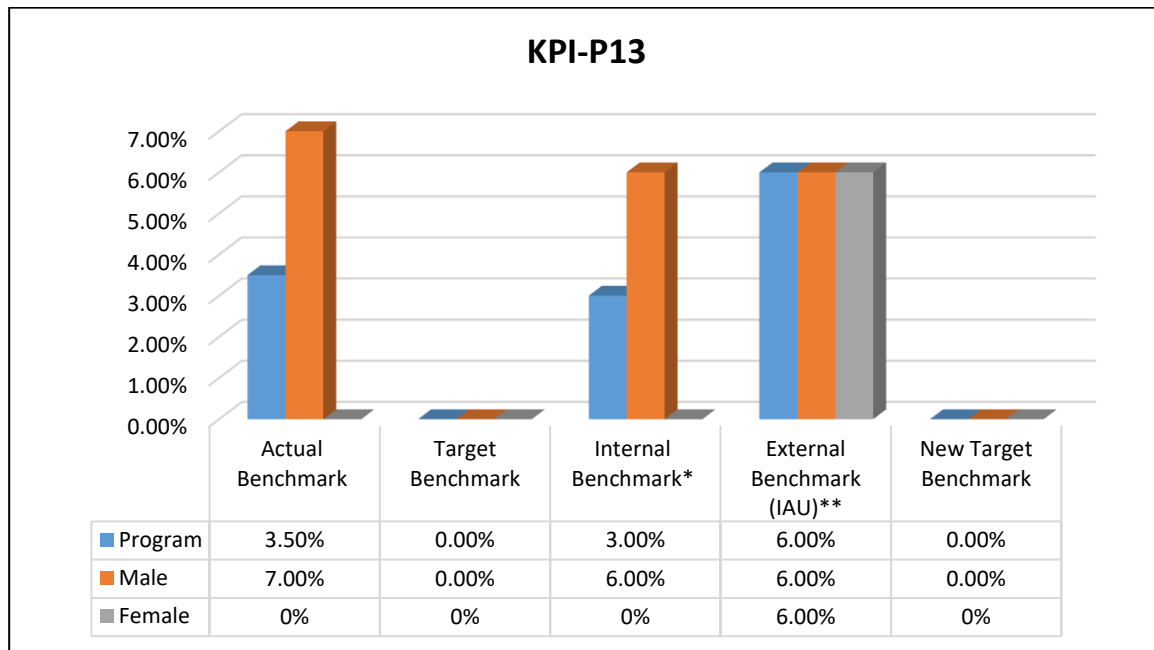
- **Causes:** As a result of the departure of a number of faculty members in the male section, the percentage of professors has increased.
- **Effect:** An increase in the distribution of faculty staff in term of scientific rank especially in Professors.
- **Strength:**
  - ✓ Fair distribution among male and female students.
  - ✓ Conducts and collects regular calculation of the ratio and distribution of teaching staff.
- **Recommendations**
  - Better recruitment strategies for recruitment of more female staff.



- More incentives must be given to the faculty members such as special increments, and special allowances to attract more faculties.
- 

**Table 13: KPI-P-013 Proportion of teaching staff leaving the program.**

NCAAA KPI Reference Number: KPI-P-13: Proportion of teaching staff leaving the program							
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	External Benchmark**	New Target Benchmark
Level	Male	Female	Average			IAU	
The Main Campus	7%	0%	3.5%	0%	3%	6%	0%



**Figure 13: Proportion of teaching staff leaving the program.**

- **How the benchmark was calculated**

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

Percentage of Faculty dropout from the program=

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



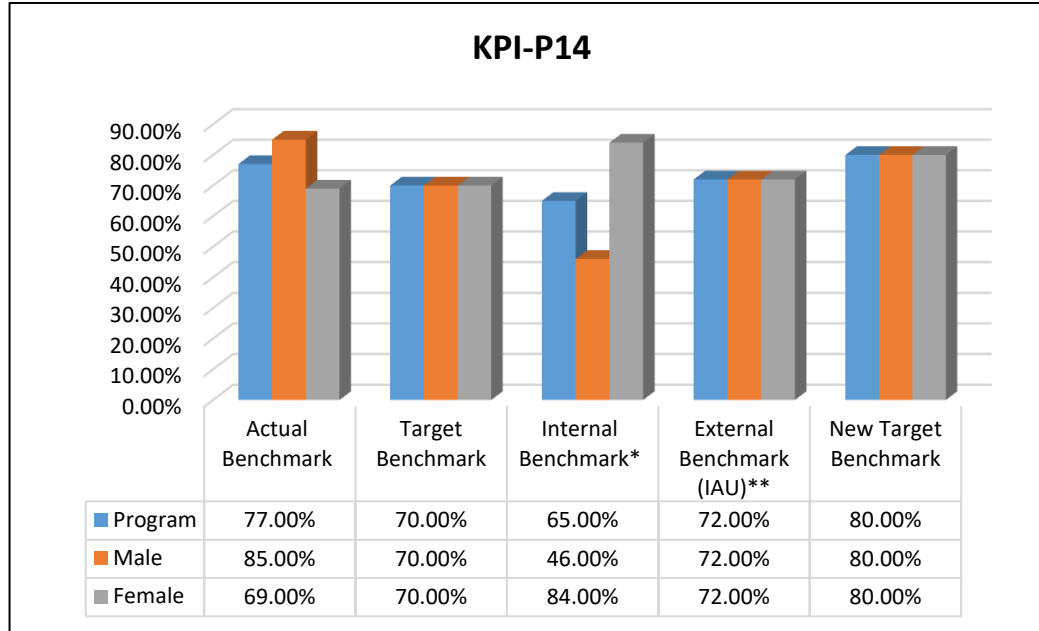
- **Analysis**

The results show increase of this performance indicator of the present year 43, compared to the last academic year 42. This KPI is higher than the target and lower the external one.

- **Causes:** The departure of the faculty is due to the expiration of the period allowed to be contracted by their original universities.
- **Effect:** Increase the number of departures from the program and therefore must be compensated with a new teaching staff.
- **Strength:**
  - ✓ Obtaining regular feedback from the teaching staff regarding their job satisfaction to rectify their issues and promote sense of ownership in the faculty members.
- **Recommendation:**
  - No termination of contracting with faculty members and work to attract distinguished qualified & talent.
  - Improving teaching facilities and more comfortable teaching environment.

**Table 14: KPI-P-014: Percentage of publications of faculty members.**

NCAAA KPI Reference Number: KPI-P-14: Percentage of publications of faculty members.							
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	External Benchmark**	New Target Benchmark
Level	Male	Female	Average			IAU	
The Main Campus	85%	69%	77%	70%	65%	72%	80%



**Figure 14: Percentage of publications of faculty members.**

- **How the benchmark was calculated**

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

Percentage of scientific publication for faculty members=

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

- **Analysis**

Results show an increase in the number of members of teaching staff having at least one refereed publication during the actual year. As well as, the number is higher than the target and also to the external benchmark.

- **Causes:** As a result of increase of the faculty members' awareness for the scientific activity and the improvement of research facilities in the department. As well as, high publication faculty skills.
- **Effect:** increase average number of research publication in international tribunal journals.
- **Strength:**
  - ✓ Giving incentives and awards to the faculty publishing especially in high ranked journals.

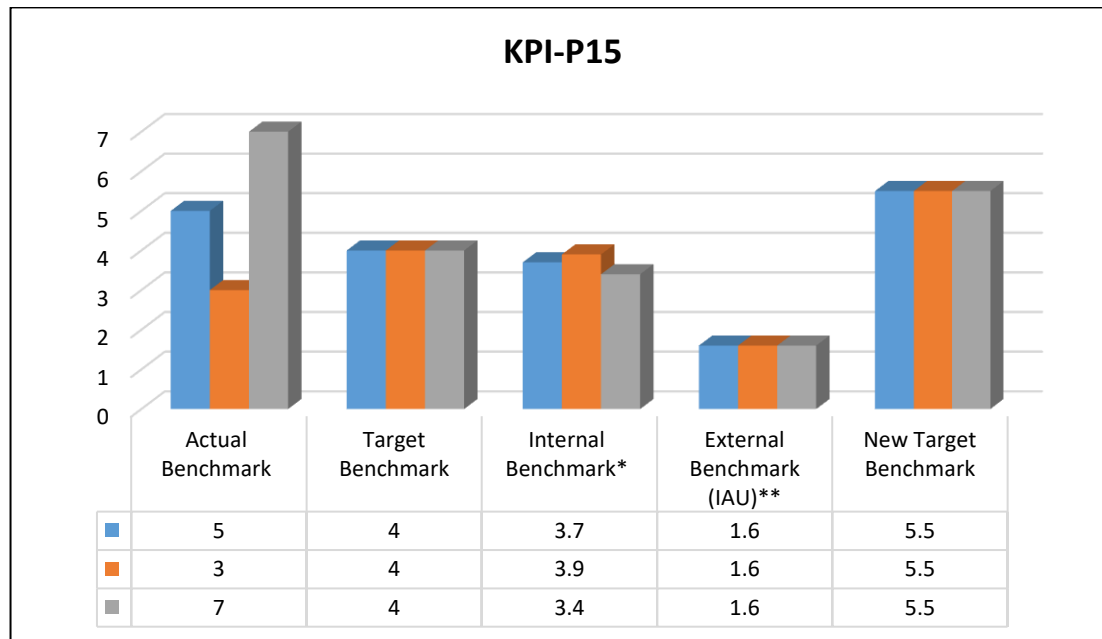
- ✓ Higher funding budgets that parallel the required expensive high-quality research.
- ✓ Establishment of well-equipped research facilities.

• **Recommendation:**

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

**Table 15: KPI-P-015 Rate of published research per faculty member.**

NCAAA KPI Reference Number: KPI-P-15: Rate of published research per faculty member							
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	External Benchmark** IAU	New Target Benchmark
Level	Male	Female	Average				
The Main Campus	3:1	7:1	5:1	4:1	3.7:1	1.6:1	5.5:1



**Figure 15: Rate of published research per faculty member**





- **How the benchmark was calculated**

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

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

- **Analysis**

Results show clearly increase in the number of refereed publications in international impacted journals per full time equivalent teaching staff in the academic year 43 compared to 42. Furthermore, the actual value is higher than the target (4) and external benchmark (1.6)

- **Causes:** As a result of increase of the faculty members' awareness for the scientific activity and the improvement of research facilities in the department.
- **Effect:** increased average number of research publication in international tribunal journals.

- **Strength:**

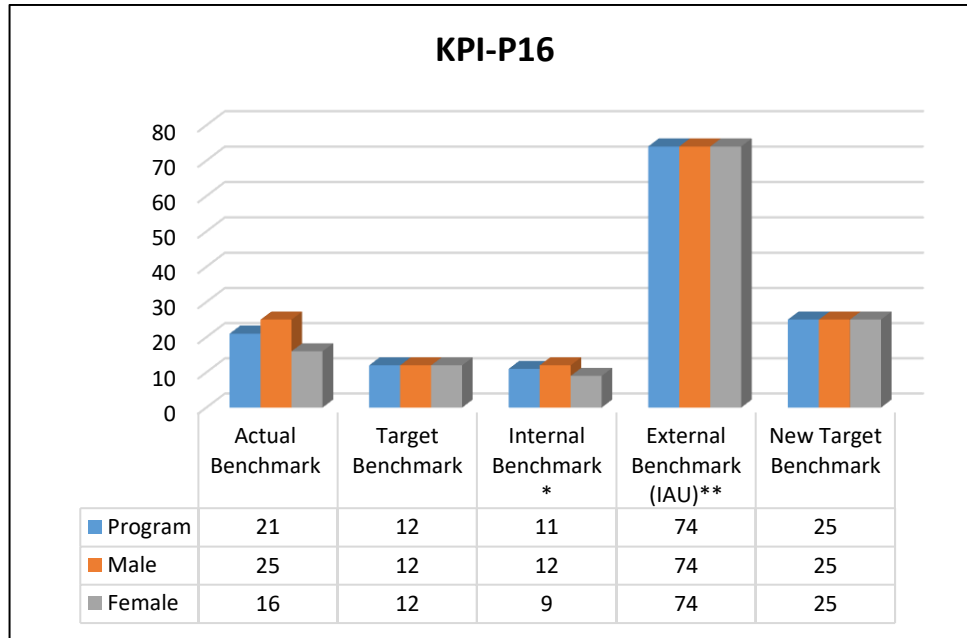
- ✓ Giving incentives and awards to the faculty publishing especially in high ranked journals.
- ✓ Higher funding budgets that parallel the required expensive high-quality research.
- ✓ Establishment of well-equipped research facilities.

- **Recommendation:**

- Formation of research groups and activities within the program and between related programs to create a stronger culture of collaboration.

**Table 16: KPI-P-016 Citations rate in refereed journals per faculty member**

NCAAA KPI Reference Number: KPI-P-16: Citations rate in refereed journals per faculty member							
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	External Benchmark** IAU	New Target Benchmark
Level	Male	Female	Average				
The Main Campus	25:1	16:1	21:1	12:1	11:1	74	25:1



**Figure 16: Citations rate in refereed journals per faculty member.**

- **How the benchmark was calculated**

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

$$\frac{\text{The total number of citations in refereed journals from scientific research published by faculty members}}{\text{The total number of scientific research published for faculty members}}$$

- **Analysis**

Results show highly increase in the number of citations in refereed journals per full time equivalent faculty members in the academic year 43 compared to 42.

Furthermore, the actual KPI No. is higher than the target one (12), while is less than the external benchmark (74).

- **Causes:** As the scientific research published is of high scientific quality and published in Open access journals with a high impact factor, leading to a higher index.
- **Effect:** increase of the citation rate in refereed journals.

- **Strengths**

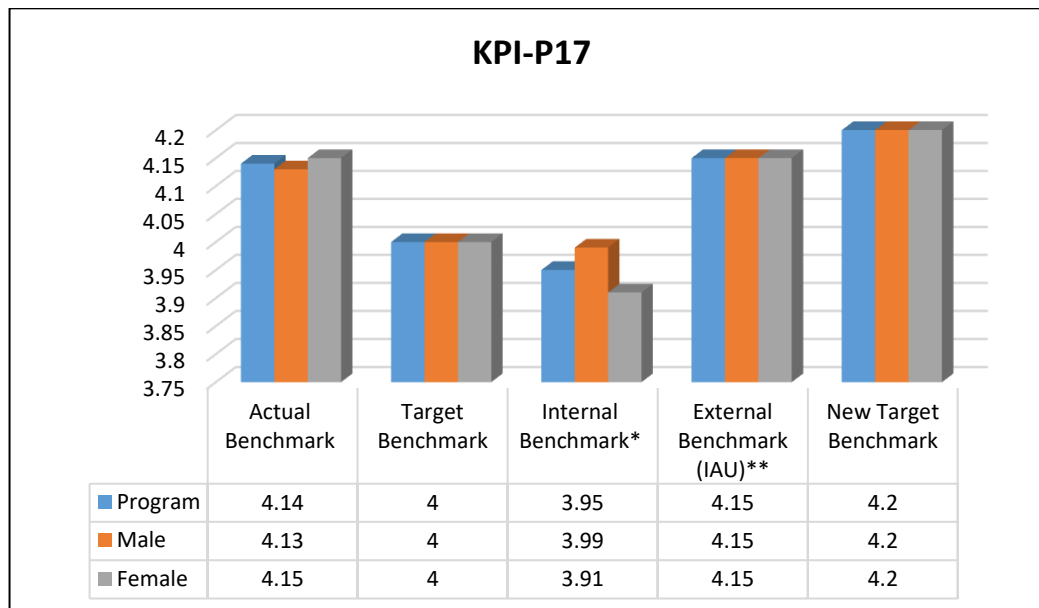
- ✓ The high rate of scientific citations for member research is an indication of the importance of the scientific value of published research for faculty members.
- ✓ All faculty have personal accounts on scientific literature curation and research platforms such as Scopus, Google scholar, Research gate, Publons, ORCID, etc. may increase the visibility and suitability of their research.

- **Recommendation**

- Encouraging faculty staff to develop research work and research groups to increase citation rate to reach the target.
- Balancing between workloads to give more time for research.

**Table 17: KPI-P-017 Satisfaction of beneficiaries with the learning resources.**

NCAA KPI Reference Number: KPI-P-17: Satisfaction of beneficiaries with the learning resources.							
Jouf University KPI Reference Number: KPI-P-17							
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	External Benchmark** IAU	New Target Benchmark
Level	Male	Female	Average				
The Main Campus	4.15	4.13	4.14	4	3.95	4.15	4.2





**Figure 17: Satisfaction of beneficiaries with the learning resources.**

- **How the benchmark was calculated**

**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.

- **Analysis**

The results show an increased rate (4.14) of the beneficiaries' evaluation with learning resources during the academic year 43 compared to 42 and reached the target (4) and external benchmark (4.15).

- **Causes:** Increase beneficiaries' awareness of learning sources and facilitate interaction with the digital library and various learning resources of the program.
- **Effect:** Increased beneficiary satisfaction with the program's learning resources.
- **Strengths**
  - ✓ The surveys are conducted regularly, which allows for consistent evaluation of the library and media resources.
  - ✓ The response of students to survey of beneficiaries' satisfaction with learning resources is high.
- **Recommendations**
  - Working to more increase the satisfaction of the beneficiaries about the learning resources and to provide suggestions to improvement.
  - Holding regularly workshops to demonstrate library services and how to be used.



Table 18: KPI-P-018 Number of research groups.

NCAA KPI Reference Number: KPI-P-18: Number of research groups.						
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	New Target Benchmark
Level	Male	Female	Average			
The Main Campus	4	1	5	2	0	5

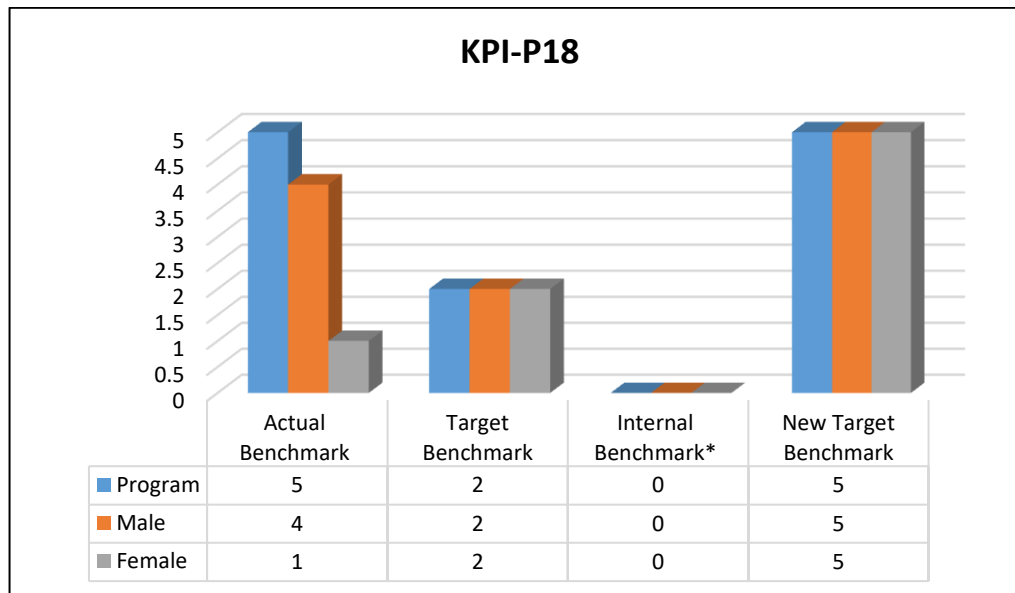


Figure 18: Number of research groups.

- **How the benchmark was calculated**

**Measurement way:** The number of research groups projects received by faculty members in the program annually

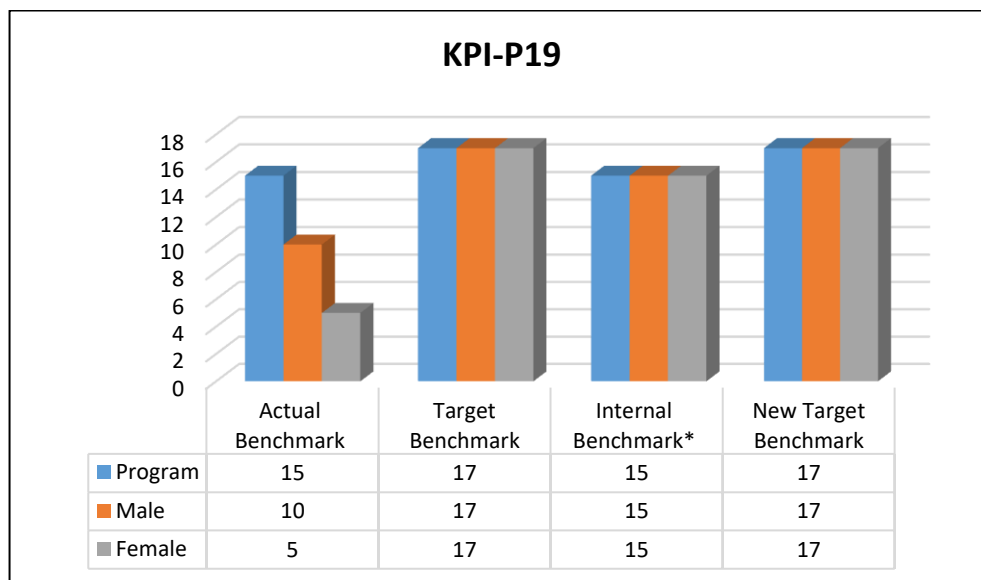
- **Analysis:** The actual value surpassed the previous year and target value.
- **Causes:** Encouraging faculty members to form research groups.
- **Effect** :Increase of research groups in program.
- **Strengths:**
  - ✓ Exchange of ideas among members of the research group.
  - ✓ Generate new ideas through discussions.

- **Recommendations**

- Increasing the number of research groups to include all members of the department.

**Table 19: KPI-P-019 Number of research projects.**

NCAAA KPI Reference Number: KPI-P-19: Number of research projects.						
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	New Target Benchmark
Level	Male	Female	Average			
The Main Campus	10	5	15	17	15	17



**Figure 19: Number of research projects.**

- **How the benchmark was calculated**

- **Measurement way:** Number of research projects supported annually in both female and male sections.

- **Analysis**

Total Number of research projects supported annually is 15 (10 in male and 5 and female sections). The results show that the number of research projects that close the target and that

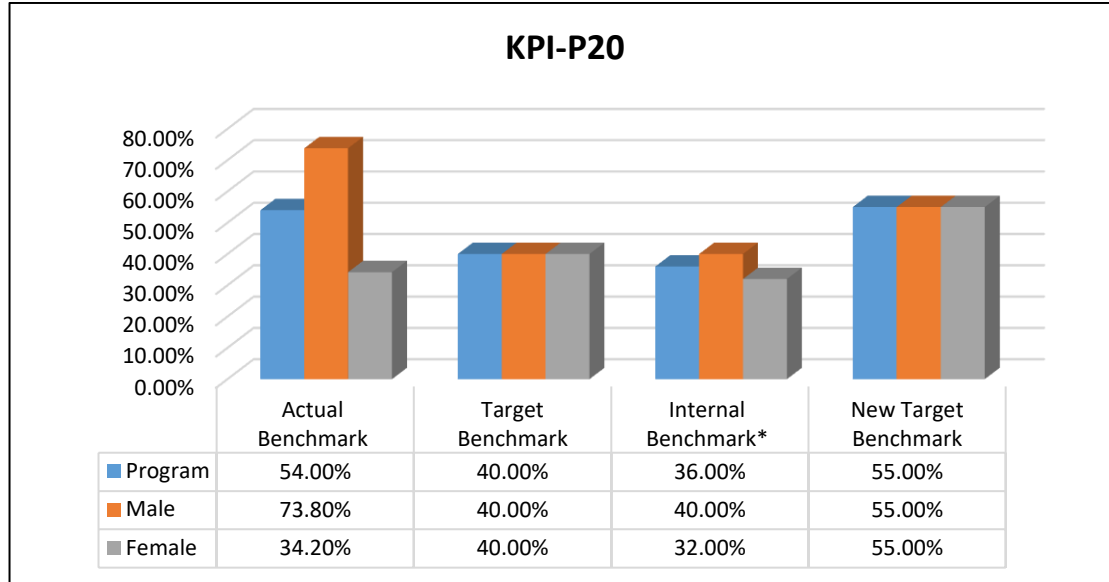


of the last year 42. It is clear that most of the faculty members have obtained funding research projects from Jouf University.

- **Causes**: Continuous encouragement for faculty members to participate in research projects in program.
- **Effect**: Increase the number of research project in the program.
- **Strengths**
  - Encouraging researchers to collaborate within and between university programs.
- **Recommendations**
  - Increasing financial support for research projects to match the costs of chemicals and analysis.
  - Working on increasing the number of research projects, submitting proposals to them, establishing a proposal bank, and implementing the appropriate ones.

**Table 20: KPI-P-020 Student activities**

NCAAA KPI Reference Number: KPI-P-20: Student activities						
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	New Target Benchmark
Level	Male	Female	Average			
The Main Campus	73.80%	34.2%	54%	40%	36%	55%



**Figure 20: Student activities**

- **How the benchmark was calculated**

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

$$\frac{\text{Average number of students participating in all extra-curricular activities}}{\text{The total number of students in the program}} \times 100$$

- **Analysis**

It is clear that about the percentage of students increased in the actual year comparing to the last year and the target one. The number of participants is higher in male section (73%) than in female section (34%).

- **Causes:**

- The value of the index increased as a result of the end of the coronavirus pandemic, the return of attendance and the encouragement of students in extra-curricular participation.

-According to the traditions and customs of the Al Jouf city, male students are allowed to go to the field and participate in extra curricula activities, while not



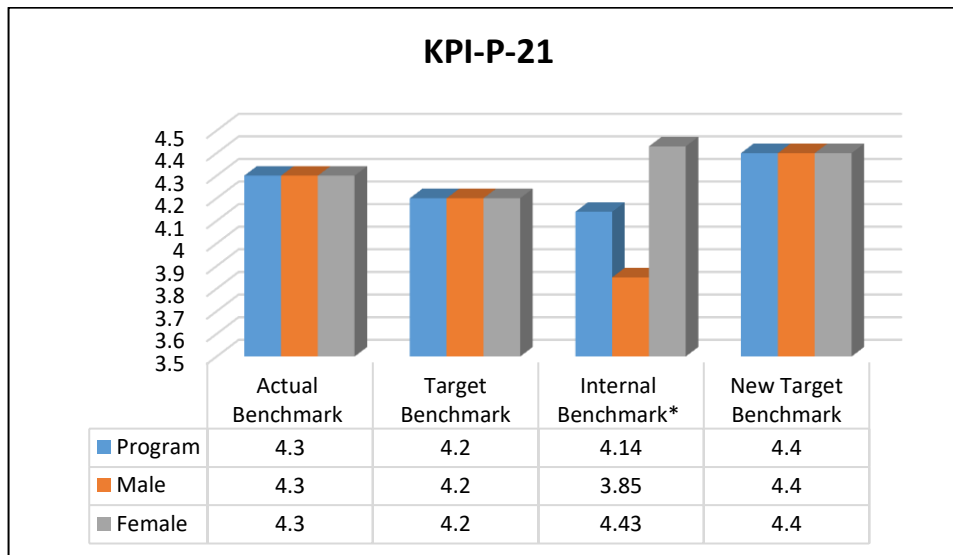


allowed for female students. Moreover, the biology program do the best effort to arrangement many activities in female section.

- **Effect**: Increase of the participation rate of students in extra-curricular activities comparing with the Target.
- **Strengths**: variability of extra-curricular activities to suitable for female and male students.
- **Recommendations**
  - Establishing suitable and unique student's extracurricular activities according to both sections.
  - Educating students about the importance of participating in various activities in their public life.

**Table 21: KPI-P-021 Satisfaction of beneficiaries with the vision, mission and targets of the program**

NCAAA KPI Reference Number: KPI-P-21: Satisfaction of beneficiaries with the vision, mission and targets of the program						
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	New Target Benchmark
Level	Male	Female	Average			
The Main Campus	4.3	4.3	4.3	4.2	4.14	4.4



**Figure 21: Satisfaction of beneficiaries with the vision, mission, and targets of the program**

- **How the benchmark was calculated**

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

- **Analysis**

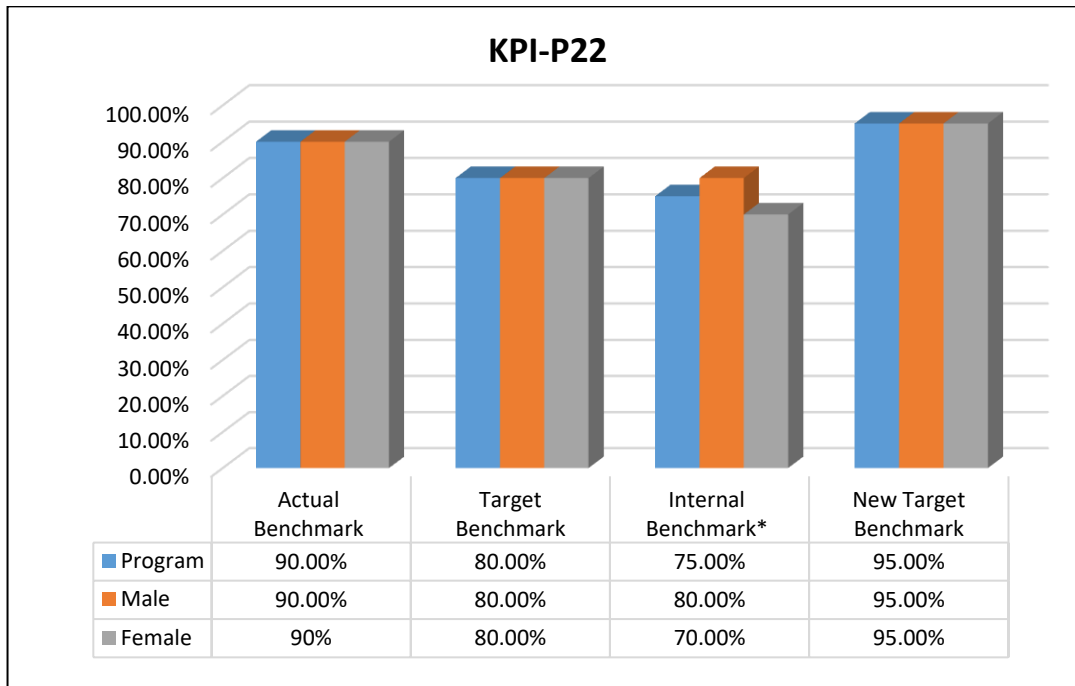
The results of this KPI were collected from the survey related to the beneficiaries, this indicator was achieved by a good enough percentage as the actual benchmark was **4.3** which is higher than the target and the last year 42.



- **Causes:** continuous awareness and regular survey of the beneficiaries on the program's target, vision and mission.
- **Effect:** Increased beneficiary satisfaction of the beneficiaries on the program's target, vision and mission.
- **Strength point**  
The percentage of Satisfaction of beneficiaries with the vision, mission of the Biology program has highly increased.

**Table 22: KPI-P-022 Percentage of student's graduation projects that are related to environment.**

NCAAA KPI Reference Number: KPI-P-22: Percentage of student's graduation projects that are related to environment.						
Actual Benchmark 1443				Target Benchmark	Internal Benchmark* 1442	New Target Benchmark
Level	Male	Female	Average			
The Main Campus	90%	90%	90%	80%	75%	95%



**Figure 22: Percentage of student's graduation projects that are related to environment.**



### How the benchmark was calculated

**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**

High percentage of student's graduation projects are related to environmental issues (90%). The number increased compared to the previous year 42 and to the target.

- **Causes:** Due to the consistency with the national, regional and university issues; in relation with the environment.
- **Effect:** Increase of the graduate projects related to the environment.
- **Recommendations**
  - Develop the link with the community.
  - Utilization of the strategic plan for community services in the graduate projects.

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

## Action plan:

	Recommendation	Responsibility	Follow up	Performance indicator	Targeted Time	Targeted Time	
						Completed	Completed
1	The student's awareness of the importance of evaluation was not enough	Student Affairs Committee	Program coordinator	Degree of students satisfaction	4.5/5	Entire semester	Entire semester
2	Encourage students to give an actual appreciation of courses	Courses instructors	Program coordinator	Degree of students satisfaction	4.5/5	Entire semester	Entire semester
3	The student's awareness of the importance of evaluation was not enough	Student Affairs Committee	Program coordinator	Degree of students satisfaction	4.5/5	Entire semester	Entire semester
4	Encourage students to give an actual appreciation of courses	Courses instructors + Student Affairs Committee	Program coordinator	Degree of students satisfaction	4.5/5	Entire semester	Entire semester
5	Assessment based on self-learning via digital library and researches	Academic activity and academic advisors committees	Program coordinator	% of courses used self-learning in assessment	50 %	Each semester	
6	Holding workshops for students to introduce them to their plans and registration priorities, especially for new students	Academic advisors	Program coordinator	Number of workshops	At least two workshops	Beginning of each semester	
7	Directing and following up students on the need to adhere to the study plan when registering their courses	Academic advising unit in the college	Program coordinator	Number of advising meetings between students and academic advisors	At least one individual meeting	Beginning of each semester	
8	List number of students who are failing	academic advisors	Program coordinator	Updating list of 100 % of failing students	> 80 %	Beginning of each semester	

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9	Organizing meetings with students who are failing academically, and holding meetings with professors of courses in which the student has stumbled to discuss the causes of stumbling and proposing solutions	Academic advising unit academic advisors	Program coordinator	At least two group meeting and one individual meeting	Percentage of attendance > 95%	First month of each semester	
10	Advising moment	Academic advising unit	Program coordinator	Commitment of college by the moment	100 %	First week of each semester	
11	Providing counseling, preventive and curative programs	Academic advisors	Program coordinator	Student/staff academic ratio	7:1	Entire the year	
12	Providing psychological counseling for cases that suffer from behavioral and psychological problems	Academic advisors	Academic advising unit	Student/staff academic ratio	7:1	Entire the year	
13	Referee cases that need specialized psychological support to the academic advising center or to Al-Amal psychiatric hospital	Academic advisors	Academic advising unit	Student/staff academic ratio	7:1	Entire the year	
14	Advising students to settle down while studying	Academic advisors	Program coordinator	Number of advising meeting	At least one meeting each semester	Beginning of each semester	
15	Holding additional lectures in the courses of expatriate students	Academic advisors	Academic advising unit	Number of extra lectures hold by staff members	At least one lecture each semester	Beginning of each semester	
16	Organizing extracurricular activities for new students so that they can adapt to the new university life to increase their relation to the place and increase their activity towards studyin	Student activity committee	Program coordinator	Number of extracurricular activities	> 80 %	Entire the year	
17	Following the semester average of the fresh student (1 <sup>st</sup> Year)	Academic advising unit	Program coordinator	Increasing of the retention rat	> 90 %	Entire of the first year	
18	Develop alumni unit to support graduated students and follow up their activities and joining the national and professional examinations and obtaining data.	Alumni unit Questionnaire Committee President Vice Rectorats	Program coordinator	Numbers of the alumni who joined the national of professional examinations	> 60 % of graduated students	The end of 2nd semester	The end of 2nd semester

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<b>19</b>	<b>Establishing more postgraduate programs in Biology department.</b>	<b>Postgraduate and scientific research vice rectorate + Postgraduate studies unit</b>	<b>Program coordinator</b>	<b>Numbers of the alumni who have been joined postgraduate studies program</b>	<b>&gt; 30 % of graduated students joined postgraduate studies program</b>	<b>Entire year</b>	<b>Entire year</b>
<b>20</b>	<b>Decreasing the ratio of students to staff member</b>	<b>President Vice Rectorats + College Deanship</b>	<b>Program coordinator</b>	<b>Decreasing of the ratio of students to staff member</b>	<b>To reach to 10:1</b>	<b>End of 1<sup>st</sup> semester</b>	<b>End of 2<sup>nd</sup> semester</b>



## Action Plan Progress Report

	Activity	Extent of implementation		Reasons for non-implementation	Corrective action taken
		Completed	Not completed		
1	The student's awareness of the importance of evaluation was not enough	✓		---	---
2	Encourage students to give an actual appreciation of courses	✓		---	---
3	Assessment based on self-learning via digital library and researches	✓		---	---
4	Holding workshops for students to introduce them to their plans and registration priorities, especially for new students	✓		---	---
5	Directing and following up students on the need to adhere to the study plan when registering their courses	✓		---	---
6	List number of students who are failing	✓		---	---
7	Organizing meetings with students who are failing academically, and holding meetings with professors of courses in which the student has stumbled to discuss the causes of stumbling and proposing solutions	✓		---	---
8	Advising moment	✓		---	---
9	Providing counseling, preventive and curative programs	✓		---	---
10	Providing psychological counseling for cases that suffer from behavioral and psychological problems		✓	No hapless cases were recorded	---
11	Referee cases that need specialized psychological support to the academic advising center or to Al-Amal psychiatric hospital		✓	No hapless cases were recorded	---
12	Advising students to settle down while studying		✓	It was difficult to convince students to completely move to the place of study	It was difficult to convince students to completely move to the place of study
13	Holding additional lectures in the courses of expatriate students	✓		---	---

14	Organizing extracurricular activities for new students so that they can adapt to the new university life to increase their relation to the place and increase their activity towards studying	✓		----	----
15	Following the semester average of the fresh student (1st Year)	✓		----	----
16	Improve the support for new and existing faculty members through the establishment of better tenure, and a rewarding system.		✓	Some staff members completed 10 years	New national staff members were appointed in the Department
17	Increasing the stability of the faculty members of the program		✓	Some staff members completed 10 years	New national staff members were appointed in the Department
18	Increasing the number of research groups to include all members of the department.	✓		----	----
19	Financial support should be enhanced through existence of research groups.	✓		----	----

Program Co-coordinator

Head of Quality Assurance and Academic Accreditation Committee

Dr. Barkat Al-Rashidi

Dr. Maged Fouda

Signature:

Signature: Maged Fouda

يعتمد

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التوقيع/ 