

Kingdom of Saudi Arabia  
Ministry of education  
Jouf University  
Faculty of Science  
Physics Department

رؤية  
VISION 2030  
المملكة العربية السعودية  
KINGDOM OF SAUDI ARABIA

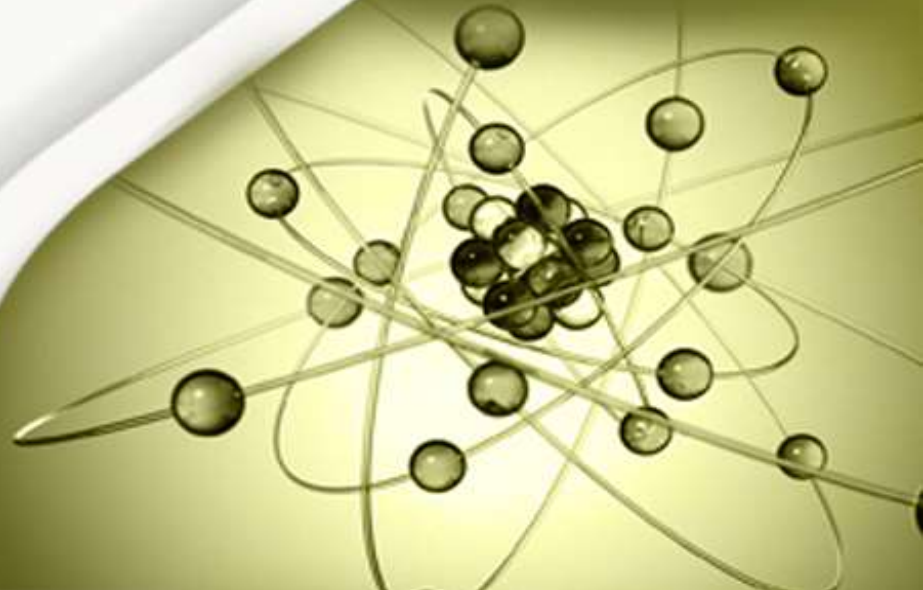


كلية العلوم  
College of Science  
جامعة الجوف  
Jouf University

جامعة الجوف  
Jouf University

المملكة العربية السعودية  
وزارة التعليم  
جامعة الجوف  
كلية العلوم  
قسم الفيزياء

**Key Performance Indicators Report**  
**Bachelor of Physics**  
**College of Science - Jouf University**  
**2021/2022**



**Key Performance Indicators Data for Physics Program, College of Science in main campus, Year 2021/2022.**

Code	Key Performance Indicators	Actual Benchmark			Target Benchmark	Internal Benchmark (2020/2021)	External Benchmark Prince Sattam Bin Abdulaziz (PSAU)	New Target Benchmark
		Male	Female	Overall				
KPI-P- 01	Percentage of achieved indicators of the program operational plan objectives.	75.8%			80 %	62.5%	87.33%	80 %
KPI-P- 02	Students' Evaluation of quality of learning experience in the program	4.17	4.5	4.45	4.5	4.3	4.2	4.5
KPI- P- 03	Students' evaluation of the quality of the courses.	4.2	4.43	4.4	4.5	4.33	4.21	4.5
KPI- P - 04	Completion rate.	17.4%	30%	25.4%	80 %	21.5 %	35.3%	80%
KPI- P – 05	First-year students retention rate	60%	88%	83%	80 %	74.1 %	94.7%	84%
KPI- P - 06	Students' performance in the professional and/or national examinations.	--	--	--	25 %	8%	No Data	%25
KPI- P - 07	Graduates' employability and enrolment in postgraduate programs.	46.2%	37.5%	40%	50%	27.3%	No Data	50%
		33.3%	0%	6.1%	20%	16.65 %		25 %
KPI- P - 08	Average number of students in the class.	7.64	13.81	10.91	25	14	20	25
KPI- P - 09	Employers' evaluation of the program graduates proficiency.	4.1	4.3	4.28	4.2	4	3.7	4.5
KPI- P - 10	Students' satisfaction with the offered services.	4.2	4.33	4.25	4	3.88	3.55	4.5

KPI- P - 11	Ratio of students to teaching staff.	1.5:1	11:1	5:1	20:1	7 :1	18.8:1	20:1
KPI- P - 12	Percentage of teaching staff distribution.	M:74.2% F:25.8% Assist. P: 67.7% Assoc. P: 29.1% Prof.: 3.2%			M: 60% F:40 % Assist. P:48 % Assoc. P:40 % Prof.: 12 %	M:70% F:30 % Assist. P: 70 % Assoc. P: 26.7 % Prof.: 3.3 %	M: 66% F: 34% Assist. P.31.9% Assoc. P:12.8% Prof. 10.6%	M:60% F: 40% Assist. P: 48% Assoc. P: 40% Prof.: 12%
KPI- P - 13	Proportion of teaching staff leaving the program.	0%	11.1%	3.2%	6%	11.5 %	3.8%	2 %
KPI- P - 14	Percentage of publications of faculty members.	100%	87.5%	96.77%	100 %	90 %	92.3%	100 %
KPI- P - 15	Rate of published research per faculty member.	5.17:1	2:1	4.35:1	3:1	2.9:1	5.5:1	5:1
KPI- P - 16	Citations rate in refereed journals per faculty member.	85:1	34.75:1	63.5:1	40:1	38.8:1	No Data	70:1
KPI- P - 17	Satisfaction of beneficiaries with the learning resources.	4.2	3.85	4.2	4.2	4.04	3.7	4.5
KPI-AP-1	Number of research groups in the program	3		3	1	2	No Data	1
KPI-AP-2	The number of supported research projects obtained by the program per year	46	6	52	20	18	No Data	55
KPI-AP-3	Percentage of students participating in extracurricular activities	83%	84%	83.5%	60 %	52.6 %	No Data	85%
KPI-AP-4	Employers' satisfaction with the program's target, vision and mission	4		4	4	3.86	No Data	4.2
KPI-AP-5	Percentage of student graduation projects related to the surrounding community	57.1%	50%	53.3%	45 %	40 %	No Data	60 %

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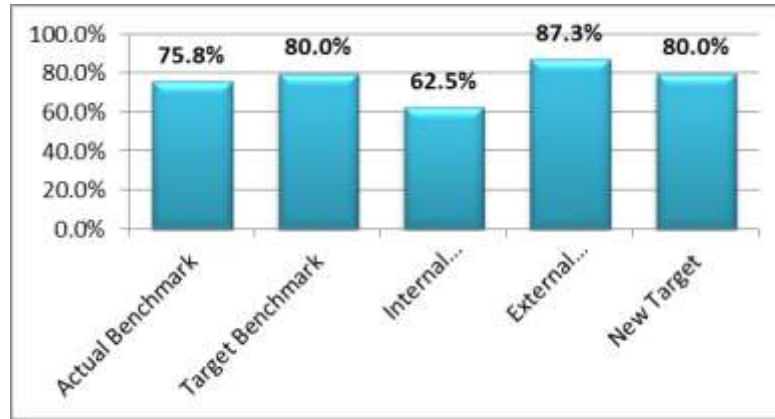


المملكة العربية السعودية  
وزارة التعليم  
جامعة الجوف  
كلية العلوم  
رمزه (٥١/٩/٤٤)

### Standard 1: Mission and Goals

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

NCAAA KPI Reference Number: KPI-I- 01: Percentage of achieved indicators of the program operational plan objectives				
Actual Benchmark	Target Benchmark	Internal Benchmark * (previous data)	External Benchmark** Prince Sattam Bin Abdulaziz (PSAU)	New Target Benchmark
75.8%	80%	62.5%	87.33%	80%



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

#### **Analysis:**

The Percentage of achieved indicators of the program operational plan objectives is based on the percentage of performance indicators of the operational plan. The actual benchmark of The Percentage of achieved indicators operational plan objectives. The actual benchmark of The Percentage of achieved indicators of the program operational plan objectives through the year 2021/2022 reached to (75.8%) which exceeds the internal benchmark (62.5%) but did not achieve the targeted benchmark (80%). It is noted that the actual benchmark (75.5%) in the program lower than the external benchmark (87.3%) of Prince Sattam Bin Abdulaziz (PSAU).

#### ● **Strengths**

The KPIs were divided on the program committees. Each committee has its plan

- The actual benchmark of the Percentage of achieved indicators of the program operational plan objectives has been increased and exceeds the internal benchmark value

#### ● **Cause**

The program works through only the NCAAA KPIs

#### **Result**

KPI-P-01 was not achieved

#### ● **Areas of improvement**

The operational plan and the operational KPIs

- **Recommendations :** *For male and female*

- Linking the objectives of the program's operational plan to the college's new strategic plan (2022-2026)
- Increase the Achieved indicators of the program operational plan objectives

**Explain:**

● **How was the benchmark calculated?**

The percentage of the achieved indicators of the operational plan objectives = 
$$\frac{\text{The number of the achieved indicator}}{\text{the total number of the indicators}}$$

● **Name of the internal benchmark provider**

Physics program- Jouf University.

● **Name of the external benchmark.**

Prince Sattam Bin Abdulaziz (PSAU)

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

Prince Sattam Bin Abdulaziz University (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).

● **What did you use as the supported documents for KPIs calculation?**

- 1- Linking the objectives of the program's operational plan to the college's new strategic plan (2022-2026)

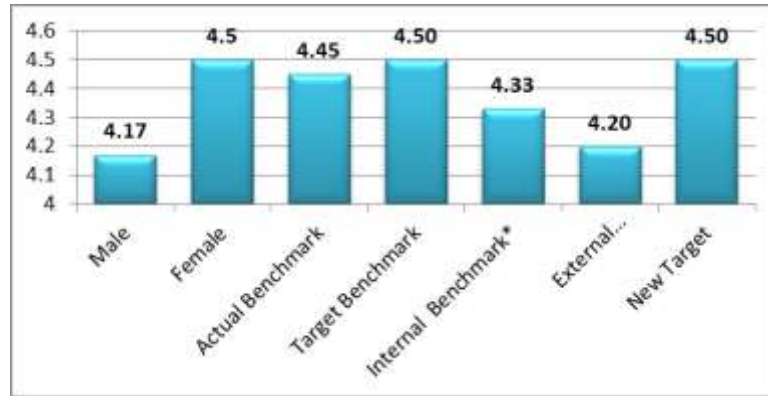
**Proposed Action plan**

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
KPI-P-01	<u>at the level of the program</u> Linking the objectives of the program's operational plan to the college's new strategic plan (2022-2026)	<u>at the level of the program</u> Amending the operational plan to match the strategic plan of the college	Operational plan committee	Program coordinator	Septemper 2022	June 2023

**Standard 2: Teaching and Learning**

***KPI-P-02: Students' evaluation of the quality of their learning experiences in the program***

NCAA KPI Reference Number, KPI-P-02: Students' evaluation of the quality of their learning experiences in the program						
Actual Benchmark			Target Benchmark	Internal Benchmark * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
4.17	4.5	4.45	4.5	4.33	4.2	4.5



**Figure 2.** Students' evaluation of the quality of their learning experiences in the program

**Analysis:**

The data shows a description of the final year student's assessment of the quality of their learning experiences in the program. KPI-P-02 is calculated from the questionnaire (the quality of learning experiences in the academic program). The response was high for female section. The actual performance indicator for the female section (4.5) is greater than that of the male section (4.17). The actual value of the male section is less than the target benchmark (4.5) and the targeted value (4.5) did not achieved. The actual Benchmark (4.45) of the program is greater than both values of the External Benchmark, PSAU (4.2) and Internal Benchmark (4.3) and target benchmark (4.5) approximately achieved.

● **Strengths**

The target benchmark of the program was achieved and exceeds internal and external benchmark.

● **Cause**

1-The program top management pay attention to the program activities.

**.Result**

Male branch did not achieve the target benchmark

**Areas of improvement**

1- Increase the extracurricular activities.

● **Recommendations For male students**

Activating the existing extracurricular activities that contribute to the achievement of the learning outcomes of the program in a sufficient manner.

**Explain:**

● **How was the benchmark calculated?**

Implementation of a questionnaire final year students for the quality of learning experiences in the program on a five-level scale

Students' evaluation of the quality of their learning experiences

$$= \frac{\text{The sum of final year students' evaluation of the items related to the quality of learning experiences}}{\text{The number of students surveyed}}$$

**Name of the internal benchmark provider (Committee name + Approval Date by department Council)**

Physics program- Jouf University.

● **Name of the external benchmark.**

Prince Sattam Bin Abdulaziz university (PSAU)

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

Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).

● **What did you use as the supported documents for KPIs calculation?**

Final year students' evaluation questionnaire reports on the quality of learning experiences in the academic program.

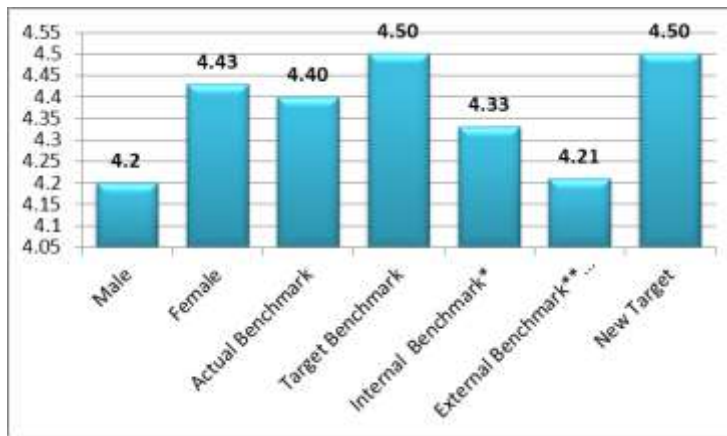
**Proposed Action plan**

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
KPI-P-02	<b><u>For male students</u></b> Activating the existing extracurricular activities that contribute to the achievement of the learning outcomes of the program in a sufficient manner	Review and evaluate curricular and extracurricular activities of the program to ensure that these activities verify well the measured Learning outcomes.	Extracurricular committee	Program coordinator	September 2022	June 2023



**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						
Actual Benchmark			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
4.2	4.43	4.4	4.5	4.33	4.21	4.5



**Figure 3.** Students' evaluation of the quality of the course in the program.

**Analysis:**

The figure above shows a description of the student's evaluation of the quality of the course for the program. The actual performance indicator for the female section (4.43) is greater than that of the male section (4.2). The actual value of the male section is less than the actual benchmark (4.4). The actual Benchmark of the program is greater than both values of the External Benchmark, PSAU (4.21) and Internal Benchmark (4.33) and the target benchmark (4.5) was not achieved.

**Strengths**

The actual Benchmark of the program is greater than both values of the External Benchmark, PSAU (4.21) and Internal Benchmark (4.33)

**Cause**

1- The program gives its attention to improve the quality of the courses.

● **Result**

The actual Benchmark of the program is greater than the Internal Benchmark (4.33)

**Areas of improvement**

1- Teaching strategies.

● **Recommendations for male and female student's**

- The course instructor should encourage students to fill out the questionnaires accurately after they know that their opinion will be taken into consideration and will have a role in developing the teaching of the course.

• **Explain**

• **How was the benchmark calculated?**

Implementation of a questionnaire students' evaluation of the quality of courses on a five-level scale in an annual survey

Student evaluation of the courses' quality

$$= \frac{\text{The sum of the students' evaluations of the items related to the quality of courses in the course questionnaire for the academic program}}{\text{The number of students surveyed}}$$

• **Name of the internal benchmark provider**

Physics program- Jouf University

**Name of the external benchmark.**

Prince Sattam Bin Abdulaziz university (PSAU)

• **Why did you choose this external benchmark?**

- Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).

• **What did you use as the supported documents for KPIs calculation?**

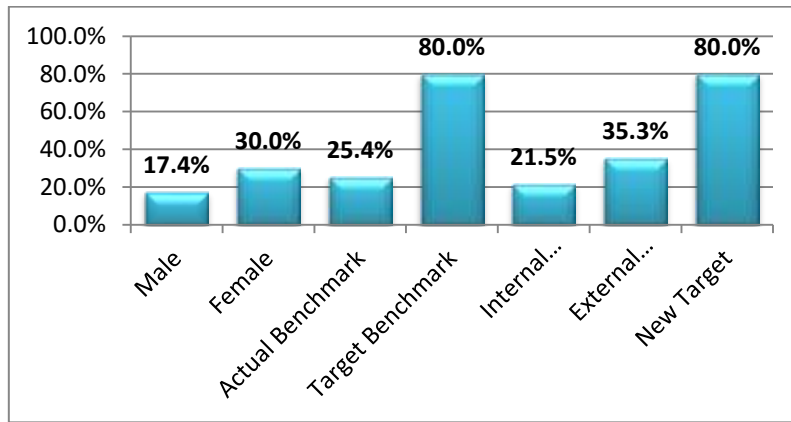
Reports of the student's evaluation of the quality of the courses in the program questionnaire

**Proposed Action plan**

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
KPI-P-03	<p><b><u>For male and female student's</u></b></p> <p>The course instructor should encourage students to fill out the questionnaires accurately after they know that their opinion will be taken into consideration and will have a role in developing the teaching of the course.</p>	Activate office hours and advising hours	course teachers	Quality coordinator	Septemper 2022	June 2023

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

NCAAA KPI Reference Number: KPI-P-04 Completion rate						
Actual Benchmark			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
17.4%	30%	25.4%	80%	21.5%	35.3%	80%



**Figure 4: Completion rate**

**• Analysis:**

The figure above shows a description of the student's completion rate in the program. It is noted from the data obtained of completion rate for the female section (30%) completely higher than the corresponding values in the student sector (17.4%). The total value (25.4%) didn't achieve the target for this year (80%) but it is higher than the internal benchmark (21.5%) and is still lower than the external benchmark (35.3%) of Prince Sattam Bin Abdulaziz (PSAU). The male section is slightly less than internal benchmark.

**• Strengths**

The actual benchmark is almost increase and exceeds the internal benchmark

**• Cause**

The program worked on improves the learning outcomes.

**• Result**

Addressing the difficulty of registering courses to avoid conflicts

**• Areas of improvement**

Teaching strategies and assessment methods

**• Recommendation:**

### For male and Female students

Improve the involvement factors that lead to a decrease in the completion rate: (a) student-faculty interaction, (b) the role of mentorship, and (c) participation in student organizations as well as Motivation for extracurricular activities.

### Explain:

- **How was the benchmark calculated?**

completion rate

=

$$\frac{\text{The number of undergraduate students who completed the program within the prescribed period of the program from each batch}}{\text{The number of students in the Batch}}$$

- **Name of the internal benchmark provider**

Physics program- Jouf University

- **Name of the external benchmark.**

Prince Sattam Bin Abdulaziz university (PSAU)

- **Why did you choose this external benchmark?**

- Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).

- **What did you use as the supported documents for KPIs calculation?**

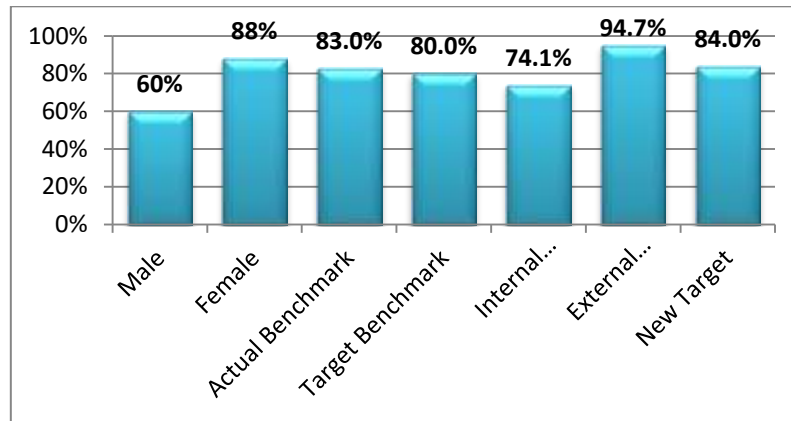
The reports of the admission and registration of the number of undergraduate students who have completed the program within the prescribed period program for each batch.

### Proposed Action plan

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
KPI-P-04	<u>for male and female students</u> <ul style="list-style-type: none"> <li>• Improve the involvement factors that leads to a decrease in the completion rate: (a) student-faculty interaction, (b) the role of mentorship, and (c) participation in student organizations as well as Motivation for extracurricular activities.</li> </ul>	<u>for male and female students</u> (a) Enhance student-faculty interaction, (b) activate the role of mentorship, and (c) participation in student organizations as well as Motivation for extracurricular activities.	Academic advisor committee	Program coordinator	September 2022	June 2023

**KPI-P-05: first-year student's retention rate**

NCAAA KPI Reference Number: KPI-P-05 first-year student's retention rate						
Actual Benchmark			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
60	88	83	80	74.1	94.7%	84



**Figure 5:** first-year student's retention rate in the physics program

● **Analysis:**

The results show that the percentage of students who enter the program and successfully complete the first year has been increased in 2021/2022 compared to the last academic year 2020/2021. However the actual benchmark (83%) has been increased for the program but the actual value of male section (60%) is still lower than the value of female section (88%) and of the value program (83%). However, the targeted level has been achieved; but it is still less than the external benchmark of Prince Sattam Bin Abdulaziz (PSAU).

● **Strengths**

- The results of the first-year student's retention in the physics program are higher than the internal benchmark.
- The target has been achieved for the program and female section.

● **Cause**

As a result of faculty members encouraging students in the first year of the program to study diligently and diligently to pass first level courses successfully and exceed.

● **Result**

Students pass first level courses successfully and exceed the result of encouraging their faculty members

● **Areas of improvement**

Follow up and encourage students to study diligently and to pass first level courses successfully.

• **Recommendations for male students/**

- Follow up of student's performance and results with comparisons of results with previous one.
- Implement the mechanism and procedures of the Student retention policy and increased completion rates.

**Explain:**

• **How was the benchmark calculated?**

External benchmark of the number of students who entering the program and successfully complete first year provided by the academic program was calculated at the corresponding program NBU and PSAU in the same way that was calculated in the academic program (Percentage of first-year undergraduate students who continue at the program in the next year to the total number of first-year students in the same year).

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

• **Name of the internal benchmark**

Physics program- Jouf University

• **Name of the external benchmark.**

Prince Sattam Bin Abdulaziz university (PSAU)

• **Why did you choose this external benchmark?**

Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).

• **What did you use as the supported documents for KPIs calculation?**

The reports of the admission and registration system of the number of first-year students 2020/2021 who continue in the program for the next year 2021/2022.

**Proposed Action plan**

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
KPI-P-05	<p><b><u>for male students</u></b></p> <ul style="list-style-type: none"> <li>• Follow up of student's performance and results with comparisons of results with previous one.</li> <li>• Increase retention rates.</li> </ul>	<ol style="list-style-type: none"> <li>1. Review student's performance and results with comparisons of results with previous one.</li> <li>2. Implement the mechanism and procedures of the Student retention policy and increased completion rates.</li> </ol>	Training and development committee	Academic affairs committee	September 2022	June 2023

**KPI-P-06: The Students' performance in the professional and/or national examinations for the physics program**

NCAAA KPI Reference Number: KPI-P-06: The Students' performance in the professional and/or national examinations for the physics program						
Actual Benchmark			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
NA	NA	NA	25%	8%	---	25%

**Analysis:**

The data and analysis of KPI-P-06: The Students' performance in the professional and/or national examinations for the physics program is not calculated as we did not receive the data for the indicator from the competent authority.

**Strengths:**

• **Recommendations:**

**Explain:**

• **Name of the internal benchmark provider**

Physics program- Jouf University.

• **Why this internal benchmark provider was chosen?**

Because it is a self-comparison for the physics program in Jouf University.

• **How was the benchmark calculated?**

The level of internal reference performance was calculated through the percentage number of graduates who pass professional and/or national exams by dividing the number of graduate's students who pass professional and/or national exams with the total number of graduates who perform professional or national exams in the same year.

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

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

• **Name of the external benchmark.**

Prince Sattam Bin Abdulaziz university (PSAU)

• **Why did you choose this external benchmark?**

• Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).

• **What did you use as the supported documents for KPIs calculation?**

➤ Reports of the total number of graduates from the program who have taken professional and/or professional examinations national within a year from Alumni management.

➤ Reports of the total number of graduates from the program who have passed the professional and/or professional examinations national within a year from Alumni management.

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

NCAAA KPI Reference Number: KPI-P-07, Graduates' employability and enrolment in postgraduate programs						
Actual Benchmark			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
46.2%	37.5%	40%	50%	27.3%	---	50%
33.33%	0%	6.1%	25%	16.7%		%25

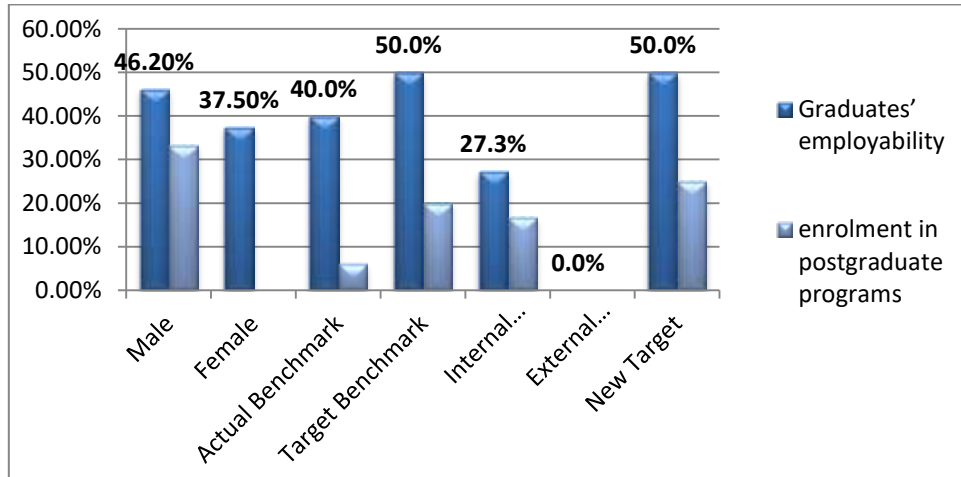


Figure 9: Graduates' employability and enrolment in postgraduate programs

**Analysis:**

The figure above shows that the value of the actual performance indicator (40 %) of the percentage of the employability of graduates is higher than the internal benchmark value (27.3%) but the target (50%) did not achieved. however the actual benchmark is increased through the last year but the actual value for male section (46.2%) is higher than the value of female section (37.5%). Based on the analysis of the indicator's development, the target performance indicator value will be fixed. The value of the new target is (50 %). Also the figure above shows percentage of Graduates' enrolment in postgraduate programs. From the table the actual performance indicator (6.1%) of the percentage value of the Enrollment in postgraduate program has been sharply decreased in the last year and the target (25%) was not achieved also the actual value of female section decreased to 0% which is much lower than the value in male section (33.33%). Based on the analysis of the indicator's development, the target performance indicator value will be fixed. The value of the new target indicator is 25 %.

**Strengths**

Although the percentage value of the employability of graduates of the physics program is approximately higher than the internal benchmark value but it is considered small and didn't achieved the targeted value. Also, it is cleared that the percentage value of the enrollment to postgraduate studies



of the physics program has been sharply decreased in the last year and the targeted value was not achieved. So it needs more improvement.

- **Cause**

- 1- Employment opportunities available to graduates are few
- 2- The high cost of applying to graduate studies
- 3- The lack of availability of various specializations for the postgraduate programs for the students of the program in line with their desires, as there is only one specialization for male and female students, which is material science to enroll in postgraduate studies.

- **Result**

The percentage of Graduates' employability and enrolment in postgraduate programs is almost small

- **Areas of improvement**

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

**Recommendation**

**For female students**

- Involve students in research activities, such as participating in scientific seminars within the college, scientific research...
  - Searching for companies from the labor market to receive students for training or as organized field visits, which contributes to raising the rate of employment for students of the physics program
- Explained:**
- **Name of the internal benchmark provider**  
Physics program- Jouf University
  - **Why this internal benchmark provider was chosen?**  
Because it is a self-comparison for the physics program in Jouf University.
  - **How was the benchmark calculated?**  
Internal benchmark was calculated through the percentage number of graduates who were employment or enrolled in postgraduate programs within a year of their graduation to the total number of program graduates in the same year.

*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=**

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

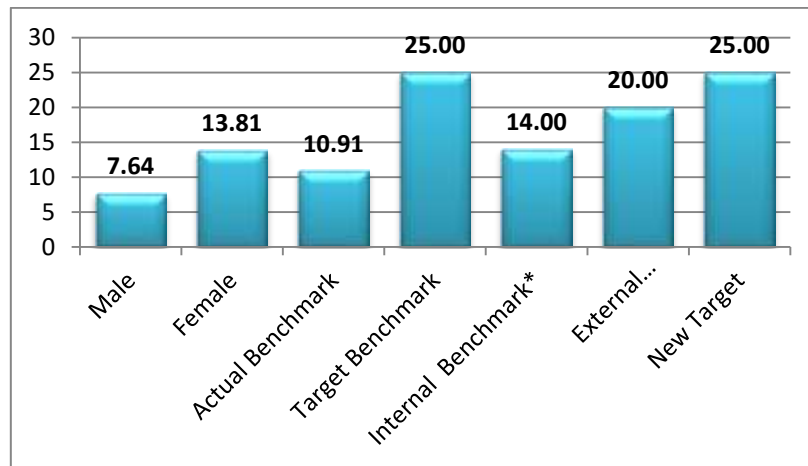
- **Name of the external benchmark.**  
Prince Sattam Bin Abdulaziz university (PSAU)
- **Why did you choose this external benchmark?**
- Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).
- **What did you use as the supported documents for KPIs calculation?**
  - Reports the total number of program graduates from admission and registration system
  - Report of the number of program graduates (batch) who were employed during the first year of graduating them from Alumni management

**Proposed Action plan**

No. KPI	Recommendation	Action	Responsible	Follow up	Start date	Complete date
KPI-P-07	<b><u>For male and female students</u></b> Involve students in research activities, such as participating in scientific seminars within the college, scientific research...	Motivate students to participate in scientific seminars within the college, scientific research...	Program coordinator	Department council	September 2022	June 2023
	Searching for companies from the labor market to receive students for training or as organized field visits, which contributes to raising the rate of employment for students of the physics program	Meetings and workshops with the employers	Institutions	Department council	September 2022	June 2023

**KPI-P-08: The average number of students in the class in the physics program.**

NCAAA KPI Reference Number: KPI-P-08: The average number of students in the class in the program.						
Actual Benchmark			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
7.64	13.81	10.91	25	14	20	25



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

● **Analysis:**

The results indicate that the actual performance indicator of the average number of students in the class in the physics program has decreased to 10.91; compared to the target performance which was equal to 25 the target performance was achieved. Based on the analysis of the indicator's development, the target performance indicator value will be fixed. The value of the new target indicator is (25)

● **Strengths**

Although the average number of students in class is approximately low but this making the teaching process more efficient to student.

● **Cause**

As a result of turnout students' enrolling in the program

● **Result**

• Increase the number of students enrolled in the program and thus increases the average number of students in the classrooms.

- **Areas of improvement**

More efforts have to be made by the institute to lower the number of students entering the physics program and increase the number of classrooms and laboratories especially in the female section.

- **Recommendations at the level of the program**

Maintain the same ratio for the coming years, taking into account any expected increase in the number of student admissions in the coming years

**Explain:**

- **How was the benchmark calculated?**

The internal indicator was calculated by dividing the number of students per class (in each teaching session/activity: lecture, and laboratory) / the total number of classes during the year.

- **Name of the internal benchmark provider**

Physics program- Jouf University

- **Name of the external benchmark.**

Prince Sattam Bin Abdulaziz university (PSAU)

- **Why did you choose this external benchmark?**

- Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).

- **What did you use as the supported documents for KPIs calculation?**

- Reports the number of students in the class in each meeting / teaching activity, a group lecture small discussion panels practical lessons from the admission and registration system.
- Reports of the total number of classes from the admission and registration system

➤ **Proposed Action plan**

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
KP I-P-08	<b><u>at the level of the program</u></b> Maintain the same ratio for the coming years, taking into account any expected increase in the number of student admissions in the coming years	<b><u>at the level of the program</u></b> Determining the number of students in the department according to the needs of the program	Academic affairs committee	Academic affairs committee	From September 2022	June 2023

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

NCAAA KPI Reference Number: KPI-P-09 Employers' evaluation of the program graduates proficiency						
Actual Benchmark			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total	4.2	4	3.7	4.5
4.1	4.3	4.28				

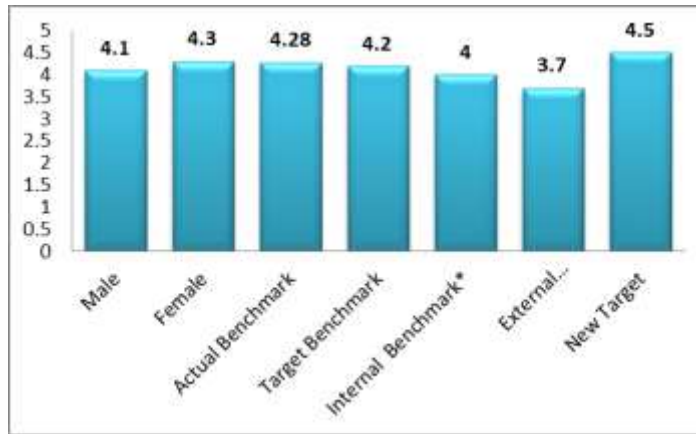


Figure 9: The employers' evaluation of the physics program graduates proficiency.

- Analysis:**  
The figure above shows that the actual performance indicator of the employers' evaluation of the physics program graduates proficiency in job skills reached a high rated value 4.28 which is slightly greater than the both values of the internal benchmark (4) and external for Prince Sattam Bin Abdulaziz university, 3.7. It is notated that the target value (4.2) was achieved for female students and for the program but not achieved for male students. Based on the analysis of the indicator's development, the target performance indicator value will be increased. The value of the new target indicator is (4.5).
  - Strengths**  
-The degree of employers' evaluation of graduates in job skills is high with rated value 4.28 and the targeted value has been achieved
  - Cause**  
The reasons that led to the failure to achieve the target performance indicator are: The graduate of the program does not have the skills and experiences 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

• **Recommendation for male students**

Informing students, alumni's, graduates and employers of the decisions taken as a result of the opinion polls they participated in.

• **Explain:**

• **Name of the internal benchmark provider**

Physics program- Jouf University

• **Why this internal benchmark provider was chosen?**

Because it is a self-comparison for the physics program in Jouf University.

• **How was the benchmark calculated?**

The internal benchmark was calculated through the employers' evaluation of the physics program graduates proficiency provided by the academic program for the past year on a five-point scale.

• **Name of the external benchmark.**

Prince Sattam Bin Abdulaziz university (PSAU)

• **Why did you choose this external benchmark?**

- Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).

• **What did you use as the supported documents for KPIs calculation?**

- Employers' evaluation questionnaire on the efficiency of the program's graduates report

**Proposed Action plan**

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
<b>KPI-P-09</b>	<b><u>For male students</u></b> Informing students, alumni's, graduates and employers of the decisions taken as a result of the opinion polls they participated in.	Meetings and workshops with the Stakeholders	Program coordinator	Department council	September 2022	June 2023

### Standard 4: Students

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

NCAAA KPI Reference Number: KPI-P-10 Students' satisfaction with the offered services						
Actual Benchmark			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
4.2	4.33	4.25	4	3.88	3.55	4.5

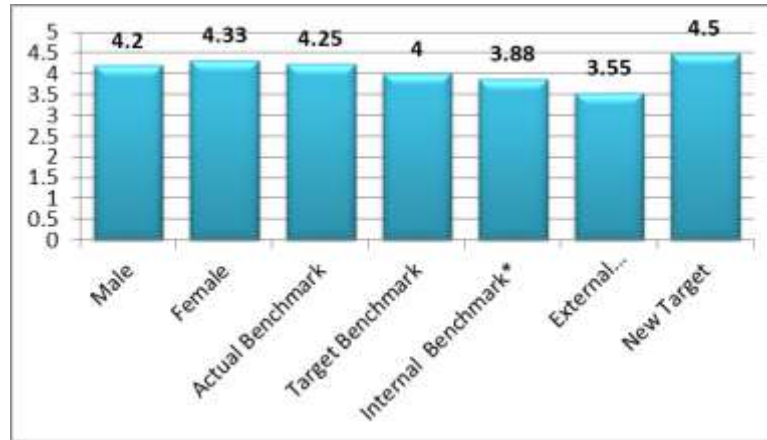


Figure 10: Students' satisfaction with the offered services.

- **Analysis:**

The figure above shows that the actual performance indicator of the students' satisfaction with the offered services of the physics program reached a high rated value (4.25) which is higher than the values of the internal benchmark (3.88), external benchmark Prince Sattam Bin Abdulaziz university (3.55) and target (4). Also it is clear the actual performance indicator of the students' satisfaction with the offered services for female section (4.33) is slightly higher than the value of male section (4.2) but the both values achieved the target benchmark. Based on the analysis of the indicator's development, the target performance indicator value will be increased. The value of the new target indicator is (4.5).

- **Strengths**

The degree of students' satisfaction with the offered services is high with rated with value 4.25

- Both values of male and female sections achieved the target benchmark

#### **Cause**

The reasons that led to the failure to achieve the target performance indicator are: Some of the services provided by the program, such as internet service and catering facilities, need improvement

#### **Result**

Surveyed students felt satisfied with the academic staff and teaching methods, syllabus and learning materials, physical facilities and discipline activities. However, curriculum and discipline activities were evaluated acceptable. The research provides some suggestions to improve the students' satisfaction by investing in infrastructure and facilities, improving the internal internet network, and providing enough places to sell food and drinks

### Areas of improvement

- Provision of appropriate maintenance services for classrooms (including lecture rooms, laboratories etc.)
- **Recommendations at the level of the program**
  - Provide adequate facilities for food service
  - While ensuring the safety of food served to students and equipment available to the program.

### Explain:

- **Name of the internal benchmark provider**  
Physics program College of science Jouf University
- **Why this internal benchmark provider was chosen?**  
Because it is a self-comparison for the physics program in Jouf University.
- **How was the benchmark calculated?**  
The internal benchmark was calculated through students' satisfaction with the offered services of the physics program graduates proficiency provided by the academic program for the past year on a five-point scale.
- **Name of the external benchmark.**  
Prince Sattam Bin Abdulaziz university (PSAU)
- **Why did you choose this external benchmark?**  
Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).
- **What did you use as the supported documents for KPIs calculation?**

➤ Report of the Student satisfaction survey on the various services provided by the program.

### Proposed Action plan

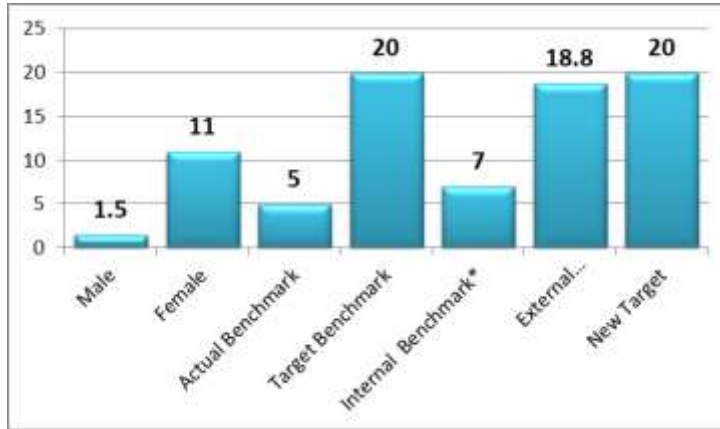
No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
<b>KPI-P-10</b>	<b><u>at the level of the program</u></b> Improving the services provided to students	-Provide adequate facilities for food service -Ensuring the safety of food served to students and equipment available to the program.	Internal audit committee	Quality coordinator	September 2022	June 2023



**Standard 5: Teaching Staff**

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

NCAAA KPI Reference Number: KPI-P- 11 Ratio of students to teaching staff						
Actual Benchmark			Target Benchmark	Internal Benchmark*	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
1.5:1	11:1	5:1	20:1	7:1	18.8:1	20:1



**Figure 11: Ratio of students to teaching staff.**

**Analysis:**

Actual value of the Ratio of students to teaching staff of the program is calculated by dividing the all number students in the program by the number of full-time teaching staff at the department during the academic year 2021/2022. Figure above shows that the actual performance of the ratio of students in male section (1.5:1) is very low compared to female section ratio (14:1) this due to the large number of female than male students. It clear that the external benchmark of Prince Sattam Bin Abdulaziz University (18.8:1) is higher than the actual benchmark of the program (5:1) and the male value (1.5:1) but it is closely to female ratio (14:1). There is no change in the actual value (5:1) comparing to the value of the last year (8:1), so that the target performance was fixed at (20:1).

**Strengths:**

Although the actual indicator of the Ratio of students to teaching staff of the program is approximately low but this making the teaching process more efficient to student.

**Cause:**

The actual performance of the ratio of students to teaching staff (Male) indicator is very low with a value (1.5:1). This is due to the weak number of students (44) in Male section were registered in the program.

**Result:**

The program needs more improvements and efforts to attract students (particularly in male section) to enroll in it.

**-Areas of improvement:**

- Increasing the number of staff by hiring extra female staff.

**- Recommendations at level of the program**

- Increasing the number of staff by hiring extra teaching female staff.
- Working on organizing scientific workshops and conferences aimed at explaining the basics of physical sciences and important prospects through the formation of cadres capable of effective integration into the labor market.

**Explain:**

• **Name of the internal benchmark provider**

Physics program College of science Jouf University

• **Why this internal benchmark provider was chosen?**

- Because it is a self-comparison for the physics program in Jouf University.

• **How was the benchmark calculated?**

The internal benchmark was calculated through the Ratio of students to teaching staff in the program by dividing the total number of students of the program with total number of full-time faculty members in the physics program.

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

• **Name of the external benchmark.**

Prince Sattam Bin Abdulaziz university (PSAU)

• **Why did you choose this external benchmark?**

- Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).

• **What did you use as the supported documents for KPIs calculation?**

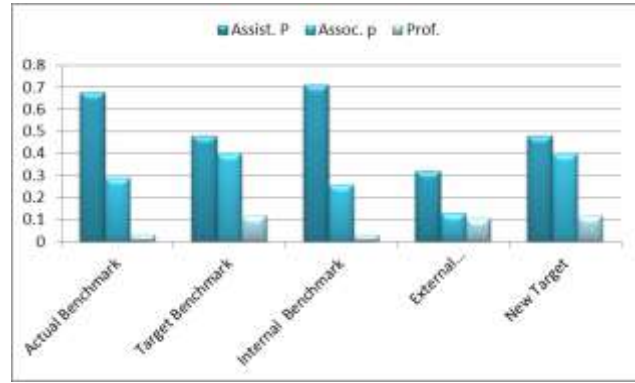
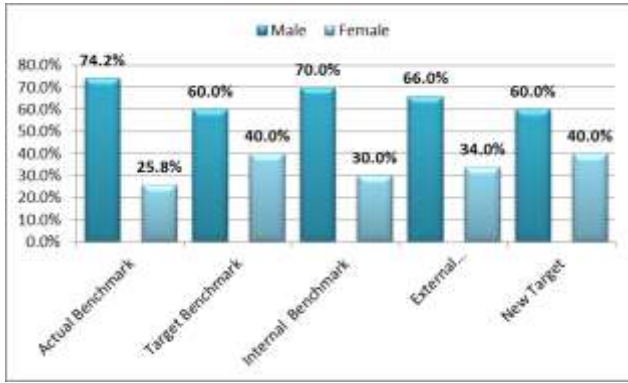
- Report of the number of full-time teaching staff from Deanship of Human Resources
- Report of the total number of students of the program from the Deanship of Admission and Registration.

**Proposed Action plan**

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
KPI-P-11	<u>at the level of the program</u> Increasing the number of staff by hiring extra teaching female staff.	Contracting with high ranking female staff	Human resources	Program coordinator	September 2022	June 2023

**KPI-P- 12 Percentage of teaching staff distribution.**

NCAAA KPI Reference Number: KPI-P- 12 Percentage of teaching staff distribution.				
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark** (PSAU)	New Target Benchmark
M:74.2%, F:25.8% Prof. 3.2 % Assoc. P. 29.1 % Assist. P. 67.7%	M: 60%, F: 40% Prof.: 12 % Assoc. P: 40 % Assist. P: 48 %	M: 70%, F: 30% Prof.: 3.3 % Assoc. P: 26.7% Assist. P: 70%	M: 66%, F: 34% Prof. 10.6% Assoc. P: 12.8% Assist. P.31.9%	M: 60%, F: 40% Prof.: 12 % Assoc. P: 40 % Assist. P: 48 %



**Figure 12:** Percentage of teaching staff distribution by gender and by ranks

**Analysis:**

From the above data it is clear that the Percentage of teaching staff for male section (74.2%) is much higher than percentage of female section (25.8%), comparing to the external benchmark it is clear that the percentage of male (66) and female (34%) for Prince Sattam Bin Abdulaziz University is higher. The actual performance indicator of percentage distribution of faculty members by ranks show that the rates of Assist. Prof (67.7%) and Assoc. Prof (29.1%) are higher than the internal benchmark (25.8% and 71% respectively) but the percentage of professors remains constants at (3.2%). However, the rate of Prof presents low value. The target performance was not achieved. Based on the analysis of the indicator's development, the target performance indicator value will be fixed at the same values.

**- Strengths:**

- The improvement of the rate of Assoc. Prof to reach the value 29.1 %.
- The decrease of the rate of Assist. Prof to reach the value 67.7 %.

**- Cause:**

- The finish of contracts of some faculty members for reasons related to the period allowed for them to contract with their original universities or for personal reasons.
- The lack of contracting with new faculty members, this is due to the conditions of the Corona virus, which affected the whole world.

### -Result:

- The program works on the improvements of the rates of Assoc. Prof and Prof of staff distributions.

### -Areas of improvement:

- Improvement of the teaching staff distribution particularly in female section (very low rate 25.8 %).
- Attracting high scientific competencies (Assoc. Prof and Prof.).

### Recommendations at the level of the program

- Encourage the Assist. Prof Members to work on academic upgrade.
- Contracting with faculty members of higher academic ranks (Assoc. Prof and Prof.) to fill the shortage specially from female staff

### Explain:

- Name of the internal benchmark provider**  
Physics program College of science Jouf University
- Why this internal benchmark provider was chosen?**
  - Because it is a self-comparison for the physics program in Jouf University.
- How was the benchmark calculated?**  
The internal benchmark was calculated through the teaching staff distribution provided by the academic program for the past year.
- Name of the external benchmark.**  
Prince Sattam Bin Abdulaziz university (PSAU)
- Why did you choose this external benchmark?**
  - Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).
- What did you use as the supported documents for KPIs calculation?**  
Report of staff teaching in the program

### Proposed Action plan

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
KPI-P-12	<u>at the level of the program</u> Encourage the Assist. Prof Members to work on academic upgrade.	<u>at the level of the program</u> Awareness of the distinguished advantages of the academic upgrade of members on their academic career and educational institution	Program Administration	Program coordinator	September 2022	June 2023
	Attracting high scientific competencies (Assoc. Prof and Prof.) especially from female staff.	-Contracting with faculty members of higher academic ranks (Assoc. Prof and Prof.) to fill the shortage	Institution	Program coordinator	September 2022	June 2023

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

NCAAA KPI Reference Number: KPI-P- 13 Proportion of teaching staff leaving the program						
Actual Benchmark			Target Benchmark	Internal Benchmark*	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
0%	11.1%	3.2%	6 %	11.5 %	3.8%	2%

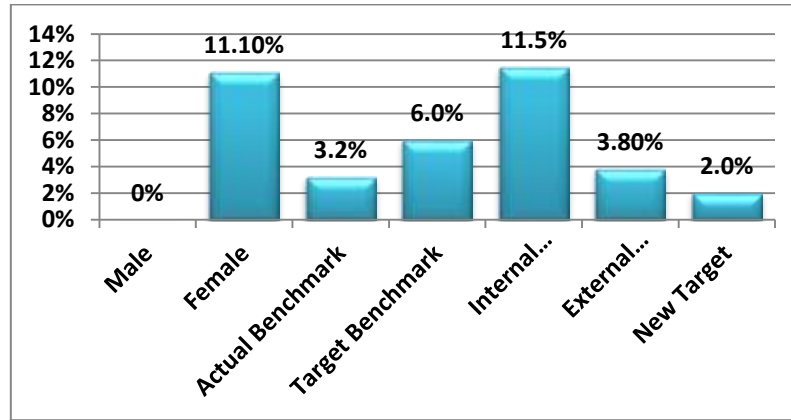


Figure 13: Proportion of teaching staff leaving the program.

#### Analysis:

The results indicate that the actual performance indicator of the proportion of teaching staff leaving the physics program has been decreased and reached 3.2%, 0% for male section and 11.1 % in female section. The target performance (6%) has been achieved and the actual performance (3.2%) has been decreased in the last year. The external benchmark (3.8%) for Prince Sattam Bin Abdulaziz University is approximately equal to the actual value (3.2%). The value of the new target indicator will be set at the (2%).

#### Strengths:

- The proportion of teaching staff leaving the physics program has been decreased for both male and female section.
- Proportion of teaching staff leaving the program in male section reached to 0% and the target benchmark has been achieved.
- And the stability of the number of staff members has been maintained, which supports the achievement of the objectives and outcomes of the program.

#### Cause:

The program is keen on the stability of the faculty members who belong to the program to encourage them to give more and excellence to the educational process in the program

#### -Result:

The program has maintained a stable number of teaching staff.

**-Areas of improvement:**

Improving working conditions and overcoming difficulties.

**Recommendations female section:**

Improving working conditions and overcoming difficulties.

**Explain:**

- **Name of the internal benchmark provider**
  - Physics program College of science Jouf University.
- **Why this internal benchmark provider was chosen?**
  - Because it is a self-comparison for the physics program in Jouf University.
- **How was the benchmark calculated?**

Percentage of Faculty dropout from the program=

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

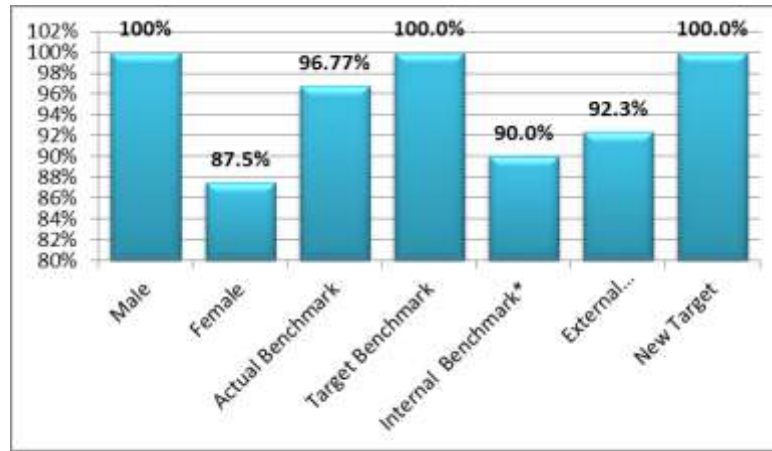
- **Name of the external benchmark.**  
Prince Sattam Bin Abdulaziz university (PSAU)
- **Why did you choose this external benchmark?**  
Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).
- **What did you use as the supported documents for KPIs calculation?**
  - The report of the number of faculty members in the two parts of the program from the Deanship of Human Resources.
  - Report of the number of faculty who leave the program annually for reasons other than reaching the age of the retirement from the Deanship of Human Resources
  - Report of the number of full-time teaching staff from Deanship of Human Resources

**Proposed Action plan**

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
KPI-P-13	<u>For female students</u> Strengthening the stability of the number of faculty members.	Improving working conditions and overcoming difficulties.	Training and development committee	Program coordinator	September 2022	June 2023

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

NCAAA KPI Reference Number: KPI-P-14 :Percentage of publications of faculty members						
Actual Benchmark			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
100%	87.5%	96.77%	100%	90%	92.3%	100



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

• **Analysis:**

Figure above shows that the Percentage of publications of faculty members for male section is 100%, while for the female section is 87.5% and at the level of the program reached to 96.77%. Actual Benchmark is higher than of both internal benchmark which is (90%) and external benchmark (92.3%). The results indicate that the actual performance of the scientific publication percentage indicator of the faculty members in the program is increasing from year to year and exceeds the internal value. Based on the analysis of the indicator's development, the target performance indicator value will be fixed. The new value is 100%

**Strengths**

-The percentage of publications of faculty members for both male and female section has been increased

-The percentage of publications of faculty members for male reached 100% and achieved the targeted value (100%)

**Cause**

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

• **Result**

The Percentage of publications of faculty members has been increased regularly.

• **Areas of improvement**

- Encouraging female staff member to boost their participation in program research activities by allowing better access to program research facilities.

- Increasing scientific cooperation among faculty members
- **Recommendations For female students**  
Raising the rate of scientific publication, citation, and participation in supported research projects

• **Explain:**

• **Name of the internal benchmark provider**

Physics program College of science Jouf University.

• **Why this internal benchmark provider was chosen?**

Because it is a self-comparison for the physics program in Jouf University.

• **How was the benchmark calculated?**

- The internal benchmark of Percentage of scientific publication for faculty members was calculated by dividing the number of full-time faculty members who published at least one research during the year to the total number of teaching staff in the program.

• **Name of the external benchmark.**

Prince Sattam Bin Abdulaziz University (PSAU)

**Why did you choose this external benchmark?**

Prince Sattam Bin Abdulaziz University (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).

• **What did you use as the supported documents for KPIs calculation?**

- The report of the number of full-time faculty members who published at least one research during the year from the Scientific Research Unit of the College.
- Report of the number of full-time teaching staff from Deanship of Human Resources

**Proposed Action plan**

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
<b>KPI-P-14</b>	<b><u>For female students</u></b> Raising the rate of scientific publication, citation, and participation in supported research projects	Making partnerships and agreements with public hospitals Nuclear and Radiological Regulatory commission and Renewable Energy Center in Al jouf.).	Institution	Program coordinator	September 2022	June 2023



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

NCAAA KPI Reference Number: KPI-P-15 :Rate of published research per faculty member						
Actual Benchmark			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
5.17:1	2:1	4.35:1	3:1	2.9:1	5.5:1	5:1

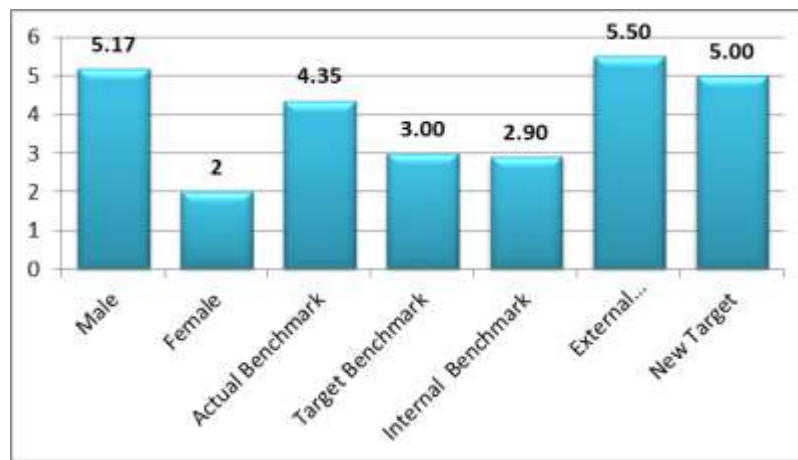


Figure 15: Rate of published research per faculty member in physics program.

- **Analysis:**  
Figure 15, shows that the Rate of published research per faculty member for male section is 5.17:1, while for the female section is 2:1 and the total value reached to 4.35:1. From The obtained result it is clear that the actual performance indicator of the rate of published research per faculty member has been increased to (4.35), but it doesn't exceed the value of external benchmark (5.5). Actual performance value (4.35:1) has been increased and exceed the internal benchmark (2.9) and target performance (3) has been achieved. Based on the analysis of the indicator's development, the target performance indicator value will be increased. The new value is 5:1.
- **Strengths**  
The actual performance indicator of the rate of published research per faculty member for both male and female branch has been increased together and the target performance (3) has been achieved
- **Cause**
  - There is a large number of faculty members are supported by the Deanship of Scientific Research.
  - Establishing of the central laboratory in Jouf University.
- **Result**  
The rate of published research per faculty member has been increased in the last three years
- **Areas of improvement**
  - encourage faculty members to apply for research projects
  - Increasing scientific cooperation among faculty members inside and outside the institution
- **Recommendations for female students**

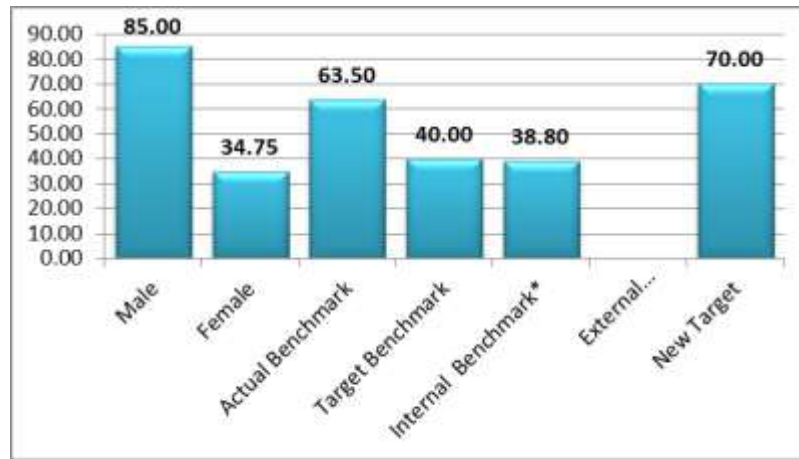
- Raising the rate of scientific publication, citation, and participation in supported research projects
- **Explain:**
- **Name of the internal benchmark provider**  
Physics program College of science Jouf University.
- **Why this internal benchmark provider was chosen?**  
Because it is a self-comparison for the physics program in Jouf University.
- **How was the benchmark calculated?**  
The internal benchmark of the rate for published research per faculty member in the physics program indicator was calculated by dividing the total number of refereed and/or published research during the year to the total number of full-time teaching staff or equivalent faculty members during the year in the program.  
Percentage of scientific publication for faculty members=  
$$\frac{\text{Number of full-time faculty members who published at least one research during the year}}{\text{the total number of teaching staff in the program}} \times 100$$
- **Name of the external benchmark.**  
Prince Sattam Bin Abdulaziz university (PSAU)
- **Why did you choose this external benchmark?**
- Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).
- **What did you use as the supported documents for KPIs calculation?**
  - Report of the number of published papers during the year the Scientific Research Unit of the College
  - Report of the number of full-time teaching staff from Deanship of Human Resources

**Proposed Action plan**

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
<b>KPI-P-15</b>	<b><u>For female section</u></b> Raising the rate of scientific publication, citation, and participation in supported research projects	Support scientific partnerships within the program	Program Administration	Program coordinator	September 2022	June 2023

**KPI-P-16: 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			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
85:1	34.75:1	63.5:1	40:1	38.8:1	---	70:1



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

• **Analysis:**

The Figure above shows that the Citations rate in refereed journals per faculty member for male section is 85:1; while for the female section is 34.75:1 by average 63.5:1. From The Results it is clear that the actual performance indicator value (63.5) of citations in refereed journals has been increased for both female and male branches however the number of citations for female branch is still less than male branch. The target performance (40) has been achieved, based on the analysis of the indicator's development; the target performance indicator value will be increased. The new value is 70:1.

• **Strengths**

It is clear from the value of the actual performance indicator of the Citations rate in refereed journals per faculty member in the physics program in the last year has been increased for both male and female sections.

**Cause**

The number of research projects received by faculty members in the program has been increased and this led to increasing the number of published paper in high impacted journal and consequently increasing the number of citation.

• **Result**

Actual performance indicator of the Citations rate in refereed journals per faculty member in the physics program in the last year has been increased for both male and female sections.

The indicator has been achieved

• **Areas of improvement**

- 1- Directing faculty members to publish the papers in high impacted journals
- 2- Increasing scientific cooperation among faculty members inside the institution and outside

**Recommendations for female section**

Improving the quality of scientific research in partnership with members of the male section.

**Explain:**

• **Name of the internal benchmark provider**

Physics program College of science Jouf University.

• **Why this internal benchmark provider was chosen?**

Because it is a self-comparison for the physics program in Jouf University.

• **How was the benchmark calculated?**

- The internal benchmark of The Citations rate in refereed journals per faculty member in the physics program indicator was calculated by dividing the total number of citations in refereed journals from scientific research published by faculty members to the total number of scientific research published for faculty members.

• **Name of the external benchmark.**

Prince Sattam Bin Abdulaziz university (PSAU)

• **Why did you choose this external benchmark?**

- Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).

• **What did you use as the supported documents for KPIs calculation?**

- Report of the number of published papers during the year the Scientific Research Unit of the College
- Report of the number of full-time teaching staff from Deanship of Human Resources

**Proposed Action plan**

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
<b>KPI-P-16</b>	<b><u>for female section</u></b> Improving the quality of scientific research in partnership with members of the male section.	Support scientific partnerships inside and outside the program	Program Administration	Program coordinator	September 2022	June 2023

## Standard 6: Learning Resources, Facilities, and Equipment

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

NCAAA KPI Reference Number: KPI-P-17 Satisfaction of beneficiaries with the learning resources.						
Actual Benchmark			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
4.2	3.85	4.2	4.2	4.08	3.7	4.5

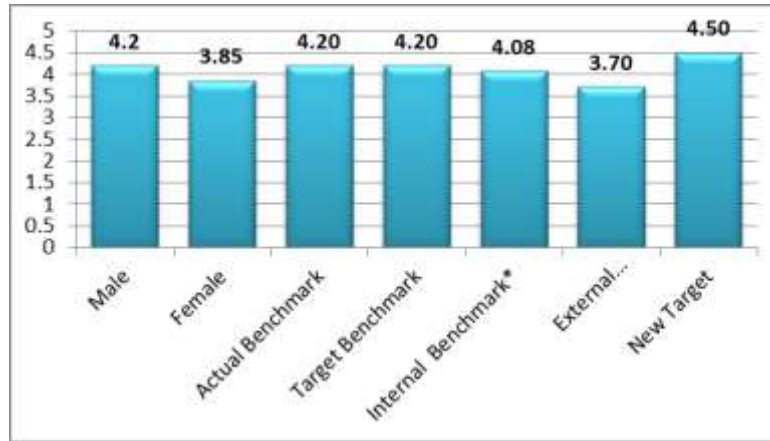


Figure 17: Satisfaction of beneficiaries with the learning resources.

- **Analysis:**

The figure above shows that the actual performance indicator of the students' Satisfaction of beneficiaries with the learning resources of the physics program reached a high rated value 4.2 which is slightly higher than the values of the internal benchmark (4.08) and target values (4.1). Satisfaction of beneficiaries for female students (3.85) with the learning resources is lower than that of male section (4.2). Comparing the values of external and actual benchmark it is noted that the actual benchmark (4.2) is higher than the external benchmark (3.7) of Prince Sattam Bin Abdulaziz University. Based on the analysis of the indicator's development, the target performance indicator value will be increased. The value of the new target indicator is (4.5).

- **Strengths**

The degree of students' satisfaction of beneficiaries with the learning resources is high with rated value 4.19 and achieve the targeted benchmark.

- **Cause**

The reasons that led to the failure to achieve the target performance indicator are: Some of the services provided by the program, such as the electronic services of library need improvement.

**Result**

Surveyed students felt satisfied with the academic staff and teaching methods, syllabus and learning materials, physical facilities and discipline activities. However, curriculum and discipline activities were evaluated acceptable. The research provides some suggestions to improve the students' satisfaction by investing in infrastructure and facilities, improving the internal internet network, and electronic services of library.

**Areas of improvement**

Improve the quality of learning resources. Also, increasing textbooks in the library is importance.

**Recommendations for female student's**

- Helping students to access the books and teaching materials
- Update digitalization of the library

**Explain:**

• **Name of the internal benchmark provider**

Physics program in Jouf University.

• **Why this internal benchmark provider was chosen?**

Because it is a self-comparison for the physics program in Jouf University.

• **How was the benchmark calculated?**

The internal benchmark was calculated through students' satisfaction of beneficiaries with the learning resources of the physics program graduates proficiency provided by the academic program for the past year on a five-point scale.

• **Name of the external benchmark.**

Prince Sattam Bin Abdulaziz university (PSAU)

**Why did you choose this external benchmark?**

- Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).
- **What did you use as the supported documents for KPIs calculation?**  
Approved survey report

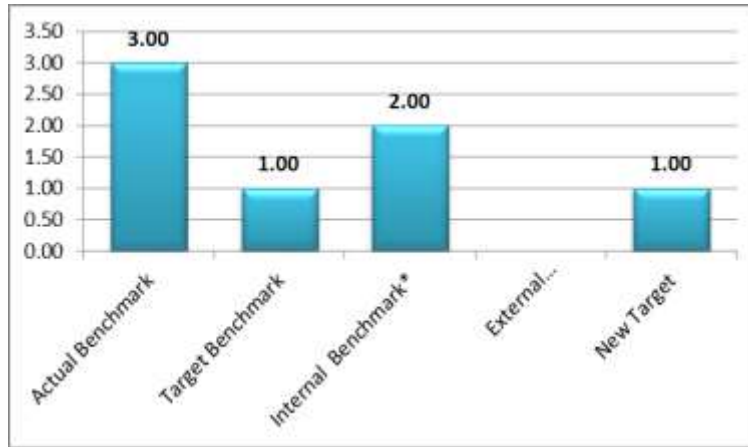
**Proposed Action plan**

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
KPI-P-17	<u>for female student's</u> Helping students to access the books and teaching materials	Training students how to access the books and teaching materials	Academic advising committee	Program coordinator	September 2022	June 2023

### Additional Performance Indicators

#### **KPI-AP-01: Number of research groups in the program**

NCAAA KPI Reference Number: KPI-AP-01 :Number of research groups in the program						
Actual Benchmark			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
3		3	1	2	Not Available	1



**Figure 1: Number of research groups in the program.**

- **Analysis:** Figure.1 shows that the Number of research groups in the program reached to 3. It is clear that the total Number of research groups (3) in the program is higher than the internal benchmark which is (2) and the targeted benchmark (1) was achieved.
- **Strengths**  
The Number of research groups in the program reached to 3.
- **Cause**  
The reasons that led to the male member have much scientific cooperation inside and outside Jouf University.
- **Result**  
The program members need more scientific cooperation.
- **Areas of improvement**
  - 3- Directing faculty members to apply for research groups projects
  - 4- Increasing scientific cooperation among faculty members

#### **Recommendations At the level of the program**

- 1-Motivating female faculty members to participate in research groups, whether inside or outside the program

- **Explain:**
- **Name of the internal benchmark provider**  
Physics program in Jouf University.
- **Why this internal benchmark provider was chosen?**  
Because it is a self-comparison for the physics program in Jouf University.
- **How was the benchmark calculated?**  
The internal benchmark was calculated through the employers' evaluation of the physics program graduates proficiency provided by the academic program for the past year on a five-point scale.
- **Name of the external benchmark.**  
Prince Sattam Bin Abdulaziz university (PSAU)
- **Why did you choose this external benchmark?**
- Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).
- **What did you use as the supported documents for KPIs calculation?**  
A report from the Deanship of Scientific Research

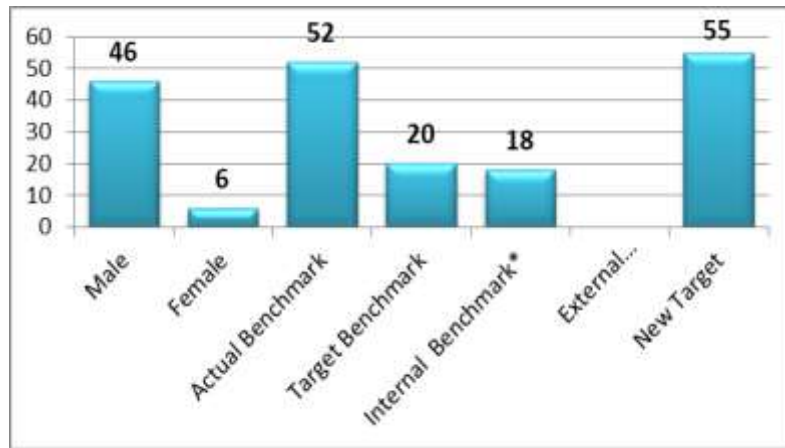
**Proposed Action plan.**

No. KPI	recommendation	Action	Responsibl e	Follow up	Start date	Comple t e date
<b><i>KPI-AP-01</i></b>	<b><u>At the level of the program</u></b> Motivating female faculty members to participate in research groups, whether inside or outside the program	Involve the female faculty member in group research inside or outside the program	Program Administra tion	Program coordina tor	Septe mber 2022	June 2023



**KPI-AP-02: The number of supported research projects obtained by the program per year**

NCAAA KPI Reference Number: KPI-AP-2 :The number of supported research projects obtained by the program per year						
Actual Benchmark			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
46	6	52	20	18	---	55



**Figure 2:** The number of supported research projects obtained by the program per year.

- **Analysis:** Figure above shows that the actual performance indicator of the number of research projects received by faculty members in the program reached to 46 for male section and 6 projects for female section and the total number is 52 projects and the target (20%) has been achieved. Based on the analysis of the indicator's development, the target performance indicator value will be increased. The value of the new target indicator is (55%).
- **Strengths**
  - The actual number of supported research projects obtained by the program per year is rapidly increased in male section
  - Although the number of supported research projects obtained by female section is increased but its value is very low when compared with male section and need to improve.
- **Cause**

The reasons that led to the number of supported research projects increases in the last year because the submission of research projects opened three times throughout the years so that a larger number of faculty members were apply for them.
- **Result**
- **Areas of improvement**
  - Directing faculty members to apply for research groups projects
  - Increasing scientific cooperation among faculty members

• **Recommendations for female section**

Involve the female faculty member in group research inside or outside the program

• **Explain:**

• **Name of the internal benchmark provider**

Physics program in Jouf University.

• **Why this internal benchmark provider was chosen?**

Because it is a self-comparison for the physics program in Jouf University.

• **How was the benchmark calculated?**

The internal benchmark was calculated by counting the number research projects received by faculty members in the program annually for the past year.

• **Name of the external benchmark.**

Prince Sattam Bin Abdulaziz university (PSAU)

• **Why did you choose this external benchmark?**

Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).

• **What did you use as the supported documents for KPIs calculation?**

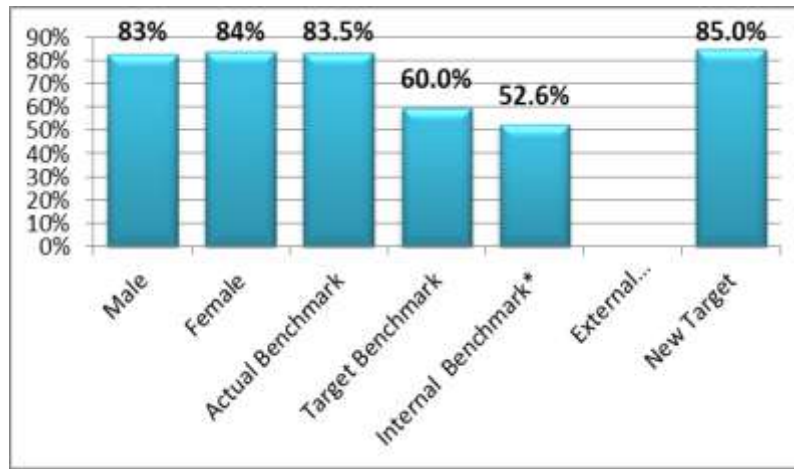
A report from the Deanship of Scientific Research

**Proposed Action plan.**

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
<b>KPI-AP-2</b>	<b><u>for female section</u></b> Motivating female faculty members to participate in research groups, whether inside or outside the program	<b><u>for female section</u></b> Involve the female faculty member in group research inside or outside the program	Program Administration	Program coordinator	September 2022	June 2023

**KPI-AP-03: Percentage of students participating in extracurricular activities.**

NCAAA KPI Reference Number: API-AP-03 Percentage of students participating in extracurricular activities.						
Actual Benchmark			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
83%	84%	83.5%	60%	52.6%	---	85%



**Figure 3: Percentage of students participating in extracurricular activities.**

• **Analysis:**

The figure above shows that the actual performance indicator of the percentage of students participating in extracurricular activities of the physics program reached a high rated value 83.5% which is higher than the values of the internal benchmark (52.6%) and target value (60%). Based on the analysis of the indicator's development, the target performance indicator value will be increased. The value of the new target indicator is (85%).

• **Strengths**

The Percentage of male (83%) and female (84%) students participating in extracurricular activities rated high values and they closely equal and achieving the targeted benchmark (60%).

• **Cause**

The reasons that led to the successful achievement of the target performance indicator are: The program's interest in activating extra-curricular activities and following up on that, in addition to cooperating with the university's central laboratory to train students on the devices related to the courses.

• **Areas of improvement**

Enhancement extra-curricular activities plan

### Recommendations at the level of the program

- diversify extra-curricular activities in the program whether it is in academic or non-academic field.
- Encourage students to participate in the extra-curricular activities in the program

### Explain:

- **Name of the internal benchmark provider**  
Physics program in Jouf University.
- **Why this internal benchmark provider was chosen?**  
Because it is a self-comparison for the physics program in Jouf University.
- **How was the benchmark calculated?**

The internal benchmark was calculated from the reports of teachers of courses that contain extra-curricular activities in the physics program provided by the academic program for the past year on a five-point scale.

### **Name of the external benchmark.**

Prince Sattam Bin Abdulaziz university (PSAU)

- **Why did you choose this external benchmark?**
- Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).
- **What did you use as the supported documents for KPIs calculation?**  
Report of the extra-curricular activities plan

### Proposed Action plan.

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
<b>KPI-AP-03</b>	<u><b>At the level of the program</b></u> 1- diversify extra-curricular activities in the program whether it is in academic or non-academic field 2- Encourage students to participate in the extra-curricular activities in the program	Updating the extra-curricular activities in the program	Program administrators	Program coordinator	September 2022	June 2023
		Educating students about the importance of extra-curricular activities through academic advisors	staff members	Program coordinator	September 2022	June 2023

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

KPI-AP-04: Employers' satisfaction with the program's target, vision and mission						
Actual Benchmark			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
	4		4	3.86	---	4.2

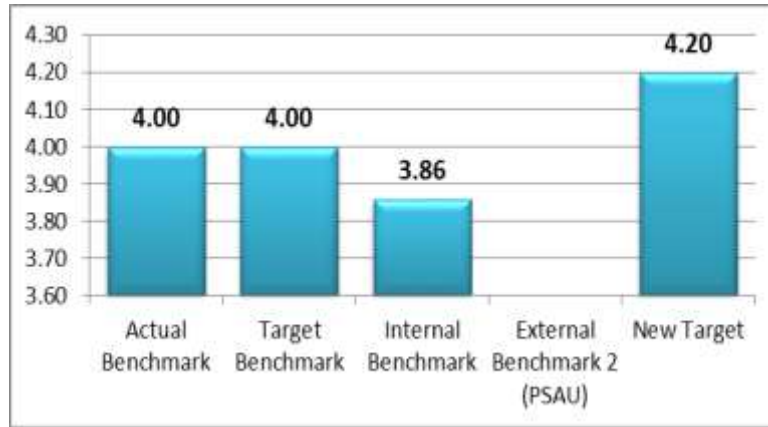


Figure 4: Employers' satisfaction with the program's target, vision and mission

• **Analysis:**

The results indicate that the actual performance indicator of Employers' satisfaction with the program's target, vision and mission in the program has been slightly increased and reached 4 in the last year, and the target was achieved. Based on the analysis of the indicator's development, the target performance indicator value will be fixed. The value of the new target indicator is (4.2).

• **Strengths**

the actual performance indicator of the Employers' satisfaction with the program's target, vision and mission in the last year has been slightly increased but the satisfaction of the Employers' of the program target, vision and mission is high, with agreement percentage of 83%.

• **Cause**

The reasons that led to the actual performance indicator of the Employers' satisfaction with the program's target, vision and mission in the last year has been slightly increased are: Conducting consultative processes to establish the program's mission and revisit it regularly, with the participation of students, employers, and professional persons.

• **Result**

The program needs to conduct more consultative processes to establish the program's mission and revisit it regularly, with the participation of students, employers, and professional persons.

- **Areas of improvement**  
Spreading of the program's target, vision and mission
- **Recommendations At the level of the program**  
Announcement program's target, vision and mission on the home page of the Physics department on the college website
- **Explain:**
- **Name of the internal benchmark provider**  
Physics program in Jouf University.
- **Why this internal benchmark provider was chosen?**  
Because it is a self-comparison for the physics program in Jouf University.
- **How was the benchmark calculated?**

The internal benchmark was calculated through the employers' evaluation of the physics program program's target, vision and mission for the past year on a five-point scale.

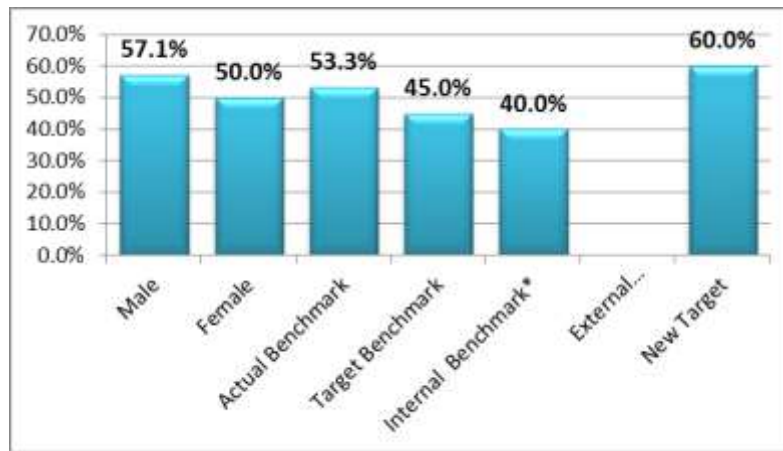
- **Name of the external benchmark.**  
Prince Sattam Bin Abdulaziz university (PSAU)
- **Why did you choose this external benchmark?**
- Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).
- **What did you use as the supported documents for KPIs calculation?**  
Approved survey report

**Proposed Action plan.**

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
KPI-AP-04	<b><u>At the level of the program</u></b> Spreading the physics program of the mission and objectives of the program	Informing employers of the decisions taken as a result of the opinion polls they participated in.	Program Administration	Program coordinator	September 2022	June 2023

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

API-AP-05: Percentage of student graduation projects related to the surrounding community						
Actual Benchmark			Target Benchmark	Internal Benchmark* * (previous data)	External Benchmark** (PSAU)	New Target Benchmark
Male	Female	Total				
57.1%	50%	53.3%	45 %	40 %	---	60 %



**Figure 5: Percentage of student graduation projects related to the surrounding community**

• **Analysis:**

The results indicate that the actual performance indicator of Percentage of student graduation projects related to the surrounding community in the program has been increased and reached 53.3% in the last year and exceeds the target benchmark 45%. Based on the analysis of the indicator's development, the target performance indicator value will be increased. The value of the new target indicator is (60%).

• **Strengths**

The actual performance indicator of Percentage of student graduation projects related to the surrounding community in the last year has been increased to achieve and pass the target performance.

**Cause**

- The reason that led to the achievement of the goal of the indicator is the development of the established unit for community service.

• **Result**

The Percentage number of student graduation projects related to the surrounding community in the program has been increased and reached 53.3 % in the last year.

**Areas of improvement**

Providing sufficient financial support to provide the necessary equipment to assist and support students to complete these projects in student laboratories

• **Recommendations At the level of the program**

Involve students in research activities community-related, such as participating in scientific seminars within the college, scientific research...

• **Explain:**

• **Name of the internal benchmark provider**

Physics program in Jouf University.

• **Why this internal benchmark provider was chosen?**

Because it is a self-comparison for the physics program in Jouf University.

• **How was the benchmark calculated?**

• The internal benchmark of The Percentage of student graduation projects related to the surrounding community was calculated by dividing Number of community-related graduation projects to the total number of graduation projects in the program.

• **Name of the external benchmark.**

Prince Sattam Bin Abdulaziz university (PSAU)

• **Why did you choose this external benchmark?**

• Prince Sattam Bin Abdulaziz university (PSAU) were chosen because it is accredited by the NCAAA and Physics program at PSAU is similar to the physics program offered by Jouf Universities and serve a similar demographic (students, Faculty members, employees...).

• **What did you use as the supported documents for KPIs calculation?**

Report from graduation project committee

**Proposed Action plan.**

No. KPI	recommendation	Action	Responsible	Follow up	Start date	Complete date
KPI-AP-05	<u>At the level of the program</u> Involve students in research activities community-related, such as participating in scientific seminars within the college, scientific research	Motivate students in research activities community-related, such as participating in scientific seminars within the college, scientific research	The department's media committee	Program coordinator	September 2022	June 2023



**The Enhancement and development of Key Performance Indicators for Physics Program, Year 2021/2022**

Name of KPI	Recommendations	Responsible Person	Start Date	Completion Date
<b>KPI-P-01</b> Percentage of achieved indicators of the program operational plan objectives.	<b><u>At the level of the program</u></b> <ul style="list-style-type: none"> <li>Increase the Achieved indicators of the program operational plan objectives</li> <li>Linking the objectives of the program's operational plan to the college's new strategic plan (2022-206)</li> </ul>	quality assurance and accreditation committee	From September 2022	June 2023
<b>KPI-P-02</b> Students' Evaluation of quality of learning experience in the program	<b><u>For male students</u></b> Provide students about information about types of services and facilities available to them and inform them by their rights and duties, and grievance, complaints, and discipline procedures, through various means.	course teachers	From September 2022	June 2023
<b>KPI-P-03</b> Students' evaluation of the quality of the courses	<b><u>For male and Female students</u></b> The course instructor should encourage students to fill out the questionnaires accurately after they know that their opinion will be taken into consideration and will have a role in developing the teaching of the course.	course teachers	From September 2022	June 2023

<p><b>KPI-P-04</b> Completion rate</p>	<p><b><u>For male and Female students</u></b></p> <ul style="list-style-type: none"> <li>Improve the involvement factors that leads to a decrease in the completion rate: (a) student-faculty interaction, (b) the role of mentorship, and (c) participation in student organizations as well as Motivation for extracurricular activities.</li> </ul>	<p>students affairs and alumni committee</p>	<p>From September 2022</p>	<p>June 2023</p>
<p><b>KPI-P-05</b> First-year student's retention rate</p>	<p><b><u>For male students</u></b></p> <ul style="list-style-type: none"> <li>Follow up of student's performance and results with comparisons of results with previous one.</li> <li>Implement the mechanism and procedures of the Student retention policy and increased completion rates</li> </ul>	<p>Academic advising committee</p>	<p>From September 2022</p>	<p>June 2023</p>
<p><b>KPI-P-06</b> Students' performance in the professional and/or national examinations</p>	<p><b><u>At the level of the program</u></b></p> <ul style="list-style-type: none"> <li>Implement mechanisms and procedures at the program level for the feedback to students</li> </ul>	<p>students affairs and alumni committee</p>	<p>From September 2022</p>	<p>June 2023</p>
<p><b>KPI-P-07</b> Graduates' employability and enrolment in postgraduate programs</p>	<p><b><u>For male and Female students</u></b></p> <ul style="list-style-type: none"> <li>Involve students in research activities, such as participating in scientific seminars within the college, scientific research...</li> <li>Searching for companies from the labor</li> </ul>	<p>students affairs and alumni committee</p>	<p>From September 2022</p>	<p>June 2023</p>

	market to receive students for training or as organized field visits, which contributes to raising the rate of employment for students of the physics program			
<b>KPI-P-08</b> Average number of students in the class	<u><i>At the level of the program</i></u> Maintain the same ratio for the coming years, taking into account any expected increase in the number of student admissions in the coming years	students affairs and alumni committee	From September 2022	June 2023
<b>KPI-P-09</b> Employers' evaluation of the program graduates proficiency.	<u><i>For male students</i></u> <ul style="list-style-type: none"> <li>Informing students, alumni's, graduates and employers of the decisions taken as a result of the opinion polls they participated in.</li> </ul>	students affairs and alumni committee	From September 2022	June 2023
<b>KPI-P-10</b> Students' satisfaction with the offered services	<u><i>At the level of the program</i></u> <ul style="list-style-type: none"> <li>Provide adequate facilities for food service while ensuring the safety of food served to students and equipment available to the program.</li> </ul>	Academic advising committee	From September 2022	June 2023
<b>KPI-P-11</b> Ratio of students to	<u><i>At the level of the program</i></u> <ul style="list-style-type: none"> <li>Increasing the number of staff by hiring</li> </ul>	students affairs and	From	

teaching staff	extra teaching female staff.	alumni committee & community service committee	September 2022	June 2023
<b>KPI-P-12</b> Percentage of teaching staff distribution	<u><i>At the level of the program</i></u> <ul style="list-style-type: none"> <li>Encourage the Assist. Prof Members to work on academic upgrade.</li> <li>Attracting high scientific competencies (Assoc. Prof and Prof.).</li> </ul>		From September 2022	June 2023
<b>KPI-P-13</b> Proportion of teaching staff leaving the program	<u><i>For female section</i></u> <ul style="list-style-type: none"> <li>Improving working conditions and overcoming difficulties.</li> </ul>	the department council	From September 2022	June 2023
<b>KPI-P-14</b> Percentage of publications of faculty members	<u><i>For female section</i></u> <ul style="list-style-type: none"> <li>Raising the rate of scientific publication, citation, and participation in supported research projects</li> </ul>	Scientific Research committee	From September 2022	June 2023

<p><b>KPI-P-15</b> Rate of published research per faculty member</p>	<p><b><u>For female section</u></b></p> <ul style="list-style-type: none"> <li>Raising the rate of scientific publication, citation, and participation in supported research projects</li> </ul>	<p>Scientific Research committee</p>	<p>From September 2022</p>	<p>June 2023</p>
<p><b>KPI-P-16</b> Citations rate in refereed journals per faculty member</p>	<p><b><u>For female section</u></b></p> <ul style="list-style-type: none"> <li>Improving the quality of scientific research in partnership with members of the male section.</li> </ul>	<p>Scientific Research committee</p>	<p>From September 2022</p>	<p>June 2023</p>
<p><b>KPI-P-17</b> Satisfaction of beneficiaries with the learning resources</p>	<p><b><u>For female students</u></b></p> <ul style="list-style-type: none"> <li>Helping students to access the books and teaching materials</li> <li>Update digitalization of the library</li> </ul>	<p>staff members</p>	<p>From September 2022</p>	<p>June 2023</p>
<p><b>KPI-AP-01</b> Number of research groups in the program</p>	<p><b><u>At the level of the program</u></b></p> <ul style="list-style-type: none"> <li>Motivating female faculty members to participate in research groups, whether inside or outside the program</li> </ul>	<p>Scientific Research committee</p>	<p>From September 2022</p>	<p>June 2023</p>
<p><b>KPI-AP-02</b> The number of supported research projects obtained by</p>	<p><b><u>For female section</u></b></p> <ul style="list-style-type: none"> <li>Involve the female faculty member in group research inside or outside the program</li> </ul>	<p>Scientific Research committee</p>	<p>From September</p>	<p>June 2023</p>

the program per year			2022	
<b>KPI-AP-03</b> Percentage of students participating in extracurricular activities	<u><b>At the level of the program</b></u> Encourage students to participate in student organizations as well as Motivation for extracurricular activities.	course teachers	From September 2022	June 2023
<b>KPI-AP-04</b> Employers' satisfaction with the program's target, vision and mission	<u><b>At the level of the program</b></u> <ul style="list-style-type: none"> <li>Informing employers of the decisions taken as a result of the opinion polls they participated in.</li> </ul>	quality assurance and accreditation committee	From September 2022	June 2023
<b>KPI-AP-05</b> Percentage of student graduation projects related to the surrounding community	<u><b>At the level of the program</b></u> Involve students in research activities community-related, such as participating in scientific seminars within the college, scientific research...	Graduation Projects Committee	From September 2022	June 2023

## I. Action Plan Progress Report

Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give		Evidence hyper link
				Reasons	Proposed action	
<p><u>At the level of the program</u> Follow up all aspects of operational plan</p>	From September 2021 to June 2022	quality assurance and accreditation committee	yes			<a href="#">operational plan report</a>
<p><u>At the level of the program</u> •Review the teaching and learning strategies and update the assessments methods. •Review the alignments between PLOs/CLOs and teaching and learning strategies and the assessments methods.</p>	From September 2021 to June 2022	Study plan committee/ Quality committee/C course coordinator	yes			<a href="#">Program Specification consistency between PLOs and CLOs</a>  <a href="#">(consistency between PTLS and CTLS)</a> <a href="#">consistency between PAM and CAM</a>

<p><b><u>At the level of the program</u></b> <b>For Male students</b> Disallow late registration and late enrollment in classes because this practice is associated with lower grades, lower re-enrollment rates the following term, and lower completion rates. As an alternative, offer “late start” classes for late registrants that begin 2-3 weeks into the term to provide students with shorter, more intensive learning and academic skill-building experiences.</p> <p><b>For Male and Female students</b> Implementation of the mechanism and procedures of retention policy and increased completion rates..</p>	<p>From September 2021 to June 2022</p>	<p>Students affairs and alumni committee/A cademic advising committee</p>	<p>Yes</p>			<p><a href="#">Program decision to offer “late start” classes for late registrants that begin 2-3 weeks into the term</a></p> <p><a href="#">Implementation of retention policy</a></p>
<p><b><u>At the level of the program</u></b> Updating graduates attributes of the program to align with graduates attributes of university, labor market and the requirements of the Saudi Qualifications Framework(NQF)</p>	<p>From September 2021 to June 2022</p>	<p>quality assurance and accreditation committee</p>	<p>Yes</p>			<p><a href="#">Alignment of program graduates attributes with graduates attributes of university and labor market.</a></p> <p><a href="#">A report on the compatibility of the graduate attributes of the physics program with the graduate attributes of Jouf University</a> <a href="#">Consistency of GAs and PLOs with NQF</a></p>



<b><u>At the level of the program</u></b> Work to increase the number of employers in the evaluation so that the survey will be more real able.	From September 2021 to June 2022	Students affairs and alumni committee	Yes			<a href="#">Meeting with employers</a>
<b><u>For male and female students</u></b> Encouraging students to participate in research activities	From September 2021 to June 2022	Corse instructor/Scientific Research committee	Yes			<a href="#">Example of students participation in research activities</a>
<b><u>At the level of the program</u></b> Making scientific partnerships with similar programs in international or local universities	From September 2021 to June 2022	Scientific Research committee	Yes			<a href="#">Example of program scientific Partnership partnerships</a>
<b><u>For female section:</u></b> Support joint interaction between male and female staff in the field of research	From September 2021 to June 2022	Scientific Research committee	Yes			<a href="#">Some joint research or joint project</a>
<b><u>At the level of the program</u></b> Update the practical Handbook of Experiments (Physics program)	From September 2021 to June 2022	Laboratories committee	Yes			<a href="#">practical Handbook of Experiments</a>

<b><u>At the level of the program</u></b> Supporting students to make scientific research using the library facilities	From September 2021 to June 2022	Advising committee	Yes			<a href="#">Reports from the students' visit to the library</a>
<b><u>At the level of the program</u></b> Add extra-curricular activities to the program and courses, and serve as a tool for measuring learning outcomes indirectly	June 2022	Study plan and quality committee/Q uality committee	Yes			<a href="#">Program specification</a> <a href="#">A report on the consistency of the extra-curricular activities in the program with the extra-curricular activities targeted for the courses</a>
<b><u>At the level of the program</u></b> Increase the program partnership with the community	From September 2021	community service committee	Yes			<a href="#">Example of program Partnership</a>

<b>Council / Committee</b>	<b>PHYSICS DEPARTMENT COUNCIL</b>
<b>Reference No.</b>	<b>DEPARTMENT MINUTES NO. (4/1444)</b>
<b>Date</b>	(13/9/2022) CORRESPONDING TO (17/02/1444)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرقم: .....

التاريخ: / / ١٤

المرفقات: .....



المملكة العربية السعودية  
وزارة التعليم  
جامعة الجوف  
كلية العلوم  
رمزه (٥١/٩/٤٤)