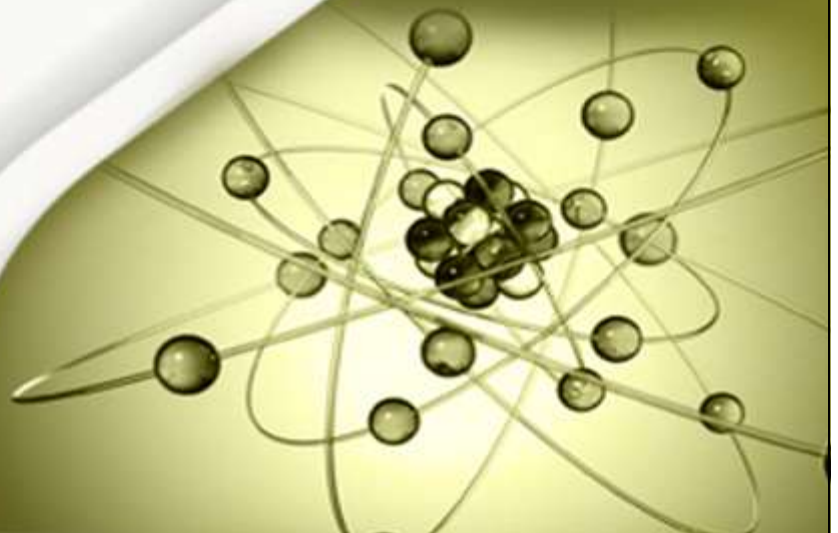


Key Performance Indicators Report
Bachelor of Physics
College of Science - Jouf University
2019/2020



Key Performance Indicators for Physics Program, College of Science in main campus,

Year 2019/2020

Code	Key Performance Indicators	Actual Benchmark 2019/2020			Target Benchmark	Internal Benchmark 2018/2019	External Benchmark		New Target Benchm ark
		Male	Female	Overall			JU	PSAU	
KPI-P- 01	Percentage of achieved indicators of the program operational plan objectives.	57 %			80%	50%	80 %	90.18%	80%
KPI-P- 02	Students' Evaluation of quality of learning experience in the program	3.65	3.43	3.54	3.5	3.26	4.07	4.24	4
KPI- P- 03	Students' evaluation of the quality of the courses.	4.33	4	4.2	4.2	4	4.18	4.12	4.5
KPI- P - 04	Completion rate.	1.5 %	12.3%	7.5%	80%	22%	63.32 %	17.7	80%
KPI- P - 05	First-year students retention rate	70%	75%	72.5%	80%	70 %	89.25 %	ND	80%
KPI- P - 06	Students' performance in the professional and/or national examinations.	ND	ND	ND	25%	ND	—	41.4%	25%
KPI- P - 07	Graduates' employability and enrolment in postgraduate programs.	33.3 %	12.5%	15.8%	50%	10 %	—	28.4%	50%
		0%	11%	5.5%	10%	5.5%	—		10%
KPI- P - 08	Average number of students in the class.	7	15	11	25	13	15	22	25
KPI- P - 09	Employers' evaluation of the program graduates proficiency.	3.91	3.91	3.91	3.5	3.32	—	5	4
KPI- P - 10	Students' satisfaction with the offered services.	3.65	3.4	3.53	4	3.5	3.7	4.34	4
KPI- P - 11	Ratio of students to teaching staff.	4:1	15:1	8:1	20:1	25 : 1	4 : 1	13.09:1	20:1

Code	Key Performance Indicators	Actual Benchmark			Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
		Male	Female	Overall			JU	PSAU	
KPI- P - 12	Percentage of teaching staff distribution.	M. 65.63 % F.34.37 % Assist. P:67.56 % Assoc. P: 29.5 % Prof.: 2.94 %			Assist. P:48 % Assoc. P:40 % Prof.: 12 %	M. 59.61 % F. 40.39 % Assist. P: 55 % Assoc. P: 42.5 % Prof.: 2.5 %	M. 17.6 % F.82.4 % Lecturer: 28.1 % Assist. P:16 % Assoc. P: 27 % Prof.: 28.9 %	M. 64.7 % F. 35.3% Assist. P:34.4% Assoc. P: 25 % Prof.: 12.5 % Lecturer: 9.4% Demonstrator: 18.8%	Assist. P:48 % Assoc. P:40 % Prof.: 12 %
KPI- P - 13	Proportion of teaching staff leaving the program.	11%	18%	14.5%	6%	9 %	0 %	11%	6%
KPI- P - 14	Percentage of publications of faculty members.	72.7%	63.6%	69.7%	70%	50 %	54 %	78.3%	70%
KPI- P - 15	Rate of published research per faculty member.	1.5:1	0.65:1	1.2:1	1:1	0.9:1	1.16:1	2.94:1	2:1
KPI- P - 16	Citations rate in refereed journals per faculty member.	26.2:1	18.4:1	23.6:1	20:1	10:1	15:1	52.05:1	30:1
KPI- P - 17	Satisfaction of beneficiaries with the learning resources.	4.1	4.1	4.1	3.84	3	4.02	4.6	4.2
KPI-AP-1	Number of research groups in the program	2		2	1	1	—	—	1
KPI-AP-2	The number of supported research projects obtained by the program per year	5	2	7	5	3	—	—	10
KPI-AP-3	Percentage of students participating in extracurricular activities	40.2%	42.7%	41.8%	40 %	35 %	—	—	45 %
KPI-AP-4	Employers' satisfaction with the program's target, vision and mission	3.8			3.84	3.5	—	—	3.84
KPI-AP-5	Percentage of student graduation projects related to the surrounding community	25%	20%	22.2 %	20%	16.6%	—	—	25%

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



المملكة العربية السعودية
وزارة التعليم
جامعة الجوف
كلية العلوم
قسم الفيزياء

Standard 1: Mission and Goals

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

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

Actual Benchmark 2019/2020	Target Benchmark	Internal Benchmark* 2018/2019	External Benchmark**		New Target Benchmark
			UJ	PSAU	
57 %	80%	50%	80%	90.18	80%

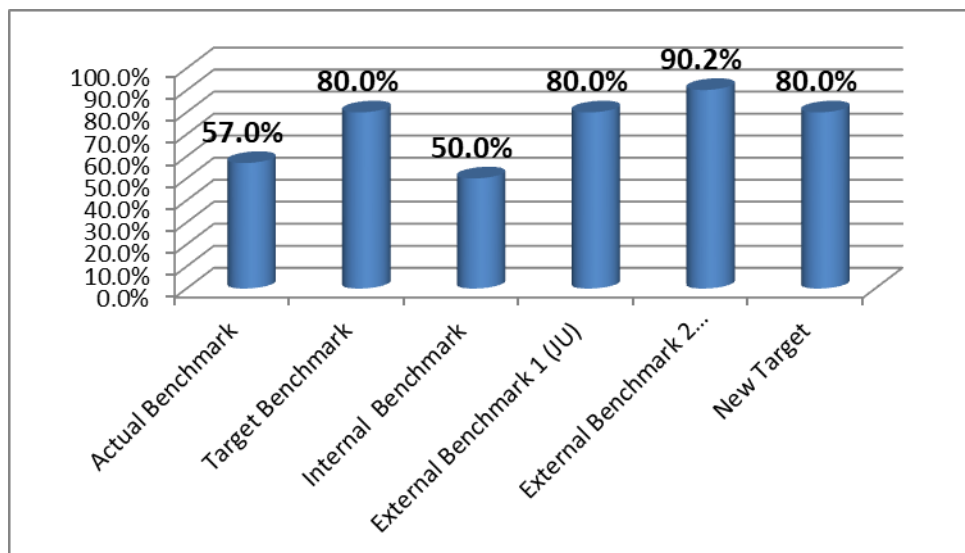


Figure 1: Percentage of achieved indicators of the physics program operational plan objectives

Analysis

The results indicate that the actual performance of the indicator of the program operational plan objectives has been increased and reached 57 % in the last year, and both values of target and external benchmark of JU(80%) & PSAU (90.2%) more than the actual value of the indicator. 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 (80%).

Strength

It is clear from the value of the actual performance indicator of the Percentage of achieved indicators of the physics program operational plan objectives in the last year has been increased and exceeded the internal Benchmark.

Recommendations:

- Discussing the teaching strategies used in the courses specifications and the program and their suitability for learning outcomes and assessment methods

Internal performance indicator of the academic program was chosen as internal benchmark provider because it was a self-comparison benchmark of the program. it was calculated by dividing the number of performance indicators for the objectives of the operational plan of the program that have achieved the target level with the total number of indicators for these goals for the past year.

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- The corresponding program in that university grant the same degree
- Convergence in infrastructure, facilities and equipment in programs

The level of external reference performance was calculated through the corresponding program in Jeddah University in the same way that was calculated in the academic program, by dividing the number of performance indicators for the objectives of the operational plan of the program that have achieved the target level with the total number of indicators for these goals for the past year.

Standard 2: Teaching and Learning

KPI-P-02 Students' evaluation of quality of learning experience in the program

NCAAA KPI Reference Number: KPI-P- 02: Students' evaluation of quality of learning experience in the program.

Actual Benchmark			Target Benchmark	Internal Benchmark*	External Benchmark		New Target Benchmark
Male	Female	Total			JU	PSAU	
3.65	3.43	3.54	3.5	3.26	4.07	4.24	4

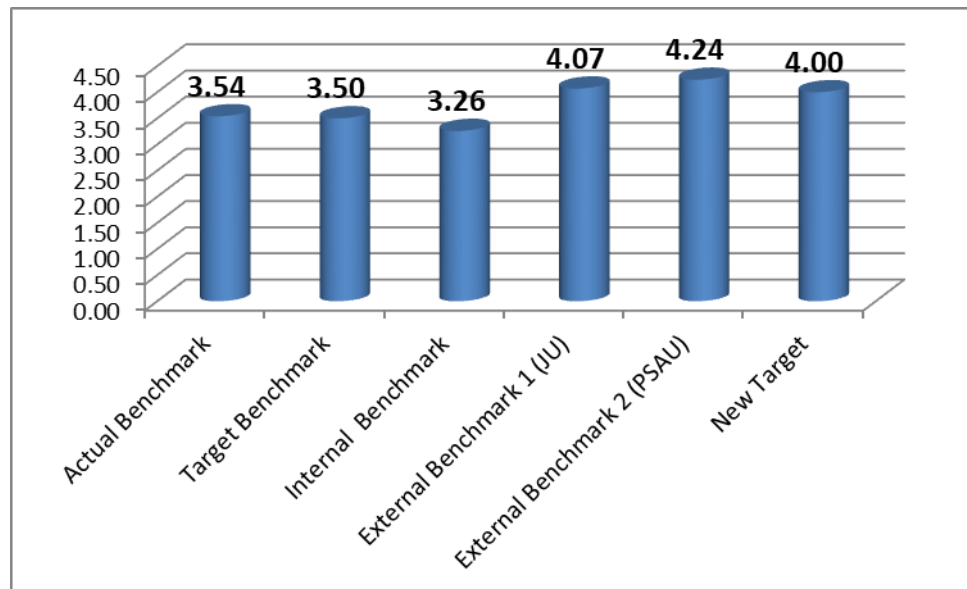


Figure 2: The Students' evaluation of quality of learning experience in the Physics program

Analysis

The results indicate that the value of the actual performance indicator of the students' assessment of the quality of learning experiences has been increased during the last year and reached a value of 3.54 and the target performance value (3.5) of the indicator has been achieved. Despite the increase in the value of the actual performance of the student assessment of the quality of learning experiences indicator, but it is less than its value in the corresponding program in the universities (JU & PSAU) of the external benchmarking (4.07,4.24 respectively). By studying the status and development of the indicator, it is decided that the new target performance value will be increased to 4.

Strength

- Surveys are conducted regularly of quality of learning experience in the Physics program from the final year students' perspective.
- The Physics program continuously improves all aspects of the quality learning experience for the students.

Recommendations:

- Encouraging students and urging them to take a questionnaire to express the program and the experiences that they have gained during their studies in the program.

Internal performance indicator of the academic program was chosen as internal benchmark provider because it is a self-comparison benchmark of the program. The level of internal reference performance was calculated through the students' average assessment of the quality of learning experience provided by the academic program for the past year on a five-point scale.

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- The corresponding program in that university grant the same degree
- Convergence in infrastructure, facilities and equipment in programs

The level of external reference performance was calculated through the corresponding program in Jeddah University in the same way that was calculated in the academic program, which is the assessment of students' evaluation of quality of learning experience on a five-point scale. The university that selected for external benchmarking is: University of Jeddah

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*	External Benchmark		New Target Benchmark
Male	Female	Total			JU	PSAU	
4.33	4	4.2	4.2	4	4.18	4.12	4.5

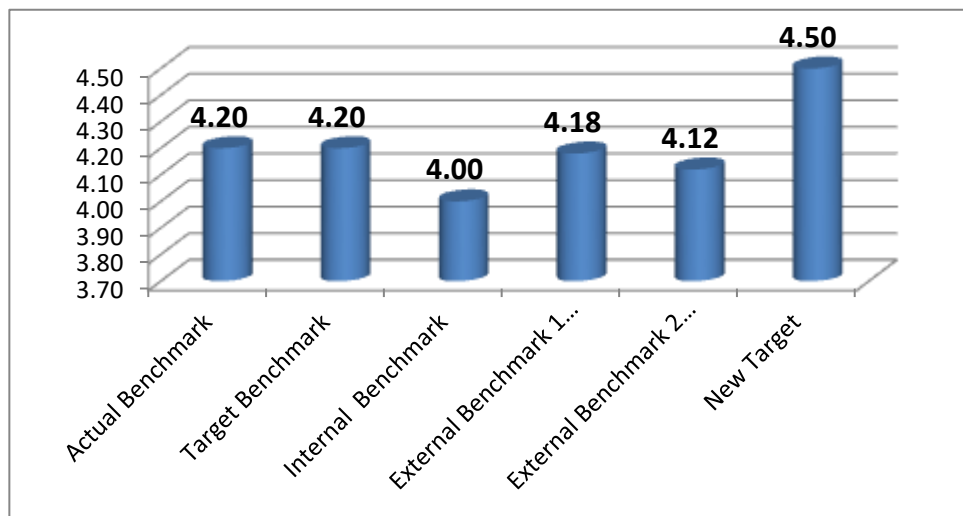


Figure 3: The Students' evaluation of the quality of the courses in the physics program

Analysis

The results indicate that the actual performance indicator of the Students' evaluation of the quality of the courses has been increased and reached 4.2 in the last year. The target performance indicator (4.2) and the value of the corresponding program in the University of the External benchmarking; JU & PSAU (4.18, 4.12 respectively) 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 (4.5).

Strengths

Although the actual performance indicator value of the Students' evaluation of quality of learning experience in the Physics program in the last year has been increased for male and

female, the target and external benchmarking indicator values has been achieved it needs additional improvement.

Recommendation:

- Encourage students to give an actual appreciation of courses

Internal performance indicator of the academic program was chosen as internal benchmark provider because it is a self-comparison benchmark of the program. The level of internal reference performance was calculated through the students' average assessment of the evaluation of the quality of the courses provided by the academic program for the past year on a five-point scale.

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- The corresponding program in that university grant the same degree
- Convergence in infrastructure, facilities and equipment in programs

The level of external reference performance was calculated through the corresponding program in Jeddah University in the same way that was calculated in the academic program, which is the students' average assessment of the evaluation of the quality of the courses provided by the academic program for the past year on a five-point scale.

The university that selected for external benchmarking is: University of Jeddah

KPI-P-04 Completion rate.

NCAAA KPI Reference Number: KPI-P- 04: Completion rate							
Actual Benchmark			Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
Male	Female	Total			JU	PSAU	
1.5 %	12.3%	7.5 %	80 %	22 %	63.32 %	17.7%	80%

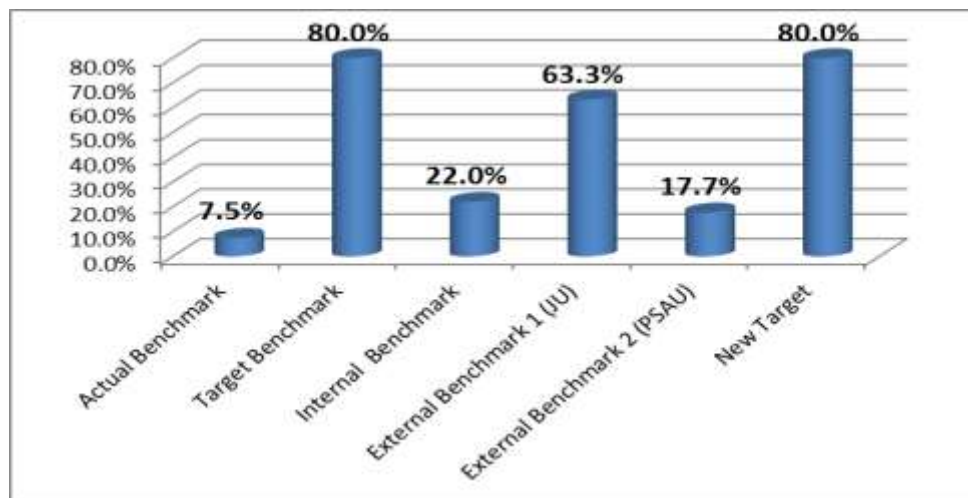


Figure 4: The completion rate in the physics Program at the University level.

Analysis

The results indicate that the actual performance indicator of the number of students attends this program and finish it in minimum time has been decreased and reached 7.5% in the last year, it is lower than the external benchmarking value of PSAU and JU. the target (80%) was not achieved. Based on the analysis of the indicator's development, the target performance indicator value will be fixed. The value of the new target will be 80 %.

Strengths

the results of the number of students attends this program and finish it in minimum time comparable to the past academic year still less than the target performance and external benchmark of PSAU and Jadda (UJ), which mean that this KPI should be enhanced during our action, plan in the next year.

Recommendation:

- Continues assessment to ensure students commitment to study plan and activating the role of the academic advisor.
- Reviewing program reports and making appropriate development
- Preparing appropriate procedures for students to enroll in the appropriate academic programs they wish to study

Internal performance indicator of the academic program was chosen as internal benchmark provider because it is a self-comparison benchmark of the program. The level of internal reference performance was calculated through the number of students attends this program and finish it in minimum time provided by the academic program for the past year by dividing the number of undergraduate students who completed the program within the prescribed period with the total number of students enrolled in the program in each batch .

Completion rate =

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

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- The corresponding program in that university grant the same degree
- Convergence in infrastructure, facilities and equipment in programs

The level of external reference performance was calculated through the corresponding program in Jeddah University in the same way that was calculated in the academic program, by dividing the number of undergraduate students who completed the program within the prescribed period with the total number of students enrolled in the program in each batch the students' The university that selected for external benchmarking is: University of Jeddah

KPI-P-05 First-year students retention rate

NCAAA KPI Reference Number: KPI-P- 05: First-year students retention rate

Actual Benchmark			Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
Male	Female	Total			JU	PSAU	
70 %	75 %	72.5 %	80%	70 %	89.25%	ND	80

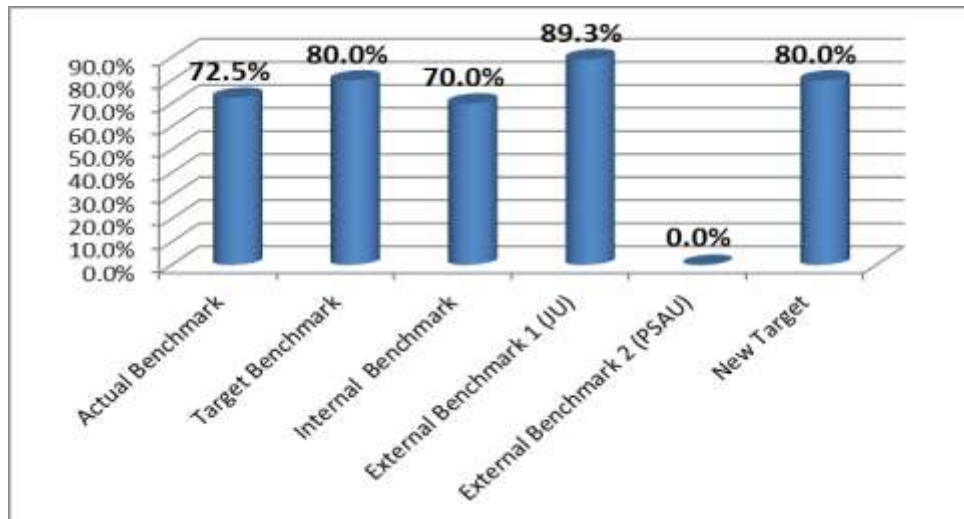


Figure 5: The first-year student's retention rate in the physics program.

Analysis

The results indicate that the actual performance indicator of the percentage number of students who entering the program and successfully complete first year has been increased and reached 72.5 % in the last year but the target performance (80%) and the value of the external benchmarking of the corresponding program of JU are not achieved (89.3%); the value of external benchmarking of PSAU was not measured. 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 (80 %).

Strengths

Reasons for not achieving the target:

- The students' low level of English language has a role in the retention rate
- **Recommendation:**

- Requiring students in lectures to use English references and communicate with them during office hours to face any difficulties in using the English language during their studies

Internal performance indicator of the academic program itself was chosen as internal benchmark provider because it is a self-comparison benchmark of the program. The level of internal reference performance was calculated through the number of students who entering the program and successfully complete first year provided by the academic program for the past year by dividing The Number of first-year students who continue in the program for the following year with the total number of first year students in the same year:

Retention rate=

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

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons:

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- The corresponding program in that university grant the same degree
- Convergence in infrastructure, facilities and equipment in programs

The level of external reference performance the number of students who entering the program and successfully complete first year provided by the academic program for the past year was calculated through the corresponding program in Jeddah University in the same way that was calculated in the academic program, by dividing The Number of first-year students who continue in the program for the following year with the total number of first year students in the same year. The university that selected for external benchmarking is: University of Jeddah

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

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

Actual Benchmark			Target Benchmark	Internal Benchmark*	External Benchmark		New Target Benchmark
Male	Female	Total			JU	PSAU	
ND	ND	ND	25%	ND	ND	41.4%	25%

Analysis: Nothing

Strength: Nothing

Recommendation:

This KPI was not measured until now due to lack of data. The committee of Alumni will do what is necessary to obtain this KPI

Internal performance indicator of the academic program itself was chosen as internal benchmark provider because it is a self-comparison benchmark of the program. The level of internal reference performance was calculated through the percentage number of students or graduates who pass professional and/or national exams provided by the academic program for the past year by dividing the number of students or graduates 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=

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

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons:

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- In addition to its collaboration agreement with the J.U to provide the required data for the NCAAA KPIs.
- The corresponding program in that university grant the same degree

The level of external reference performance of the Students' Percentage who pass professional and or national exams provided by the academic program for the past year was calculated through the corresponding program in Jeddah University in the same way that was calculated in the academic program, by dividing the number of students or graduates who pass professional and/or national exams with the total number of graduates who perform professional or national exams in the same year. The university that selected for external benchmarking is: University of Jeddah

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	External Benchmark		New Target Benchmark
Male	Female	Total			JU	PSAU	
33.3 %	12.5 %	15.8 %	50 %	10 %	ND	28.4%	50 %
0 %	11 %	5.5 %	10 %	5.5 %			10 %

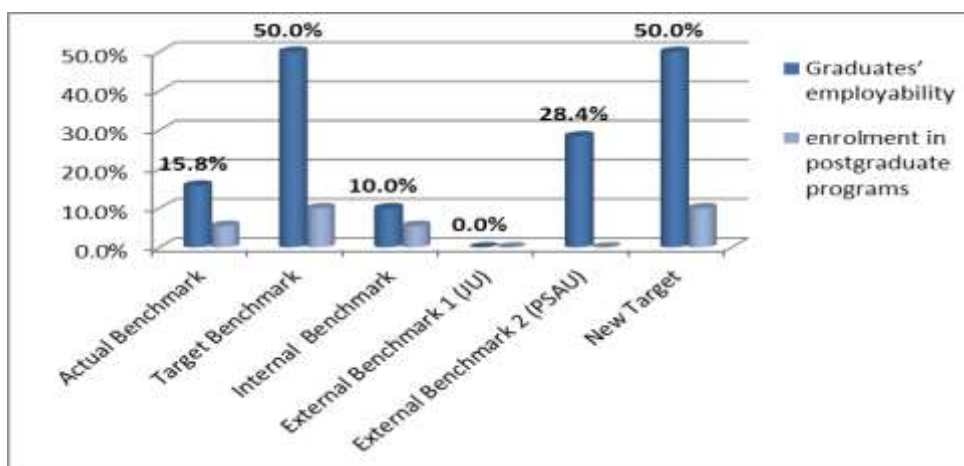


Figure 7: The employability of graduates of the physics program

Analysis: Graduates' employability

The results indicate that the actual performance indicator of the percentage number of the employability of graduates of the physics program has been increased and reached 15.8 % in the last year but both target (50%) and external benchmark value of PSAU (28.4%) was not achieved. There are no external benchmark results from University of Jadda (UJ) to compare with it. 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 (50%).

Strengths:

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 the labor market.

Recommendations:

- Preparing graduates and qualifying them for the labor market before graduation
- Preparing a database of alumni
- Preparing effective means of communication with alumni

Analysis: Graduates 'enrolment in postgraduate programs

It is clear from the results that there is no male graduate has 'enrolled in postgraduate programs. The actual performance indicator of the percentage number of the Enrollment of graduates in the program to postgraduate studies of the physics program has been fixed to the value 5.5 % in the last year and the target was not achieved. There are no external benchmark results from University of Jadda (JU) or PSAU to compare with it. 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 10 %.

Strengths: The reasons that led to the failure to achieve the target performance indicator are:

- Unwillingness of graduates to enroll in higher studies
- The lack of a variety of postgraduate programs in line with the graduates' desires

Recommendations:

- Encouraging and motivating program graduates to enroll in postgraduate programs

- Opening a variety of postgraduate programs to suit the graduates' desires and the labor market

Internal performance indicator of the academic program itself was chosen as internal benchmark provider because it is a self-comparison benchmark of the program. The level of internal reference performance was calculated by the following equation:

Graduate employability=

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

The level of internal reference performance was calculated through the percentage number of graduates who Enrollment to postgraduate studies for the past year was calculated by the following equation:

Enrollment of graduates of the program to postgraduate studies=

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

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons:

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- The corresponding program in that university grant the same degree
- Convergence in infrastructure, facilities and equipment in programs

The level of external reference performance was calculated through the percentage number of graduates who employment for the past year by dividing the number of program graduates who were employed in the first year of their graduation with the total number of program graduates in the same year. And The level of external

reference performance was calculated through the percentage number of graduates who Enrollment to postgraduate studies for the past year by dividing the number of graduates who joined postgraduate studies during the first year of their graduation with the total number of program graduates in the same year

KPI-P-08 Average number of students in the class

NCAAA KPI Reference Number: KPI-P- 08: Average number of students in the class.

Actual Benchmark			Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark
Male	Female	Total			JU	PSAU	
7	15	.11	25	13	15	22	25

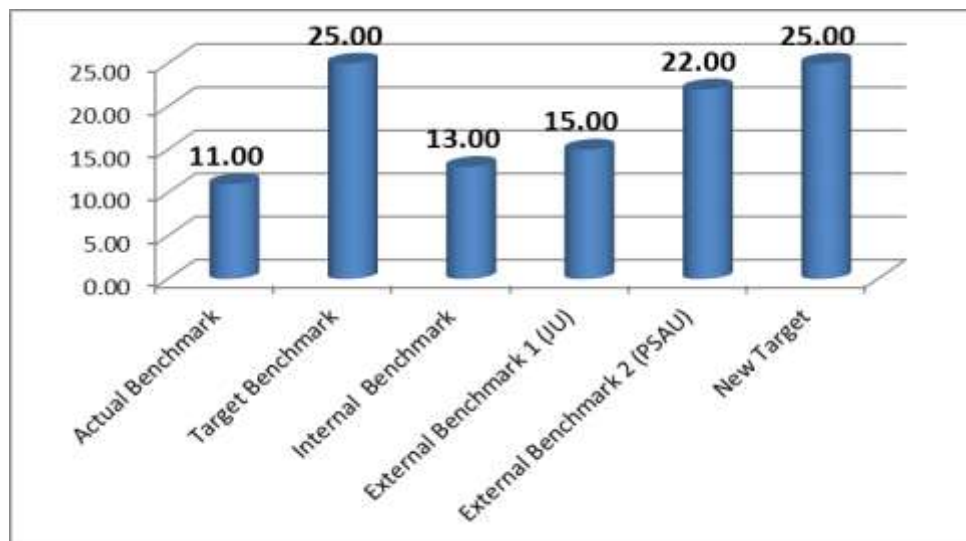


Figure 8: The average number of students in the class in the physics program

Analysis:

The results indicate that the actual performance indicator of the average number of students in the class in the physics program has been increased and reached 11 in the last year and both values of external benchmark of JU & PSAU (15 & 22 respectively) and the target performance (25) 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 value of the actual performance indicator and the target performance of the average number of students in the class in the physics program in the last year was not achieved the However, Optimal ratio of students in the class is currently exists.

Recommendation:

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

Internal performance indicator of the academic program itself was chosen as internal benchmark provider because it is a self-comparison benchmark of the program. The level of internal reference performance was calculated through the average number of students in the class in the physics program for the past year by dividing the total number of students with the total number of class.

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

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- The corresponding program in that university grant the same degree
- Convergence in infrastructure, facilities and equipment in programs

The level of external reference performance was calculated through the corresponding program in Jeddah University in the same way that was calculated in the academic program, by dividing the total number of students with the total number of class.

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*	External Benchmark**		New Target Benchmark
Male	Female	Total			JU	PSAU	
3.91	3.91	3.91	3.5	3.32	ND	5	4

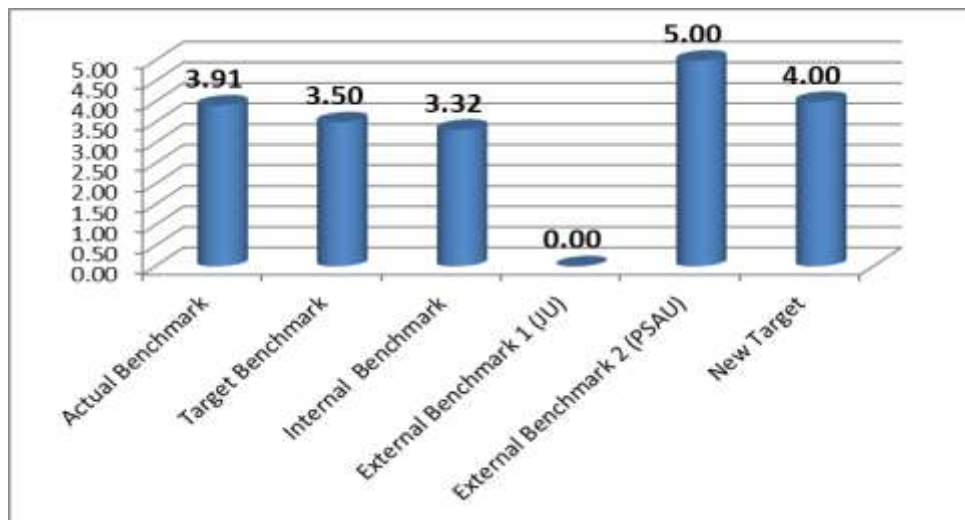


Figure 9: The employers' evaluation of the physics program graduates proficiency

Analysis:

The results indicate that the actual performance indicator of the employers' evaluation of the physics program graduates proficiency has been increased and reached 3.91 in the last year and the target (3.5) has been achieved but it is much less than the external benchmark value of PSAU (5) . There are no external benchmark results from University of Jadda (UJ) to compare with it. 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).

Strengths:

Although performance indicator of the employers' evaluation of the physics program graduates proficiency have been increased but it needs more improvements to open different fields of employment for graduates.

Recommendation:

- Form a committee from the unit to follow the graduates in their jobs and find out the extent the institution's satisfaction with the graduate level
- Increase the number of meetings with students, even those who did not graduate to encourage them Communication with school owners and factories in the fields of graduate work

Internal performance indicator of the academic program itself was chosen as internal benchmark provider because it is a self-comparison benchmark of the program. The level of internal reference performance 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.

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- The corresponding program in that university grant the same degree
- Convergence in infrastructure, facilities and equipment in programs

The level of external reference performance was calculated through the corresponding program in Jeddah University in the same way that was calculated in the academic program, which is the employers' evaluation of the physics program graduates proficiency provided by the academic program for the past year on a five-point scale.

The university that selected for external benchmarking is: University of Jeddah.

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*	External Benchmark**		New Target Benchmark
Male	Female	Total			JU	PSAU	
3.65	3.4	3.53	4	3.50	3.7	4.34	4

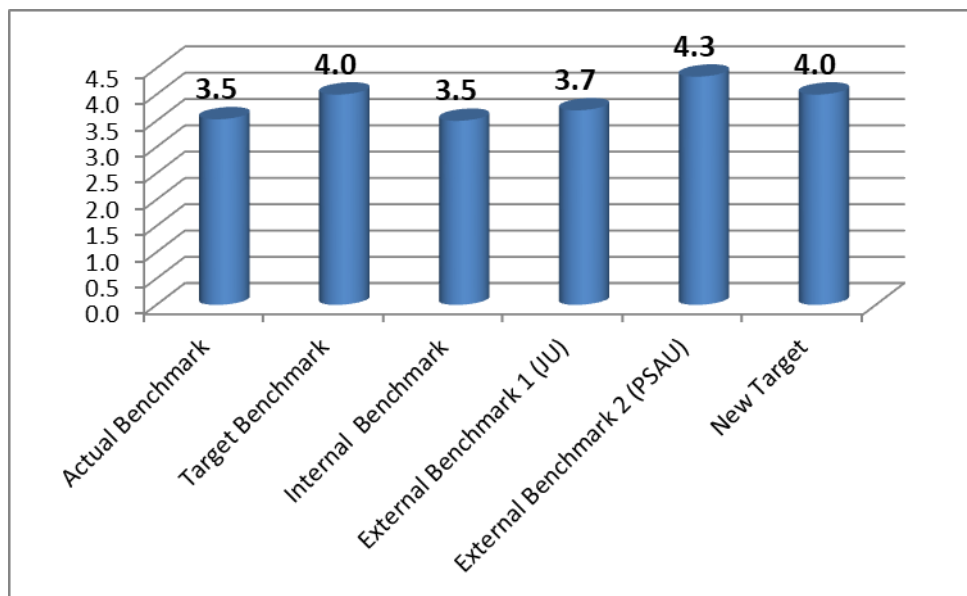


Figure 10: The Students' satisfaction with the offered services in the physics program

Analysis:

The results indicate that the actual performance of the student satisfaction indicator with the services provided has been slightly increased and reached (3.53) in the last year, but the target performance indicator (4) and external benchmark values of JU & PSAU (3.7, 4.34 respectively) was not 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).

Strengths:

It is clear from the value of the actual performance indicator of the Students' satisfaction with the offered services in the physics program in the last year was not achieved. Most quality of service requirements that help the student to move forward in the program are available, but there are shortcomings in some of the services provided, such as medical services, places to serve meals, places to exercise and various activities for students.

Recommendations:

- The Access to health services should be quick and easy

Internal performance indicator of the academic program itself was chosen as internal benchmark provider because it is a self-comparison benchmark of the program. The level of internal reference performance was calculated through the students' average assessment of the various services provided by the academic program for the past year on a five-point scale.

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- The corresponding program in that university grant the same degree
- Convergence in infrastructure, facilities and equipment in programs

The level of external reference performance was calculated through the corresponding program in Jeddah University in the same way that was calculated in the academic program, which is the students' average assessment of the various services provided by the academic program for the past year on a five-point scale. The university that selected for external benchmarking is: University of Jeddah

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**		New Target Benchmark
Male	Female	Total			JU	PSAU	
4 :1	15 :1	8 :1	20:1	25 : 1	4 : 1	13.1:1	20:1

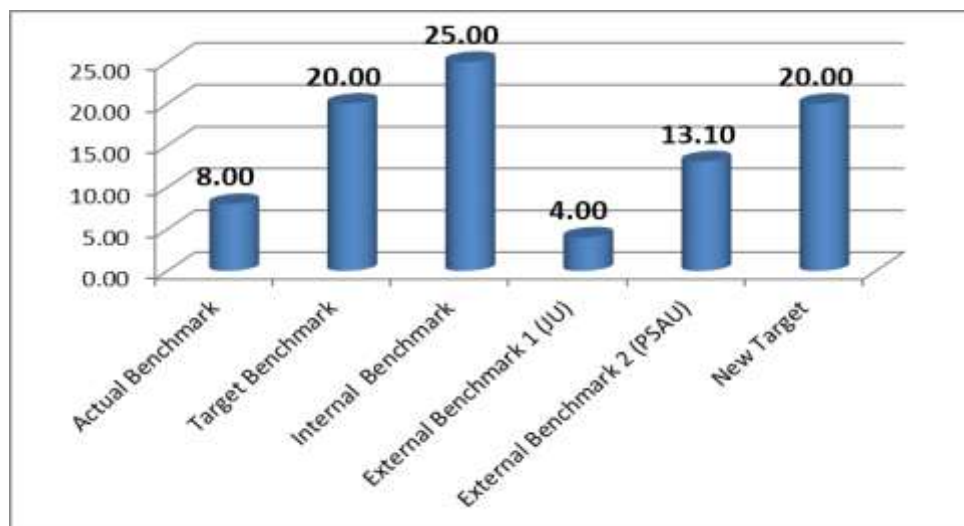


Figure 11: The ratio of students to teaching staff in the physics program

Analysis

The results indicate that the actual performance of the ratio of students to teaching staff indicator has been decreased in recent years and reached (8:1) and the target performance indicator (20:1) was achieved. Although the actual value (8:1) is greater than the external benchmark value of JU (4:1) but it is still much less than the external benchmark value of PSAU (13.1:1). Based on the analysis of the indicator's development, the target performance indicator value will be fixed at (20:1). The value of the new target indicator is (20:1).

Strengths:

- Failure to achieve the target percentage because the physics major does not attract many students to enroll in it.

- The prevailing belief among many students is that physics is a difficult discipline that requires more effort from the student

Recommendations:

- Opening sub-specialties for the Physics program to attract a larger number of students and be compatible with the labor market.

Internal performance indicator of the academic program itself was chosen as internal benchmark provider because it is a self-comparison benchmark of the program. The level of internal reference performance 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.

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

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- The corresponding program in that university grant the same degree
- Convergence in infrastructure, facilities and equipment in programs

The level of external reference performance was calculated through the corresponding program in Jeddah University in the same way that was calculated in the academic program, the ratio of students to teaching staff in the program was calculated by dividing the total number of students of the program with total number of full-time faculty members in the physics program. The university that selected for external benchmarking is: University of Jeddah

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		New Target Benchmark
			JU	PSAU	
M:65.63%, F:34.3% Prof: 2.94% Assoc. P: 29.5% Assist. P:67.56%	M: 60%, F: 40% Prof.: 12 % Assist. P:48 % Assoc. P:40 %	M. 59.61 % F.40.39 % Prof.: 2.5 % Assist. P:55 % Assoc. P: 42.5%	M. 17.6 % F.82.4 % Prof.: 27.9 % Assist. P:16 % Assoc. P: 27% Lecture 28.1	M. 64.7% F. 35.3% Prof.: 12.5 % Assoc. P: 25 % Assist. P:34.4% Lecturer: 9.4% Demonstrator: 18.8%	M: 60%, F: 40 % Prof.: 12 % Assist. P:48 % Assoc. P:40 %

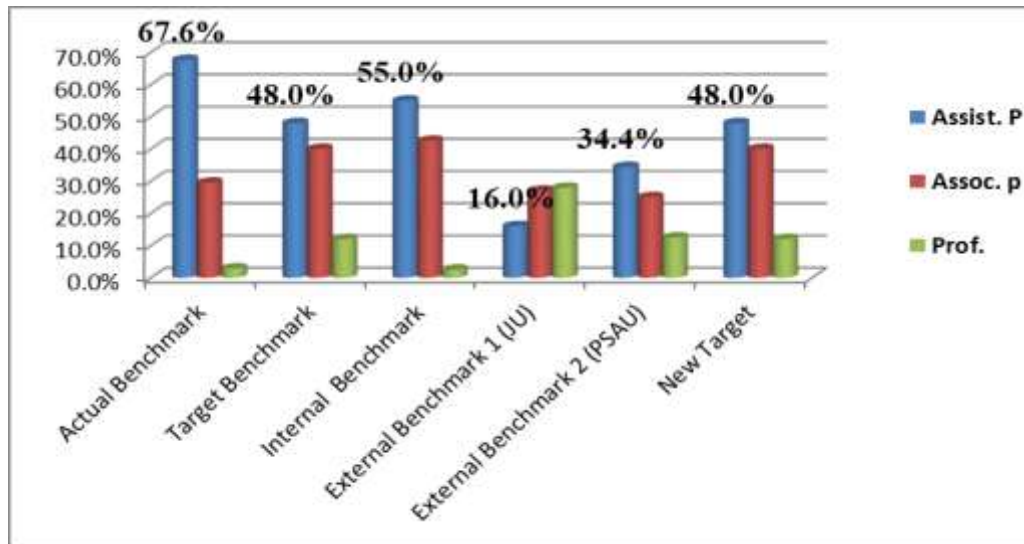


Figure (12): Percentage of teaching staff distribution.

Analysis

The results indicate that the actual performance indicator of percentage distribution of faculty members by gender and the percentage distribution of teaching staff in terms of scientific rank has been decreased in recent year, and the target performance and external benchmark values for JU & PSAU 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:

From the table of the percentage of teaching staff distribution for both males and females, it is clear that, there is a gap still exist between the required and what already in. It clearly appears in the female branch, and there is a decrease in the percentage of

the female faculty members in the program, this is due to the termination of contracts for reasons related to the period allowed for them to contract with their original universities or for personal reasons related to a faculty member.

Recommendations:

- Contracting with new faculty members of female gender
- Contracting with faculty members of higher academic ranks (professors and associative professors) to fill the shortage.

Internal performance indicator of the academic program itself was chosen as internal benchmark provider because it is a self-comparison benchmark of the program. The level of internal reference performance was calculated through the equations

- *Percentage distribution of faculty members by gender*

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

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

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

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

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- The corresponding program in that university grant the same degree
- Convergence in infrastructure, facilities and equipment in programs

The level of external reference performance was calculated through the corresponding program in Jeddah University in the same way that was calculated in the academic program. The university that selected for external benchmarking is: University of Jeddah

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**		New Target Benchmark
Male	Female	Total			JU	PSAU	
11 %	18 %	14.5 %	6%	9 %	0 %	11%	6%

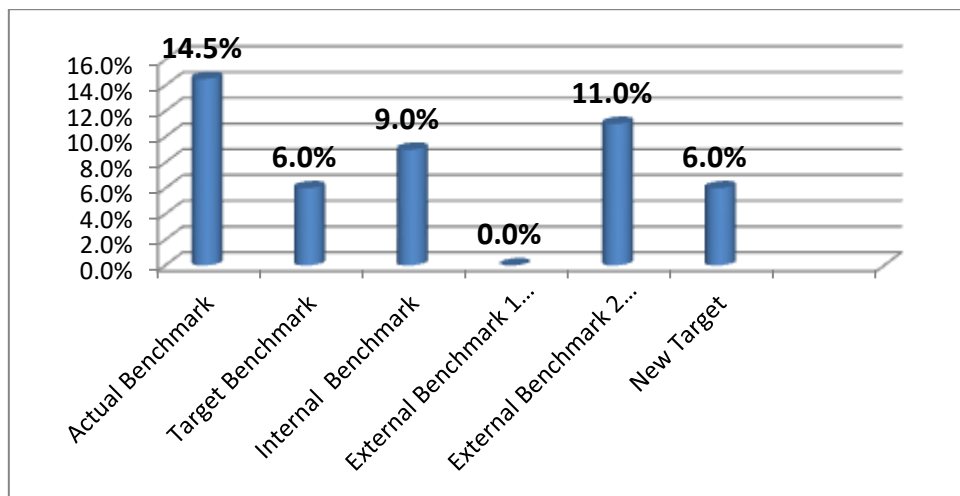


Figure 13: The proportion of teaching staff leaving the physics program

Analysis:

The results indicate that the actual performance indicator of Percentage of faculty leave the program has been decreased (14.5 %) in recent year, but the target performance (6%) was not achieved. The number of teaching staff which leaving the program is still higher than that of the external benchmark for PSAU University but less than JU (0%, 11% prospectively). Based on the analysis of the indicator's development, the target performance indicator value will be fixed at the same values. The value of the new target indicator is (6 %).

Strength:

From the results, it is clear that the faculty member's drop out of the program due to reasons related to the period allowed for them to contract with their original universities, or because of some technical observations on the performance of the faculty member, or because of personal reasons for the faculty member.

Recommendation:

- Improve the support for new and existing faculty members through the establishment of better tenure, and a rewarding system.
- Establish a program for assessment of salaries of the faculties and doing benchmarking with other peer colleges

Internal performance indicator of the academic program itself was chosen as internal benchmark provider because it is a self-comparison benchmark of the program. The level of internal reference performance of faculty dropout from the program was calculated through the equations

Percentage of Faculty dropout from the program=

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

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- The corresponding program in that university grant the same degree
- Convergence in infrastructure, facilities and equipment in programs

The level of external reference performance was calculated through the corresponding program in Jeddah University in the same way that was calculated in the academic program. The university that selected for external benchmarking is: University of Jeddah.

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*	External Benchmark**		New Target Benchmark
Male	Female	Total			JU	PSAU	
72.7 %	63.6%	69.7%	70 %	50%	54%	78.3%	70%

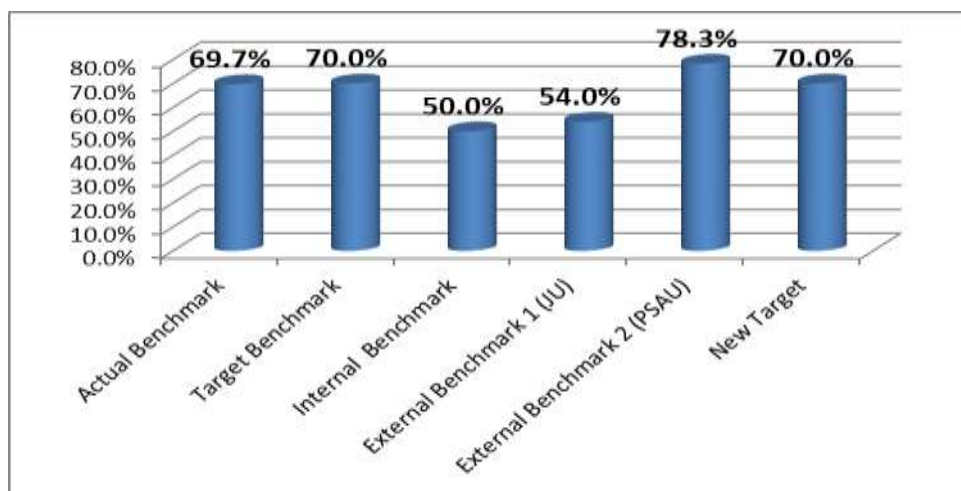


Figure 14: The percentage of publications of faculty members in the physics program

Analysis:

The results indicate that the actual performance of the scientific publication percentage indicator of the faculty members in the program has been increased in recent year and reached to 69.7%, but the value of the target performance indicator (70%) has not been achieved. the actual performance was higher than the external benchmark for JU but lower than PSAU (54%, 78.3% respectively). Generally, the number of publications by the male branch is increased compared to the published articles by the female branch. Based on the analysis of the indicator's development, the target performance indicator value will be fixed at the same value. The value of the new target indicator is 70%.

Strengths:

It is clear from the value of the actual performance indicator of the percentage of scientific publication for faculty members in the last year exceeded the value of the internal Benchmark.

Recommendations:

1- A research strategic plan for the future should be identified as a main priority for the Department of Physics.

Internal performance indicator of the academic program itself was chosen as internal benchmark provider because it is a self-comparison benchmark of the program. The level of internal reference performance of Percentage of scientific publication for faculty members was calculated through the equation:

Percentage of scientific publication for faculty members=

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

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- The corresponding program in that university grant the same degree
- Convergence in infrastructure, facilities and equipment in programs

The level of external reference performance was calculated through the corresponding program in Jeddah University in the same way that was calculated in the academic program. The university that selected for external benchmarking is: University of Jeddah.

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*	External Benchmark**		New Target Benchmark
Male	Female	Total			JU	PSAU	
1.5:1	0.65:1	1.2:1	1:1	0.9:1	1.16:1	2.94	2:1

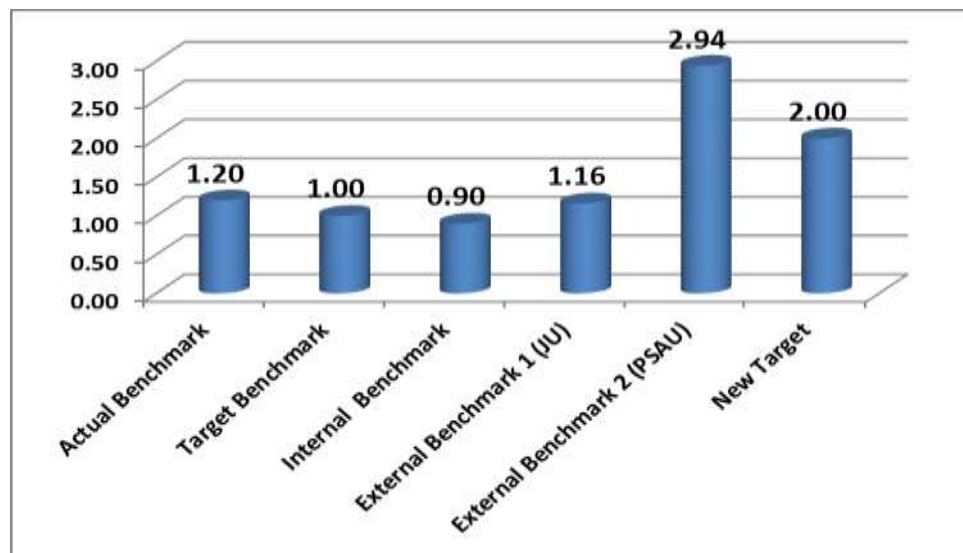


Figure 15: The rate of published research per faculty member in the physics program

Analysis:

The results indicate that the actual performance indicator of the rate of published research per faculty member has been increased (1.2:1) in recent years and exceeded the value of the external Benchmark for JU (1.16:1) but it is lower than the value of PSAU (2.94); also the target performance (1:1) was achieved. Based on the analysis of the indicator's development, the target performance indicator value will be increased. The new value is 2:1.

Strengths:

It is clear from the value of the actual performance indicator of the rate of published research per faculty member in the physics program in the last year has been increased and exceeds the value of e of the external Benchmark JU (1.16:1) and the target performance has been achieved. The reasons for not a achieving:

Recommendation:

- Work to provide research laboratories equipped with the latest equipment to raise the rate of scientific publishing for faculty members of the program in scientific journals with high impact factors
- Establish postgraduate programs in different fields of physics.

Internal performance indicator of the academic program itself was chosen as internal benchmark provider because it is a self-comparison benchmark of the program. The level of internal reference performance of the rate of published research per faculty member in the physics program indicator was calculated through the equation:

The rate of published research per faculty member in the physics program=

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

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- The corresponding program in that university grant the same degree
- Convergence in infrastructure, facilities and equipment in programs

The level of external reference performance was calculated through the corresponding program in Jeddah University in the same way that was calculated in the academic program. The university that selected for external benchmarking is: University of Jeddah

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*	External Benchmark**		New Target Benchmark
Male	Female	Total			JU	PSAU	
26.2:1	18.4:1	23.6:1	20:1	10:1	15:1	52:1	30:1

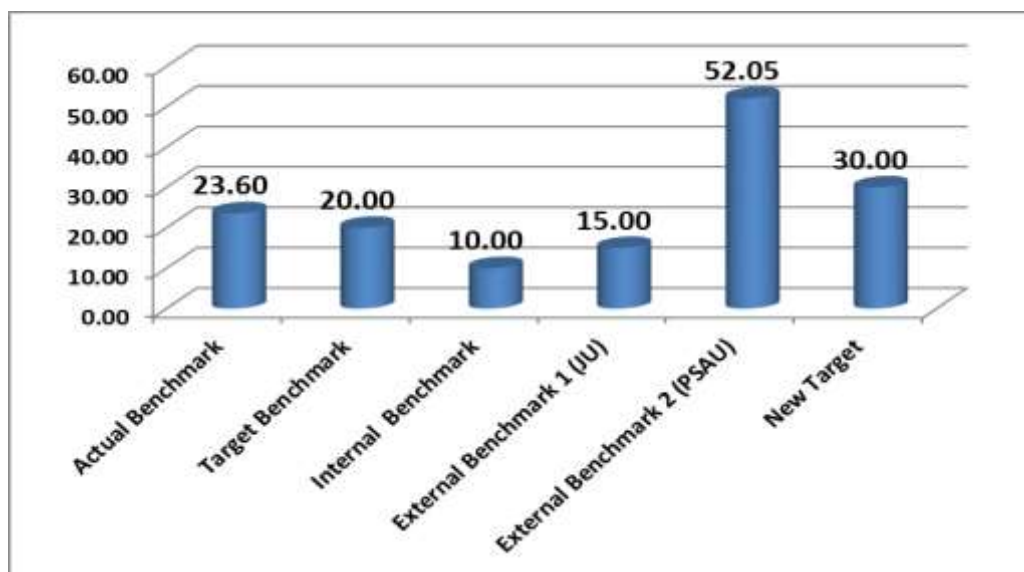


Figure 16: The Citations rate in refereed journals per faculty member in the physics program

Analysis:

From the results it is clear that, the actual performance indicator (23.6:1) of the Citations rate in refereed journals per faculty member has been increased in the last year, and exceeds both value of the target performance (15) and the value of external bench mark for JU (15) but it is still less than the value of PSAU(52.05) . Based on the analysis of the indicator's development, the target performance indicator value will be increased. The new value is 30

Strengths:

Although the value of the actual performance indicator of The Citations rate in refereed journals has been increased and exceeded target performance indicator and the internal Benchmark, however it faces many difficulties such as:

The difficulty of publishing in scientific journals classified with a high impact factor

- There is no specifying time for scientific research.
- There a lack of sufficient support to participate in international conference
- The lack of specified research laboratories in some departments

Recommendation:

- Reducing the administrative burden for faculty members.
- Allocating specific times for scientific research in the schedules of faculty members.

Internal performance indicator of the academic program itself was chosen as internal benchmark provider because it is a self-comparison benchmark of the program. The level of internal reference performance of The Citations rate in refereed journals per faculty member in the physics program indicator was calculated through the equation:

The Citations rate in refereed journals per faculty member=

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

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- The corresponding program in that university grant the same degree
- Convergence in infrastructure, facilities and equipment in programs

The level of external reference performance was calculated through the corresponding program in Jeddah University in the same way that was calculated in the academic program. The university that selected for external benchmarking is: University of Jeddah.

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*	External Benchmark**		New Target Benchmark
Male	Female	Total			JU	PSAU	
4.1	4.1	4.1	3.84	3	4.02	4.6	4.2

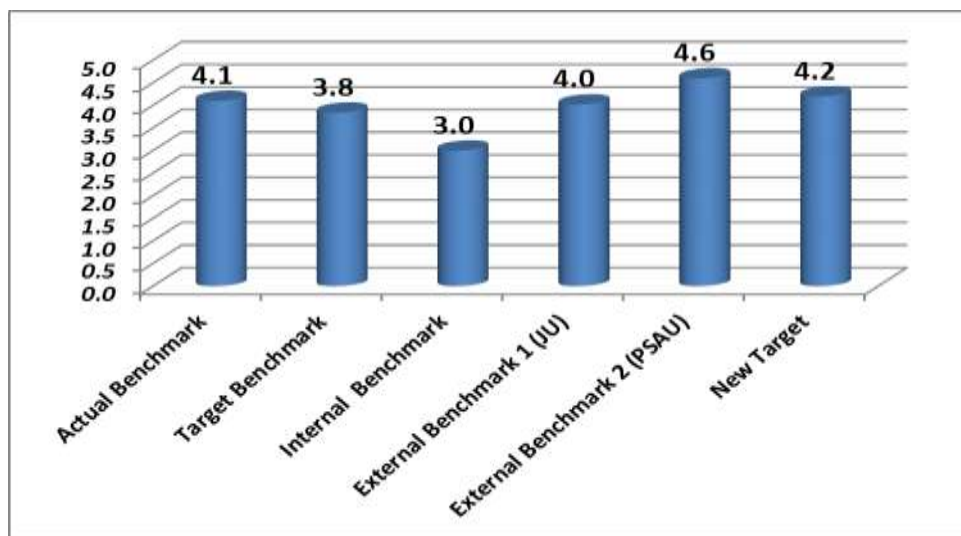


Figure 17: The satisfaction of beneficiaries with the learning resources in the physics program

Analysis:

The results indicate that the value of the actual performance indicator of the satisfaction of beneficiaries with the learning resources in the physics program has been increased and reached a value of 4.1 and exceeds the external benchmark value (4.02) for JU but is still less than the value of PSAU (4.6) during the last year. The target performance value (3.7) of the indicator has been achieved. By studying the status and development of the indicator, it is decided that the new target performance value will be increased. The new value 4.2

Strengths:

The results show high rate satisfaction of the stakeholder evaluation of the digital library with a considerable increase in the rating due to academic year 40/41

compared to 39/40 which may be related to the continuous improvement in the provided services and increasing the accessible database/content.

Recommendations:

- Directing students to go to the library periodically

Internal performance indicator of the academic program was chosen as internal benchmark provider because it is a self-comparison benchmark of the program. The level of internal reference performance in the physics program for the past year was calculated through the application of a questionnaire to evaluate beneficiaries' satisfaction with learning resources on a scale from five levels in an annual survey.

The corresponding program at Jeddah University was selected as external reference indicator for the following reasons

- The corresponding program in the Jeddah university has obtained program accreditation from the National Center
- The corresponding program in that university grant the same degree
- Convergence in infrastructure, facilities and equipment in programs

The level of external reference performance was calculated through the corresponding program in JU in the same way that was calculated in the academic program, through the application of a questionnaire to evaluate beneficiaries' satisfaction with learning resources on a scale from five levels in an annual survey. The university that selected for external benchmarking is: University of Jeddah

Additional Performance Indicators(API)

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

<i>KPI-AP-01: Number of research groups in the program</i>							
<i>Actual Benchmark</i>			<i>Target Benchmark</i>	<i>Internal Benchmark</i>	<i>External Benchmark</i>		<i>New Target Benchmark</i>
<i>Male</i>	<i>Female</i>	<i>Total</i>			<i>JU</i>	<i>PSAU</i>	
2		2	1	1	ND	ND	1

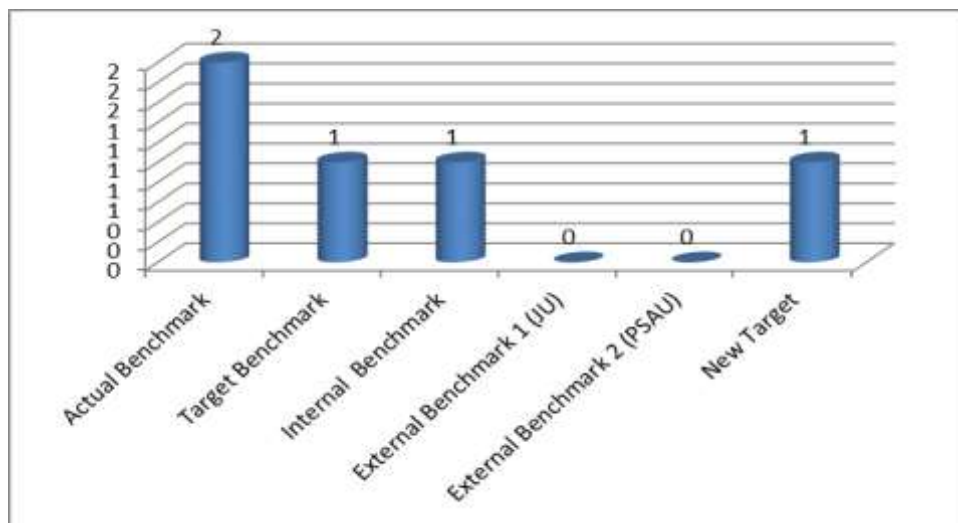


Figure (1): The number of research group's projects received by faculty members in the program annually

Analysis:

The results indicate that the actual performance indicator (1) of the number of research group's projects received by faculty members in the program is increased from 1 to 2 research projects in the last two years, and the target (1) has been 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 (1).

Strengths:

It is clear from the value of the actual performance indicator of the number of research groups projects received by faculty members in the program in the last years has been increased.

Recommendations:

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

Internal performance indicator of the academic program was chosen as internal benchmark provider because it was a self-comparison benchmark of the program.

It was calculated by counting the number research groups projects received by faculty members in the program annually for the past year.

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

KPI-AP-02: The number of supported research projects obtained by the program per year							
Actual Benchmark			Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
Male	Female	Total			JU	PSAU	
5	2	7	5	3	ND	ND	10

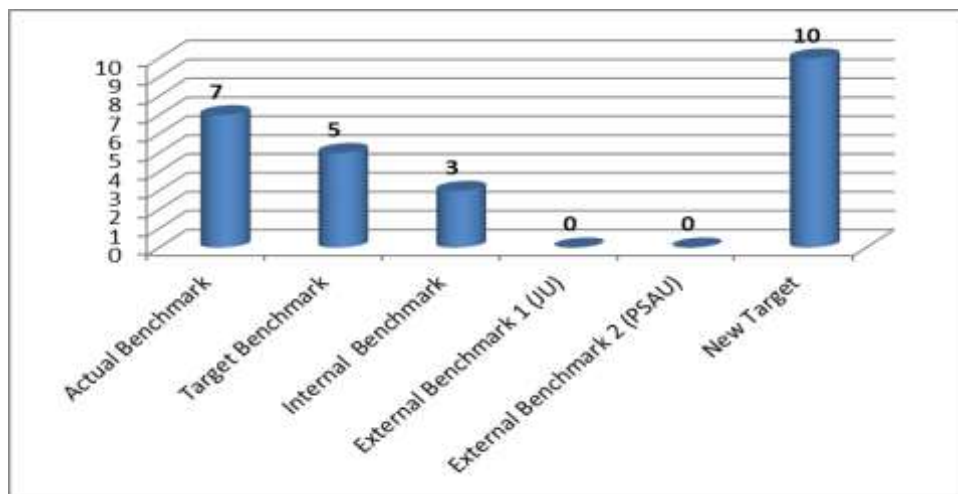


Figure (2): Number of research projects supported annually in the program

Analysis:

The results indicate that the actual performance indicator of the number of research projects received by faculty members in the program has been increased and reached 5 in the last year, and the target(5) 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 (10).

Strengths:

It is clear from the value of the actual performance indicator of the number of research projects received by faculty members in the program in the last year has achieved and exceeded the internal Benchmark value, which confirms the scientific research activities as an apparent strength point in the program. Despite the distinction of scientific research in the program, there is a lack of some equipment required for the preparation and characterization of samples

Recommendations:

- Increasing financial support for research projects to match the costs of chemicals, analysis, and the publication costs

Internal performance indicator of the academic program was chosen as internal benchmark provider because it was a self-comparison benchmark of the program. It was calculated by counting the number research projects received by faculty members in the program annually for the past year.

KPI-AP-03: The percentage of students participating in the activities extra-

KPI-AP- 03: The number of supported research projects obtained by the program per year							
Actual Benchmark			Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
					JU	PSAU	
Male	Female	Total	40%	35%	ND	ND	45%
40.2%	42.7%	41.8%					

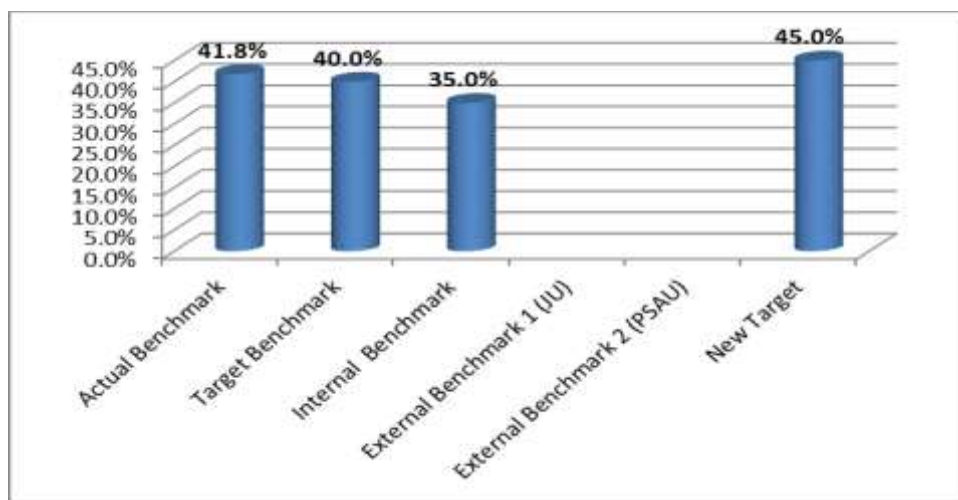


Figure 3: The percentage of students participating in the extra-curricular activities

Analysis:

The results indicate that the actual performance indicator of the percentage number of students participating in the activities extra-curricular in the program has been increased and reached 41.8% in the last year and the target 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 (45 %).

Strengths:

It is clear from the value of the actual performance indicator of the percentage number of students participating in the extra-curricular activities in the last year has been achieved and exceeded the value of the internal Benchmark values, but this value is small and needs improvement to increase it.

Recommendations:

- 1- Establishing many student extracurricular activities within the program and encouraging students to participate in them
- 2- Announcing these activities to students in different ways to increase the number of participating students.
- 3- Educating students about the importance of participating in various activities in their public life

Internal performance indicator of the academic program was chosen as internal benchmark provider because it was a self-comparison benchmark of the program. The percentage of students participating in the extra-curricular activities was calculated in the program annually for the past year by the equation:

The percentage of students participating in the extra-curricular activities=

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

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	External Benchmark		New Target Benchmark
			JU	PSAU	
3.8	4	3.5	ND	ND	4

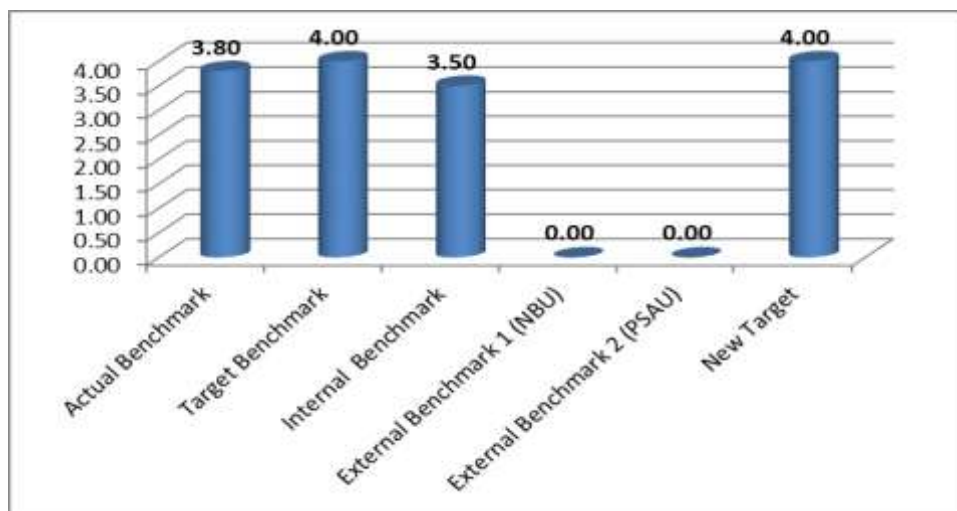


Figure 4: Employers' satisfaction with the program's target, vision and mission

Analysis:

The results indicate that the actual performance indicator of Employers' satisfaction with the program's vision and mission has been increased and reached 3.8 in the last year but the target (4) has been approximately 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).

Strengths:

It is clear from the value of the actual performance indicator of the Employers' satisfaction with the program's target, vision and mission in the last year has been increased.

Recommendation:

- Creating a questionnaire to survey the opinions of students, faculty members and the labor market authorities about vision and mission

Internal performance indicator of the academic program was chosen as internal benchmark provider because it was a self-comparison benchmark of the program. The level of internal reference performance in the physics program for the past year was calculated through the application of a questionnaire to evaluate Employers' satisfaction with the program's target, vision and mission on a scale from five levels in an annual survey.

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

KPI-AP- 05: Percentage of student graduation projects related to the surrounding community							
Actual Benchmark			Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
					JU	PSAU	
Male	Female	Total	20%	16.6%	ND	ND	25%
25%	20%	22.2%					

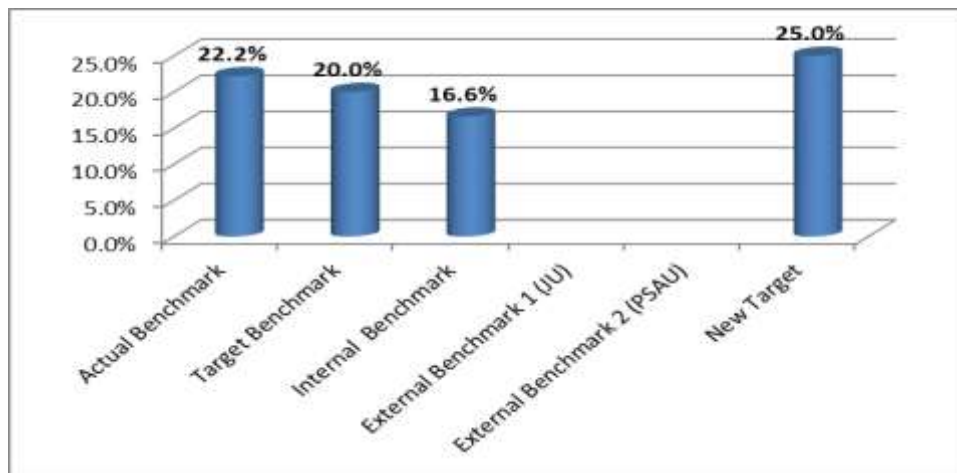


Figure 4: Percentage of student graduation projects related to the surrounding community

Analysis:

The results indicate that the actual performance indicator of the Percentage of student graduation projects related to the surrounding community in the program has been increased and reached 22.2 % in the last year, and the target has been not 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 (24 %).

Strengths:

It is clear from the value of the actual performance indicator of the percentage number of students graduation projects related to the surrounding community in the last year has been achieved and exceeded the value of both the target performance indicator, and the internal Benchmark values.

Recommendation:

- Establishment of a strategic plan for community services in the program
Develop the established unit for community service.

Internal performance indicator of the academic program was chosen as internal benchmark provider because it was a self-comparison benchmark of the program. The Percentage of student graduation projects related to the surrounding community was calculated in the program annually for the past year by the equation:

Percentage of student graduation projects related to the surrounding community=

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

The Enhancement and development of Key Performance Indicators for Physics Program

Year 2019/2020

Name of KPI	Recommendations	Responsible Person	Start Date	Completion Date
KPI-P-01 Percentage of achieved indicators of the program operational plan objectives.	<ul style="list-style-type: none"> Discussing the teaching strategies used in the courses specifications and the program and their suitability for learning outcomes and assessment methods. 	The second standard & quality Committee	From September 2020	June 2021
KPI-P-02 Students' Evaluation of quality of learning experience in the program	<ul style="list-style-type: none"> Encouraging students and urging them to take a questionnaire to express the program and the experiences that they have gained during their studies in the program. 	Third standard	From September 2020	June 2021

<p>KPI-P-03 Students' evaluation of the quality of the courses</p>	<ul style="list-style-type: none"> Encourage students to give an actual appreciation of courses 	<p>Third standard & course teachers</p>	<p>From September 2020</p>	<p>June 2021</p>
<p>KPI-P-04 Completion rate</p>	<ul style="list-style-type: none"> Continues assessment to ensure students commitment to study plan and activating the role of the academic advisor. Reviewing program reports and making appropriate development Preparing appropriate procedures for students to enroll in the appropriate academic programs they wish to study 	<p>Academic affairs & Third standard</p>	<p>From September 2020</p>	<p>June 2021</p>
<p>KPI-P-05 First-year student's retention rate</p>	<ul style="list-style-type: none"> Requiring students in lectures to use English references and communicate with them during office hours to face any difficulties in using the English language during their studies. 	<p>Academic affairs & Third standard & Guidance</p>	<p>From September 2020</p>	<p>June 2021</p>

		Committee		
KPI-P-06 Students' performance in the professional and/or national examinations	<ul style="list-style-type: none"> Develop alumni unit to support them and follow up their activities. Support the graduated student with some specialized high-level training courses that helps to raise the employment opportunities for our graduated students. 	Alumni Affairs Committee	From September 2020	June 2021
KPI-P-07 Graduates' employability and enrolment in postgraduate programs	<ul style="list-style-type: none"> Preparing graduates and qualifying them for the labor market before graduation Preparing a database of alumni Preparing effective means of communication with alumni Encouraging and motivating program graduates to enroll in postgraduate programs Opening a variety of postgraduate programs to suit the graduates' desires and the labor market. 	Alumni Affairs Committee	From September 2020	June 2021

<p>KPI-P-08 Average number of students in the class</p>	<ul style="list-style-type: none"> Maintain the same ratio for the coming years, taking into account any expected increase in the number of student admissions in the coming years. 	<p>Academic Affairs</p>	<p>From September 2020</p>	<p>June 2021</p>
<p>KPI-P-09 Employers' evaluation of the program graduates proficiency.</p>	<ul style="list-style-type: none"> Form a committee from the unit to follow the graduates in their jobs and find out the extent the institution's satisfaction with the graduate level Increase the number of meetings with students, even those who did not graduate to encourage them Communication with school owners and factories in the fields of graduate work. 	<p>Alumni Affairs Committee</p>	<p>From September 2020</p>	<p>June 2021</p>
<p>KPI-P-10 Students' satisfaction with the offered services</p>	<ul style="list-style-type: none"> The Access to health services should be quick and easy. 	<p>Sixth Standard</p>	<p>From September 2020</p>	<p>June 2021</p>

<p>KPI-P-11 Ratio of students to teaching staff</p>	<ul style="list-style-type: none"> Opening sub-specialties for the Physics program to attract a larger number of students and be compatible with the labor market. 	Fifth standard	From September 2020	June 2021
<p>KPI-P-12 Percentage of teaching staff distribution</p>	<ul style="list-style-type: none"> Contracting with new faculty members of female gender Contracting with faculty members of higher academic ranks (professors and associative professors) to fill the shortage. 	Fifth standard	From September 2020	June 2021
<p>KPI-P-13 Proportion of teaching staff leaving the program</p>	<ul style="list-style-type: none"> Improve the support for new and existing faculty members through the establishment of better tenure, and a rewarding system. Establish a program for assessment of salaries of the faculties and doing benchmarking with other peer colleges. 	Fifth standard	From September 2020	June 2021

<p>KPI-P-14 Percentage of publications of faculty members</p>	<ul style="list-style-type: none"> A research strategic plan for the future should be identified as a main priority for the Department of Physics. 	<p>Scientific Research committee</p>	<p>From September 2020</p>	<p>June 2021</p>
<p>KPI-P-15 Rate of published research per faculty member</p>	<ul style="list-style-type: none"> Work to provide research laboratories equipped with the latest equipment to raise the rate of scientific publishing for faculty members of the program in scientific journals with high impact factors Establish postgraduate programs in different fields of physics. 	<p>Scientific Research committee</p>	<p>From September 2020</p>	<p>June 2021</p>
<p>KPI-P-16 Citations rate in refereed journals per faculty member</p>	<ul style="list-style-type: none"> Reducing the administrative burden for faculty members. Allocating specific times for scientific research in the schedules of faculty members. 	<p>Scientific Research committee</p>	<p>From September 2020</p>	<p>June 2021</p>

<p>KPI-P-17 Satisfaction of beneficiaries with the learning resources</p>	<ul style="list-style-type: none"> Directing students to go to the library periodically. 	<p>Sixth standard</p>	<p>From September 2020</p>	<p>June 2021</p>
<p>KPI-AP-01 Number of research groups in the program</p>	<ul style="list-style-type: none"> Increasing the number of research groups to include all members of the department. 	<p>Scientific Research committee</p>	<p>From September 2020</p>	<p>June 2021</p>
<p>KPI-AP-02 The number of supported research projects obtained by the program per year</p>	<ul style="list-style-type: none"> Increasing financial support for research projects to match the costs of chemicals, analysis, and the publication costs 	<p>Scientific Research committee</p>	<p>From September 2020</p>	<p>June 2021</p>

<p>KPI-AP-03 The number of supported research projects obtained by the program per year</p>	<ul style="list-style-type: none"> Establishing many student extracurricular activities within the program and encouraging students to participate in them Announcing these activities to students in different ways to increase the number of participating students. Educating students about the importance of participating in various activities in their public life. 	<p>Student Activities Committee, Alumni Committee and Student Forum Committee</p>	<p>From September 2020</p>	<p>June 2021</p>
<p>KPI-AP-04 Employers' satisfaction with the program's target, vision and mission</p>	<ul style="list-style-type: none"> Creating a questionnaire to survey the opinions of students, faculty members and the labor market authorities about vision and mission. 	<p>First standard</p>	<p>From September 2020</p>	<p>June 2021</p>
<p>KPI-AP-05 Percentage of student graduation projects related to the surrounding community</p>	<ul style="list-style-type: none"> Establishment of a strategic plan for community services in the program. 	<p>Society Services Unit</p>	<p>From September 2020</p>	<p>June 2021</p>

I. Action Plan Progress Report

Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give	
				Reasons	Proposed action
An internal committee should be formed from all departments in order to verify the student's achievement	September 2019 to June 2020	Academic Advising Committee	No	Need time	Contact with the other branches to form internal committees
Verifications of students achievements in each program should be send to an audit outside university in order to gain more special feedbacks	September 2019 to June 2020	Academic Advising Committee	No	Need time	Need more communication with students outside the university

<p>Contact with the largest number of graduates -Working on opening different specializations in postgraduate studies in line with the graduates' different tendencies to attract the largest number of students to enroll in postgraduate studies</p>	<p>September 2019 to June 2020</p>	<p>Alumni Affairs Committee</p>	<p>No</p>	<p>Need time</p>	<p>Graduates not responding</p>
<p>The research supporting financial needs extra supports. -Overall, research must be further encouraged and enhanced as the number of ISI publications from the Department doesn't match its great potential -Develop the link with the community</p>	<p>September 2019 to June 2020</p>	<p>Scientific Research Committee</p>	<p>yes</p>		

Increase the number of citations By motivating faculty members to publish their research in an international classified scientific journals	September 2019 to June 2020	Scientific Research Committee	yes		
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Council / Committee	PHYSICS DEPARTMENT COUNCIL
Reference No.	DEPARTMENT MINUTES NO. (25/1441)
Date	(11/6/2020) CORRESPONDING TO (19/10/1441)