

Key Performance Indicators Report

The Medical Surgical Nursing Department adopted 17 Program Key Performance Indicators (KPI) from the NCAAA. This KPIs' report covered three academic periods from A.Y. 2020-2021, A.Y.2021-2022, and A.Y. 2022-2023. The Accreditation and Quality committee of the department spearheaded the data collection, interpretation, analysis, and development of the improvement plan for each KPI. The committee assigned point person/s for each specific KPI to ensure that the data to be collected through surveys are from the right respondents and accurate information needed by each KPI.

The Department has implemented the use of standardized NCAAA questionnaires and validated surveys provided by our university's quality unit. By utilizing these resources, we ensure that our KPI measurements yield reliable and accurate results. To facilitate data collection, survey questionnaires were designed in Google Forms with detailed instructions on how to complete them. Contact information for key personnel responsible for the survey was also included. The questionnaires were distributed to designated respondents through purposive sampling via their social media accounts. In cases where there is a low response rate, face-to-face follow-ups were conducted to enhance data collection efforts. Once submitted, the data were automatically generated into an Excel form for further computation and interpretation purposes.

The initial results for each performance indicator were established through the distribution of surveys and monitoring of the situation in the first year of the program's initiation. Subsequently, an agreement on the program administration was reached to incrementally increase the percentage and achieve the expected indicator outcomes annually based on available resources and program capabilities. infrastructures ...etc. e.g., the number of faculty members, educational resources available, and support from the university administration. An agreement has been

reached to incrementally increase each performance indicator measured by Likert Scale, with results starting from 5, by 0.2 each year. For every performance indicator calculated as a percentage out of 100, there is an agreed-upon annual increase of 2.5% **or** increasing the result of the previous actual value by 2.5%. These increases are subject to annual review based on the available resources. Additionally, there are some exceptional indicators that have been agreed upon as follows: KPI-P-8; “The ratio of students to teaching staff” to be decrease each year 0.5 students each year , KPI-P-10; “Rate of published research per faculty member” to be increased 0.3% each year, KPI-P-11;” Citations rate in refereed journals per faculty member” to be increased 3 citation each year ,KPI-P-11; “Percentage of achieved indicators of the program operational plan objectives” due to high performance the target increment is 1% each year, KPI-P-13;; “Average number of students in the class” to be decreased 2 each year. KPI-P-17;; “Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff to be sett as 0.”

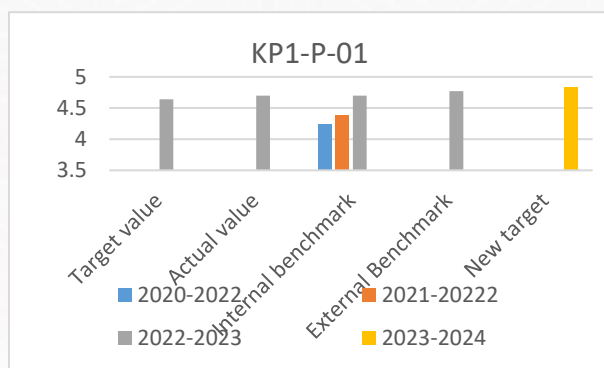
The department set a requirement in selecting nursing program for external benchmarking as follows; (a) it should be the same program, (b) it should be at least with the same level of standard or higher. On addition, we considered a nursing program that already got the NCAAA approval. Based on these criteria we chose the Nursing program at Hail University to serve as our reference point as an external benchmark.

This report reviewed the trend of each KPI over the past three years. Subsequently, a comparison was conducted for each performance indicators in the year of 2023 against three criteria or benchmarks: 1) the performance indicator from the previous year 2012-2022 (internal benchmark), 2) the external benchmark 2022-2023 (University of Hail, Nursing program), and 3) the target benchmark to be achieved on 2022-2023. Clear plans are outlined to maintain performance in case of target attainment. In the event of not achieving the target benchmark, a gap analysis is provided along with an improvement plan and action plan. This was done along with a comprehensive table and visual representation combined with clear demonstration of what had noted and detailed explanation of what was happen on each KPI.

Key Performance Indicators Report

KPI					Targeted Value 2022-2023	Actual Value 2022- 2023	Internal Benchmark			External Benchmark (University of Hail) 2022-2023	Analysis	New Target 2023-2024
No.	Standard	Code	KPI	Indicator type			Actual 2022- 2023	2021- 2022	2020- 2021			
1	-2- Teaching and Learning	KP1-P-01	Students' evaluation of the quality of learning experiences in the program	Average score based on the Five Likert scale.	4.64	4.7	4.7	4.38	4.24	4.77	The actual value was higher than target value and higher than the internal benchmark and slightly lower than the external benchmark	4.84

Comments on the program KPIs and Benchmarks results:



KPI-1 Trend: there is a consistent upward movement of the internal benchmark indicating an improvement and positive performance over the three years (2020/2023). **Analysis:** in comparing the actual value of students' evaluation of the quality of learning experiences in the program 2022-2023 (4.7) with the three benchmarks, it was higher than the set target benchmark in the same academic year 4.64 and was higher than the result of the previous year (Internal benchmark; 4.38). On other hand, it was slightly lower than the results of external benchmark 4.77. Generally, the KPI trend results indicates a continuous effort of the program to provide quality learning experiences regardless of the internal of external circumstances, whether it was a year of pandemic or not. The new target benchmark for the next academic year 2023-2024 will be 4.84.

Generally, the results of this KPI over the past three year with also comparing the results with other benchmark were satisfied, program admin, program committees and faculty staff will provide a sustained effort to maintain the learning experience on higher acceptable level.

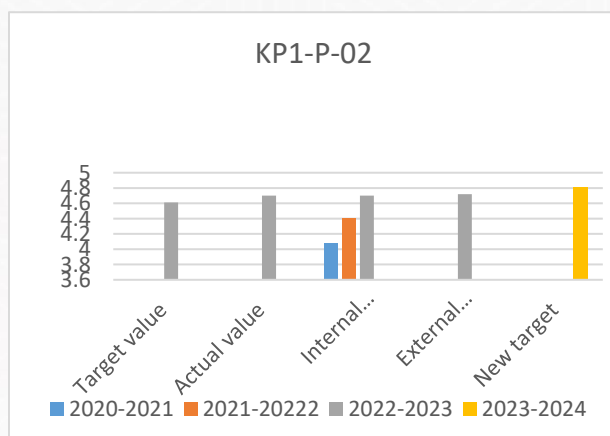


Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: The programs offer diverse clinical experiences, fostering practical application of theoretical knowledge. Supportive and qualified faculty, with a focus on mentorship, contribute to a positive learning environment. Modern facilities and technology, along with a comprehensive curriculum, enhance the realism and effectiveness of education. Emphasis on critical thinking, exposure to diverse clinical settings, and regular feedback ensure students are well-prepared for the dynamic challenges of nursing practice	The program will continuously sustain its strength and improve on its strength and improve its weaknesses for further development of the program and responses of the students	Faculty members Quality assurance committee Academic committees	A.Y 2023-2024
Points for Improvements: Continuous update of learning resources. Maintain the academic and laboratory resources and facilities. Continuous consultation to determine the learning needs of the students.	The program will continuously improve all the learning resources through the consistent efforts of the curriculum committee and the course coordinators. The program will also acquire and update the learning resources to keep pace with the demands of the course and achieve the course learning outcomes. The program will continue to provide consultations to the students to acquire feedback that will help improve the delivery and outcomes of the courses within the program.	Faculty members Quality assurance committee Academic committees	A.Y 2023-2024

Comments on the KPI	Program Response	Responsible person/committee	Timeframe
<p>Suggestions for development:</p> <p>Maintain and sustain the availability of learning resources through Enhance learning environments by regularly updating resources, incorporating technology, and maintaining state-of-the-art facilities.</p> <p>Foster continuous consultation with students for personalized learning and provide faculty with professional development opportunities.</p> <p>Strengthen department collaborations, prioritize sustainability, and establish a robust assessment system for ongoing improvement in education.</p>	<p>Follow up and assurance that the suggestions for development are implemented</p>	<p>Faculty members Quality assurance committee Academic committees Head of department</p>	<p>A.Y 2023-2024</p>

KPI					Targeted Value 2022-2023	Actual Value 2022-2023	Internal Benchmark			External Benchmark (University of Hail) 2022-2023	Analysis	New Target 2023-2024
No.	Standard	Code	KPI	Indicator type			Actual 2022- 2023	2021- 2022	2020- 2021			
2	-2- Teaching and Learning	KP1-P-02	Student evaluation of course quality	Average score based on the Five- Likert scale	4.61	4.7	4.7	4.41	4.07	4.72	The actual value was higher than target value and higher than the internal benchmark and approximately equal with external benchmark	4.81

Comments on the program KPIs and Benchmarks results:



KPI-2 Trend: there is a consistent upward movement of the internal benchmark indicating an improvement and positive performance over the three years (2020/2023).

Analysis: in comparing the student's evaluation of course quality for the year 2022-2023 (actual value = 4.7) with other benchmark, it was higher than the established target benchmark in the same academic year 4.61 and was higher than the result of the previous year (Internal benchmark; 4.41). In addition, the result was approximately equal with external benchmark 4.72., this result indicates continuous effort of the program to provide quality of program courses. The new target benchmark set for the A.Y. 2023-2024 will be 4.81.

Generally, the results of this KPI over the past three year in comparing it with other benchmark were satisfied, program admin, program committees and faculty staff provide a sustained effort to maintain the courses quality on higher acceptable level.

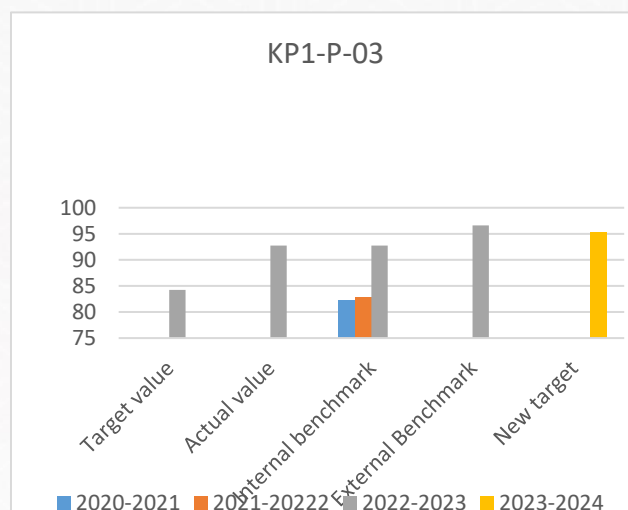


Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: Robust curriculum that integrates theoretical knowledge with hands-on clinical experience. The faculty's dedication to fostering an interactive and supportive learning environment contributes to positive student feedback. In addition, the program stands out with well-outlined courses and clear learning outcomes, delivered effectively. Students benefit from ample submission time for requirements, and faculty availability ensures valuable consultation support.	The program will continuously sustain its strengths and develop a more achievable learning outcome.	Faculty members Quality assurance committee Academic committees Laboratory and equipment training committee	A.Y 2023-2024
Points for Improvements: Request the administration to provide more laboratory resources that commensurate with the needs of the students. Request the library to provide more up- to date textbooks related to their courses. Continue to monitor the needs of the students through taking their feedback from the course report.	The program will acquire more laboratory resources to meet the learning needs of the students. The program will oversee the acquisition of more updated learning resources that would be suitable for the demands of the course. The program will continuously acquire feedback from the students to determine gaps in the learning process and learning needs.	Faculty members Quality assurance committee Academic committees Laboratory and equipment training committee	A.Y 2023-2024

Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Suggestions for development To enhance the learning environment, a request from the administration to allocate additional laboratory resources aligning with the students' requirements, ensuring comprehensive practical exposure. Furthermore, suggesting the library acquire more up-to-date textbooks relevant to the courses would foster a richer academic experience. Continuous improvement can be achieved by actively monitoring and collecting student feedback through course reports.	Follow up and assurance that the suggestions for development are implemented	Faculty members Quality assurance committee Academic committees Laboratory and equipment training committee	A.Y 2023-2024

KPI					Targeted Value 2022-2023	Actual Value 2022-2023	Internal Benchmark			External Benchmark (University of Hail) 2022-2023	Analysis	New Target 2023-2024
No.	Standard	Code	KPI	Indicator type			Actual 2022-2023	2021-2022	2020-2021			
3	-2- Teaching and Learning	KP1-P-03	Completion rate	Percentage	85.25%	92.75%	92.75	82.75	82.25	96.61%	The actual value was higher than target value and higher than the internal benchmark but slightly lower than external benchmark	95.25%

Comments on the program KPIs and Benchmarks results:



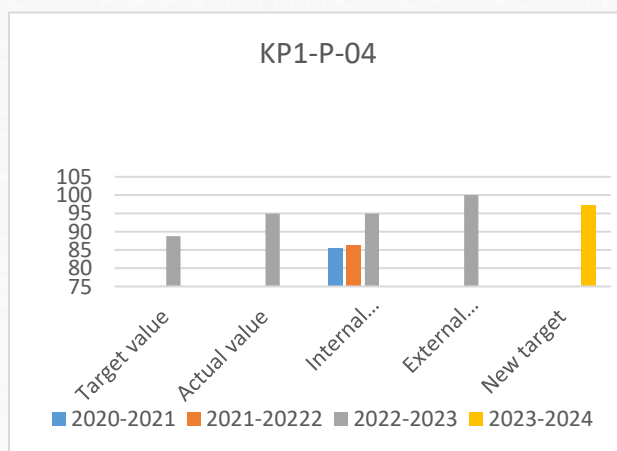
KPI-3 Trend: there is a consistent upward movement of the internal benchmark indicating an improvement and positive performance over the three years (2020/2023). **Analysis :** in comparing the students' completion rate in the program during the year of 2022-2023 to the year of 2021-2022, there was a noticeable progressed trend results reaching an overall average percentage of 92.75 % for the actual value of 2022-2023, which was higher than the set target benchmark in the same academic year 85.25 % and is higher than the result of the previous year (Internal benchmark; 82.75). On other hand, the result was slightly lower than the results of the comparable external benchmark 96.61. The new target benchmark set for the A.Y. 2023-2024 will be 95.25%.

Generally, the overall result indicates continuous effort and good practices of the program to facilitate all students complete their program on the designated time without delay especially on 2022/2023. A significant effort was exerted by the advising committee during the period from 2019 to 2023 through numerous academic counselling sessions and psychological support, resulting in an increase in the program's on-time completion rate. However, there is still a percentage of students did not complete their program on the required time for different reasons; failing in some course, postponing the semester or other reasons, an effort can be made to follow up these students.

Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: Strictly monitor the performance of the students during the semester Provide enhancement program to poor students. Strengthen the academic and advisory committee. Implement early identification systems to identify students at risk of dropping out through advisory committee. Offer support programs such as mentorship, counseling, and academic advising to address challenges early in the academic journey.	Follow up performance of the students during the semester Provide enhancement program to poor students. Monitor the academic and advisory committee. Facilitate identifying students at risk of dropping out. Support address challenges early in the academic journey.	Faculty members Academic coordinators Advisory committee Head of department	A.Y 2023-2024
Points for Improvements: Strengthen the role of academic advisors to provide personalized guidance and support. Ensure advisors help students develop clear academic plans and career goals, aligning coursework with their aspirations.	Follow up the advisory committee to ensure the development of clear academic plans and career goals, aligning coursework with their aspirations.	Faculty members Academic coordinators Advisory committee Head of department	A.Y 2023-2024
Suggestions for development To enhance academic support, strengthen the role of advisors by fostering personalized connections with students through regular one-on-one meetings. Encourage advisors to guide students in developing clear academic plans aligned with career goals, facilitating informed decisions on coursework and extracurricular activities. Implement ongoing training for advisors to stay updated on industry trends, ensuring they provide relevant information for students' success	Follow up and assurance that the suggestions for development are implemented	Faculty members Academic coordinators Advisory committee Head of department	A.Y 2023-2024

KPI					Targeted Value 2022-2023	Actual Value 2022-2023	Internal Benchmark			External Benchmark (University of Hail) 2022-2023	Analysis	New Target 2023-2024
No.	Standard	Code	KPI	Indicator type			Actual 2022-2023	2021-2022	2020-2021			
4	-2- Teaching and Learning	KP1-P-04	First-year students retention rate	Percentage	88.75%	%94.95	94.95	86.25	85.5	100 %	The actual value was higher than target value and higher than the internal benchmark but lower than external benchmark	97.25%

Comments on the program KPIs and Benchmarks results:



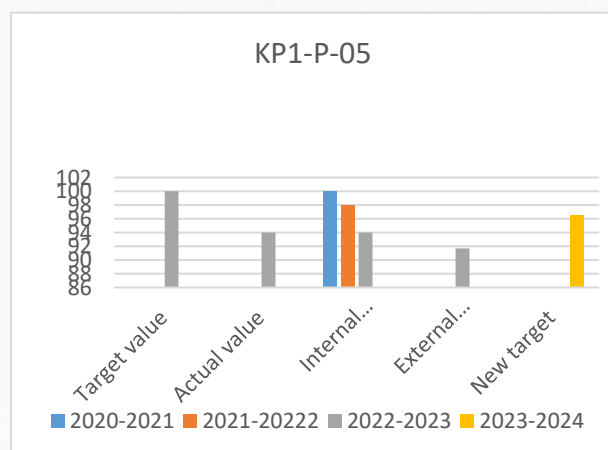
KPI-4 Trend: there is a consistent upward movement of the internal benchmark indicating an improvement and positive performance over the three years (2020/2023). **Analysis:** the first-year students retention rate in the program on the last year 2022-2023 was 94.95% as an actual value, which is higher than the set target benchmark in the same academic year 88.75% and is higher than the result of the previous year (Internal benchmark; 86.25). In addition, the result was lower than the results of the comparable external benchmark 100%. The new target benchmark set for the A.Y. 2023-2024 will be 97%.

Generally, the results indicate a good effort of the program to retain the student within the program and minimizing student escape as possible that assured through support services, such as tutoring, advising, and mentorship, to address the unique needs and challenges of first-year students especially on 2022/23. Which is the period when the preparatory year was eliminated, and all program students came under the direct supervision of department members, this supervision resulted in a reduction in the number of students withdrawing or deferring from the first year

Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: Provide personalized support services, such as tutoring, advising, and mentorship, to address the unique needs and challenges of first-year students. Offer targeted enhancement support to strengthen academic skills and address specific challenges identified in first-year students Foster peer-assisted learning opportunities through the nursing community program implemented in our faculty that encouraging collaboration among students and creating a sense of community and shared learning.	Support and ensure that all support services, such as tutoring, advising, and mentorship are available to address the unique needs and challenges of first-year students. Offer targeted enhancement programs designed to strengthen academic skills and address specific challenges identified in first year students. Support the task of nursing community program implemented in our faculty that encouraging collaboration among students and creating a sense of community and shared learning.	Faculty members Academic coordinators Advisory committee Head of department	A.Y 2023-2024
Points for Improvements: Strengthen transition programs to help first-year students acclimate to the academic and social aspects of college life, reducing feelings of isolation. Implement more proactive early intervention strategies, including identifying at-risk students and providing timely resources before academic challenges escalate.	Facilitate first-year students acclimate to the academic and social aspects of college life, reducing feelings of isolation support identifying at-risk students and providing timely resources before academic challenges escalate.	Faculty members Academic coordinators Advisory committee Head of department	A.Y 2023-2024
Suggestions for development Enhance first-year transition programs by incorporating mentorship and study skill workshops, fostering community and easing adjustment. Implement a proactive early intervention system involving regular check-ins to identify and address potential academic or emotional challenges promptly. Establish a collaborative support structure between academic departments, counselling services, and student affairs to seamlessly integrate resources, reducing feelings of isolation and enhancing the overall college experience for first-year students..	Follow up and assurance that the suggestions for development are implemented	Faculty members Academic coordinators Advisory committee Head of department	A.Y 2023-2024

KPI					Targeted Value 2022-2023	Actual Value 2022- 2023	Internal Benchmark			External Benchmark (Saudi Universities) 2022-2023	Analysis	New Target 2023-2024
No.	Standard	Code	KPI	Indicator type			Actual 2022- 2023	2021- 2022	2020- 2021			
5	-2- Teaching and Learning	KP1-P-05	Students' performance in the professional and/or national examinations	Percentage	100	94	94	98	100	91.7	The actual value was slightly lower than target value and also lower than the internal benchmark and slightly higher than external benchmark	96.5

Comments on the program KPIs and Benchmarks results:



KPI-5 Trend: there is a consistent downward movement of the internal benchmark indicating a decline of the performance of this KPI over the three years (2020/2023). **Analysis:** students' performance in the professional and/or national examinations on 2022-2023 was 94% as an actual value, it was lower than the target benchmark in the same academic year 100% and is lower than the result of the previous year (Internal benchmark; 98%). Comparing this result with overall result of all Saudi Universities our result was slightly higher than the mean results of the Saudi university (external benchmark 91.7%. The new target benchmark for the A.Y. 2023-2024 will be as 96.5% due to unachievable previous benchmark.

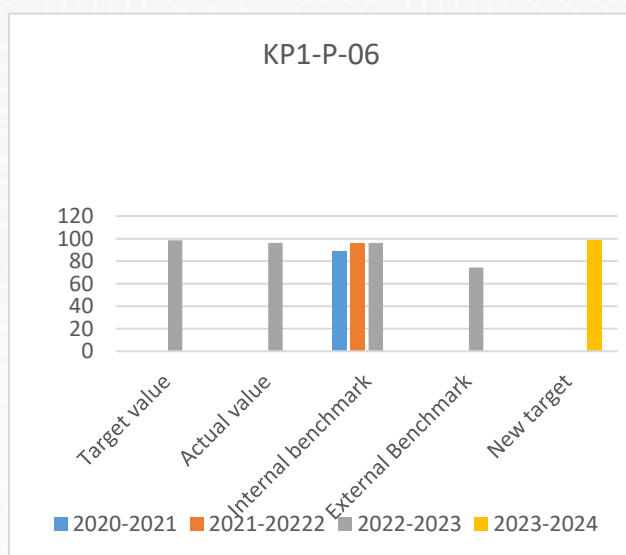
This decline in KPI was evident across all Saudi universities over the past three years. Nevertheless, we took into consideration this decline and developed an improvement plan for performance for the upcoming years. Despite a decline trend on this KPI, the result of 2022/2023 was much better than the mean percentages of all result of the Universities, in addition the percentage reflect a satisfied passing rate that indicates a good effort of the program to ensure the higher success of student's performance in the professional and/or national examinations. However, a gap analysis and action plan were running to treat the general decline of this KPI reflected on the point for improvement below.



Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: Our students' passing result was much better than with the overall (mean percentage) of all Saudi Universities which indicates a good effort of the program to ensure the higher success rate student's' performance in the professional and/or national examinations	Ongoing delivery of review programs for interns and previous batches who did not pass the Saudi nursing licensure examination provides consistent support for improvement. Following the test blueprint recommended by the Saudi Commission for Health Specialties (SCFHS) ensures that the review programs are tailored to the specific content and format of the licensure examination.	Faculty members Internship committee Examination review committee	A.Y 2023-2024
Points for Improvements: Focus more on the preparation process for the national exam (SCFHS) Implement a structured way for monitoring the progress of students participating in review programs, ensuring that they are actively engaged, making progress, and are well-prepared for the licensure examination.	Facilitate monitoring the progress of students participating in review programs, ensuring that they are actively engaged, making progress, and are well-prepared for the licensure examination.	Faculty members Internship committee Examination review committee	A.Y 2023-2024
Suggestions for development Action plan Conduct a thorough analysis of examination feedback to identify specific areas of weakness and tailor academic support programs accordingly. Additionally, establish structured revision program through the internship year, peer study groups through community of nursing initiative. In addition, implement regular assessments and feedback mechanisms in the internship year for sustained improvement in examination performance	Follow up and assurance that the suggestions for development are implemented	Faculty members Internship committee Examination review committee	A.Y 2023-2024

KPI					Targeted Value 2022-2023	Actual Value 2022-2023	Internal Benchmark			External Benchmark (University of Hail) 2022-2023	Analysis	New Target 2023-2024
No.	Standard	Code	KPI	Indicator type			Actual 2022- 2023	2021- 2022	2020- 2021			
6	-2- Teaching and Learning	KP1-P-06	Graduates' employability and enrolment in postgraduate programs	Percentage	98.5	96.3	96.3	96	89	74.34	The actual value was lower than target value and higher than the internal benchmark and higher than external benchmark	98.5

Comments on the program KPIs and Benchmarks results:



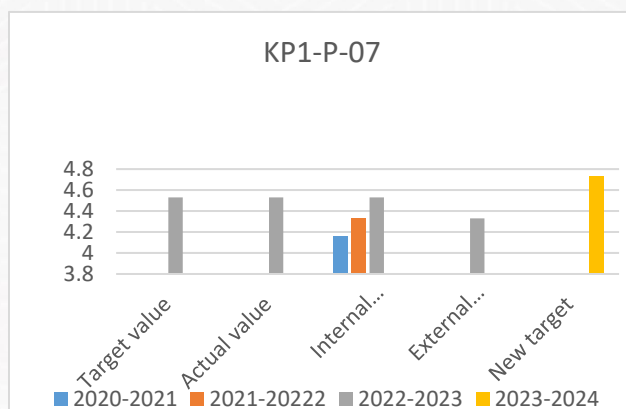
KPI-6 Trend: there is an upward movement of the internal benchmark indicating an improvement and positive performance over the three years (2020/2023). **Analysis:** the graduates' employability and enrolment in postgraduate programs for the year 2022-2023 was 96.3% as actual value, it was lower than the target benchmark in the same academic year 98.5% and was slightly higher than the result of the previous year (Internal benchmark; 96%). In addition, it was higher than Hail Universities (external benchmark 74.34%). Due to unmet previous benchmark the new target benchmark for the A.Y. 2023-2024 will be set again 98.5%.

A portion of this indicator is linked to the students' success rate in the professional exam SCFHS and other external factors such as the job market demand, job availability, students' inclination to pursue higher studies, and their capabilities. This may explain why the target value was not achieved on 22-23. Nevertheless, these employment rates for program graduates remain high and excellent. An action and improvement plan written below.

Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: Students gain practical experience through internships, co-op programs, or practical training, enhancing their employability by applying theoretical knowledge in real-world settings. Robust career counselling services are offered to guide graduates in making informed career decisions, exploring opportunities, and preparing for the job market.	Facilitate internships, co-op programs, or practical training, enhancing their employability by applying theoretical knowledge in real-world settings. Maintain and foster counselling services to guide graduates in making informed career decisions, exploring opportunities, and preparing for the job market.	Internship committee Alumni committee Advisory committee	A.Y 2023-2024
Points for Improvements: Implement comprehensive workshops to enhance graduates' soft skills, including communication, teamwork, and problem-solving abilities, making them more attractive to employers. Strengthen alumni networks to facilitate mentorship opportunities, job referrals, and a sense of community, connecting current students with successful graduates. Increase awareness of postgraduate programs among graduates, providing information on the benefits of further education and the specific programs available.	Conduct workshops to enhance graduates' soft skills, including communication, teamwork, and problem-solving abilities, making them more attractive to employers. Follow up the alumni networks through the alumni committee to facilitate mentorship opportunities, job referrals, and a sense of community, connecting current students with successful graduates. Orient the graduate about postgraduate programs .	Internship committee Alumni committee Advisory committee	A.Y 2023-2024
Suggestions for development Action and improvement Plan In order to bolster graduates' competitiveness in the job market, initiate comprehensive workshops focusing on refining essential soft skills such as communication, teamwork, and problem-solving. Concurrently, fortify alumni networks to serve as a robust platform for mentorship, job referrals, and community building, thereby creating a valuable connection between current students and successful graduates. To broaden career prospects, intensify efforts to increase awareness of postgraduate programs among graduates, disseminating information about the benefits of further education and specific available programs, fostering a culture of continuous learning and professional development.	Follow up and make assure that the suggestions for development are implemented	Internship committee Alumni committee Advisory committee	A.Y 2023-2024

KPI					Targeted Value 2022-2023	Actual Value 2022-2023	Internal Benchmark			External Benchmark (University of Hail) 2022-2023	Analysis	New Target 2023-2024
No.	Standard	Code	KPI	Indicator type			Actual 2022-2023	2021-2022	2020-2021			
7	-2- Teaching and Learning	KP1-P-07	Employers' evaluation of the program graduate's proficiency	Average score based on the Five Likert scale.	4.53	4.53	4.53	4.33	4.16	4.33	The actual value was the same as the target value and higher than the internal benchmark in addition higher than external benchmark	4.73

Comments on the program KPIs and Benchmarks results:



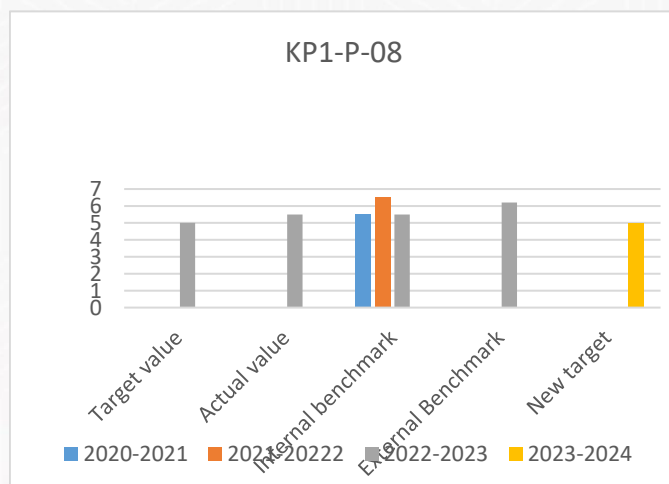
KPI-7 Trend: there is an upward movement of the internal benchmark indicating an improvement and positive performance over the three years (2020/2023). **Analysis:** the employers' evaluation of the program graduate's proficiency means for the A.Y 2022-2023, was 4.53 (actual value of 022-2023), which was the same as the target benchmark in the same academic year 4.53 and was higher than the result of the previous year (Internal benchmark; 4.33). In addition, the result was higher than the results of the comparable external benchmark 4.33. The new target benchmark set for the A.Y. 2023-2024 will be 4.73.

Generally, the KPI results over the three past years indicates a good reputation of our graduate's proficiency during their work. This proficiency increases by the time due to employers' experience with the program outcomes.

Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: The graduate demonstrates a strong foundation in the technical skills relevant to their field of study. They have a solid understanding of key concepts and can apply them effectively. The graduate exhibits excellent problem-solving abilities. They can analyse complex issues, identify root causes, and develop practical solutions. This skill is crucial for addressing real-world challenges in the workplace.	The graduate exhibits excellent problem-solving abilities. They can analyse complex issues, identify root causes, and develop practical solutions. This skill is crucial for addressing real-world challenges in the workplace. The graduate demonstrates a strong foundation in the technical skills relevant to their field of study. They have a solid understanding of key concepts and can apply them effectively.	Internship committee Alumni committee Advisory committee	A.Y 2023-2024
Points for Improvements: The graduate could benefit from further refining their time management skills. While they deliver high-quality work, there is room for improvement in terms of efficiency and meeting deadlines consistently. While the graduate works well within a team, there is potential for further development of leadership skills. Encouraging them to take on more leadership roles or projects could foster this aspect of their professional growth.	While the graduate works well within a team, there is potential for further development of leadership skills. Encouraging them to take on more leadership roles or projects could foster this aspect of their professional growth. The graduate could benefit from further refining their time management skills. While they deliver high-quality work, there is room for improvement in terms of efficiency and meeting deadlines consistently.	Internship committee Alumni committee Advisory committee	A.Y 2023-2024
Suggestions for development To enhance the graduate's overall professional effectiveness, it is advisable to focus on refining time management skills, ensuring not only high-quality work but also improved efficiency and consistent meetings of deadlines. Additionally, recognizing their aptitude for teamwork, there are untapped potential for leadership development. Encourage the graduate to actively seek out and take on more leadership roles or projects, fostering a proactive approach to leadership and contributing significantly to their professional growth and skill set diversification.	Follow up and assurance that the suggestions for development are implemented	Internship committee Alumni committee Advisory committee	A.Y 2023-2024

KPI					Targeted Value 2022-2023	Actual Value 2022-2023	Internal Benchmark			External Benchmark (University of Hail) 2022-2023	Analysis	New Target 2023-2024
No.	Standard	Code	KPI	Indicator type			Actual 2022-2023	2021-2022	2020-2021			
8	-3- Students	KPI-P-08	The ratio of students to teaching staff	Ratio	5 : 1	5.5 : 1	5.5:1	6.5:1	5.5:1	6.2 :1	The actual value was more than target value and lower than the previous internal benchmark and lower than external benchmark	5:1

Comments on the program KPIs and Benchmarks results:



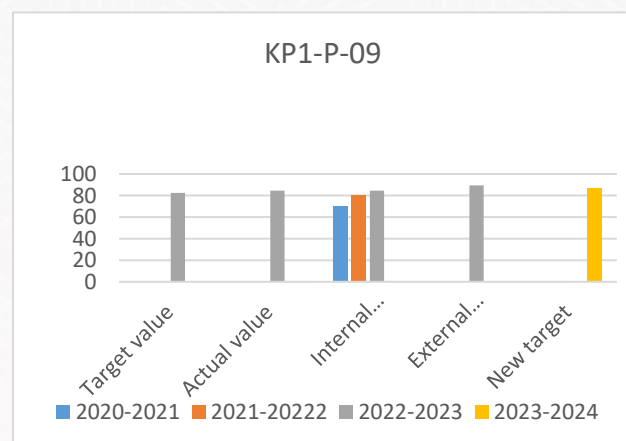
KPI-8 Trend: there is an irregular movement of the internal benchmark indicating a step change trend increasing in the student ratio to staff on 2021/2022 then decrease on 2022/2023. **Analysis** the ratio of students to teaching staff was 5.5:1 as an actual value of 2022-2023, which is higher than the set target benchmark in the same academic year 5:1. However, it is better than the result of the previous year (Internal benchmark; 6.5:1). In addition, the result was slightly better than the results of the comparable external benchmark 6.2:1. Due to unachieved target benchmark the new target benchmark will be again is 5 :1 for the coming 2023-2024.

It is noted that there is an improvement on the KPI on the A. Y 2022/2023. However the new target plan was not achieved, and this can be improved in the next year recruiting new staff. **Generally**, the KPI results indicates a good trial of nursing program to decrease the ratio between number of students and teachers indicating that the program exerts an extra effort to improve the quality of learning process by assuring appropriate student staff ratio. However, there is a need for action plan to achieve the target value.

Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: Faculty efficient teaching, sufficient qualified faculty, utilize teaching assistants and cooperators, and optimize scheduling practices. Enhance student support services to empower students and reduce the demand on teaching staff for individualized assistance. These strategies collectively aim to maintain a manageable ratio, ensuring a high-quality learning experience for nursing students.	Develop and support the faculty teaching process, maintain the sufficient qualified faculty, hire teaching assistants and cooperators, scheduling. Maintain student support services to empower students and reduce the demand on teaching staff.	Head of department Dean	A.Y 2023-2024
Points for Improvements: Increased student enrolment without a proportional rise in faculty hires. Administrative issues might hinder the recruitment of additional teaching staff. A lack of effective scheduling practices could also contribute to uneven distribution of teaching staff. Insufficient use of technology for teaching and learning might further strain faculty resources, exacerbating the high ratio.	Request for faculty hiring. Facilitate the administrative issues might hinder the recruitment of additional teaching staff. Effective scheduling. Allocate sufficient use of technology for teaching and learning.	Faculty Dean Head of department Scientific committee (Recruitment subcommittee)	A.Y 2023-2024
Suggestions for development prioritize strategic recruitment efforts to maintain an appropriate student-to-teaching staff ratio. Addressing administrative hurdles is crucial; streamlining processes and fostering efficient communication can expedite the recruitment of additional teaching staff. Implementing improved scheduling practices ensures a balanced distribution of teaching resources, preventing overloads in specific areas. Furthermore, investing in technology for teaching and learning not only enhances educational quality but also alleviates faculty strain, facilitating a more manageable student-to-teaching staff ratio.	Follow up and assurance that the suggestions for development are implemented	Faculty Dean Head of department	A.Y 2023-2024

KPI					Targeted Value 2022-2023	Actual Value 2022-2023	Internal Benchmark			External Benchmark (University of Hail) 2022-2023	Analysis	New Target 2023-2024
No.	Standard	Code	KPI	Indicator type			Actual 2022-2023	2021-2022	2020-2021			
9	-4- Teaching Staff	KP1-P-09	Percentage of publications of faculty members	Percentage	82.5%	84.6%	84.6%	80%	70%	89.4%	The actual value was higher than the target value and higher than the previous internal benchmark and lower than external benchmark	87.1%

Comments on the program KPIs and Benchmarks results:



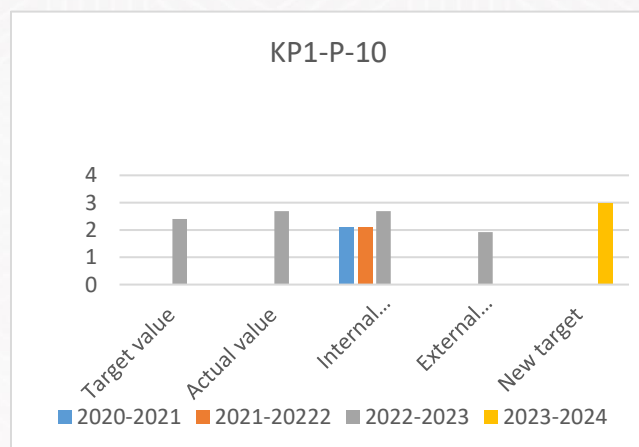
KPI-9 Trend: there is an upward movement of the internal benchmark indicating an improvement and positive performance over the three years (2020/2023). **Analysis:** the percentage of publications of faculty members for 2022-2023 was 84.6% as an actual value, it was higher than the target benchmark in the same academic year 82.5 % and higher than the result of the previous year (Internal benchmark; 80%). And was lower Compared with Hail university (external benchmark 89.4%). Due to achievement of the targeted value the new target benchmark for the A.Y. 2023-2024 will be 87.1.

Generally, our staff doing a good effort in publishing their research for many reasons; for being updated with knowledge and evidence base practice, for their promotion, and research efforts are awarded by our respected university, that's become noted and reflected on all KPIs concerning research process.

Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: Encouragement of faculty to submit research to a diverse range of reputable journals within the nursing field. Implement an awards program to recognize faculty achievements in research and publications. Establish incentives for research projects to encourage faculty to explore collaborative opportunities inside the nursing field.	Encourage faculty to submit research by develop approved research plan which contain specific research target and monitor by approved KPI's. achievements in research and publications. Provide incentives for research projects to encourage faculty to explore collaborative opportunities inside the nursing field.	Faculty administration Scientific committee	A.Y 2023-2024
Points for Improvements: Organize regular seminars, webinars, or conferences focusing on research methodologies, data analysis techniques, and publication strategies. Sponsor attendance at relevant national and international conferences to expose faculty to cutting-edge research and networking opportunities.	Facilitate conducting regular seminars, webinars, or conferences focusing on research methodologies, data analysis techniques, and publication strategies.	Faculty administration Scientific committee	A.Y 2023-2024
Suggestions for development Foster a culture of continuous research development by organizing regular seminars and workshops focused on research methodologies and publication strategies. Facilitate collaborations with industry experts for hands-on experience and encourage interdisciplinary collaboration within the institution. Additionally, allocate research grants to enable faculty attendance at national and international conferences, providing exposure to cutting-edge research and valuable networking opportunities.	Follow up and assurance that the suggestions for development are implemented	Faculty administration Scientific committee	A.Y 2023-2024

KPI					Targeted Value 2022-2023	Actual Value 2022-2023	Internal Benchmark			External Benchmark (University of Hail) 2022-2023	Analysis	New Target 2023-2024
No.	Standard	Code	KPI	Indicator type			Actual 2022-2023	2021-2022	2020-2021			
10	-4- Teaching Staff	KP1-P-10	Rate of published research per faculty member	Ratio	2.4: 1	2.69: 1	2.69: 1	2.1: 1	2.1:1	1.92:1	The actual value slightly higher than target value and much better than the previous internal benchmark and higher than external benchmark	3 :1

Comments on the program KPIs and Benchmarks results:



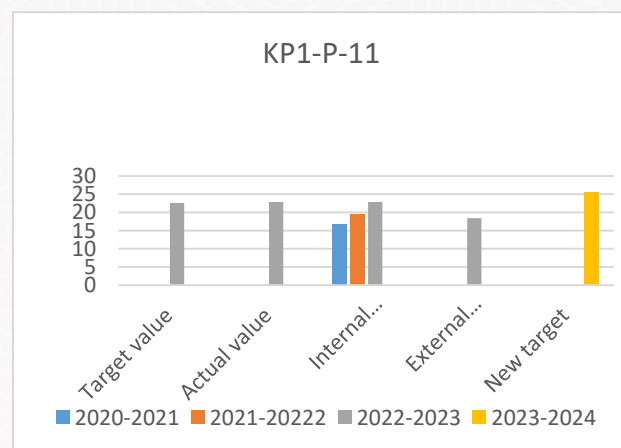
KPI-10 Trend: there is a steady then upward movement of the internal benchmark indicating an improvement and positive performance over the three years (2020/2023). **Analysis:** the rate of published research per faculty member was 2.69 research for each faculty member as an actual value of 2022-2023, which is higher than the target benchmark for the same academic year 2.4 and is higher than the result of the previous year (Internal benchmark; 2.1). In addition, the result was higher than the results of the comparable external benchmark 1.92 :1. Due to achievement of the targeted value for the A.Y 2022/2023, the new target benchmark for the A.Y. 2023-2024 will be 3:1.

Over the years from 2021-2022 faculty members maintain a consistent level of research productivity, continuing to produce scholarly work at a steady pace. The previously mentioned Key KPI underscores the remarkable efforts done over the last years from the faculty members to publish their research especially in 2022-2023. This was motivated by rewarding process, promotions, and professional development. As a result two of faculty members was promoted from assistant professor to associate professor in that year.

Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: Conduct workshops focused on enhancing research productivity, covering topics such as effective time management, literature review strategies, and efficient data collection methods. Encourage faculty members to collaborate on research projects within the institution and with external partners. Collaborative efforts often lead to more substantial and diverse research outputs. Implement a recognition system that acknowledges and rewards faculty members for their research achievements. This could include awards, promotions, or financial incentives tied to successful publications.	Facilitating and conducting the workshops focused on enhancing research productivity. Allocate research projects within the institution and with external partners. Facilitate implementing a recognition system that acknowledges and rewards faculty members for their research achievements.	Continuous education committee Scientific committee Head of department	A.Y 2023-2024
Points for Improvements: Explore flexible workload models that allocate time specifically for research activities. This can help faculty balance teaching, administrative duties, and research commitments. Organize regular research forums or seminars where faculty members can present their work, receive feedback, and stay informed about each other's research initiatives. Offer training programs on advanced research methodologies and data analytics, enabling faculty members to conduct more sophisticated and impactful studies.	Allocate flexible workload models that provide time specifically for research activities. Organize regular research forums or seminars, receive feedback, and stay informed about each other's research initiatives. Allocate training programs on advanced research methodologies and data analytics, enabling faculty members to conduct more sophisticated and impactful studies.	Continuous education committee Scientific committee Head of department	A.Y 2023-2024
Suggestions for development Implement flexible workload models that allocate dedicated time for research, ensuring faculty can balance teaching, administrative tasks, and research commitments effectively. Establish regular research forums or seminars to facilitate knowledge-sharing, providing a platform for faculty to present their work, receive feedback, and stay informed about ongoing research initiatives. Additionally, offer specialized training programs in advanced research methodologies and data analytics, empowering faculty to conduct more sophisticated and impactful studies, thus elevating the overall research quality within the institution.	Follow up and make assure that the suggestions for development are implemented	Continuous education committee Scientific committee Head of department	A.Y 2023-2024

KPI					Targeted Value 2022-2023	Actual Value 2022-2023	Internal Benchmark			External Benchmark (University of Hail) 2022-2023	Analysis	New Target 2023-2024
No	Standard	Code	KPI	Indicator type			Actual 2022-2023	2021-2022	2020-2021			
11	-4- Teaching Staff	KP1-P-11	Citations rate in refereed journals per faculty member	Ratio	22.6: 1	22.84: 1	22.84: 1	19.6: 1	16.8:1	18.43: 1	The actual value slightly higher than target value and higher than the previous internal benchmark and higher than external benchmark	25.6: 1

Comments on the program KPIs and Benchmarks results:



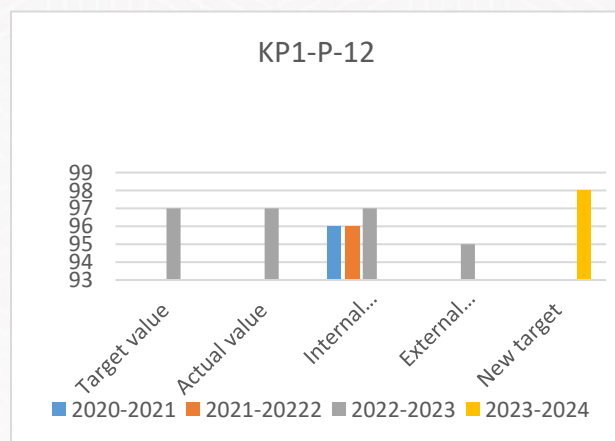
KPI-11 Trend: there is an upward movement of the internal benchmark indicating an improvement and positive performance over the three years (2020/2023). **Analysis:** the rate of citations in refereed journals per faculty member was 22.84:1 citation per faculty member as an actual value of 2022-2023, which is higher than the set target benchmark in the same academic year 22.6:1 and is also higher than the result of the previous year (Internal benchmark; 19.6:1). In addition, the result was higher than the results of the comparable external benchmark 18.4:1. The new target benchmark for the A.Y. 2023-2024 will be 25.6:1.

As the previous two KPIs, the result of this KPI indicates there is a good quality and quantity of research done by our faculty members, so other researcher relay confidently on our research products and cite them in their research. The citation usually increases by the time based upon the number of research published on previous years.

Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: Provide continuous professional development opportunities for faculty, including workshops on effective communication of research findings and strategies for increasing citations.	conducting workshops on effective communication of research findings and strategies for increasing citations.	Continuous education committee Scientific committee	A.Y 2023-2024
Points for Improvements: Promote faculty engagement in professional organizations and networks related to their field. Building connections within the academic community can enhance the visibility of their work.	Building connections within the academic community can enhance the visibility of their work.	Continuous education committee	A.Y 2023-2024
Suggestions for development Emphasize the importance of producing high-quality research that contributes significantly to the field, as impactful studies are more likely to receive citations. Encourage faculty to publish in open-access journals to make their research more accessible to a broader audience, potentially increasing citation rates.	Follow up and make assure that the suggestions for development are implemented	Scientific committee	A.Y 2023-2024

KPI					Targeted Value 2022-2023	Actual Value 2022-2023	Internal Benchmark			External Benchmark (University of Hail) 2022-2023	Analysis	New Target 2023-2024
No.	Standard	Code	KPI	Indicator type			Actual 2022-2023	2021-2022	2020-2021			
12	-1- Mission and Goal	KP1-P-12	Percentage of achieved indicators of the program operational plan objectives	Percentages.	97%	97%	97%	96%	96%	95%	The actual value was the same as the target value. r, it has slightly exceeded the external and internal benchmark.	98%

Comments on the program KPIs and Benchmarks results:



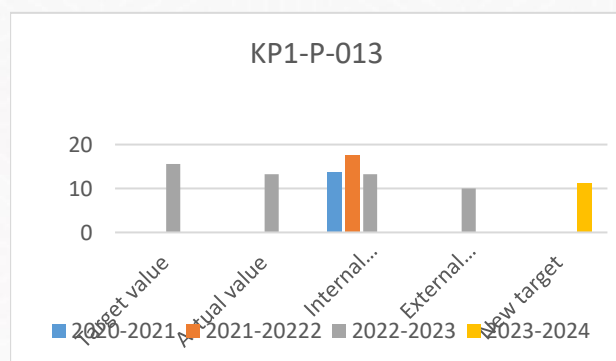
KPI-12 Trend: there is a steady state then upward movement of the internal benchmark indicating an improvement and positive performance over the three years (2020/2023). **Analysis:** the percentage of achieved indicators of the program operational plan was 97% as an actual value for the A.Y 2022-2023, which is the same target benchmark in the same academic year 97% and higher than the achievement of the previous year (Internal benchmark; 96%). In addition, the achievement was slightly higher than the results of the comparable external benchmark 95%. Due to achievement of the target value the new target benchmark for the A.Y. 2023-2024 will be 98%.

The results over the three years reflects a high level of effectiveness and success in executing the outlined plan. This remarkable stability suggests that the strategies and actions implemented to meet the program's objectives have been consistently fruitful over the two consecutive years.

Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: The community service initiatives, along with the support of program administration, faculty members, and students, have played a significant role in providing exceptional health promotion and healthcare services to the community.	Participating in community service initiatives has the potential to enhance morale and engagement among faculty, staff and students. It also fosters a sense of purpose and cooperation in the department.	Community services committee Program coordinator. Head of department	A.Y 2023-2024
Points for Improvements: Promotion of faculty members engagement in conducting research and disseminating their findings through reputable scholarly journals to enhance their eligibility for the excellent publication award.	Reinforce the value of research publication in the annual evaluation and promotion of faculty members.	Community services committee Program coordinator. Head of department	A.Y 2023-2024
Suggestions for development To enhance faculty engagement in research, encourage and recognize their active participation in conducting impactful studies. Establish a supportive environment that promotes the dissemination of research findings through reputable scholarly journals, emphasizing the importance of contributing to academic discourse. Implement an excellent publication award to recognize and incentivize outstanding research output, motivating faculty members to consistently produce high-quality work. This approach not only fosters a culture of research excellence but also reinforces the significance of scholarly contributions within the academic community.	Continuously facilitate the surveys among the graduates' employers. The feedback received from employers will be used to identify areas of improvement, update curriculum, and enhance the skills and competencies of graduates that will help the department stay updated with the demands and ensure that graduates are well-prepared for the job market.	Community services committee Program coordinator. Head of department	A.Y 2023-2024

KPI					Targeted Value 2022-2023	Actual Value 2022-2023	Internal Benchmark			External Benchmark (University of Hail) 2022-2023	Analysis	New Target 2023-2024
No	Standard	Code	KPI	Indicator type			Actual 2022-2023	2021-2022	2020-2021			
13	-2- Teaching and Learning	KP1-P-13	Average number of students in the class	Average	15.59	13.24	13.24	17.59	13.7	10	The actual value slightly lower than target value and much lower than previous internal benchmark and higher than external benchmark.	11.24

Comments on the program KPIs and Benchmarks results:



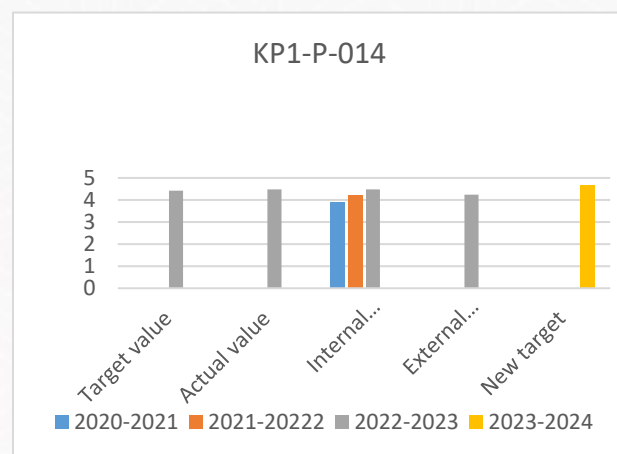
KPI-13 Trend: there is an irregular movement of the internal benchmark indicating a step change trend that reflected on increasing in the on the average number of students in the class on 2021/2022 then decrease on 2022/2023 **Analysis:** the average number of students in the class in the program was 13.24 as an actual value of 2022-2023, which is lower than the target valued in the same academic year 15.59 and is less than the result of the previous year (Internal benchmark; 17.59). however, it was higher than the results of the comparable external benchmark 10. Due to achievement of the targeted value, the new target benchmark for the A.Y. 2023-2024 will be 11.24.

Despite the step change that happened on 2021/2022 which was occurred on the next year. Generally, the KPI results indicates a good trial of nursing program to decrease the average number of students in the class indicating that the program exerts an extra effort to improve the quality of learning process by assuring appropriate student class ratio.

Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: Availability of good physical infrastructure and classroom capacity to determine the appropriate number of classrooms. This may involve renovating existing spaces or building new facilities. Availability of good number of staff members. The average number of students per class is less than 15.	Availability of good physical infrastructure and classroom capacity to determine the appropriate number of classrooms. This may involve renovating existing spaces or building new facilities.	Faculty administration Head of department	A.Y 2023-2024
Points for Improvements: To lesser the number of students per class Assess the allocation of resources to determine if there are constraints preventing the reduction of class sizes. Consider investing in additional faculty, classrooms, or technology to accommodate smaller class sizes.	Assure decreasing number of students per class support resources to determine if there are constraints preventing the reduction of class sizes. Consider investing in additional faculty, classrooms, or technology to accommodate smaller class sizes.	Faculty administration Head of department	A.Y 2023-2024
Suggestions for development Actively recruit and hire additional qualified faculty members to meet the demand for increased students. Increasing the number of classes Consider employing teaching assistants or graduate students to assist faculty members in managing smaller class sizes. This can help maintain the quality of education without significantly increasing the faculty-to-student ratio.	Follow up and make assure that the suggestions for development are implemented	Faculty administration Head of department	A.Y 2023-2024

KPI					Targeted Value 2022-2023	Actual Value 2022-2023	Internal Benchmark			External Benchmark (University of Hail) 2022-2023	Analysis	New Target 2023-2024
No.	Standard	Code	KPI	Indicator type			Actual 2022-2023	2021-2022	2020-2021			
14	-5- Learning resources and Facilities	KP1-P-14	Students' satisfaction with the offered services	Average score based on the Five. Likert scale.	4.42	4.48	4.48	4.22	3.89	4.24	The actual value higher than target value and higher than the previous internal benchmark and higher than external benchmark	4.68

Comments on the program KPIs and Benchmarks results:



KPI-14 Trend: there is an upward movement of the internal benchmark indicating an improvement and positive performance over the three years (2020/2023). **Analysis:** the students' satisfaction with the offered services means for the A.Y 2022-2023, was 4.48 (actual value of 022-2023), which was the higher than the target benchmark in the same academic year 4.42 and was higher than the result of the previous year (Internal benchmark; 4.22). In addition, the result was higher than the results of the comparable external benchmark 4.24. The new target benchmark set for the A.Y. 2023-2024 will be 4.68.

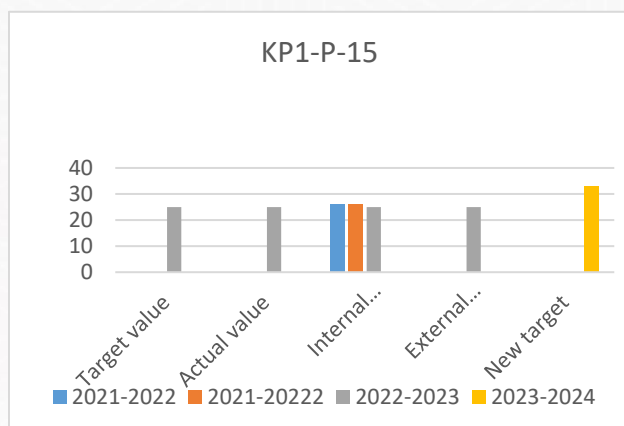
Generally, the KPI results over the three pat years indicates our students satisfied with the services offered during their stay on the program.

Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: The program boasts well-trained and specialized clinical instructors who contribute to the high-quality education provided. The presence of a standardized orientation program ensures a consistent and effective onboarding process for students. Students benefit from the ready availability of instructors for consultation, fostering a supportive learning environment. Furthermore, the program is recognized for its adequacy of learning facilities, ensuring students have the resources necessary for a comprehensive and enriching educational experience.	The program will continuously sustain its strengths and develop to keep pace with the learning experiences of the students.	Faculty administration Head of department Advisory committee	A.Y 2023-2024
Points for Improvements: Seek updated course-related textbooks from the library, ensuring adequacy and currency in learning resources. Enhance the alumni and nursing clubs to foster stronger connections and collaboration among students. Request the administration to improve internet accessibility for better academic resources. Additionally, advocate for enhanced support services, urging the administration to prioritize cleanliness in all areas and maintain conducive classroom and laboratory environments.	The program will regularly assess the need for new library resources to keep the learning resources updated and readily available for access by the students' The program will develop the alumni and nursing clubs and make it more organized so that students will have the means to channel their abilities to a more productive way by sharing their knowledge and experiences in dealing with the day-to-day activities of nurses in practice. The program will see to it that all learning facilities is properly always maintained and available.	Alumni committee Continuous learning committee Laboratory committee	A.Y 2023-2024

Comments on the KPI	Program Response	Responsible person/committee	Timeframe
<p>Suggestions for development</p> <p>to elevate the overall educational experience, the program should actively pursue the acquisition of updated course-related textbooks from the library, ensuring a comprehensive and current learning resource base. Strengthening alumni and nursing clubs is crucial to fostering a sense of community and collaboration among students, encouraging the sharing of valuable insights and experiences. Requesting improvements in internet accessibility will enhance students' access to academic resources, supporting their research and learning endeavours. Simultaneously, advocating for enhanced support services, including cleanliness initiatives, will contribute to maintaining a conducive atmosphere in classrooms and laboratories, promoting an optimal learning environment.</p>	<p>Follow up and make assure that the suggestions for development are implemented</p>	<p>Faculty administration Head of department Advisory committee Alumni committee Continuous learning committee Laboratory committee</p>	<p>A.Y 2023-2024</p>

KPI					Targeted Value 2022-2023	Actual Value 2022-2023	Internal Benchmark		External Benchmark (University of Hail) 2022-2023	Analysis	New Target 2023-2024
No.	Standard	Code	KPI	Indicator type			2021-2022	2020-2021			
15	-2- Teaching and Learning	KP1-P-15	Percentage of teaching staff distribution	Percentage	Male: (16) 48%	Male: 48% (12)	Male:45% (13)	Male:45% (13)	Male: 44% (11)	The actual . mean value lower than target value and slightly lower than previous internal benchmark and is the same as external benchmark	Male: (16) 48%
					Professor:6%(1)	-	-	-	Profess : 4 % (1)		Professor:6%(1)
					Associate: 6%(1)	Associate8.3% (1)	Associate7.6% (1)	Associate7.6% (1)	Associate12.5 % (2)		Associate: 6%(1)
					Assistant: 37%(6)	Assistant: 41% (5)	Assistant31% (4)	Assistant31% (4)	Assistant55% (6)		Assistant: 37%(6)
					Lecturer: 25%(4)	Lecturer 25% (3)	Lecturer38% (5)	Lecturer38% (5)	Lecturer 18% (2)		Lecturer: 25%(4)
					Demons 25% (4)	Demons 25% (3)	Demo: 23% (3)	Demo: 23% (3)	Female 56% (14)		Demons 25% (4)
					Female: (17) 52%	Female 52% (13)	Female56.5% (13)	Female56.5% (13)	Associate :0		Female: (17) 52%
					Professor:5%(1)				Assistant 29% (4)		Professor:5%(1)
					Associate: 10%(2)	Associate 15 % (2)	Associate0%	Associate0%	Lecturer 71% (10)		Associate: 10%(2)
					Assistant: 35%(6)	Assistant 38.2% (5)	Assistant38.5% (5)	Assistant38.5% (5)			Assistant: 35%(6)
					Lecturer: 25%(5)	Lecturer 30 % (4)	Lecturer38.5% (5)	Lecturer38.5% (5)			Lecturer: 25%(5)
					Demons 15% (3)	Demons 15% (2)	Demo: 23% (3)	Demo: 23% (3)			Demons 15% (3)

Comments on the program KPIs and Benchmarks results:



KPI-15 Trend: there is a stable or flat trend on this KPI with no significant upward or downward movement which suggest stability over the past three years (2020/2023). **Analysis:** the number of teaching staff distribution means for the A.Y 2022-2023, was 25 staff (actual value of 022-2023), which was the lower than the target benchmark in the same academic year 33 and was approximately same result of the previous year (Internal benchmark; 26). However, the result was the same comparable external benchmark 25. The new target benchmark set for the A.Y. 2023-2024 will be again 33 staff.

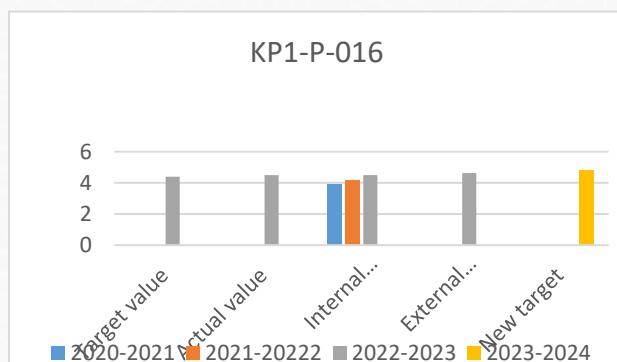
Mainly, there was no difference between our department and Hail university on the number of staffs the slight difference that they have a professor degree and we have not, they have more lecturer than us, but we have more assistant professor and associate degree. On other hand, in comparing our KPI actual value with the targeted value there was a gap and achievement. this requires an action plan to increase the number of the staff and the percentages of academic degrees (professor and associate)



Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: Conduct a thorough analysis of program requirements and student enrolment patterns to determine the optimal distribution of teaching staff across various departments and courses. Allocate teaching staff resources based on the demand for courses and programs. Ensure that popular and high-enrolment courses receive sufficient faculty support	Conduct a thorough analysis of program requirements and student enrolment patterns to determine the optimal distribution of teaching staff across various departments and courses. Allocate teaching staff resources based on the demand for courses and programs. Ensure that popular and high-enrolment courses receive sufficient faculty support	University administration Dean Head of department	A.Y 2023-2024
Points for Improvements: strategically hire new faculty members based on the institution's strategic goals and academic priorities. Consider the long-term needs of the institution and allocate resources accordingly specially the rank of Professor and Associate Professor.	strategically hire new faculty members based on the institution's strategic goals and academic priorities. Consider the long-term needs of the institution and allocate resources accordingly specially the rank of Professor and Associate Professor.	University administration Dean Head of department	A.Y 2023-2024
Suggestions for development Action Plan Hire additional faculty (Professor and Associate Professor) to anticipate influx of students and opening of new program.	Follow up and make assure that the suggestions for development are implemented	University administration Dean Head of department	A.Y 2023-2024

KPI					Targeted Value 2022-2023	Actual Value 2022-2023	Internal Benchmark			External Benchmark (University of Hail) 2022-2023	Analysis	New Target 2023-2024
No.	Standard	Code	KPI	Indicator type			Actual 2022-2023	2021-2022	2020-2021			
16	-1- Mission and Goal	KP1-P-16	Satisfaction of beneficiaries with the learning resources	Average score based on the Five Likert scale.	4.39	4.5	4.5	4.19	3.89	4.63	The actual value was the same of target value and better than the previous internal benchmark and slightly lower than external benchmark	4.7

Comments on the program KPIs and Benchmarks results:



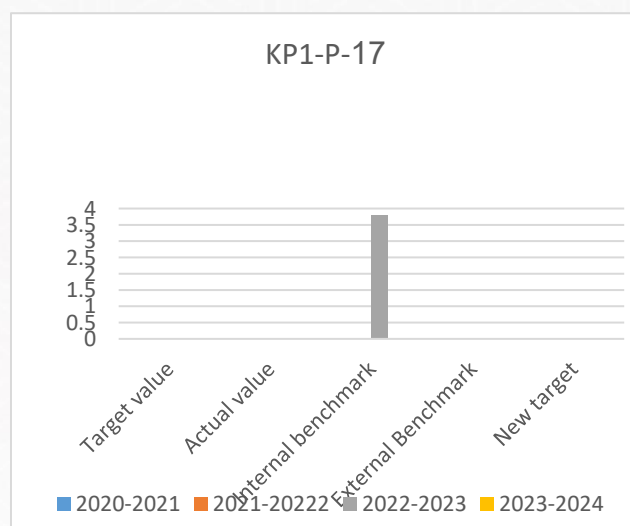
KPI-16 Trend: there is an upward movement of the internal benchmark indicating an improvement and positive performance over the three years (2020/2023). **Analysis:** the students' satisfaction of beneficiaries with the learning resources means for the A.Y 2022-2023, was 4.45 (actual value of 022-2023), which was the higher than the target benchmark in the same academic year 4.39 and was higher than the result of the previous year (Internal benchmark; 4.19). However, the result was lower than the results of the comparable external benchmark 4.63. The new target benchmark for the A.Y. 2023-2024 will be 4.7.

Generally, the KPI results over the three pat years indicates our students with the beneficiaries with the learning resources on the program.

Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: Offer a wide range of learning resources, including textbooks, e-books, online articles, multimedia materials, and interactive simulations centre. Ensure that learning resources are regularly updated to reflect the latest advancements, theories, and industry practices. This keeps the content relevant and aligns with current educational standards. library services has expanding the collection of relevant books, journals, and digital resources. Consider collaboration with other institutions to enhance resource sharing and accessibility.	Assure of the availability of learning resources, including textbooks, e-books, online articles, multimedia materials, and interactive simulations centre. Ensure that learning resources are regularly updated to reflect the latest advancements, theories, and industry practices. This keeps the content relevant and aligns with current educational standards. Ensure the availability library services has expanding the collection of relevant books, journals, and digital resources.	Dean Head of department Academic coordinator Program coordinator	A.Y 2023-2024
Points for Improvements: Integrate interactive elements into learning resources, such as quizzes, discussions, and collaborative projects. This enhances engagement and encourages active participation.	Integrate interactive elements into learning resources, such as quizzes, discussions, and collaborative projects. This enhances engagement and encourages active participation.	Faculty staff Academic coordinator Program coordinator	A.Y 2023-2024
Suggestions for development Regularly assess the needs and preferences of beneficiaries to understand their learning styles, technological proficiency, and preferences regarding learning resources.	Follow up and make assure that the suggestions for development are implemented	Faculty staff Academic coordinator Program coordinator	A.Y 2023-2024

KPI					Targeted Value 2022-2023	Actual Value 2022-2023	Internal Benchmark			External Benchmark (University of Hail) 2022-2023	Analysis	New Target 2023-2024
No.	Standard	Code	KPI	Indicator type			Actual 2022-2023	2021-2022	2020-2021			
17	-2- Teaching and Learning	KP1-P-17	Proportion of teaching staff leaving the program annually	Proportion	0 %	3.8 %	3.8 %	0 %	0 %	0 %	The actual value was higher than target value and higher than the internal benchmark and higher than external benchmark	0 %

Comments on the program KPIs and Benchmarks results:



KPI-17 Trend In comparing the proportion of teaching staff leaving the program annually during the year of 2022-2023 to the year of 2021-2022, there was a negative progressed trend results reaching a proportion of 3.8 % for the actual value of 2022-2023, which was higher than the set target benchmark in the same academic year 0% and but it was the same as the result of the previous year (Internal benchmark; 0%). On other hand, the result was higher than the results of the comparable external benchmark 0 %. Due to unachieved the target benchmark at 2022-2023 the new target benchmark set for the A.Y. 2023-2024 will be 0%.

Generally: The program aims to maintain an appropriate number of faculty members, as it is crucial for achieving and correlating with various other performance indicators of the program. This was observed during the years 2020-2021 and 2021-2022. However, due to personal reasons, a faculty member resigned from the department based on their desire. Consequently, the Nursing Department sought and continues to seek to maintain its faculty members and increase their number. This led the department to develop an action plan to increase the number and recruit new faculty members during 2023-2024. the

Comments on the KPI	Program Response	Responsible person/committee	Timeframe
Strengths: Maintaining an appropriate number of faculty members especially during the past two years, the program ensures continuity in teaching, research, and administrative support, which are essential for achieving its goals and objectives.	Follow up performance of the students during the semester Provide enhancement program to poor students. Monitor the academic and advisory committee. Facilitate identifying students at risk of dropping out. Support address challenges early in the academic journey.	Faculty Dean Head of department	A.Y 2023-2024
Points for Improvements: Recruitment of additional teaching staff. Additionally, fostering a supportive academic environment.	Request for faculty hiring. Facilitating the administrative issues might hinder the recruitment of additional teaching staff.	Faculty Dean Head of department Scientific committee (Recruitment subcommittee)	A.Y 2023-2024
Suggestions for development By developing an action plan to increase faculty numbers and recruit new members, the department demonstrates its commitment to sustaining and enhancing its academic workforce, thereby strengthening its capacity to deliver high-quality education and contribute to the academic community	Follow up and assurance that the suggestions for development are implemented	Faculty Dean Head of department	A.Y 2023-2024



When formulating recommendations for the program's development plan, it is important for the program to ensure that the actions are clear and actionable, specifying the responsibility for implementation, as well as the start and end dates.

No	Priorities for Improvement	Actions	Action Responsibility	Timeframe
1	Continuous update of learning resources. Maintain the academic and laboratory resources and facilities. Continuous consultation to determine the learning needs of the students.	The program will continuously improve all the learning resources through the consistent efforts of the curriculum committee and the course coordinators. The program will also acquire and update the learning resources to keep pace with the demands of the course and achieve the course learning outcomes. The program will continue to provide consultations to the students to acquire feedback that will help improve the delivery and outcomes of the courses within the program.	Faculty members Quality assurance committee Academic committees	A.Y 2023-2024
2	Request the administration to provide more laboratory resources that commensurate with the needs of the students. Request the library to provide more up-to-date textbooks related to their courses. Continue to monitor the needs of the students through taking their feedback from the course report.	The program will acquire more laboratory resources to meet the learning needs of the students. The program will oversee the acquisition of more updated learning resources that would be suitable for the demands of the	Faculty members Quality assurance committee Academic committees Laboratory and equipment training committee	A.Y 2023-2024

No	Priorities for Improvement	Actions	Action Responsibility	Timeframe
		course. The program will continuously acquire feedback from the students to determine gaps in the learning process and learning needs.		
3	Strengthen the role of academic advisors to provide personalized guidance and support. Ensure advisors help students develop clear academic plans and career goals, aligning coursework with their aspirations.	Follow up the advisory committee to ensure the development of clear academic plans and career goals, aligning coursework with their aspirations.	Faculty members Academic coordinators Advisory committee Head of department	A.Y 2023-2024
4	Strengthen transition programs to help first-year students acclimate to the academic and social aspects of college life, reducing feelings of isolation. Implement more proactive early intervention strategies, including identifying at-risk students and providing timely resources before academic challenges escalate.	Facilitate first-year students acclimate to the academic and social aspects of college life, reducing feelings of isolation support identifying at-risk students and providing timely resources before academic challenges escalate.	Faculty members Academic coordinators Advisory committee Head of department	A.Y 2023-2024
5	Points for Improvements: Focus more on the preparation process for the national exam (SCFHS) Implement a structured way for monitoring the progress of students participating in review programs, ensuring that they are actively engaged, making progress, and are well-prepared for the licensure examination.	Facilitate monitoring the progress of students participating in review programs, ensuring that they are actively engaged, making progress, and are well-prepared for the licensure examination.	Faculty members Internship committee	A.Y 2023-2024
6	Points for Improvements: Implement comprehensive workshops to enhance graduates' soft skills, including communication, teamwork, and problem-solving abilities, making them more attractive to employers.	Conduct workshops to enhance graduates' soft skills, including communication, teamwork, and problem-solving abilities, making them more attractive to employers. Follow up the alumni networks through the	Internship committee Alumni committee Advisory committee	A.Y 2023-2024

No	Priorities for Improvement	Actions	Action Responsibility	Timeframe
	Strengthen alumni networks to facilitate mentorship opportunities, job referrals, and a sense of community, connecting current students with successful graduates. Increase awareness of postgraduate programs among graduates, providing information on the benefits of further education and the specific programs available.	alumni committee to facilitate mentorship opportunities, job referrals, and a sense of community, connecting current students with successful graduates. Orient the graduate about postgraduate programs among graduates, providing information on the benefits of further education and the specific programs available.		
7	Points for Improvements: The graduate could benefit from further refining their time management skills. While they deliver high-quality work, there is room for improvement in terms of efficiency and meeting deadlines consistently. While the graduate works well within a team, there is potential for further development of leadership skills. Encouraging them to take on more leadership roles or projects could foster this aspect of their professional growth.	While the graduate works well within a team, there is potential for further development of leadership skills. Encouraging them to take on more leadership roles or projects could foster this aspect of their professional growth The graduate could benefit from further refining their time management skills. While they deliver high-quality work, there is room for improvement in terms of efficiency and meeting deadlines consistently.	Internship committee Alumni committee Advisory committee	A.Y 2023-2024
8	Points for Improvements: Increased student enrolment without a proportional rise in faculty hires. Administrative issues might hinder the recruitment of additional teaching staff. A lack of effective scheduling practices could also contribute to uneven distribution of teaching staff. Insufficient use of technology for teaching and learning might further strain faculty resources, exacerbating the high ratio.	Request for faculty hiring. Facilitate the administrative issues might hinder the recruitment of additional teaching staff. Effective scheduling. Allocate sufficient use of technology for teaching and learning.	Head of department Dean	A.Y 2023-2024
9	Points for Improvements: Organize regular seminars, webinars, or conferences focusing on research methodologies, data analysis techniques, and publication strategies. Sponsor attendance at relevant national and international conferences to expose faculty to cutting-edge research and networking opportunities.	Facilitate conducting regular seminars, webinars, or conferences focusing on research methodologies, data analysis techniques, and publication strategies.	Faculty administration Scientific committee	A.Y 2023-2024
10	Points for Improvements: Explore flexible workload models that allocate time specifically for research activities. This can help faculty balance teaching, administrative duties, and research commitments. Organize regular research forums or seminars where faculty members	Allocate flexible workload models that provide time specifically for research activities. Organize regular research forums or seminars, receive feedback, and stay informed about each	Continuous education committee Scientific committee	A.Y 2023-2024

No	Priorities for Improvement	Actions	Action Responsibility	Timeframe
	can present their work, receive feedback, and stay informed about each other's research initiatives. Offer training programs on advanced research methodologies and data analytics, enabling faculty members to conduct more sophisticated and impactful studies.	other's research initiatives. Allocate training programs on advanced research methodologies and data analytics, enabling faculty members to conduct more sophisticated and impactful studies.	Head of department	
11	Points for Improvements: Promote faculty engagement in professional organizations and networks related to their field. Building connections within the academic community can enhance the visibility of their work.	Building connections within the academic community can enhance the visibility of their work.	Continuous education committee	A.Y 2023-2024
12	Points for Improvements: Promotion of faculty members engagement in conducting research and disseminating their findings through reputable scholarly journals to enhance their eligibility for the excellent publication award.	Reinforce the value of research publication in the annual evaluation and promotion of faculty members.	Community services committee Program coordinator. Head of department	A.Y 2023-2024
13	Points for Improvements: To lesser the number of students per class Assess the allocation of resources to determine if there are constraints preventing the reduction of class sizes. Consider investing in additional faculty, classrooms, or technology to accommodate smaller class sizes.	Assure decreasing number of students per class support resources to determine if there are constraints preventing the reduction of class sizes. Consider investing in additional faculty, classrooms, or technology to accommodate smaller class sizes.	Faculty administration Head of department	A.Y 2023-2024
14	Points for Improvements: Seek updated course-related textbooks from the library, ensuring adequacy and currency in learning resources. Enhance the alumni and nursing clubs to foster stronger connections and collaboration among students. Request	The program will regularly assess the need for new library resources to keep the learning resources updated and readily available for access by the students' The program will develop the alumni and nursing clubs and make it more organized so that students will have the means to	Alumni committee Continuous learning committee Laboratory committee	A.Y 2023-2024

No	Priorities for Improvement	Actions	Action Responsibility	Timeframe
	the administration to improve internet accessibility for better academic resources. Additionally, advocate for enhanced support services, urging the administration to prioritize cleanliness in all areas and maintain conducive classroom and laboratory environments.	channel their abilities to a more productive way by sharing their knowledge and experiences in dealing with the day-to-day activities of nurses in practice. The program will see to it that all learning facilities is properly always maintained and available.		
15	Points for Improvements: strategically hire new faculty members based on the institution's strategic goals and academic priorities. Consider the long-term needs of the institution and allocate resources accordingly specially the rank of Professor and Associate Professor.	strategically hire new faculty members based on the institution's strategic goals and academic priorities. Consider the long-term needs of the institution and allocate resources accordingly specially the rank of Professor and Associate Professor.	University administration Dean Head of department	A.Y 2023-2024
16	Points for Improvements: Integrate interactive elements into learning resources, such as quizzes, discussions, and collaborative projects. This enhances engagement and encourages active participation.	Integrate interactive elements into learning resources, such as quizzes, discussions, and collaborative projects. This enhances engagement and encourages active participation.	Faculty staff Academic coordinator Program coordinator	A.Y 2023-2024
17	Recruitment of additional teaching staff. Additionally, fostering a supportive academic environment.	Request for faculty hiring. Facilitating the administrative issues might hinder the recruitment of additional teaching staff.	Faculty Dean Head of department Scientific committee (Recruitment subcommittee)	A.Y 2023-2024



Approval of Report:

Council / Committee	DEPARTMENT COUNCIL
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