



# Annual Program Report

## — (Bachelor)

Program: **Biology**

Program Code (as per Saudi Standard Classification of Educational Levels and Specializations): **05110201**

Qualification Level: **Bachelor's**

Department: **Biology**

College: **Faculty of Science**

Institution: **University of Tabuk**

Academic Year: **1446**

Main Location: • **Main Campus** • **University College in Umluj** •

Branches offering the Program (if any):

- Main Campus
- University College in Umluj



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## 1. Improvement Plans from the Previous Year

Priorities for Improvement	Percentage of Completion	Comments
Develop and maintain adequate and unified extracurricular facilities— including well-equipped gyms and sports fields—across the main campus and all branch campuses, ensuring consistent access for all students and promoting a balanced lifestyle that supports both physical wellbeing and academic success.	100%	Satisfied
Strengthen structured communication with employers through unified channels across the main campus and all branch campuses to showcase graduates' competencies. This ensures employers receive consistent, comprehensive information about students' skills, qualifications, and career readiness in all program locations.	70%	The program has already established a unified framework across the main and branch campuses to strengthen collaboration with employers. Through standardized surveys and structured interviews planned for the upcoming cycle, the program will gather employer feedback to better align graduate competencies with labor market needs and support continuous improvement.
Promote student participation in professional and national certification exams through unified awareness and preparation initiatives offered across the main campus and all branch campuses, ensuring equal access to opportunities that enhance their skills and career competitiveness.	100%	Satisfied
Strengthen faculty participation in research activities through unified initiatives implemented across the main campus and all branch campuses, fostering a consistent research culture and enhancing the quality and impact of published scientific work.	100%	Satisfied



Enhance the community services	75%	Compared with last year's report (1445), the program achieved notable progress in 1446 by implementing 13 diverse community activities. For the first time, surveys and feedback questionnaires were introduced, supported by the formation of a dedicated follow-up committee. Participation rates also increased across all campuses, and around 75% of the previously identified improvements were successfully addressed.
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## 1. Program Statistics

### University College in Haql

Item	Number	
	Male	Female
Number of students enrolled in the program	0	48
Number of students who started the program (in reporting year)	0	0
Number of students who completed the program	0	23
Number of students who completed an intermediate award specified as an early exit point (if any)	0	0
Number of Faculty	0	4
Student/Faculty Ratio	0	17

### University College in Umluj

Item	Number	
	Male	Female
Number of students enrolled in the program	0	118
Number of students who started the program (in reporting year)	0	118
Number of students who completed the program	0	80
Number of students who completed an intermediate award specified as an early exit point (if any)	0	0
Number of Faculty	0	6
Student/Faculty Ratio	0	19





## University College in Tayma

Item	Number	
	Male	Female
Number of students enrolled in the program	0	59
Number of students who started the program (in reporting year)	0	0
Number of students who completed the program	0	44
Number of students who completed an intermediate award specified as an early exit point (if any)	0	0
Number of Faculty	3	3
Student/Faculty Ratio	0	20

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## Main Campus

Item	Number	
	Male	Female
Number of students enrolled in the program	253	662
Number of students who started the program (in reporting year)	124	220
Number of students who completed the program	27	99
Number of students who completed an intermediate award specified as an early exit point (if any)	0	0
Number of Faculty	22	29
Student/Faculty Ratio	12	23

## 2. Program Assessment

### 1. Program Learning Outcomes Assessment and analysis according to PLOs assessment plan \*

#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Targeted Performance (%)	Assessment Results
<b>Knowledge and Understanding</b>				
K1	To define the basic concepts, theories, and fundamentals of biology, related disciplines, and its applications.	Directly by exams and indirectly by surveys	78	84.1%
K2	To describe methods for analyzing and solving problems in the field of Biology.	Directly by exams and indirectly by surveys	78	83.3%
<b>Skills</b>				





S1	To apply fundamental principles to the analysis of relevant biology and environmental issues.	Directly by exams and indirectly by surveys	78	85.7%
S2	To carry out the experimental techniques appropriate for different fields and specializations within biology.	Directly by exams and indirectly by surveys	78	83.2%
S3	To evaluate literature critically to be utilized in evidence-based practice and conducting research.	Directly by exams and indirectly by surveys	78	85.2%
S4	To use appropriate information technologies to optimize the biological field.	Directly by exams and indirectly by surveys	78	84.7%
S5	To solve problems in various complex contexts in one or more disciplines related to the field of Biology.	Directly by exams and indirectly by surveys	78	86.1%
S6	To communicate effectively using oral, written and visual modes to science-literate and general audiences.	Directly by exams and indirectly by surveys	78	86.3%



V1	To work independently, as a member or as a team leader in the group in accordance with the rules and ethical standards that guide professional decisions.	Directly by exams and indirectly by surveys.	78	88%
V2	To show ethical conduct in scientific research, professional fields and community tasks.	Directly by exams and indirectly by surveys	78	87.6%

\*Attach a separate report on the program learning outcomes assessment results for male and female sections and for each branch (if any).

## 2. Students Evaluation of Courses

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
BIO 222	Cell Biology	2	100	4.7	none
BIO 0202	General Biology (2)	2	50	5	none
BIO 0221	General Genetics	3	100	4.5	none
BIO 0231	General Microbiology	25	28.9	4.8	none
BIO 0241	General Botany	16	26.7	5	none
BIO 0251	General Zoology	5	60	5	none
BIO 0271	Ecological Flora	6	50	4.7	none
BIO 0310	Biophysics	12	48	4.7	none
BIO 0333	Bacteriology	14	26	4.7	none
BIO 0336	Microorganisms Physiology	126	25	4.6	none
BIO 0341	General Botany (2)	32	34.5	4.5	none
BIO 0342	Plant Anatomy	43	68.1	4.5	none
BIO 0348	Flora Kingdom	21	38.1	4.5	none
BIO 0349	Medical Plants in KSA	43	76.7	4.7	none
BIO 0351	General Zoology (2)	3	18.8	4.7	none
BIO 0356	Animal Sample	6	80	4.8	none
BIO 0359	General Entomology	8	24.8	5	none
BIO 0401	General Physiology	125	41	4.7	none
BIO 0403	Marine Biology	132	44.7	4.8	none
BIO 0420	Molecular Biology	81	43.3	4.7	none
BIO 0430	Immunology and Vaccines	76	43.4	4.7	none
BIO 0451	Parasitology	2	13.3	5	none



BIO 0452	Epidemiology	184	50	4.7	none
BIO 0457	Disease Control	12	14.3	4.6	none
BIO 0458	Medical & Agriculture Insects	5	60	4.8	none
BIO 0471	Ecological Pollution	32	35	5	none
BIO 0491	Research & Essay writing	104	84	4.7	none
BIO 1101	Fundamentals of Biology	311	45.8	4.7	none
BIO 1201	Principles of Environmental Sustainability	507	48	4.5	none
BIO 1202	Principles of Ecology	81	39.5	4.3	none
BIO 1203	Cell and Tissue Biology	83	53	4.5	none
BIO 1204	Invertebrates	140	49	4.5	none
BIO 1205	General Botany I	140	59.9	4.7	none
BIO 1206	General Microbiology	169	31.5	4.6	none
BIO 1207	Vertebrates	140	64.5	4.8	none
BIO 1208	Biodiversity	220	55.3	4.7	none
BIO 1301	General Botany II	135	43.8	4.6	none
BIO 1302	General Entomology	57	42.9	4.4	none
BIO 1303	Bacteriology	53	39.8	4.4	none
BIO 1304	Environmental Pollution	39	43.7	4.5	none
BIO 1305	General Genetics	84	43.7	4.5	none
BIO 1306	Animal Physiology	82	38.4	4.5	none
BIO 1307	Flora of KSA	27	100	4.7	none
BIO 1308	Parasitology	105	25.3	4.7	none
BIO 1309	Molecular Biology	40	17.5	4.9	none
BIO 1310	Plant Physiology	95	56.3	4.3	none
BIO 1311	Immunology	142	85.6	4.7	none



### 3. Students Evaluation of Program Quality

Evaluation Date: 15/5/2025	
Students Feedback	Program Response
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Instructors demonstrated genuine care for students' academic progress and success.</li> <li>• Study materials provided in courses were current, relevant, and highly useful for learning.</li> <li>• The program equipped students with knowledge and skills that are valuable for their future careers and personal growth.</li> <li>• Participation in the program fostered a strong interest in lifelong learning and encouraged students to stay updated with new developments in their field of study</li> <li>• The program enhanced students' abilities to investigate and effectively solve emerging problems through critical thinking and problem-solving approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• The program agreed and accepted the results of the current survey. and remains committed to maintaining the same level of academic quality, student support, and engagement that fosters learning, critical thinking, and lifelong development.</li> </ul>
<p><b>Areas of Improvement:</b></p> <ul style="list-style-type: none"> <li>• Library resources were perceived as insufficient, with students reporting challenges in accessing updated references and materials in a timely manner. This limited their ability to conduct in-depth research and fully support their academic needs.</li> <li>• Facilities for extracurricular activities (including sports and recreational activities) were inadequate. Students noted that the available resources did not meet their expectations or provide enough opportunities for engagement in non-academic pursuits that contribute to personal growth and well-being.</li> <li>• Field experience programs (such as internships, practicums, or cooperative training) were reported to be less effective in developing practical, hands-on skills. Students expressed that these opportunities could be better structured and more closely aligned with the program's learning outcomes and real-world professional requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• The program confirms that all students have full access to extensive electronic and printed resources through the Saudi Digital Library and the university's main library system. However, it is possible that some students are not fully aware of how to effectively access or utilize these resources. Therefore, the program plans to organize awareness sessions and orientation workshops to guide students on navigating the digital library and maximizing its academic benefits.</li> <li>• The program recognizes the importance of extracurricular activities for students' overall personal and academic development. The university, through the Deanship of Student Affairs, provides and maintains facilities that support sports and recreational activities. The program continues to collaborate with the relevant units to further encourage student participation and expand opportunities for engagement beyond the classroom.</li> <li>• The program has enhanced the field experience component in the new plan by integrating field trips and practical activities within relevant courses. These updates aim</li> </ul>

to provide students with direct exposure to real environmental and biological settings, strengthen their applied skills, and ensure stronger alignment between academic learning and professional practice.

**Suggestions for improvement:**

- Develop a comprehensive plan for extracurricular student activities, ensuring opportunities that foster personal growth, social engagement, and the fulfillment of recreational and sporting
- Implement orientation and training programs to familiarize students with the university library and its resources, enabling them to effectively utilize these resources for academic research and program-related activities.
- Strengthen access to electronic libraries by integrating them with the university library system, including platforms such as the Saudi Digital Library, to provide students with updated, reliable, and diverse academic resources.

- The program will continue implementing and expanding initiatives to support students' personal and academic development. A structured plan for extracurricular activities has been developed, library orientation sessions are being organized to enhance students' awareness of available resources, and access to electronic libraries—including the Saudi Digital Library—has been fully integrated to ensure updated and reliable academic materials.

**4. Scientific research and innovation during the reporting year**

Activities Implemented	Number
Published scientific research	202
Current research projects	13
conferences organized by the program	0
Seminars held by the program	6
Conferences attendees	1
Seminar's attendees	91

**Discussion and analysis of scientific research and innovation activities:**

The data reflects a strong and active research culture within the program. The publication of 202 scientific papers demonstrates a high level of productivity and faculty engagement in advancing scientific knowledge. This indicates that the program successfully encourages research output and participation in scholarly publishing.

Furthermore, the presence of 13 ongoing research projects highlights a continuous commitment to research innovation and development. These projects likely contribute to strengthening collaboration among faculty and enhancing the program's research profile.

However, the absence of organized conferences suggests a potential area for improvement in fostering academic exchange and visibility at the institutional and national levels. Hosting conferences and symposia could further enhance the program's reputation and provide platforms for sharing research outcomes. On the other hand, the program showed moderate activity in academic dissemination, with 6 seminars organized and 91 participants attending seminars, indicating consistent efforts to promote internal knowledge sharing and academic dialogue.





The relatively low number of conference attendees (1), however, reveals the need to support and motivate faculty members to attend and present their research at external conferences to enhance professional networking and exposure.

Overall, while research productivity is commendable, future efforts should focus on expanding innovation activities, increasing participation in scientific events, and enhancing visibility through conferences, workshops, and collaborations.

### 5. Community Partnership

Activities Implemented	Brief Description*
Celebration of the International Day for Biological Diversity	The activity was held on 01/05/2025, with the participation of students, faculty members, and community members. The event included awareness presentations and interactive discussions on the importance of biodiversity, its role in sustaining ecosystems, and its relevance to Saudi Arabia's natural heritage. The purpose was to promote environmental responsibility and increase community awareness of biodiversity conservation.
Biology Department Introduction Event	Organized during the academic year 1446/2025, this event targeted students and faculty members. The department presented its programs, specializations, and future opportunities in biology. The activity aimed to introduce the community to the department's role in education and research, encourage student enrollment, and enhance awareness of biology as a scientific discipline
Celebration of the World Day to Combat Desertification and Drought	The activity took place on 01/05/2025, with active participation from students and faculty. Posters and awareness sessions highlighted the global and local challenges of desertification and drought, particularly their impact on agriculture and sustainability in Saudi Arabia. The event emphasized preventive strategies and the importance of vegetation cover
Celebration of World Environment Day	The activity was held on 21/04/2025, with the participation of students, faculty members, and community representatives. The program included awareness lectures and poster presentations that focused on the importance of protecting the environment, tackling pollution, and addressing climate change. The purpose of the event was to strengthen environmental awareness among students and the community, while encouraging participation in both national and international initiatives aimed at environmental protection.
Celebration of World Wildlife Day	The event was held on 01/05/2025, targeting students and faculty. The program included lectures and activities on the significance of wildlife conservation, endangered species, and the need for protecting natural habitats in Saudi Arabia. The purpose was to increase awareness of biodiversity and encourage students to engage in conservation initiatives.
Dar Al-Ra'i Private High School	This visit was carried out on 23/01/2025, with the participation of high school students. Faculty members and biology students conducted interactive sessions and demonstrations as part of Science Week. The purpose was to inspire young learners, raise awareness of biology and its applications, and strengthen community links through educational outreach



Tree-Planting Campaign with the National Center for Vegetation Cover Development and Combating Desertification	<p>On 21/04/2025, faculty members and students collaborated with the National Center to launch a large-scale tree-planting campaign. Participants engaged in planting native trees and learned about sustainable practices to combat desertification.</p> <p>The activity aimed to support national environmental initiatives, improve vegetation cover, and foster community responsibility toward the environment.</p>
Visit of Sanabel Al-Elm School Students to Biology Laboratories	<p>On 14/04/2025, the Biology Department hosted students from Sanabel Al-Elm Schools in its laboratories. The visit included guided tours, live experiments, and introductions to laboratory techniques. The purpose was to provide students with practical exposure to scientific environments, spark their interest in biology, and encourage them to pursue higher studies in science.</p>

\*Including timing of implementation, number of participants, and outcomes.

### Comment on community partnership activities\*\*

- To fulfil its mission of community service, the Biology Program at the University of Tabuk organized a series of training sessions, workshops, seminars, and field activities through collaborative initiatives. Partnering with national and local organizations, such as the Ministry of Environment, Water, and Agriculture, the Red Sea Development Company, and Tabuk Education, the program successfully engaged in diverse community-focused projects.
- The program delivered a variety of awareness lectures and hands-on activities targeting schools, environmental agencies, and local communities. These initiatives raised awareness of critical environmental issues such as biodiversity conservation, combating desertification, water management, and sustainable agriculture while emphasizing the importance of biology for current and future generations. In addition, the program welcomed visits from schools and children's organizations to the university laboratories, providing students with direct exposure to scientific environments and encouraging them to pursue science-related fields.
- Aligned with the program's mission, all activities were carefully documented and demonstrated strong faculty and student participation. The number and quality of community service initiatives in the academic year 1445 H closely matched those of the previous year, reflecting consistency in outreach efforts. The program is highly satisfied with the scope of activities offered and the positive impact achieved in fostering environmental and scientific awareness within the community

\*\*Including overall evaluation of the program's performance in these activities (if any).



## 6. Other Evaluation (if any)

(e.g., independent reviewer, program advisory committee, and stakeholders (e.g., faculty members, alumni, and employers))

Evaluation method: Alumni survey	Date: 11/09/2024	Number of Participants: 60
Summary of Evaluator Review		Program Response
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• The program clearly communicates its mission and goals to students, ensuring that they are aware of the program's purpose, objectives, and expected learning outcomes.</li> <li>• Students expressed satisfaction with the efficiency and quality of registration procedures, reflecting the effectiveness of administrative support and the smoothness of academic enrollment processes.</li> <li>• Comprehensive health services and well- equipped facilities are provided to support students' well-being, contributing to a safe and healthy learning environment.</li> <li>• Faculty members demonstrate genuine enthusiasm and commitment to their teaching, effectively engaging students and fostering motivation and interest in the subject matter.</li> </ul>		<p>The program will maintain its strong performance by continuing to communicate its mission and goals clearly, sustaining efficient registration and administrative support, ensuring the availability of health services and safe facilities, and supporting faculty commitment through ongoing development to enhance student engagement and learning quality.</p>
<p><b>Areas for Improvements:</b></p> <ul style="list-style-type: none"> <li>• Establish a Career Counseling Unit to provide continuous guidance on career paths, job search strategies, and professional development.</li> <li>• Strengthen Partnerships with Employers by collaborating with local industries, research centers, and private sector organizations for internships and training opportunities.</li> <li>• Organize Career Fairs and Networking Events each semester to connect students with employers, alumni, and professionals in the field.</li> <li>• Integrate Employability Skills into the Curriculum through activities that develop communication, teamwork, leadership, and problem-solving abilities.</li> <li>• Develop an Active Alumni Network to foster mentorship, knowledge sharing, and professional connections between graduates and current students.</li> <li>• Provide Job Placement Support in cooperation with the university's Career Center, assisting students in preparing CVs, practicing interviews, and accessing employment opportunities.</li> </ul>		<p>The program should enhance student employability by establishing a dedicated career counseling unit, strengthening partnerships with employers, and organizing regular career fairs and networking events. It should also integrate employability skills into the curriculum, build an active alumni network for mentoring and professional support, and provide job placement services in coordination with the University Career Center (CV support, interview preparation, and access to job opportunities).</p>





### Suggestions for development:

- Informing employers of students' capabilities and qualifications: The program should actively promote students' skills, competencies, and academic achievements to potential employers. This can be achieved by sharing detailed graduate profiles, maintaining an updated database of qualified students, and regularly communicating with partner organizations and industry representatives. Highlighting students' accomplishments through job fairs, internship collaborations, and employer networking events will help strengthen the connection between the program and the labor market, increasing graduates' employment opportunities.

The program plans to enhance communication with employers by creating a structured system for showcasing student achievements and competencies. Collaboration with the university's Career Center and alumni network will support the promotion of graduates' profiles and facilitate stronger industry connections to improve job placement outcomes.

Evaluation method: faculty members survey	Date: 11/9/2024	Number of Participants: 52
Summary of Evaluator Review	Program Response	
<p><b>Strengths:</b> The overall satisfaction rate of 73% (3.66/5) reflects a generally positive perception of the program. The highest-rated areas were Mission/Goals (80%, 4.0/5) and Students (78%, 3.88/5), confirming that the program's mission is clear, consistent with the department's vision, and effectively guides planning processes. Additionally, students' rights, responsibilities, and grievance procedures are well communicated and applied fairly, which strengthens transparency and accountability. Faculty also appreciated academic promotion policies (80%) and opportunities to engage in planning, development, and research activities. These aspects highlight a strong alignment between institutional goals, faculty participation, and student support mechanisms.</p>	<p>The program achieved a strong overall satisfaction level of 73% (3.66/5), reflecting a generally positive perception. The highest-rated areas were Mission/Goals (80%, 4.0/5) and Students (78%, 3.88/5), confirming that the program's mission is clear, aligned with the department's vision, and supports effective planning. Student rights, responsibilities, and grievance procedures are also well communicated and fairly applied, enhancing transparency and accountability. In addition, faculty expressed satisfaction with academic promotion policies and their involvement in planning, development, and research activities, demonstrating strong alignment between institutional direction, faculty engagement, and student support.</p>	
<p><b>Areas for Improvements:</b> Despite these strengths, several areas scored below the desired threshold, highlighting notable weaknesses. Facilities and Equipment received the lowest ratings (69%, 3.44/5), particularly in the adequacy of laboratories, computers, and modern equipment (scoring around 62%). Faculty also reported concerns about feedback and performance evaluation processes (65–68%), indicating limited communication and follow-up. In addition, issues related to fairness, integrity, and equality (68%) suggest the need to strengthen trust and inclusivity in program practices. These areas reflect gaps that may impact faculty motivation, teaching effectiveness, and the quality of the learning environment.</p>	<p>Key weaknesses were identified in <b>facilities and equipment</b>, which received the lowest rating (69%), particularly regarding the adequacy of laboratories, computers, and modern tools. Faculty also reported concerns about <b>feedback and performance evaluation processes</b> (65–68%), indicating limited communication and follow-up. In addition, scores related to <b>fairness, integrity, and equality</b> (68%) highlight the need to strengthen trust, transparency, and inclusivity to improve the overall learning environment.</p>	

**Suggestions for development:**

The program already applies an annual,

1. Enhance Performance Evaluation Systems: Develop a transparent faculty evaluation system with a structured and transparent mechanism for faculty evaluation clear framework reviewed by the Department that includes timely feedback, professional development Council, with further approval of criteria and plans, and follow-up actions to encourage continuous documentation planned to ensure fairness and improvement. consistency. It also maintains strong
2. Increase Communication and Engagement: Establish communication with students and faculty regular meetings and feedback sessions between through councils, surveys, academic advising, administration, faculty, and students to strengthen office hours, Blackboard, and direct support dialogue, address concerns, and encourage participatory channels. decision-making.

\*Attach independent reviewer's report and stakeholders' survey reports (if any).

**D. Program Key Performance Indicators (KPIs)**

Including the key performance indicators required by the NCAAA.

No	KPI	Targeted Value	Actual Value	Internal Benchmark	Analysis	New Target
1	KPI-I-01: Students' Evaluation of Quality of learning experience in the Program.	Main Campus: Male: 4.6 Female:4.6 Total: 4.6 Umluj: Male: NA Female:4.6 Total : 4.6  G. Total:4.60	Main Campus: Male: 4.68 Female:4.73 Total:4.70 Umluj Male: NA Female:4.65 Total:4.65 G. Total:4.65	Main Campus: Male: 4.51 Female:4.52 Total:4.50 Umluj Male: NA Female:4.50 Total:4.50  G. Total:4.50	The program achieved an actual performance level of (4.65), exceeding both the targeted level (4.60) and the previous year's level (4.50). This reflects the effectiveness of the implemented improvement plans, the diversification of teaching and learning strategies, and the stability of faculty members.	Main Campus: Male:4.75 Female:4.75 Total:4.75 Umluj Male: NA Female:4.75 Total:4.75
2	KPI-1-02: Students' evaluation of the quality of the courses.	Main Campus: Male: 4.65 Female: 4.65 Total: 4.65 Umluj = Male: NA Female:4.65 Total : 4.65  G. Total:4.65	Main Campus Male: 4.69 Female:4.72 Total: 4.71 Umluj Male: NA Female:4.67 Total:4.67 G. Total:4.69	Main Campus: Male: 4.58 Female :4.63 Total: 4.60 Umluj Male: NA Female:4.60 Total:4.60  G. Total:4.60	The Student Evaluation of the Quality of Courses indicator reached 4.69 this year, exceeding the previous year's level (4.60), reflecting continuous improvement in course quality. The Main Campus recorded an average of 4.71, while Umluj Branch also achieved 4.67. The improvement was supported by the implemented course improvement plans, including feedback utilization, and continuous monitoring of student evaluations, all of which contributed to achieving sustainable progress.	Main Campus: Male:4.70 Female:4.70 Total:4.70 Umluj Male: NA Female:4.70 Total:4.70

3	KPI-P-03 Completion rate	<p>Main Campus: Male: 83% Female: 3% Total: 83%</p> <p>Umluj: Male: NA Female: 83% Total: 83%</p> <p>G. total: 83%</p>	<p>Main Campus Male: 85% Female:87% Total: 86%</p> <p>Umluj Male: NA Female: 84% Total: 84%</p> <p>G. Total:85%</p>	<p>Main Campus: Male: 82% Female: 84% Total: 83%</p> <p>Umluj Male: NA Female: 82% Total: 82%</p> <p>G. Total: 83%</p>	<p>The actual completion rate exceeded both the targeted level and previous level at the Main Campus and Umluj Branch. This improvement is attributed to enhanced early academic advising, strengthened learning environment and student support services, and the increased delivery of enrichment lectures via the Blackboard platform prior to midterm and final examinations, which contributed to improving student performance and persistence in the program.</p>	<p>Main Campus: Male:4.70 Female:4.70 Total:4.70</p> <p>Umluj Male: NA Female:4.70 Total:4.70</p>
4	KPI-P-04 First-year student retention rate	<p>Main Campus: Male: 94% Female: 94% Total: 94%</p> <p>Umluj: Male: NA Female: 94% Total: 94%</p> <p>G. Total: 94%</p>	<p>Main Campus Male: 96% Female: 99% Total: 98%</p> <p>Umluj Male: NA Female: 95.5% Total: 95.5%</p> <p>G. Total: 96%</p>	<p>Main Campus: Male: 93% Female: 94% Total: 93%</p> <p>Umluj Male: NA Female: 93% Total: 93%</p> <p>G. Total: 93%</p>	<p>In the 1446 AH academic year, the actual value of the first-year student retention rate at the main campus and the Umluj branch exceeded both the targeted benchmark and the previous year's (1445 AH) level. This improvement is attributed to enhanced orientation and induction programs for new students, improved student services and academic support, as well as continuous monitoring of students' performance during their first year, all of which contributed to higher student continuation and retention rates in the program.</p>	<p>Main Campus: Male:98% Female: 100% Total: 99%</p> <p>Umluj Male: NA Female: 98% Total: 98%</p>
5	KPI-P-05 Students' performance in the professional and/or national examinations	NA	NA	NA	NA	NA
6	KPI-P-06 Graduates' employability and enrolment in postgraduate programs.	<p>Main Campus: ■ Employability rate Male: 68% Female: 68% Total: 68%</p> <p>■ Postgraduate(M+F) programs 15%</p> <p>■ Employability rate Umluj: Male: NA Female: 68% Total: 68%</p> <p>■ Postgraduate(F) programs 15%</p> <p>G. Total: Employability 68% Enrolment in postgraduate 15%</p>	<p>Main Campus: ■ Employability rate Male: 69.6% Female: 71.8% Total: 70.7%</p> <p>■ Postgraduate(M+F) programs 22%</p> <p>■ Employability rate Umluj: Male: NA Female: 69.6% Total: 69.6%</p> <p>■ Postgraduate(F) programs 20%</p> <p>G. Total: Employability70.2% Enrolment in postgraduate 23.3%</p>	<p>■ Main Campus: ■ Employability rate ■ Male: 66% Female: 67% Total: 67%</p> <p>■ Postgraduate(M+F) programs 18%</p> <p>■ Employability rate Umluj: ■ Male: NA ■ Female: 66.6% ■ Total: 66.6%</p> <p>■ Postgraduate(F) programs 12%</p> <p>■ G. Total: ■ Employability67.2% ■ Enrolment in postgraduate 17%</p>	<p>This year, the percentage of graduate students who are employed within one year is satisfactory. For all campuses (the main campus and branches), the percentage of graduate students is higher than the targeted benchmarks, except for the female section at the main campus where the actual level was slightly below The benchmark.</p>	<p>Main Campus: ■ Employability rate Male: 72% Female: 72% Total: 72%</p> <p>■ Postgraduate(M+F) programs 25%</p> <p>■ Employability rate Umluj: Male: NA Female: 72% Total: 72%</p> <p>■ Postgraduate(F) programs 25%</p>



7	KPI-P-07: Employers' evaluation of the program graduates' proficiency.	Main Campus: Total: 4.65 Umluj: Total: 4.65 Total: 4.65	Main Campus: Total: 4.68 Umluj: Total: 4.67 Total: 4.68	Main Campus: Total: 4.59 Umluj: Total: 4.58	The actual performance indicator for employers' assessment of the program graduates' competence exceeded both the target standard and the previous year's level. This is attributed to improvements in the quality of educational outcomes, the provision of ongoing development and training programs for students, and communication with employers..	Main Campus: Total: 4.70 Umluj Total: 4.70
8	KPI-P-08: The ratio of students to teaching staff.	Main Campus: Male: 15:1 Female: 15:1 Total: 15:1 Umluj = Male: NA Female: 15:1 Total: 15:1 G. Total: 15:1	Main Campus: Male: 14:1 Female: 16:1 Total: 15:1 Umluj Male: NA Female: 15:1 Total: 15:1 G. Total: 15:1	Main Campus: Male: 15:1 Female: 16:1 Total: 16:1 Umluj Male: NA Female: 16:1 Total: 16:1 G. Total: 16:1	The indicator of the overall student-to-faculty ratio across all campuses is acceptable and equal to the targeted benchmark. However, the ratio in the female section at the main campus (16:1) was higher than the targeted level. The program is working on reintegrating PhD scholarship returnees and increasing the number of faculty members in the female section.	Main Campus Male: 13:1 Female: 15:1 Umluj Female 14:1
9	KPI-P-09: Percentage of publications of faculty members.	Main Campus: Male: 84% Female :84% Total 84% Umluj Male: NA Female :84% Total 84% G. Total: 84%	Main Campus: Male: 87.2% Female :86.4% Total 86.8% Umluj Male: NA Female :85.6% Total: 85.6% G. Total: 86.5%	Main Campus: Male: 79.8% Female :78.3% Total 79.2% Umluj Male: NA Female :79.3% Total: :79.3% G. Total: 79.2%	The actual level of scientific publication by faculty members at the main campus and Umluj branch during the academic year 1446 AH (93.2%) was higher than both the targeted level and the previous year's achievement, reflecting a noticeable growth in research activity and the quality of scholarly outputs, as well as the establishment of research groups. This improvement is attributed to institutional and financial support, research incentives, support for laboratories and research facilities, and the continuous monitoring of research performance through clear performance indicators.	Main Campus: Male: 90% Female :90% Umluj Male: NA Female :90%



10	KPI-P-10: Rate of published research per faculty member.	Main Campus: Male: 6:1 Female: 6:1 Total: 6:1 Umluj = Male: NA Female: 6:1 Total: 6:1 G. Total: 6:1	Main Campus: Male: 7.0:1 Female: 6.5:1 Total: 6.8:1 Umluj = Male: NA Female: 6.3:1 Total: 6.3:1 G. Total: 6.6:1	Main Campus: Male: 5.2:1 Female: 4.4:1 Total: 4.8:1 Umluj = Male: NA Female: 4.5:1 Total: 4.5:1 G. Total: 4.6:1	The rate of published research per faculty member during the academic year 1446 AH exceeded both the targeted level and the previous year's level at the main campus and Umluj branch. This improvement is attributed to institutional and financial support, the development of research capacities, encouragement of collaborative research, and the enhancing of research partnerships with local and international universities and institutions.	Main Campus: Male: 8:1 Female: 7:1 Umluj: Male: NA Female: 7:1 Total: 7:1
11	KPI-P-11: Citations rate in refereed journals per faculty member.	Main Campus: Male: 90:1 Female: 90:1 Total: 90:1 Umluj = Male: NA Female: 90:1 Total: 90:1 G. Total: 90:1	Main Campus: Male: 94.7:1 Female: 93.6:1 Total: 94.2:1 Umluj = Male: NA Female: 91.3:1 Total: 91.3:1 G. Total: 92.8:1	Main Campus: Male: 87.2:1 Female: 86.3:1 Total: 86.8:1 Umluj = Male: NA Female: 85.6:1 Total: 85.6:1 G. Total: 86.2:1	The citation rate of research published in refereed journals per faculty member this year is higher than both the targeted level and the previous year's rate, exceeding the benchmarks at the main campus and Umluj branch. This improvement is attributed to the program's encouragement of faculty members to conduct advanced and up-to-date research, the provision of modern databases and resources that help researchers develop highly citable studies, the support of laboratories and research tools, and the publication of research in high-impact refereed journals.	Main Campus: Male: 98:1 Female: 98:1 Umluj: Male: NA Female: 98:1 Total: 98:1



## Comments on the Program KPIs and Benchmarks results:

### Strengths

- Learning Experience Quality and Student Evaluation (KPI-I-01 & KPI-I-02):  
The main campus and Umluj branch exceeded the targeted benchmarks and the previous year's level, with student evaluations of the program and courses ranging between 4.65 and 4.70.
- Program Completion Rate (KPI-P-03):  
The student completion rate exceeded both the targeted level and the previous year's level, supported by early academic advising, enhanced student services, and enrichment lectures.
- First-Year Student Retention Rate (KPI-P-04):  
The retention rate surpassed the targeted and previous year's levels at the main campus and Umluj branch, reflecting the success of orientation programs, academic advising, and continuous monitoring of student performance.
- Graduates' Employability and Postgraduate Enrollment (KPI-P-06):  
Employment and postgraduate enrollment rates exceeded the targeted benchmarks and previous year's levels, particularly at the main campus and program branches, indicating the competence of the graduates.
- Employers' Evaluation of Graduates' Proficiency (KPI-P-07):  
The actual evaluation levels surpassed both the targeted benchmarks and previous year's levels, supported by improved educational outcomes, practical training programs, and continuous professional development.
- Research Publications and Rate per Faculty Member (KPI-P-09 & KPI-P-10):  
The percentage of publications and research rate per faculty member exceeded the targeted and previous year's levels at the main campus and Umluj branch, supported by institutional support, research incentives, and capacity building.
- Citation Rate of Research (KPI-P-11):  
The citation rate exceeded both the targeted and previous year's levels, reflecting the quality of published research, encouragement of publication in high-impact journals, and support for laboratories and research resources

### Suggestions for improvement:

1. Student-to-Faculty Ratio (KPI-P-08): although the overall ratio is acceptable, the female section at the main campus recorded 16:1, which is higher than the targeted ratio of 15:1. Umluj branch remain close to the targeted ratio but still require monitoring and improvement.





### Areas for Improvement (Action-Oriented)

1. Increase the number of faculty members, with priority given to the female section at the main campus.
2. Encourage faculty participation in research, including publishing in peer-reviewed journals and attending refereed conferences.
3. Strengthen academic advising and orientation programs for new students to support retention and timely program completion.
4. Enhance course quality and teaching strategies, using student feedback and course evaluations for continuous improvement.
5. Organize workshops to improve research writing, publication skills, and academic development for both faculty and students.

### E. Challenges and difficulties encountered by the program (if any)

<b>Teaching</b>	The program demonstrates a strong commitment to high-quality teaching by using a wide range of instructional strategies that accommodate diverse learning preferences. These methods—including interactive lectures, practical activities, and technology-enhanced learning—promote active student engagement and support effective understanding of complex concepts. The program also regularly reviews and improves its teaching approaches to ensure alignment with current educational trends and best practices, providing students with a comprehensive and impactful learning experience.
<b>Assessment</b>	The program applies a comprehensive and effective assessment system that ensures student evaluations are fair, accurate, and aligned with course objectives and intended learning outcomes. It uses diverse assessment methods—such as exams, assignments, and project-based tasks—to provide a balanced measure of students' theoretical understanding and practical skills. The program also regularly reviews and updates its assessment practices to maintain relevance, rigor, and alignment with current industry standards, ensuring assessments support continuous improvement and students' academic development.
<b>Guidance and counseling</b>	The program effectively implemented academic guidance and counseling services as an integral part of the student experience, with no major challenges reported. This reflects the program's commitment to supporting students throughout their academic journey. The guidance system is regularly evaluated and enhanced to address students' evolving needs, offering tailored support and resources to help them manage academic challenges and plan for future careers. In addition, the program incorporates feedback from both students and faculty to maintain the relevance and impact of guidance services, ensuring students are well-equipped for academic and personal success.



<b>Learning Resources</b>	The program ensures that students have access to essential learning resources through a strong infrastructure that supports academic success. This includes updated statistical software, high-performance computing facilities, and a broad range of digital and physical learning materials. The program also continuously evaluates and enhances these resources to meet the increasing demands of the curriculum. By regularly updating software, expanding technological capabilities, and introducing new learning materials and platforms, the program strengthens the learning experience and enables students to fully develop their knowledge and skills in coursework and research.
<b>faculty</b>	The program adopts a proactive approach to faculty expansion, with a strong emphasis on enhancing diversity and inclusivity. In particular, it prioritizes recruiting more female faculty members to create a more balanced and representative academic environment. This approach strengthens the program by introducing a wider range of perspectives and experiences that enrich teaching and learning. In addition, the program supports faculty development through professional growth opportunities such as training programs, workshops, and collaborative research initiatives, ensuring faculty members remain equipped with up-to-date knowledge and skills to deliver high-quality education.
<b>Research Activities</b>	The program actively promotes increased faculty research productivity, with an emphasis on publishing in high-quality, peer-reviewed journals. It provides faculty with the necessary resources, support, and incentives to strengthen research outcomes, including opportunities for collaboration, conference participation, and access to research funding. The program also fosters a culture of innovation by encouraging interdisciplinary research and building partnerships with industry and academic institutions. These efforts enhance the program's academic reputation and ensure that its research contributes meaningful impact to the field.
<b>Others</b>	None

### Program development Plan

No.	Priorities for Improvement	Actions	Action Responsibility
1	Enhance field training and internship programs to better align academic learning with labor market needs and ensure consistent implementation across all campuses.	Develop and implement a unified field training and internship plan across the main campus and branch campuses, including clear placement procedures, evaluation tools, and alignment with program learning outcomes.	Programs and Study Plans Committee + Quality Committee, in coordination with the Department Council and branch campus coordinators





2	Strengthen collaboration with employers and alumni to improve graduate employability and ensure equal job-placement opportunities across all campuses.	Establish a unified employer and alumni engagement plan across the main and branch campuses, including regular career events, internship coordination, and alumni-supported mentoring and recruitment activities.	Alumni Committee – in cooperation with the Career Center and the Employers' Partnership Committee across the main campus and branch campuses to ensure full alignment and equal implementation of activities.
3	Enhance students' awareness and effective utilization of digital and library resources across the main campus and branch campuses to ensure unified	Implement unified training and orientation sessions across the main and branch campuses on using the Saudi Digital Library (SDL), academic databases, and e-learning platforms, supported by standardized guidance materials.	The Academic Advising Committee + Quality Committee
4	Improve Student-to-Faculty Ratio (Female Section Priority)	Develop a staffing and recruitment plan to appoint additional faculty members, prioritizing the female section at the main campus	Program and plans Committee in coordination with Department Council
5	Strengthen Faculty Research Output and Conference Participation	Implement an annual research enhancement plan with clear targets for publications and refereed conferences, supported by incentives and periodic progress monitoring.	Scientific Committee, in coordination with the Department Council
6	Enhance Academic Advising and Orientation Programs for New Students	Deliver unified orientation sessions and structured academic advising plans, with early identification and follow-up of students at academic risk.	Academic Advising Committee
7	Expand Research and Publication Skills Development for Faculty and Students	Organize scheduled workshops on research methods, academic writing, publication processes, and analytical tools to enhance research capacity	Scientific Committee, in coordination with the Department Council

Attach any unachieved improvement plans from previous report.

- The annual program report needs to be discussed in department council

### 3. Approval of Annual Program Report

COUNCIL / COMMITTEE	
REFERENCE NO.	2025/2871
DATE:	2025/10/15

