

Key Performance Indicators (KPIs) Report

Biology program
Department of Biology
Faculty of science

Biology program
Department of Biology
University College of Umluj

University of Tabuk

1444-1446 AH

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Introduction

Based on the commitment of the University of Tabuk to adopt the standards of the Centre for Education Evaluation and Academic Accreditation, or NCAAA for short (formerly the National Authority for Academic Accreditation and Accreditation), and its keenness to work to apply them to its various programs, and also in support of its programs that seek to obtain national accreditation, the Deanship of Quality Assurance and Accreditation develops a set of manuals to provide technical support for programs at the university level to ensure the proper performance according to the Centre's standards in a manner that achieves the university's mission and strategic objectives, and to qualify advanced programs for national accreditation. This guide has been prepared to provide a detailed explanation of all the indicators approved by the internal quality system in the Biology Program, Department of Biology, University of Tabuk, according to specific timetables that clarify the measurement courses, in addition to a unified mechanism for determining the target values in light of the objectives of the faculty of science.

NCAAA KPIs

The National Centre for Academic Accreditation and Evaluation has "identified 17 key performance indicators at the program level and then changed to 11 in 1446. These indicators are the minimum to be periodically measured, and the academic program can use additional performance indicators if it believes they are necessary to ensure the quality of the program. It is expected that the academic program measures the key performance, indicators with benchmarking using the appropriate tools, such as (Surveys Statistical data, etc.) according to the nature and objective of each indicator, as well as determining the following levels for each indicator:

- Actual performance
- Targeted performance level
- Internal reference (Internal benchmark)
- External reference (External benchmark)
- New target performance level

Furthermore, NCAAA affirms that "a report describing and analyzing the results of each indicator (including performance changes and comparisons according to sites and gender) is expected with a precise and objective identification of strengths and aspects that need improvement". Table No. 1 shows the KPIs divided according to the programmatic quality standards established by the Centre with their symbols and descriptions.

Table (1): Key Performance Indicators (KPIs) and Description

Standard	Code	Key Performance Indicator	Description
2. Teaching and Learning	KPI-P-01	Students' Evaluation of quality of learning experience in the program	Average of the overall rating of final-year students for the quality of learning experience in the program on a five-point scale in an annual survey.
	KPI-P-02	Students' evaluation of the quality of the courses	Average students' overall rating for the quality of courses on a five-point scale in an annual survey.
	KPI-P-03	Completion rate	The proportion of undergraduate students who completed the program in minimum time in each cohort
	KPI-P-04	First-year students' retention rate	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year
	KPI-P-05	Students' performance in the professional and/or national examinations	Percentage of students or graduates who were successful in the professional and/or national examinations, or the score average and median (if any)
	KPI-P-06	Graduates' employability and enrolment in postgraduate programs	Percentage of graduates from the program who within a year of graduation were: (a) employed. (b) enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year
	KPI-P-07	Employers' evaluation of the program graduate's proficiency	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey
Students	KPI-P-08	Ratio of students to teaching staff	The ratio of the total number of students to the total number of full-time and full-time equivalent teaching staff in the program
Faculty members	KPI-P-09	Percentage of publications of faculty members	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program
	KPI-P-10	Rate of published research per faculty member	The average number of refereed and/or published research per faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)
	KPI-P-11	Citations rate in refereed journals per faculty member	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published).

STANDARD 2: TEACHING & LEARNING.**Table (2.1): KPI-Students' Evaluation of Quality of Learning Experience in the Program**

KPI No.	KPI Results (Concerned Year: 1446 H)						
KPI-P-01	Students' Evaluation of Quality of learning experience in the Program		Target Benchmark	Actual Benchmark	Internal Benchmark	External Benchmark	New Target benchmark
	Main Campus	Male	4.6	4.68	4.51	3.8	4.75
		Female	4.6	4.73	4.52		4.75
		Total	4.6	4.70	4.50		4.75
	Umluj Branch	Male	NA	NA	NA		NA
		Female	4.6	4.65	4.50		4.75
		Total	4.6	4.65	4.50		4.75
	Total		4.6	4.65	4.50		4.75

Analysis:

The achieved actual level for the year 1446H (4.65) exceeded the target level (4.6) as well as the external benchmark. Moreover, the comparison between the main campus and the Umluj branch shows a clear convergence in branch averages, with a slight advantage for the main campus (4.70) compared to the Umluj branch (4.65), reflecting consistency in the quality of the learning experience and a high level of student's satisfaction with the program at both the main campus and the Umluj branch.

Recommendations:

Comparing evaluation results between branches to identify strengths and gaps and to improve the performance of the lower-performing branches

Explain:**1. Why was this internal benchmark provider chosen?**

To measure the students' evaluation of the quality of the learning experience in the program.

2. How was the benchmark calculated?

Average of the overall rating of final-year students for the quality of learning experience in the program.

3. Name of the internal benchmark provider? The Program and Study Plans Committee.**4. Why was this external benchmark provider chosen?**

Biology Program, College of Science, IAU (Imam Abdulrahman Bin Faisal University). is considered the leading institution in science and technology in the Kingdom of Saudi Arabia. It was chosen because it has recently been accredited by NCAAA, in addition to its collaboration agreement with UT.

5. Name of the external benchmark provider Imam Abdulrahman Bin Faisal University (IAU).

STANDARD 2: TEACHING & LEARNING.**Table (2.2): Students' evaluation of the quality of the courses**

KPI No.	KPI Results (Concerned Year: 1446 H)						
KPI-P-02	Students' Evaluation of Quality of the Course		Target Benchmark	Actual Benchmark	Internal Benchmark	External Benchmark	New Target benchmark
	Main Campus	Male	4.65	4.69	4.58	3.83	4.70
		Female	4.65	4.72	4.63		4.70
		Total	4.65	4.71	4.60		4.70
	Umluj Branch	Male	NA	NA	NA		NA
		Female	4.65	4.67	4.60		4.70
		Total	4.65	4.67	4.60		4.70
	Total		4.65	4.69	4.60		4.70

Analysis:

The actual achieved level for the year 1446H was (4.69), exceeding both the external benchmark and the target benchmark (4.65). Comparing the main campus with the Umluj branch, the main campus showed a higher average (4.70) compared to Umluj (4.65). This improvement is attributed to updating the courses to keep pace with scientific and research developments in the field of Biology, enhancing their relevance and effectiveness in achieving the program's educational objectives, in addition to Enhancing communication between students and faculty members to facilitate inquiries and provide appropriate academic support.

Recommendations:

Developing mechanisms to encourage students to complete the evaluations surveys honestly and ensuring that faculty members follow up with them.

Explain:**1. Why was this internal benchmark provider chosen?**

To measure the students' evaluation of the quality of the courses.

2. How was the benchmark calculated? From the analysis of the survey results.**3. Name of the internal benchmark provider?** The Program and Study Plans Committee.**4. Why was this external benchmark provider chosen?**

Biology Program, College of Science, IAU (Imam Abdulrahman Bin Faisal University). is considered the leading institution in science and technology in the Kingdom of Saudi Arabia. It was chosen because it has recently been accredited by NCAAA, in addition to its collaboration agreement with UT.

5. Name of the external benchmark provider Imam Abdulrahman Bin Faisal University (IAU).

STANDARD 2: TEACHING & LEARNING.**Table (2.3): KPI- Completion rate**

KPI No.	KPI Results (Concerned Year: 1446 H)						
KPI-P-03	Completion rate		Target Benchmark	Actual Benchmark	Internal Benchmark	External Benchmark	New Target benchmark
	Main Campus	Male	83%	85%	82%	76%	87%
		Female	83%	87%	84%		90%
		Total	83%	86%	83%		88%
	Umluj Branch	Male	NA	NA	NA		NA
		Female	83%	84%	82%		88%
		Total	83%	84%	82%		88%
	Total		83%	85%	82.5%		88%

Analysis:

The indicator showed an increase compared to the external benchmark and the target Benchmark. The actual achieved level for the year 1446H was 85%, exceeding both the external benchmark and the target level (83%). Comparing the main campus with the Umluj branch, the completion rate was higher at the main campus (86%) compared to Umluj (84%). Also notice a higher apparent completion rate for female students compared to the male students at the main campus. This improvement is attributed to the effectiveness of the educational practices implemented, the provision of effective academic advising, and regular follow-up that encourages students to continue and successfully complete their courses.

Recommendations:

The program has worked on establishing mechanisms and plans that motivate students to complete their studies within the specified period, as well as setting regulations that enhance the quality of graduates.

Explain:

1. **Why was this internal benchmark provider chosen?** To measure the completion rate.
2. **How was the benchmark calculated?**

The proportion of students entering undergraduate programs who complete those programs in the minimum time.

3. **Name of the internal benchmark provider?** The Program and Study Plans Committee.
4. **Why was this external benchmark provider chosen?**

Biology Program, College of Science, IAU (Imam Abdulrahman Bin Faisal University). is considered the leading institution in science and technology in the Kingdom of Saudi Arabia. It was chosen because it has recently been accredited by NCAAA, in addition to its collaboration agreement with UT.

5. **Name of the external benchmark provider** Imam Abdulrahman Bin Faisal University (IAU).

**STANDARD 2: TEACHING & LEARNING.****Table (2.4): KPI- First-year students retention rate**

KPI No.	KPI Results (Concerned Year: 1446 H)						
KPI-P-04	First-year students' retention rate		Target Benchmark	Actual Benchmark	Internal Benchmark	External Benchmark	New Target benchmark
	Main Campus	Male	94%	96%	93%	85%	98%
		Female	94%	99%	94%		100%
		Total	94%	98%	93%		99%
	Umluj Branch	Male	NA	NA	NA		NA
		Female	94%	95.5%	93%		98%
		Total	94%	94.5%	93%		98%
	Total		94%	96%	93%		98%

Analysis:

The program achieved the highest first-year student retention rate in the academic year 1446 AH, reaching 96%. This surpassed both the target benchmark (94%) and the external benchmark (85%). This success is attributed to several key initiatives:

- Implementing academic advising for first-year students.
- Evaluating periodic and final assessments for preparatory courses.
- Conducting enrichment lectures via the Blackboard platform.
- Activating dedicated communication channels for first-year students.
- Organizing comprehensive orientation lectures during the first week of the academic year.

The first-year retention indicator shows a clear superiority of the main campus compared to the Umluj branch, as both exceeded the target (94%), with higher performance at the main campus, reflecting high efficiency in retaining first-year students.

Recommendations:

Analyzing trends from midterm examination data and academic activities of the general preparatory courses to identify issues that affect first-year students' progress in successfully completing the first year.

Explain:

1. **Why was this internal benchmark provider chosen?** To measure the first-year student's retention rate.

2. **How was the benchmark calculated?**

Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year.

3. **Name of the internal benchmark provider?** The Program and Study Plans Committee.

4. **Why was this external benchmark provider chosen?**

Biology Program, College of Science, IAU (Imam Abdulrahman Bin Faisal University). is considered the leading institution in science and technology in the Kingdom of Saudi Arabia. It was chosen because it has recently been accredited by NCAAA, in addition to its collaboration agreement with UT.

5. **Name of the external benchmark provider** Imam Abdulrahman Bin Faisal University (IAU).

**STANDARD 2: TEACHING & LEARNING.****Table (2.5): KPI-5 Students' performance in the professional and/or national examinations**

KPI No.	KPI Results (Concerned Year: 1446 H)						
KPI-P-05	Students' performance in the professional and/or national examinations		Target Benchmark	Actual Benchmark	Internal Benchmark	External Benchmark	New Target benchmark
	Main Campus	Male	NA	NA	NA	NA	NA
		Female	NA	NA	NA	NA	NA
	Umluj Branch	Male	NA	NA	NA	NA	NA
		Female	NA	NA	NA	NA	NA

Analysis:

Currently, the program does not offer professional examinations that are subject to evaluation; however, professional assessment is planned to be introduced in the future in accordance with UT's strategic plans and in coordination with the relevant authorities.

STANDARD 2: TEACHING & LEARNING.**Table (2.6): KPI- Graduates' employability and Enrolment in postgraduate programs**

KPI No.	KPI Results (Concerned Year: 1446 H)						
KPI-P-06	Graduates' employability and enrolment in postgraduate e programs		Target Benchmark	Actual Benchmark	Internal Benchmark	External Benchmark	New Target benchmark
	Main Campus	Male	68%	69.6%	66%	70% Pos. (18%)	72%
		Female	68%	71.8%	67%		72%
		Total	68%	70.7%	67%		72%
	Postgraduate programs		15%	22%	18%		25%
	Umluj Branch	Male	NA	NA	NA		NA
		Female	68%	69.6%	66.6%		72%
		Total	68%	69.6%	66.6%		72%
	Postgraduate programs		15%	20%	12%		25%
	Total		68%	70.2%	67.2%		72%
	Postgraduate programs		15%	23.30%	17%		25%

Analysis:

Overall, despite the KPI exceeding the internal target and achieving positive results compared to the internal benchmark, and with performance being higher than the external benchmark in some campuses, further efforts are still required to enhance the alignment of the program's learning outcomes with the needs of the local labor market. At the same time, the major development projects in the Tabuk region—most notably the NEOM project, represent a strategic opportunity to enhance the employability of the program's graduates and to further improve this KPI in the future.

Recommendations:

Activating career and academic Advising by enhancing group career counseling sessions to clarify employment opportunities and available postgraduate programs.

Explain:**1. Why was this internal benchmark provider chosen?**

To measure the percentage of graduates from the program who within a year of graduation were employed and enrolled in postgraduate programs.

2. How was the benchmark calculated?

Number of students employed within a year of graduation over the total number of graduates.

3. Name of the internal benchmark provider? The Program and Study Plans Committee.**4. Why was this external benchmark provider chosen?**

Biology Program, College of Science, IAU (Imam Abdulrahman Bin Faisal University). is considered the leading institution in science and technology in the Kingdom of Saudi Arabia. It was chosen because it has recently been accredited by NCAAA, in addition to its collaboration agreement with UT.

5. Name of the external benchmark provider Imam Abdulrahman Bin Faisal University (IAU).

**STANDARD 2: TEACHING & LEARNING.****Table (2.7): KPI- Employers' evaluation of the program graduate's proficiency**

KPI No.	KPI Results (Concerned Year: 1446 H)					
KPI-P-07	Employers' evaluation of the program graduate's proficiency	Target Benchmark	Actual Benchmark	Internal Benchmark	External Benchmark	New Target benchmark
	Main Campus	4.65	4.68	4.59		4.70
	Umluj Branch	4.65	4.67	4.58		4.70
	Total	4.65	4.68	4.59		4.70

Analysis:

The actual value of the indicator reached 4.68, surpassing the target level (4.65) and the external benchmark (4.50), indicating stakeholders' satisfaction with the quality of the Biology program graduates' outcomes. This is attributed to the continuous efforts of the Biology program in implementing a high-quality curriculum and consistently assessing learning outcomes. The program has established partnership relations with employers to stay continuously informed about labor market needs and opportunities, in addition to providing specialized training programs for graduate students. All these efforts have contributed to increasing students' employability and improving employers' evaluation. Furthermore, the NEOM project is expected to open a tremendous number of employment opportunities for the Biology program, which should be leveraged to achieve the program's objectives.

Recommendations:

Enhancing communication with the employers and academic institutions by establishing partnerships with employers and universities for training and postgraduate scholarships

Explain:**1. Why was this internal benchmark provider chosen?**

To measure the average of the overall rating of employers for the proficiency of the program graduates

2. How was the benchmark calculated?

From annual survey results using a five-point scale.

3. Name of the internal benchmark provider?

The Program and Study Plans Committee.

4. Why was this external benchmark provider chosen?

Biology Program, College of Science, IAU (Imam Abdulrahman Bin Faisal University). is considered the leading institution in science and technology in the Kingdom of Saudi Arabia. It was chosen because it has recently been accredited by NCAAA, in addition to its collaboration agreement with UT.

5. Name of the external benchmark provider

Imam Abdulrahman Bin Faisal University (IAU).

STANDARD 4 : TEACHING STAFF.**Table (2.8): KPI- Ratio of students to teaching staff**

KPI No.	KPI Results (Concerned Year: 1446 H)						
KPI-P-08	Ratio of students to teaching staff		Target Benchmark	Actual Benchmark	Internal Benchmark	External Benchmark	New Target benchmark
	Main Campus	Male	15:1	14:1	15:1	16:1	14:1
		Female	15:1	16:1	16:1		14:1
		Total	15:1	15:1	15:1		14:1
	Umluj Branch	Male	NA	NA	NA		NA
		Female	15:1	15:1	16:1		14:1
		Total	15:1	15:1	16:1		14:1
	Total		15:1	15:1	16:1		14:1

Analysis:

The indicator recorded an increase, with the overall student-to-teaching staff ratio across all campuses reaching 15:1, which is equal the target of 15:1 and less than external benchmark of 16:1. This indicates that although the ratio is slightly above the target level, it is still within an acceptable range compared to the external benchmark. To achieve the target, the Biology Program seeks to take all necessary measures to retain current faculty members, reintegrate PhD scholarship recipients, and recruit new faculty members to replace those who retire or leave the program.

Recommendations:

Attract faculty members who have obtained a PhD abroad to return to the program in order to reduce the student-to-faculty ratio.

Explain:**1. Why was this internal benchmark provider chosen?**

To measure the average numbers of all students to the number of teaching staff.

2. How was the benchmark calculated?

From annual direct observation as, average values.

3. Name of the internal benchmark provider?

The Program and Study Plans Committee.

4. Why was this external benchmark provider chosen?

Biology Program, College of Science, IAU (Imam Abdulrahman Bin Faisal University). is considered the leading institution in science and technology in the Kingdom of Saudi Arabia. It was chosen because it has recently been accredited by NCAAA, in addition to its collaboration agreement with UT.

5. Name of the external benchmark provider

Imam Abdulrahman Bin Faisal University (IAU).

**STANDARD 4 : TEACHING STAFF.****Table (2.9): KPI- Percentage of publications of faculty members**

KPI No.	KPI Results (Concerned Year: 1446 H)						
KPI-P-09	Percentage e of publication of faculty members		Target Benchmark	Actual Benchmark	Internal Benchmark	External Benchmark	New Target benchmark
	Main Campus	Male	84%	87.2%	79.8%	65%	90%
		Female	84%	86.4%	78.3%		90%
		Total	84%	86.8%	79.2%		90%
	Umluj Branch	Male	NA	NA	NA		NA
		Female	84%	85.6%	79,3%		90%
		Total	84%	85.6%	79,3%		90%
	Total		84%	86.2%	79.2%		90%

Analysis:

The percentage of faculty members who published at least one research paper reached 86.2% at the main campus and Umluj branch, which exceeds both the target level (84%) and the external benchmark (65%). This improvement in the indicator is attributed to the efforts of the Biology program in providing a supportive and appropriate environment for faculty members that encourages research productivity and professional development. These efforts include offering incentives and excellence awards for outstanding research, linking academic promotion and financial incentives to research output, and encouraging publication in indexed journals. In addition, the program promotes research partnerships and the establishment of research groups with both international and local researchers.

Recommendations:

- Supporting the establishment of specialized research groups with clearly defined priorities in partnership with UT.
- Develop and implement a special training program for lecturers to enhance their research skills.

Explain:**1. Why was this internal benchmark provider chosen?**

To measure the Percentage of full-time faculty members who published at least one research.

2. How was the benchmark calculated?

Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program.

3. Name of the internal benchmark provider?

The Scientific Research & Research Laboratories Committee.

4. Why was this external benchmark provider chosen?

Biology Program, College of Science, IAU (Imam Abdulrahman Bin Faisal University). is considered the leading institution in science and technology in the Kingdom of Saudi Arabia. It was chosen because it has recently been accredited by NCAAA, in addition to its collaboration agreement with UT.

5. Name of the external benchmark provider

Imam Abdulrahman Bin Faisal University (IAU).

STANDARD 4 : TEACHING STAFF.**Table (2.10): KPI- Rate of published research per faculty member**

KPI No.	KPI Results (Concerned Year: 1446 H)						
KPI-P-10	Rate of published research per faculty member		Target Benchmark	Actual Benchmark	Internal Benchmark	External Benchmark	New Target benchmark
	Main Campus	Male	6:1	7.0:1	5.2:1	2.62:1	8.0:1
		Female	6:1	6.5:1	4.4:1		7.0:1
		Total	6:1	6.8:1	4.8:1		7.5:1
	Umluj Branch	Male	NA	NA	NA		NA
		Female	6:1	6.3:1	4.5:1		7:1
		Total	6:1	6.3:1	4.5:1		7:1
	Total		6 :1	6.6 :1	4.6 :1		7 :1

Analysis:

The average number of referred or published research per faculty member for the biology program is 6.6:1. The value of the KPI is higher than the external benchmark indicating the effectiveness of all staff in scientific research. The biology program provides an appropriate supportive environment for faculty members that encourages research and professional development, where faculty members are encouraged to attend various training workshops as well as get the opportunity to present their research work in the weekly seminar held by the department. At the end of each academic year outstanding faculty members in teaching and research get certificates of excellence in research and teaching as well. Also, to encourage research production, every academic year UT offers generous research fund opportunities for all faculty members at UT.

Recommendations:

- Enhancing the research and collaboration environment by supporting the establishment of specialized research groups with clearly defined priorities in collaboration with UT.
- Develop and implement a special training program for lecturers to enhance their research skills, especially for those in the female section in Umluj branch.

Explain:**1. Why was this internal benchmark provider chosen?**

To measure the average number of refereed and/or published research per faculty member during the year.

2. How was the benchmark calculated?

The total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year.

3. Name of the internal benchmark provider? The Scientific Research & Research Laboratories Committee.**4. Why was this external benchmark provider chosen?**

Biology Program, College of Science, IAU (Imam Abdulrahman Bin Faisal University). is considered the leading institution in science and technology in the Kingdom of Saudi Arabia. It was chosen because it has recently been accredited by NCAAA, in addition to its collaboration agreement with UT.

5. Name of the external benchmark provider Imam Abdulrahman Bin Faisal University (IAU).

STANDARD 4 : TEACHING STAFF.**Table (2.11): KPI- Citations rate in refereed journals per faculty member**

KPI No.	KPI Results (Concerned Year: 1446 H)						
KPI-P-11	Citations rate in refereed journals per faculty member		Target Benchmark	Actual Benchmark	Internal Benchmark	External Benchmark	New Target benchmark
	Main Campus	Male	90:1	94.7:1	87.2:1		98:1
		Female	90:1	93.6:1	86.3:1		98:1
		Total	90:1	94.2	86.8:		98:1
	Umluj Branch	Male	NA	NA	NA		NA
		Female	90:1	91.3:1	85.6:1		98:1
		Total	90:1	91.3:1	85.6:1		98:1
	Total		90:1	92.8:1	86.2:1		98:1

Analysis:

The annual rate of citations in refereed journals per faculty member reached (92.8:1) at the main campus and Umluj branch, which exceeds both the target level (90:1) and the external benchmark (85:1). This improvement in the indicator is attributed to the efforts of the Biology program in providing a supportive and appropriate environment for faculty members that encourages research productivity, with a focus on research quality and ensuring its visibility to the scientific community. In addition, the program promotes research collaboration and dissemination, encourages publication in high-impact journals, and organizes seminars and workshops to present and discuss research findings among faculty members and students.

Recommendations:

Encouraging the writing of review papers, as these types of papers tend to receive more citations

Explain:**1. Why was this internal benchmark provider chosen?**

To measure beneficiaries' satisfaction with the adequacy and diversity of learning resources (references, journals, database, ...).

2. How was the benchmark calculated?

The average number of citations in the previous year in refereed journals from published research is divided by the total number of full-time faculty members.

3. Name of the internal benchmark provider?

The Scientific Research & Research Laboratories Committee.

4. Why was this external benchmark provider chosen?

Biology Program, College of Science, IAU (Imam Abdulrahman Bin Faisal University). is considered the leading institution in science and technology in the Kingdom of Saudi Arabia. It was chosen because it has recently been accredited by NCAAA, in addition to its collaboration agreement with UT.

5. Name of the external benchmark provider

Imam Abdulrahman Bin Faisal University (IAU).



Analysis of Program Evaluation

(Including strengths, Areas for Improvement, and priorities for improvement)

Strengthens	Student evaluations of the educational experience of the program are adequate.
	Students rate the quality of the courses as adequate.
	The graduation rate in the minimum specified time is adequate.
	Employers' evaluation of the program graduates' proficiency is adequate.
	Citation rate in refereed journals per faculty member is adequate.
Areas for Improvement	Enhancing student participation in scientific and professional activities
	Enhancing graduates' employability skills
	Increasing research output and citation quality.
	Graduates often have limited practical and professional skills needed for the job market, particularly in their final year.
Priorities for Improvement	Enhancing graduates' practical and professional skills: Offer training workshops and practical scenarios during the final year to develop employability skills and the ability to adapt to the job market.
	Increasing research output and citation quality through encourage faculty members to conduct collaborative research, support the publication of studies in reputable scientific journals, and monitor citation metrics to identify the most impactful research areas.
	Preparing for national and specialized exams: Organize preparatory courses and academic consultations to equip graduates for success in national and professional examinations
	Encouraging students to participate in conferences, competitions, and scientific and professional activities to enhance their practical experience and increase their employment opportunities.

Action Plan for next year (1447 H)

Recommendations	Actions	Responsibility for Implementation	Time		Achievement Indicator	Target Benchmark
			Start	End		
Improve Completion Rate by 10%	Coordinator first year students to identify at-risk students	Academic Advising Coordinator & Department Heads	First Semester 1447 H	Second Semester 1447 H	Increase retention / completion rate by 10% compared to the previous year 1446 H	10%
	Provide individual counseling and academic advising					
	Develop support programs for departments with student's lower completion rates					
	Monthly meetings to follow up on at-risk students, updating student database, analyzing gaps between main campus and branch					
Enhance the Role of the faculty members in activating and strengthening research to raise the publications and the citation rates more and to maintain excellence in research	Collect feedback from the faculty members on the required support and resources to facilitate research activities	Scientific Committee	First Semester 1447 H	Second Semester 1447 H	Number of collaborative research projects among faculty members	20%
	Analyze and identify the needs, and required support to enhance and facilitate conducting research activities					
	Encourage and recognize faculty members for their research contributions					
	Monitor and evaluate faculty members' research progress					

KPI's Trend Analysis Report (1444 – 1445 – 1446 H)

KPI-P-01: Students' Evaluation of Quality of learning experience in the Program

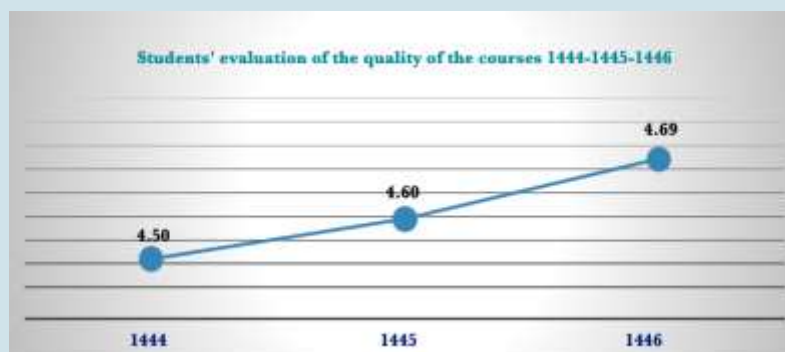
KPI-P-01	1444 H	1445 H	1446 H
Students' Evaluation of Quality of learning experience in the Program	4.40	4.50	4.65



The analysis of the Students' Evaluation of the quality of learning experience in the program over the years 1444–1446H shows a gradual and continuous improvement in performance. The indicator continued to improve in 1446H, reaching 4.65, which is the highest level during the measurement period. The overall trend of the indicator over the three years is a positive upward trend, indicating continuous improvement in the quality of the learning experience in the program and higher levels of student satisfaction. This reflects the effectiveness of the efforts made to develop the Biology program, enhance teaching methods, and support the learning environment.

KPI-P-02: Students' evaluation of the quality of the courses

KPI-P-02	1444 H	1445 H	1446 H
Students' evaluation of the quality of the courses	4.50	4.60	4.69



The analysis of the Students' Evaluation of Course Quality indicator over the years 1444–1446H shows a gradual and continuous improvement in performance, reflecting a noticeable enhancement in course quality and teaching methods. The overall trend of the indicator during the three years is a positive upward trend, indicating continuous improvement in the quality of courses and students' satisfaction and demonstrating the effectiveness of academic development efforts and improvements in course content and teaching practices.

KPI's Trend Analysis Report (1444 – 1445 – 1446 H)

KPI-P-03: completion rate

KPI-P-03	1444 H	1445 H	1446 H
Completion rate	79.3%	82.5%	85%



The Completion rate in the Biology program during the academic years 1444–1446 AH shows a clear upward trend, increasing from 79.3% in 1444 AH to 82.5% in 1445 AH, and then to 85.0% in 1446 AH. This continuous improvement reflects the effectiveness of the department's efforts in providing academic support to students and enhancing the learning environment. The New target level is 88%

KPI-P-04: First year students retention rate

KPI-P-04	1444 H	1445 H	1446 H
First-year students' retention rate	92%	93%	96%



The results indicate that the actual value of the indicator rises in the last year to the value of 96%. Investigating the status and trend of the indicator, it has been decided to reestablish the targeted value at 99% for 1447 H. New Targeted Value: 99%

KPI's Trend Analysis Report (1444 – 1445 – 1446 H)

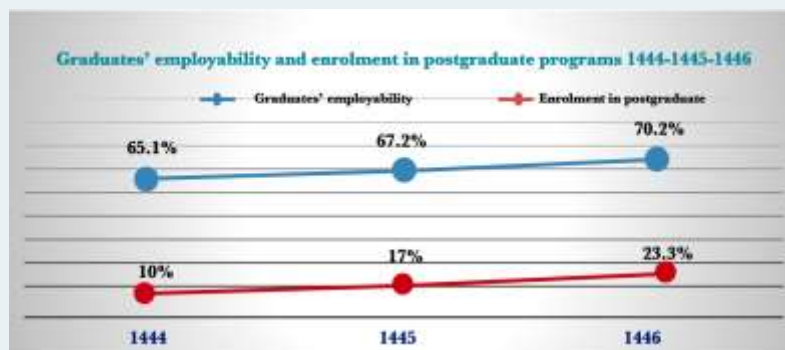
KPI-P-05: Students' performance in the professional and/or national examinations

KPI-P-05	1444 H	1445 H	1446 H
Students' performance in the professional and/or national examinations	NA	NA	NA

All the students' males and females have no opportunity for admission to the professional and/or national examinations, and this is also clear for the external benchmark. New Targeted Value: NA

KPI-P-06: Graduates' employability and Enrolment in postgraduate programs

KPI-P-06	1444 H	1445 H	1446 H
First-year students' retention rate	65.1%	67.2%	70.2%
	10%	17%	23.3%



The analysis of graduates' performance indicators over the years 1444–1446 AH shows a notable improvement in two main areas: enrolment in postgraduate programs and graduates' employability, as outlined below:

Enrolment in Postgraduate Programs: The percentage of graduates enrolling in postgraduate programs increased gradually from 10% in 1444 AH to 17% in 1445 AH, and then to 23.30% in 1446 AH. This positive trend reflects growing awareness among graduates of the importance of pursuing postgraduate studies, improved academic readiness, and better alignment of program learning outcomes with the requirements of advanced studies.

Graduates' Employability: Graduates' employability showed continuous improvement, rising from 65.1% in 1444 AH to 67.2% in 1445 AH, and reaching 70.2% in 1446 AH. This growth indicates enhanced quality of educational outcomes and stronger alignment between acquired skills and labor market needs.

These indicators reflect a positive and improving performance of the program in supporting its graduates, both in terms of integration into the labor market and continuation along the academic pathway, thereby strengthening the program's efficiency and effectiveness in achieving its strategic objectives. New targeted value for graduates' employability 72% and enrolment in postgraduate programs of 25%.

KPI’s Trend Analysis Report (1444 – 1445 – 1446 H)

KPI-P-07: Employers' evaluation of the program graduates proficiency

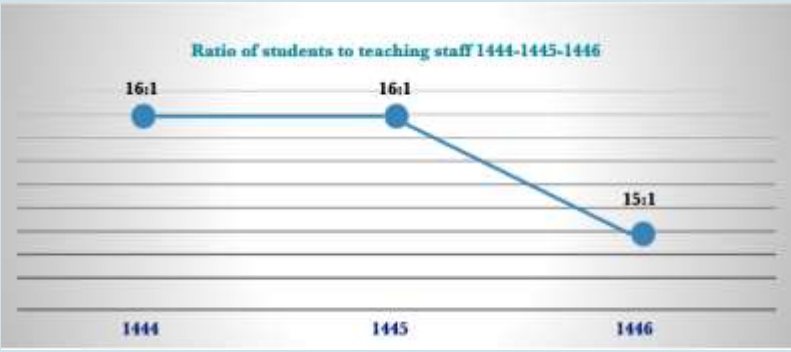
KPI-P-07	1444 H	1445 H	1446 H
Employers' evaluation of the program graduate's proficiency	4.40	4.58	4.68



The analysis of employers’ evaluation results of the program’s graduates over the years 1444–1446 AH shows a clear upward trend in the overall level of satisfaction with graduates’ performance in the labor market. The average rating increased from 4.40 in 1444 to 4.58 in 1445, and then to 4.68 in 1446. This continuous improvement reflects employers’ appreciation of the quality of graduates in terms of professional competence, work commitment, and core skills related to the program’s specialization. It also indicates a tangible development in learning outcomes and graduates’ ability to meet workplace requirements and modern professional practices. New Targeted Value: 4.7.

KPI-P-08: Ratio of students to teaching staff

KPI-P-08	1444 H	1445 H	1446 H
Ratio of students to teaching staff	16:1	16:1	15:1



The indicator shows a clear improvement in the student-to-teaching staff ratio, as it changes in 1444 and 1445 AH, and then decrease to 15 in 1446 AH, this decline is considered a positive indicator reflecting an improved teaching workload and the availability of academic staff. The return of the program’s scholarship holders has contributed to improving the student-to-teaching staff ratio, thereby supporting the quality of the educational process and enhancing the achievement of the program’s academic and strategic objectives. New Targeted Value: 15:1.

KPI's Trend Analysis Report (1444 – 1445 – 1446 H)

KPI-P-09: Percentage of publications of faculty members

KPI-P-09	1444 H	1445 H	1446 H
Percentage of publications of faculty members	75.3%	79.2%	86.2%



The analysis of the percentage of scientific publications by faculty members over the years 1444–1446 AH shows a clear upward trend, reflecting continuous improvement in research activity. The publication rate increased from 75.3% in 1444 to 79.2% in 1445, followed by a notable rise to 86.2% in 1446. This increase reflects growing and positive research performance among faculty members and confirms the effectiveness of efforts made to support scientific research, thereby contributing to the achievement of the program's academic and strategic objectives. The results indicate that the actual value of the indicator rises during the three years.. New Targeted Value: 90%.

KPI-P-10: Rate of published research per faculty member

KPI-P-10	1444 H	1445 H	1446 H
Rate of published research per faculty member	3:9:1	4:6:1	6:6:1



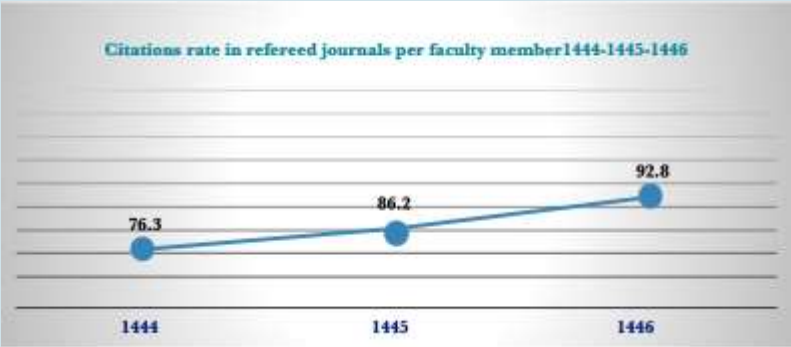
The program's performance indicators for publication rates show a continuous and rapid increase in the number of research publications per faculty member over the three years. The rate rose from 3.9 in 1444 to 6.6 in 1446, nearly doubling over two years. This was achieved through the implementation of effective research-promoting measures, the organization of research workshops and seminars to enhance research and publication skills, in addition to offering incentive rewards for publishing and linking them to opportunities for academic promotion. New Targeted Value: 7:1.



KPI’s Trend Analysis Report (1444 – 1445 – 1446 H)

KPI-P-11: Citations rate in refereed journals per faculty member

KPI-P-11	1444 H	1445 H	1446 H
Citations rate in refereed journals per faculty member	86.2:1	79.2%	92.8:1



The increase in the citation rate reflects an improvement in the quality of published research, indicating that the studies have become more impactful and frequently cited within the scientific community. This can be attributed to enhancing research quality through incentive measures for publishing, research workshops, and seminars to strengthen publication skills for high-quality research in journals with high rankings, as well as increasing the digital dissemination of research. The program has shown a significant improvement in the impact of its research on the academic community, which is a very positive indicator of research performance. New Targeted Value: 98:1

Report Approving Authority

Council / Committee	THE DEPARTMENT OF BIOLOGY COUNCIL
Reference No.	05/1446 H
Date	26/03/1447 H