



جامعة الجوف  
Jouf University

# **KPI's Analysis Report 2023-2024**

**Department of Prosthetic Dental  
Science**

**College of Dentistry  
Jouf University**

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# Introduction

Maintaining academic standards and striving to improve continuously is the prime objective of the Master of prosthetic dental science Program at Jouf University. In this process various standards are adopted by the university and the Program as per the guidelines of NCAAA. As part of that, Key performance indicators are calculated using different academic and administrative elements. From the list of KPIs recommended by NCAAA, the program has taken 13 KPI's to measure its standards, progress and improvement. The analysis and their level of performance is observed in the form of trend graphs through the years.

This report provides an analytical description based on the data provided acquired from the institutional systems. The tabulated data was visualized in graphical form and analyzed accordingly. On one hand, it is to compare the actual benchmark with internal and external benchmarks, consequently there will be a scope to set new target for the future.

- Data of all indicators were collected from concerned units, processed, analyzed and interpreted by internal KPI committee in collaboration with the concerned units to reach a consensus about the KPI analysis and suggested improvements.
- Identification of target benchmark was established by quality committee, and it was included in the program specification.
- Identification of new target benchmark process considered the following points:
  - If there is a large gap between target and actual benchmark, the new target will remain as such or slightly decreased.
  - If the target was achieved or about to achieve, the new one will be slightly increased.
- For internal benchmark, it is benchmarked with the previous performance of the program or the program from the college.
- For external benchmark, two recognized programs were selected (Riyadh El Elm University) and are like the programs offered by Jouf University and serves a similar demographic.

# Approved Key Performance Indicators (KPIs)

## KEY PERFORMANCE INDICATORS FOR POSTGRADUATE PROGRAMS 2022

Standard	Code	Key Performance Indicators	Description
-2- TEACHING AND LEARNING	KPI-PG-1	Students' Evaluation of Quality of learning experience in the Program	Average of overall rating of final year students for the quality of learning experience in the program.
	KPI- PG-2	Students' evaluation of the quality of the courses	Average students' overall rating of the quality of courses in an annual survey.
	KPI-PG-3	Students' evaluation of the quality of academic supervision	Average students' overall rating of the quality of scientific supervision in an annual survey.
	KPI-PG-4	Average time for students' graduation	Average time (in semesters) spent by students to graduate from the program.
	KPI-PG-5	Rate of students dropping out of the program	Percentage of students who did not complete the program to the total number of students in the same cohort.
	KPI-PG-6	Employers' evaluation of the program graduates' competency	Average of the overall rating of employers for the competency of the program graduates in an annual survey.
-3- STUDENTS	KPI-PG-7	Students' satisfaction with services provided	Average of students' satisfaction rate with the various services provided by the program (food, transportation, sports facilities, academic advising, ...) on a five-point scale in an annual survey.
-4- FACULTY MEMBERS	KPI-PG-8	Ratio of students to faculty members	The ratio of the total number of students to the total number of full-time and full-time equivalent faculty members participating in the program.

Standard	Code	Key Performance Indicators	Description
-6- RESEARCH AND PROJECTS	KPI-PG-9	Percentage of publications of faculty members	Percentage of faculty members participating in the program with at least one research publication during the year to total faculty members in the program.
	KPI-PG-10	Rate of published research per faculty member	The average number of refereed and/or published research per each faculty member participating in the program during the year. (Total number of refereed and/or published research to the total number of faculty members during the year)
	KPI-PG-11	Citations rate in refereed journals per faculty member	The average number of citations in refereed journals from published research (total number of citations in refereed journals from published research for faculty members to the total published research).
	KPI-PG-12	Percentage of students' publication	Percentage of students who: a. published their research in refereed journals. b. presented papers at conferences. to the total number of students in the program during the year.
	KPI-PG-13	Number of patents, innovative products, and awards of excellence	Number of: a. Patents and innovative products b. National and international excellence awards obtained annually by the students and staff of the program.



NCAAA Standards	NCAAA/Program KPI's
<b>Standard 1</b> - Program Management and Quality Assurance	<b>0</b>
<b>Standard 2</b> - Teaching and Learning	<b>6</b>
<b>Standard 3</b> - Students	<b>1</b>
<b>Standard 4</b> - Faculty	<b>1</b>
<b>Standard 5</b> – Learning Resources, Facilities, and Equipment	<b>0</b>
<b>Standard 6</b> - Research and publications	<b>5</b>
<b>Total</b>	<b>13</b>



## Summary of the KPIs report/Summary of Strengths and weaknesses

Code	Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark REU	New Target Benchmark
KPI-PG-01	4.78	4.2	4.93	4.3	4.2
KPI-PG-02	4.52	4	4.63	4.54	4
KPI-PG-03	4.96	4.00	4.73	4.50	4.10
KPI-PG-04	6	6	6	6	6
KPI-PG-05	0%	3%	0%	11%	3%
KPI-PG-06	4.95	4	5	4.54	4
KPI-PG-07	3.7	4	3.78	3.93	4
KPI-PG-08	0.84	3.00	0.32	4.40	3.00
KPI-PG-09	84%	80%	86%	66%	80%
KPI-PG-10	6.72	1.5	7.3	1.8	1.5
KPI-PG-11	75.68	60	77.75	44.1	60
KPI-PG-12 (a)	17%	11%	33%	29%	11%
KPI-PG-12 (b)	33%	11%	0%	0%	11%
KPI-PG-13 (a)	10	1	4	1	1
KPI-PG-13 (b)	4	2	6	2	2

### KPIs demonstrating good achievements and/or positive trend:

KPI's Code	Statement	21-22	22-23	23-24
KPI-PG-01	The KPI-PG-01 for the academic year 2023-24 demonstrated exceptional performance, achieving a satisfaction score of 4.78. This result exceeded the target of 4.2 and the external benchmark of 4.3 but was slightly below the internal benchmark of 4.93, representing a decrease of approximately 3.04%. The initial target was raised from 4.0 to 4.2 in the previous year and was retained to track trends in student evaluations. The decision to keep the target at 4.2 reflects a focus on consistency and maintaining improvement momentum, even as the satisfaction score experienced a minor decline from the internal benchmark of 4.93 to 4.78. This adjustment aims to address student feedback effectively while sustaining high standards. Moreover, survey results emphasized the need for integrating digital technology within clinical practice to enhance students' hands-on experience with treatment procedures.	4.8	4.93	4.78
KPI-PG-02	The KPI PG-02 for the academic year shows a rating of 4.52, which exceeds the target of 4.0 but is slightly below the internal benchmark of 4.63, reflecting a decrease of approximately 2.37%. It is also very close to the external benchmark of 4.54, with a small decrease of about 0.44%. While the score is strong, there is room for improvement to align more closely with both the internal and external benchmarks. It is essential to analyze specific concerns raised in the student feedback, focusing on individual courses and areas that received partial satisfaction ratings in overall course satisfaction.	4.4	4.63	4.52
KPI-PG-03	For KPI 03, which measures the average student rating of scientific academic supervision quality, the recorded value was 4.96. This exceeds the target of 4.0 by 24% and surpasses the internal benchmark of 4.73 by 4.9%. It is also 10.2% higher than the external benchmark of 4.5, reflecting strong overall performance. The new target has been set at 4.1, representing a 2.5% increase, to continue driving improvements in supervision quality. Based on student survey feedback, it is recommended to organize workshops on topic selection and statistical software applications to further enhance the student experience.	4.77	4.73	4.96
KPI-PG-04	For KPI 04, the average time spent by students to graduate from the program is 6 semesters, meeting the target value of 6 semesters. This indicates that the program is successfully maintaining the expected graduation timeline, highlighting effective program structure and support. Notably, the external benchmark is also 6 semesters, indicating that our performance aligns well with industry standards. Monitoring graduation timelines and enhancing support services will ensure students stay on track and consistently meet program targets.	6	6	6
KPI-PG-05	KPI 05 measures the percentage of students who did not complete the program compared to the total number of students in the same cohort. Although the target is set at 3%, assuming 1 student out of 3 might drop out, this would result in a dropout rate of 33.3% for this small group, which is significantly higher than the target. To adjust for this small cohort size, the dropout rate is recalculated using the formula: $1\% = 100 / 33.3 = 3$ . This adjustment helps provide a meaningful comparison. However, the actual dropout rate is 0%, meaning no students dropped out, which is a positive outcome. Despite the target being set at 3%, our actual performance of 0% dropout is significantly better. The external benchmark is 2%, further highlighting that the program is performing well in this area. Maintaining student retention efforts and monitoring small cohort trends will help sustain low dropout rates by providing tailored support and proactive adjustments as needed.	0%	0%	0%
KPI-PG-06	For KPI 06: Employers' Evaluation of Program Graduates' Proficiency, the target score of 4 (out of 5) was set to align the program with industry standards for graduate competence, and an actual score of 4.95 was achieved, surpassing this target. This score, however, was derived from feedback provided by 55.5% of surveyed employers (5 out of 9), reflecting a need for broader participation for comprehensive insights. Compared to an external benchmark of 4.54, the program's performance is strong. The results highlight the program's effectiveness in preparing graduates for industry needs. Moving forward, continuous employer involvement could yield a fuller evaluation and highlight further areas for enhancement. Recommendations from employers also include improving access to and integration of advanced technologies, fostering more opportunities for research collaboration, and incorporating new technologies into the curriculum.	5	5	4.95



KPI-PG-08	KPI 08 measures the student-to-faculty ratio, which currently stands at 0.84 students per faculty, compared to the target of 3 students per faculty. The target was set to optimize faculty resources while maintaining quality, particularly for clinical training and thesis supervision. The program currently has a much lower student-to-faculty ratio, which is favorable in terms of quality. However, there has been a slight decrease of 0.32 from the internal target, due to an increase in student intake this year. Despite this, the program still surpasses the external benchmark of 4.4 students per faculty, indicating strong performance relative to industry standards.	0.39:1	0.32:1	0.84:1
KPI-PG-09	KPI 09 tracks the percentage of full-time faculty members who published at least one research paper during the year. The target of 80% aligns with the university's faculty evaluation requirement, which mandates at least one publication per calendar year. This target was deemed realistic, considering the academic year cycle and faculty workload. The internal benchmark is 85.7%, while the external benchmark is 66%. The actual achievement was 84%, reflecting a slight decrease of 1.7% from the internal benchmark but a notable increase of 18% compared to the external benchmark. The target remains at 80% to sustain performance and encourage continued faculty development, with an emphasis on enhancing research productivity, securing research funding, and fostering collaboration in publications.	91%	86%	84%
KPI-PG-10	The KPI for average publications per faculty member sets an initial target of 1.5 publications to surpass the mandatory minimum of one annual publication required by Jounf University. The actual benchmark of 6.72 and internal benchmark of 7.3 show a slight decrease but still reflect strong research productivity, well above the external benchmark of 1.8. The previous year's internal benchmark of 14.6, while ambitious, may be challenging to achieve annually due to faculty workload. The target of 1.5 publications is realistic, motivating faculty to exceed the minimum requirement while considering their workload. To further boost research productivity, providing additional resources such as research grants, dedicated time, and promoting interdisciplinary collaboration can help faculty meet and surpass publication targets.	14.6	7.3	6.72
KPI-PG-11	KPI 11 measures the average number of citations per faculty member, with an initial target set at 55 citations, reflecting the program's strong research output and alignment with mandatory faculty publication requirements. The current value achieved is 75.68 citations, which exceeds the new target of 60 citations by 26.13% and shows a substantial increase of 37.6% over the initial target of 55 citations. However, it represents a slight decrease of 2.67% compared to the internal benchmark of 77.75 citations. Additionally, this result indicates a notable increase of 71.6% compared to the external benchmark of 44.1 citations. The target for this year remains at 60 citations to address the slight decrease relative to the internal benchmark while ensuring continued high performance. Sustaining this research impact requires ongoing support for high-quality research and internal and external research collaboration.	61	77.75	75.68
KPI-PG-12.a	KPI 12a indicates that 16.6% of students published their research in refereed journals, surpassing the target of 11%. However, this figure is 16.4% lower than the internal benchmark of 33%. The 11% target was set as a realistic minimum for a new program with a limited student cohort. In contrast, the current figure represents a decline relative to the external benchmark of 29%. The 155% increase achieved in the previous year was largely due to collaborative research efforts. This year's lower rate can be attributed to the inclusion of a higher number of first-year students, who typically do not engage in research activities or publications. The calculation also considers publications by recent graduates based on their thesis work, as the university encourages and supports these efforts with rewards within two years of graduation. Promoting student collaboration in research and increasing engagement with faculty members will be key strategies to enhance publication rates and address this gap. Therefore, the target remains set at 11%.	155%	33%	17%
KPI-PG-12.b	KPI 12b indicates that 33% of students presented papers at conferences, significantly exceeding the 11% target by a 200% increase, while far surpassing both internal and external benchmarks, which stood at 0%. The next target remains set at 11% to facilitate continuous monitoring and ensure sustained improvement. Recommendations include gradually raising the target and providing presentation skills workshops to boost participation.	0%	0%	33%
KPI-PG-13.a	KPI 13.a, measuring the number of patents and innovative products, set a baseline target of 1, reflecting a realistic approach aligned with available resources and the program's capacity to foster innovation. Surpassing this target with 10 patents and innovative products demonstrates a strong commitment to impactful research and practical applications, positioning the program well above the external benchmark of 1. Despite this success, the target remains set at 1 to maintain consistent, realistic expectations for innovation outcomes in future years, recognizing that fluctuations may occur and that maintaining a stable baseline goal encourages sustained focus and resource alignment in fostering innovation.	4	4	10
KPI-PG-13.b	For KPI 13b, measuring the number of national and international excellence awards obtained by students and faculty, the initial target was set at 1 award to establish a realistic	5	6	4

	baseline. This year's target was increased to 2 awards with the expectation of student involvement. The program achieved 4 awards, all earned by faculty, against an internal benchmark of 6 awards, reflecting strong faculty recognition and exceeding expectations. Given the external benchmark of 2 awards, this performance highlights the program's commitment to excellence. Moving forward, maintaining the target at 2 awards will help build momentum by encouraging student participation and promoting recognition across both students and faculty.			
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**KPIs are in need for urgent improvement as low achievements and/or negative trend present:**

<b>KPI's Code</b>	<b>Statement</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>Proposed / taken actions</b>
KPI-PG-07	KPI 07 indicates an average satisfaction rate of 3.70 on a five-point scale, falling short of the target of 4.0 by 0.30 points, or a 7.5% shortfall. While targeted areas from the previous year, such as nutritional services, cultural activities, and sports activities, have shown improvements—rising from 3.0 to 3.24, 3.55 to 4.0, and 3.17 to 3.49 respectively—these gains still do not meet the target benchmark. Student affairs and transportation also saw a slight increase from 3.87 to 3.9, but further attention is still required. Several critical services, however, experienced declines: medical services dropped from 4.0 to 3.82, registration and admission from 4.46 to 3.63, and academic advising from 4.45 to 3.83. With an external benchmark of 3.93, these results underscore the need for targeted improvements in the lower-scoring areas to meet both internal and external expectations and enhance overall student satisfaction. Additionally, the sample size for feedback increased from 8 to 15, an 87.5% increase, which likely contributed to a broader range of responses and highlighted additional areas in need of improvement.	3.6	3.78	3.7	

## **Strengths:**

- Quality of the provided program and courses
- The quality of scientific supervision
- Time spent by the students to graduate the program
- Retention of the students in the program completion
- Faculty-students ratio
- Employer's satisfaction
- Publication and Citation of faculty members involved in the program
- Students' conference presentation and publication
- Number of Patents and innovative products of the program members
- National and international Awards by the program members

## **Areas and Priorities for Improvement:**

- Services provided to the students

# Action Plan Progress Report for the Year (2023– 2024)

Actions Planned		Planned Completion Date	Person Responsible	Completed	If not complete, Give	
					Reasons	Proposed Actions
To transfer to the new college building (where the infrastructure for research and computer lab with software facility is available)		August 2023	Program coordinator	Yes	N/A	N/A
Analyze and address the specific areas of concern highlighted in student feedback, focusing on individual courses and issues raised in the 'Satisfaction with the Course as a Whole' section, particularly those with partial satisfaction ratings	Allowing the availability of updated SPSS software for practicing in DENT 611	Dec 2023	Block organiser	Not completed	Software Not available	Practice with block contributor and get trained in similar freely available statistical software
	Course content revision in DENT 612	Dec 2023	Block organiser	Yes	N/A	N/A
	Revision of content in the lectures of DENT 623	Dec 2023	Course Contributors through Block organiser	Yes	N/A	N/A
	Including Separate Lab sessions for DENT 631	May 2024	Block organiser and program coordinator	Yes	N/A	N/A
	Inclusion of modern technology in DENT 642	May 2024	Block organiser and program coordinator	Not completed	<ul style="list-style-type: none"> <li>- Milling machine was not working</li> <li>- Unavailability of Specialized technician for metal RPD</li> </ul>	<ul style="list-style-type: none"> <li>- Repair the milling machine</li> <li>- Provide workshops and training to the team of the production lab and provide them with devices and machines to fabricate metal RPD</li> </ul>
	The assessment tools in DENT 632 will be revised	May 2024	Block organiser	Yes	N/A	N/A
	Revise the lectures content to prevent repetition of the same information in DENT 626	Dec 2023	Block organiser	Yes	N/A	N/A

Enhance Research Support.	Provide training sessions for students to become proficient in using Microsoft Excel for statistical analysis,	June 2024	Program coordinator	Yes	N/A	N/A
	Encourage students to utilize the one-month trial version of SPSS for their thesis analysis					
	Renew the request for availability of statistical software					
Provide Research Training Sessions to students:		June 2024	Program coordinator	Yes	N/A	N/A
Availability of cafeteria		June 2024	Postgraduate unit and higher authority through program coordinator	Yes	N/A	N/A
Improve Sports Activities:		June 2024	Postgraduate unit and higher authority through program coordinator	Yes	N/A	N/A
Revamp Cultural Activities:		June 2024	Postgraduate unit and higher authority through program coordinator	Yes	N/A	N/A
Increase Employer Engagement: Enhance efforts to encourage more employers to participate in the survey, ensuring a more representative evaluation of graduates' proficiency		June 2024	Program coordinator	Yes	N/A	N/A
Encourage faculty members to mentor and guide students in preparing abstracts and presentations for conferences. Faculty can also assist in identifying relevant conferences and facilitating the submission process.		June 2024	Program coordinator through academic advising committee	Yes	N/A	N/A

## Action Plan of the year 2023-2024 for the forthcoming Year (2024 – 2025)

Recommendations	Actions	Assessment Mechanism or Criteria	Responsible Person	Start Date	Completion Date
1. Digital Technology Implementation:	Integrate advanced digital technology within clinical settings to enhance patient care and provide hands-on training opportunities for students.	Through student feedback and report from the program coordinator	Program coordinator	August 2024	June 2025
Analyze and address the specific areas of concern highlighted in student feedback, focusing on individual courses and issues raised in the 'Satisfaction with the Course as a Whole' section, particularly those with partial satisfaction ratings	Update the teaching and assessment tool	Through student feedback and instructor observations.	Block organiser	August 2024	January 2025
Enhancing Student Support Through Workshops:	Organize workshops on topic selection and statistical software applications.	Feedback from students and faculty, research supervisors	Program coordinator	August 2024	June 2025
Increase Research Collaboration with employers:	Expand opportunities for research collaboration with graduates and employer through regular communication	Feedback from employer and alumni	Program coordinator and alumni unit in the college	August 2024	June 2025
Better Nutritional Services: better support.	Expand Contractor Pool: Broaden the search for qualified contractors by exploring additional recruitment channels, including local networks, online platforms, and other relevant sources.	Through Survey and feedback from students	program coordinator through Deanship and higher authorities	August 2024	June 2025
Transportation Facilities for Patients to Ensure Patient Flow:	Invest in Dedicated Patient Transport Vehicles: ambulances, wheelchair-accessible vans, or shuttle services to ensure safe and timely transportation of patients to and from healthcare facilities.	Through Survey feedback from students and report from program coordinator	program coordinator through Deanship and higher authorities	August 2024	June 2025

Enhance Academic Advising Support:	Increase Advisor Availability: Ensure academic advisors are easily accessible to students through extended office hours or virtual communication to offer	Through Survey feedback from students	Academic advising Unit and academic advisors	August 2024	June 2025
Improve Accessibility of Registration Information	Update the College Website: Revise and update the college website with clear, up-to-date registration information, making it easily accessible to all students.	Through Survey feedback from students	Program coordinator through Head of the department	August 2024	June 2025
Faculty Development Programs:	Focus on enhancing research publication skills and research collaboration	Report from Scientific research and ethics committee in the college	Program coordinator through Scientific research and ethics committee in the college	August 2024	June 2025
Enhance Research Training and Mentorship to students:	Offer targeted workshops and guidance to equip students with essential research collaboration, publication and presentation skills.	Report from Scientific research and ethics committee in the college	Program coordinator through Scientific research and ethics committee in the college	August 2024	June 2025

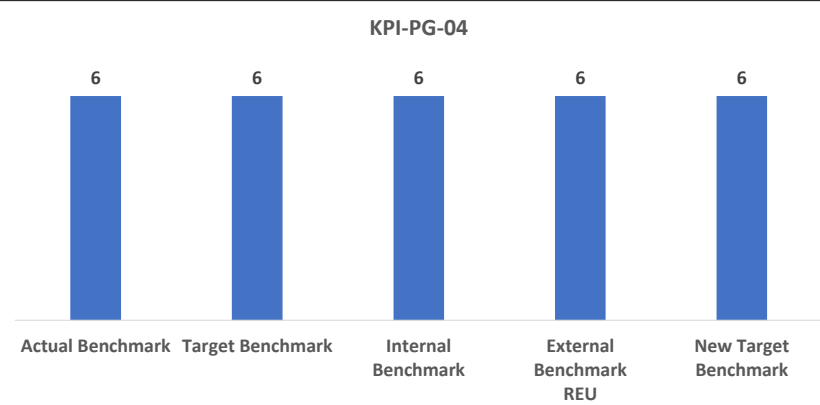
## **DETAILED ANALYSIS OF KPIS**



KPI-PG-01																			
Students' Evaluation of quality of learning experience in the program																			
Resonsible for Follow UP:		Key Performance Indicators Committee																	
Year	2021-2022	2022-2023	2023-2024 (TB)	Actual Benchmark	Internal Benchmark	External Benchmark													
						REU	New Target Benchmark												
Target Benchmark	4	4.2	4.2	4.78	4.93	4.3	4.2												
Actual Benchmark	4.8	4.93																	
Calculation Method:					Analysis:														
Program Evaluation Survey (Section-IV ).					The KPI-PG-01 for the academic year 2023-24 demonstrated exceptional performance, achieving a satisfaction score of 4.78. This result exceeded the target of 4.2 and the external benchmark of 4.3 but was slightly below the internal benchmark of 4.93, representing a decrease of approximately 3.04%. The initial target was raised from 4.0 to 4.2 in the previous year and was retained to track trends in student evaluations. The decision to keep the target at 4.2 reflects a focus on consistency and maintaining improvement momentum, even as the satisfaction score experienced a minor decline from the internal benchmark of 4.93 to 4.78. This adjustment aims to address student feedback effectively while sustaining high standards. Moreover, survey results emphasized the need for integrating digital technology within clinical practice to enhance students' hands-on experience with treatment procedures.														
Graph:					Recommendations:														
<table><caption>KPI-PG-01 Scores</caption><thead><tr><th>Category</th><th>Score</th></tr></thead><tbody><tr><td>Actual Benchmark</td><td>4.78</td></tr><tr><td>Target Benchmark</td><td>4.2</td></tr><tr><td>Internal Benchmark</td><td>4.93</td></tr><tr><td>External Benchmark REU</td><td>4.3</td></tr><tr><td>New Target Benchmark</td><td>4.2</td></tr></tbody></table>					Category	Score	Actual Benchmark	4.78	Target Benchmark	4.2	Internal Benchmark	4.93	External Benchmark REU	4.3	New Target Benchmark	4.2	1. <b>Digital Technology Implementation:</b> Integrate advanced digital technology within clinical settings to enhance patient care and provide hands-on training opportunities for students.		
Category	Score																		
Actual Benchmark	4.78																		
Target Benchmark	4.2																		
Internal Benchmark	4.93																		
External Benchmark REU	4.3																		
New Target Benchmark	4.2																		
Measuring method																			
Resonsible	Measuring unit	Measurement polarity	Measuring tool		Source		Measurement cycle												
Program Quality Assurance Committee & Statistical Analysis Committee	Likert Sacale	Positive	Questionnaires		1-Program Evaluation Survey		Annually (end of academic year)												
<a href="#">List of evidences:</a> <a href="#">1-Report of the Program Evaluation Survey</a>																			

KPI-PG-02																			
Students' evaluation of the quality of the courses																			
Responsible for Follow UP:		Key Performance Indicators Committee																	
Year	2021-2022	2022-2023	2023-2024 (TB)	Actual Benchmark	Internal Benchmark	External Benchmark REU	New Target Benchmark												
Target Benchmark	4	4	4	4.52	4.63	4.54	4												
Actual Benchmark	4.4	4.63																	
<b>Calculation Method:</b> Average students overall rating for the quality of courses on a five-point scale in an annual survey.  <i>Average of overall rating of Course Evaluation Survey (Section-IV)</i> <i>Overall, I was satisfied with the quality of this course.</i>					<b>Analysis:</b> The KPI PG-02 for the academic year shows a rating of 4.52, which exceeds the target of 4.0 but is slightly below the internal benchmark of 4.63, reflecting a decrease of approximately 2.37%. It is also very close to the external benchmark of 4.54, with a small decrease of about 0.44%. While the score is strong, there is room for improvement to align more closely with both the internal and external benchmarks. It is essential to analyze specific concerns raised in the student feedback, focusing on individual courses and areas that received partial satisfaction ratings in overall course satisfaction.														
<b>Graph:</b> <table><caption>KPI-PG-02 Benchmark Data</caption><thead><tr><th>Benchmark Type</th><th>Value</th></tr></thead><tbody><tr><td>Actual Benchmark</td><td>4.52</td></tr><tr><td>Target Benchmark</td><td>4</td></tr><tr><td>Internal Benchmark</td><td>4.63</td></tr><tr><td>External Benchmark REU</td><td>4.54</td></tr><tr><td>New Target Benchmark</td><td>4</td></tr></tbody></table>					Benchmark Type	Value	Actual Benchmark	4.52	Target Benchmark	4	Internal Benchmark	4.63	External Benchmark REU	4.54	New Target Benchmark	4	<b>Recommendations:</b> <b>I. Analysis and Addressing of Student Feedback on individual Course Satisfaction:</b> Analyze and address the specific areas of concern highlighted in student feedback, focusing on individual courses and issues raised in the 'Satisfaction with the Course as a Whole' section, particularly those with partial satisfaction ratings.		
Benchmark Type	Value																		
Actual Benchmark	4.52																		
Target Benchmark	4																		
Internal Benchmark	4.63																		
External Benchmark REU	4.54																		
New Target Benchmark	4																		
Measuring method																			
Responsible	Measuring unit	Measurement polarity	Measuring tool		Source	Measurement cycle													
Program Quality Assurance Committee & Statistical Analysis Committee	Likert Sacale	Positive	Questionnaires		Course Evaluation Survey	Annually after the completion of each block													
<u>List of evidences:</u> <u>1-Report of the Course Evaluation Surveys</u>																			

KPI-PG-03																			
Students' evaluation of the quality of academic supervision																			
Responsible for Follow UP:		Key Performance Indicators Committee																	
Year	2021-2022	2022-2023	2023-2024 (TB)	Actual Benchmark	Internal Benchmark	External Benchmark REU	New Target Benchmark												
Target Benchmark	4.0	4.0	4.0	4.96	4.73	4.50	4.10												
Actual Benchmark	4.77	4.73																	
Calculation Method:  Average students' overall rating of the quality of scientific supervision in an annual survey.					Analysis: For KPI 03, which measures the average student rating of scientific academic supervision quality, the recorded value was 4.96. This exceeds the target of 4.0 by 24% and surpasses the internal benchmark of 4.73 by 4.9%. It is also 10.2% higher than the external benchmark of 4.5, reflecting strong overall performance. The new target has been set at 4.1, representing a 2.5% increase, to continue driving improvements in supervision quality. Based on student survey feedback, it is recommended to organize workshops on topic selection and statistical software applications to further enhance the student experience.														
Graph:	<table><caption>KPI-PG-03</caption><thead><tr><th>Benchmark</th><th>Value</th></tr></thead><tbody><tr><td>Actual Benchmark</td><td>4.96</td></tr><tr><td>Target Benchmark</td><td>4.00</td></tr><tr><td>Internal Benchmark</td><td>4.73</td></tr><tr><td>External Benchmark REU</td><td>4.50</td></tr><tr><td>New Target Benchmark</td><td>4.10</td></tr></tbody></table>				Benchmark	Value	Actual Benchmark	4.96	Target Benchmark	4.00	Internal Benchmark	4.73	External Benchmark REU	4.50	New Target Benchmark	4.10	Recommendations: <b>1.Enhancing Student Support Through Workshops:</b> Based on student survey feedback, it is recommended to organize workshops on topic selection and statistical software applications. These sessions will help students refine their research focus and strengthen their analytical skills, further enhancing the quality of academic supervision.		
Benchmark	Value																		
Actual Benchmark	4.96																		
Target Benchmark	4.00																		
Internal Benchmark	4.73																		
External Benchmark REU	4.50																		
New Target Benchmark	4.10																		
Measuring method																			
Responsible	Measuring unit	Measurement polarity	Measuring tool			Source	Measurement cycle												
Academic Affairs Committee	Number	Positive	Statistical data and analysis			Survey on academic scientific supervision	Annually (end of academic year)												
<a href="#">List of evidences:</a> <a href="#">1-Survey on academic scientific supervision</a>																			

KPI-PG-04							
Average time for students' graduation							
Resonsible for Follow UP:		Key Performance Indicators Committee					
Year	2021-2022	2022-2023	2023-2024 (TB)	Actual Benchmark	Internal Benchmark	External Benchmark	
						REU	New Target Benchmark
Target Benchmark	N/A	6	6	6	6	6	6
Actual Benchmark	N/A	6					
Calculation Method:					Analysis:		
Average time (in semesters) spent by students to graduate from the program.					For KPI 04, the average time spent by students to graduate from the program is 6 semesters, meeting the target value of 6 semesters. This indicates that the program is successfully maintaining the expected graduation timeline, highlighting effective program structure and support. Notably, the external benchmark is also 6 semesters, indicating that our performance aligns well with industry standards. Monitoring graduation timelines and enhancing support services will ensure students stay on track and consistently meet program targets.		
Graph					Recommendations:		
					1- <b>Monitor and Maintain Standards:</b> Continue to monitor graduation timelines to ensure that the program consistently meets the target and address any emerging issues promptly. 2- <b>Enhance Support Services:</b> Evaluate and improve student support services to help students who may face delays, ensuring they stay on track to graduate within the target timeframe.		
Measuring method							
Resonsible		Measuring unit	Measurement polarity	Measuring tool		Source	Measurement cycle
Academic Affairs Committee		Number	Positive	Statistical data and analysis		Students Enrollment Data	Annually (end of academic year)
<a href="#">List of evidences:</a> <a href="#">1-Report on the Student enrollment data for first to third year</a>							

KPI-PG-05																			
Rate of students dropping out of the program																			
Resonsible for Follow UP:		Key Performance Indicators Committee																	
Year	2021-2022	2022-2023	2023-2024 (TB)	Actual Benchmark	Internal Benchmark	External Benchmark MU	New Target Benchmark												
Target Benchmark	3%	3%	3%	0.00%	0%	11%	3%												
Actual Benchmark	0%	0%																	
Calculation Method:					Analysis:														
Percentage of students who did not complete the program to the total number of students in the same cohort.					KPI 05 measures the percentage of students who did not complete the program compared to the total number of students in the same cohort. Although the target is set at 3%, assuming 1 student out of 3 might drop out, this would result in a dropout rate of 33.3% for this small group, which is significantly higher than the target. To adjust for this small cohort size, the dropout rate is recalculated using the formula: 1% = 100 / 33.3 = 3. This adjustment helps provide a meaningful comparison. However, the actual dropout rate is 0%, meaning no students dropped out, which is a positive outcome. Despite the target being set at 3%, our actual performance of 0% dropout is significantly better. The external benchmark is 2%, further highlighting that the program is performing well in this area. Maintaining student retention efforts and monitoring small cohort trends will help sustain low dropout rates by providing tailored support and proactive adjustments as needed.														
Graph:	<table><caption>KPI-PG-05 Benchmark Data</caption><thead><tr><th>Benchmark Type</th><th>Value</th></tr></thead><tbody><tr><td>Actual Benchmark</td><td>0%</td></tr><tr><td>Target Benchmark</td><td>3%</td></tr><tr><td>Internal Benchmark</td><td>0%</td></tr><tr><td>External Benchmark REU</td><td>11%</td></tr><tr><td>New Target Benchmark</td><td>3%</td></tr></tbody></table>				Benchmark Type	Value	Actual Benchmark	0%	Target Benchmark	3%	Internal Benchmark	0%	External Benchmark REU	11%	New Target Benchmark	3%	Recommendations:		
Benchmark Type	Value																		
Actual Benchmark	0%																		
Target Benchmark	3%																		
Internal Benchmark	0%																		
External Benchmark REU	11%																		
New Target Benchmark	3%																		
1- Maintain Student Retention Efforts: Continue implementing current support strategies that have successfully led to a 0% dropout rate, ensuring students receive adequate academic and personal support throughout the program. 2. Monitor Small Cohort Trends: Regularly review dropout rates in small cohorts and adjust support initiatives as needed to address any emerging patterns early, helping sustain low dropout rates in future cohorts.																			
Measuring method																			
Resonsible	Measuring unit	Measurement polarity	Measuring tool			Source	Measurement cycle												
Academic Affairs Committee	Percentage	Negative	Statistical data and analysis			Cohort data	Annually (end of academic year)												
List of evidences:																			
1-Report on the Cohort analysis																			

KPI-PG-06																				
Employers' evaluation of the program graduates proficiency																				
Responsible for Follow UP:		Key Performance Indicators Committee																		
Year	2021-2022	2022-2023	2023-2024 (TB)	Actual Benchmark		Internal Benchmark	External Benchmark REU	New Target Benchmark												
Target Benchmark	4	4	4	4.95		5	4.54	4												
Actual Benchmark	5	5																		
<b>Calculation Method:</b> Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey.  <i>Average of overall rating of Employer's Survey (Section-I &amp; II)</i> <i>First Section: Qualities and Abilities</i> <i>Second Section: The level of program preparation for our graduates in the following Program Learning Outcomes</i>						<b>Analysis:</b> For KPI 06: Employers' Evaluation of Program Graduates' Proficiency, the target score of 4 (out of 5) was set to align the program with industry standards for graduate competence, and an actual score of 4.95 was achieved, surpassing this target. This score, however, was derived from feedback provided by 55.5% of surveyed employers (5 out of 9), reflecting a need for broader participation for comprehensive insights. Compared to an external benchmark of 4.54, the program's performance is strong. The results highlight the program's effectiveness in preparing graduates for industry needs. Moving forward, continuous employer involvement could yield a fuller evaluation and highlight further areas for enhancement. Recommendations from employers also include improving access to and integration of advanced technologies, fostering more opportunities for research collaboration, and incorporating new technologies into the curriculum.														
<b>Graph:</b> <table><caption>KPI-PG-06</caption><thead><tr><th>Category</th><th>Score</th></tr></thead><tbody><tr><td>Actual Benchmark</td><td>4.95</td></tr><tr><td>Target Benchmark</td><td>4</td></tr><tr><td>Internal Benchmark</td><td>5</td></tr><tr><td>External Benchmark REU</td><td>4.54</td></tr><tr><td>New Target Benchmark</td><td>4</td></tr></tbody></table>						Category	Score	Actual Benchmark	4.95	Target Benchmark	4	Internal Benchmark	5	External Benchmark REU	4.54	New Target Benchmark	4	<b>Recommendations:</b> <b>1. Strengthening Employer Engagement:</b> Continue actively contacting employers and maintain strong, ongoing relationships with them. Regular communication will ensure employers remain engaged in the evaluation process. <b>2. Integrate Advanced Technologies:</b> Incorporate new and emerging technologies into the program to ensure graduates are well-equipped with skills relevant to current industry demands. <b>3. Increase Research Collaboration:</b> Expand opportunities for research collaboration to further enhance the practical and innovative capabilities of graduates.		
Category	Score																			
Actual Benchmark	4.95																			
Target Benchmark	4																			
Internal Benchmark	5																			
External Benchmark REU	4.54																			
New Target Benchmark	4																			
Measuring method																				
Responsible	Measuring unit	Measurement polarity	Measuring tool				Source	Measurement cycle												
Program Quality Assurance Committee & Statistical Analysis Committee	Likert Sacale	Positive	Questionnaires				Employer's Survey	Annually (end of academic year)												
<u>List of evidences:</u> <a href="#">1-Report of the Employers Surveys</a>																				



KPI-PG-08																			
Ratio of students to faculty members																			
Responsible for Follow UP:		Key Performance Indicators Committee																	
Year	2021-2022	2022-2023	2023-2024 (TB)	Actual Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark												
Target Benchmark	3.00	3.00	3.00	0.84	0.32	4.40	3.00												
Actual Benchmark	0.39	0.32																	
Calculation Method: Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program  $\frac{\text{Total Number of enrolled students}}{\text{Total number of faculty members}}$					Analysis: KPI 08 measures the student-to-faculty ratio, which currently stands at 0.84 students per faculty, compared to the target of 3 students per faculty. The target was set to optimize faculty resources while maintaining quality, particularly for clinical training and thesis supervision. The program currently has a much lower student-to-faculty ratio, which is favorable in terms of quality. However, there has been a slight decrease of 0.32 from the internal target, due to an increase in student intake this year. Despite this, the program still surpasses the external benchmark of 4.4 students per faculty, indicating strong performance relative to industry standards.														
Graph:	<table><caption>KPI-PG-08 Data</caption><thead><tr><th>Benchmark</th><th>Ratio</th></tr></thead><tbody><tr><td>Actual Benchmark</td><td>0.84</td></tr><tr><td>Target Benchmark</td><td>3.00</td></tr><tr><td>Internal Benchmark</td><td>0.32</td></tr><tr><td>External Benchmark</td><td>4.4</td></tr><tr><td>New Target Benchmark</td><td>3.0</td></tr></tbody></table>				Benchmark	Ratio	Actual Benchmark	0.84	Target Benchmark	3.00	Internal Benchmark	0.32	External Benchmark	4.4	New Target Benchmark	3.0	Recommendations: <b>1. Monitoring and Maintaining Optimal Student-to-Faculty Ratio:</b> Maintain the high quality of student support and faculty engagement, it is recommended to monitor and maintain the student-to-faculty ratio as the program grows, ensuring that the increase in student intake does not impact the quality of clinical training and thesis supervision		
Benchmark	Ratio																		
Actual Benchmark	0.84																		
Target Benchmark	3.00																		
Internal Benchmark	0.32																		
External Benchmark	4.4																		
New Target Benchmark	3.0																		
Measuring method																			
Responsible	Measuring unit	Measurement polarity	Measuring tool		Source		Measurement cycle												
Academic Affairs Committee	Number	Negative	Statistical Data		Students and Faculty Database		Annually												
<a href="#">List of evidences:</a> <a href="#">1-Reports on the students and Faculty Database</a>																			



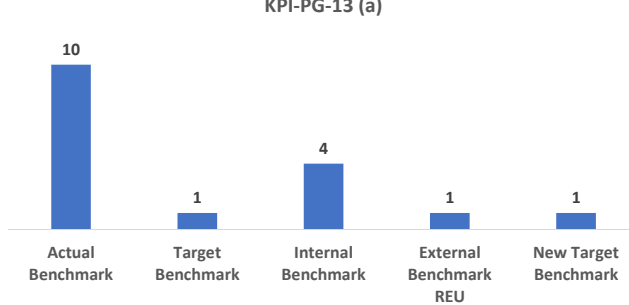
KPI-PG-09																				
Percentage of publications of faculty members																				
Responsible for Follow UP:		Key Performance Indicators Committee																		
Year	2021-2022	2022-2023	2023-2024 (TB)	Actual Benchmark		Internal Benchmark	External Benchmark REU	New Target Benchmark												
Target Benchmark	80%	80%	80%	84.00%		85.70%	66%	80%												
Actual Benchmark	91.30%	85.7%																		
<b>Calculation Method:</b> Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program  $\frac{\text{Total number of full-time faculty members who published at least one research during the year}}{\text{Total number of faculty members}} * 100$						<b>Analysis:</b> KPI 09 tracks the percentage of full-time faculty members who published at least one research paper during the year. The target of 80% aligns with the university's faculty evaluation requirement, which mandates at least one publication per calendar year. This target was deemed realistic, considering the academic year cycle and faculty workload. The internal benchmark is 85.7%, while the external benchmark is 66%. The actual achievement was 84%, reflecting a slight decrease of 1.7% from the internal benchmark but a notable increase of 18% compared to the external benchmark. The target remains at 80% to sustain performance and encourage continued faculty development, with an emphasis on enhancing research productivity, securing research funding, and fostering collaboration in publications.														
<b>Graph:</b> <table><caption>KPI-PG-09 Benchmarks</caption><thead><tr><th>Benchmark Type</th><th>Percentage</th></tr></thead><tbody><tr><td>Actual Benchmark</td><td>84%</td></tr><tr><td>Target Benchmark</td><td>80%</td></tr><tr><td>Internal Benchmark</td><td>86%</td></tr><tr><td>External Benchmark REU</td><td>66%</td></tr><tr><td>New Target Benchmark</td><td>80%</td></tr></tbody></table>						Benchmark Type	Percentage	Actual Benchmark	84%	Target Benchmark	80%	Internal Benchmark	86%	External Benchmark REU	66%	New Target Benchmark	80%	<b>Recommendations:</b> <b>1. Faculty Development Programs:</b> It is recommended to implement faculty development programs that focus on enhancing research publication skills. <b>2. Research Collaboration Support:</b> It is recommended to encourage and support research collaborations within the institution.		
Benchmark Type	Percentage																			
Actual Benchmark	84%																			
Target Benchmark	80%																			
Internal Benchmark	86%																			
External Benchmark REU	66%																			
New Target Benchmark	80%																			
Measuring method																				
Responsible	Measuring unit	Measurement polarity	Measuring tool			Source	Measurement cycle													
Research Committee	Percentage	Positive	Statistical data			Research committee report	Annually (end of academic year)													
<u>List of evidences:</u> <u>1-Report prepared by the Research Committee.</u>																				

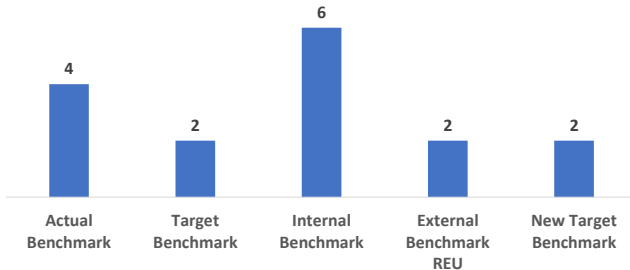
KPI-PG-10																				
Rate of published research per faculty member																				
Responsible for Follow UP:		Key Performance Indicators Committee																		
Year	2021-2022	2022-2023	2023-2024 (TB)	Actual Benchmark		Internal Benchmark	External Benchmark													
Target Benchmark	1.5	1.5	1.5	6.72		7.3	1.8	New Target Benchmark												
Actual Benchmark	14.60	7.30																		
<b>Calculation Method:</b> The average number of refereed and/or published research per each 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)  <div><div>Total Number of Refereed and/or Published Research</div><div>Total Number of Full-time or Equivalent Faculty Members during the Year</div></div>						<b>Analysis:</b> The KPI for average publications per faculty member sets an initial target of 1.5 publications to surpass the mandatory minimum of one annual publication required by Jouf University. The actual benchmark of 6.72 and internal benchmark of 7.3 show a slight decrease but still reflect strong research productivity, well above the external benchmark of 1.8. The previous year's internal benchmark of 14.6, while ambitious, may be challenging to achieve annually due to faculty workload. The target of 1.5 publications is realistic, motivating faculty to exceed the minimum requirement while considering their workload. To further boost research productivity, providing additional resources such as research grants, dedicated time, and promoting interdisciplinary collaboration can help faculty meet and surpass publication targets.														
<b>Graph:</b> <div><div><div>KPI-PG-10</div><table><thead><tr><th>Benchmark Type</th><th>Value</th></tr></thead><tbody><tr><td>Actual Benchmark</td><td>6.72</td></tr><tr><td>Target Benchmark</td><td>1.5</td></tr><tr><td>Internal Benchmark</td><td>7.3</td></tr><tr><td>External Benchmark REU</td><td>1.8</td></tr><tr><td>New Target Benchmark</td><td>1.5</td></tr></tbody></table></div></div>						Benchmark Type	Value	Actual Benchmark	6.72	Target Benchmark	1.5	Internal Benchmark	7.3	External Benchmark REU	1.8	New Target Benchmark	1.5	<b>Recommendations:</b> <b>1. Encourage Interdisciplinary Collaboration:</b> Promote interdisciplinary collaboration within the institution to stimulate innovation and enhance research productivity. <b>2. Promoting Research Output through Resources and Dedicated Time:</b> Encourage publication by continuing to provide resources such as research awards, grants, and the allocation of dedicated research time within the faculty schedule.		
Benchmark Type	Value																			
Actual Benchmark	6.72																			
Target Benchmark	1.5																			
Internal Benchmark	7.3																			
External Benchmark REU	1.8																			
New Target Benchmark	1.5																			
Measuring method																				
Responsible	Measuring unit	Measurement polarity	Measuring tool			Source	Measurement cycle													
Research Committee	Number	Positive	Statistical data			Research Database	Annually (end of academic year)													
<a href="#">List of evidences:</a> <a href="#">1-Report prepared by the Research Committee</a>																				

KPI-PG-11																		
Citations rate in refereed journals per faculty member																		
Responsible for Follow UP:		Key Performance Indicators Committee																
Year	2021-2022	2022-2023	2023-2024 (TB)	Actual Benchmark	Internal Benchmark	External Benchmark												
Target Benchmark	55	58	60.00	75.68	77.75	44.1												
Actual Benchmark	61	77.75				New Target Benchmark												
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)					Analysis:													
<div>Total Citations in Refereed Journals from Published Research Total Number of Full-time or Equivalent Faculty Members</div>					KPI 11 measures the average number of citations per faculty member, with an initial target set at 55 citations, reflecting the program's strong research output and alignment with mandatory faculty publication requirements. The current value achieved is 75.68 citations, which exceeds the new target of 60 citations by 26.13% and shows a substantial increase of 37.6% over the initial target of 55 citations. However, it represents a slight decrease of 2.67% compared to the internal benchmark of 77.75 citations. Additionally, this result indicates a notable increase of 71.6% compared to the external benchmark of 44.1 citations. The target for this year remains at 60 citations to address the slight decrease relative to the internal benchmark while ensuring continued high performance. Sustaining this research impact requires ongoing support for high-quality research and internal and external research collaboration.													
Graph:	<div>KPI-PG-11</div> <table><thead><tr><th>Benchmark</th><th>Value</th></tr></thead><tbody><tr><td>Actual Benchmark</td><td>75.68</td></tr><tr><td>Target Benchmark</td><td>60</td></tr><tr><td>Internal Benchmark</td><td>77.75</td></tr><tr><td>External Benchmark</td><td>44.1</td></tr><tr><td>New Target Benchmark</td><td>60</td></tr></tbody></table>				Benchmark	Value	Actual Benchmark	75.68	Target Benchmark	60	Internal Benchmark	77.75	External Benchmark	44.1	New Target Benchmark	60	Recommendations: <b>1. Promote Research Collaboration:</b> Foster internal and external research partnerships to increase publication impact and citation rates. <b>2. Support High-Impact Research:</b> Provide targeted grants and resources to enable faculty to produce high-quality, widely-cited studies.	
Benchmark	Value																	
Actual Benchmark	75.68																	
Target Benchmark	60																	
Internal Benchmark	77.75																	
External Benchmark	44.1																	
New Target Benchmark	60																	
Measuring method																		
Responsible	Measuring unit	Measurement polarity	Measuring tool		Source	Measurement cycle												
Research Committee	Number	Positive	Statistical data		Research committee report	Annually (end of academic year)												
List of evidences: 1-Report prepared by the Research Committee.																		

KPI-PG-12 (a)																			
Percentage of students' publication																			
Resonsible for Follow UP:		Key Performance Indicators Committee																	
Year	2021-2022	2022-2023	2023-2024 (TB)	Actual Benchmark	Internal Benchmark	External Benchmark REU	New Target Benchmark												
Target Benchmark	11%	11%	11%	16.60%	33%	29%	11%												
Actual Benchmark	155%	33%																	
Calculation Method: Percentage of students who:  a. published their research in refereed journals.					Analysis: KPI 12a indicates that 16.6% of students published their research in refereed journals, surpassing the target of 11%. However, this figure is 16.4% lower than the internal benchmark of 33%. The 11% target was set as a realistic minimum for a new program with a limited student cohort. In contrast, the current figure represents a decline relative to the external benchmark of 29%. The 155% increase achieved in the previous year was largely due to collaborative research efforts. This year's lower rate can be attributed to the inclusion of a higher number of first-year students, who typically do not engage in research activities or publications. The calculation also considers publications by recent graduates based on their thesis work, as the university encourages and supports these efforts with rewards within two years of graduation. Promoting student collaboration in research and increasing engagement with faculty members will be key strategies to enhance publication rates and address this gap. Therefore, the target remains set at 11%.														
Graph <table><caption>Data for KPI-PG-12 (a) Graph</caption><thead><tr><th>Benchmark</th><th>Percentage</th></tr></thead><tbody><tr><td>Actual Benchmark</td><td>17%</td></tr><tr><td>Target Benchmark</td><td>11%</td></tr><tr><td>Internal Benchmark</td><td>33%</td></tr><tr><td>External Benchmark REU</td><td>29%</td></tr><tr><td>New Target Benchmark</td><td>11%</td></tr></tbody></table>					Benchmark	Percentage	Actual Benchmark	17%	Target Benchmark	11%	Internal Benchmark	33%	External Benchmark REU	29%	New Target Benchmark	11%	Recommendations: 1. <b>Promote Collaborative Research:</b> Foster student partnerships with peers and faculty to boost research output and publications. 2. <b>Enhance Research Training and Mentorship:</b> Offer targeted workshops and guidance to equip students with essential research and publication skills.		
Benchmark	Percentage																		
Actual Benchmark	17%																		
Target Benchmark	11%																		
Internal Benchmark	33%																		
External Benchmark REU	29%																		
New Target Benchmark	11%																		
Measuring method																			
Resonsible	Measuring unit	Measurement polarity	Measuring tool		Source	Measurement cycle													
Research Committee	Percentage	Positive	Statistical data		Research committee report	Annually (end of academic year)													
<a href="#">List of evidences:</a> <a href="#">1-Report prepared by the Research Committee</a>																			

KPI-PG-12 (b)																			
Percentage of students' publication																			
Responsible for Follow UP:		Key Performance Indicators Committee																	
Year	2021-2022	2022-2023	2023-2024 (TB)	Actual Benchmark	Internal Benchmark	External REU	New Target Benchmark												
Target Benchmark	11%	11%	11%	33.00%	0.00%	0%	11%												
Actual Benchmark	0%	0%																	
Calculation Method: Percentage of students who:  b. presented papers at conferences, to the total number of students in the program during the year.					Analysis: KPI 12b indicates that 33% of students presented papers at conferences, significantly exceeding the 11% target by a 200% increase, while far surpassing both internal and external benchmarks, which stood at 0%. The next target remains set at 11% to facilitate continuous monitoring and ensure sustained improvement. Recommendations include gradually raising the target and providing presentation skills workshops to boost participation.														
Graph: <div><p>KPI-PG-12 (b)</p><table><thead><tr><th>Benchmark</th><th>Percentage</th></tr></thead><tbody><tr><td>Actual Benchmark</td><td>33%</td></tr><tr><td>Target Benchmark</td><td>11%</td></tr><tr><td>Internal Benchmark</td><td>0%</td></tr><tr><td>External Benchmark REU</td><td>0%</td></tr><tr><td>New Target Benchmark</td><td>11%</td></tr></tbody></table></div>					Benchmark	Percentage	Actual Benchmark	33%	Target Benchmark	11%	Internal Benchmark	0%	External Benchmark REU	0%	New Target Benchmark	11%	Recommendations: <b>1- Provide Research and Presentation Skills Workshops:</b> Organize training sessions and workshops that focus on both research methodologies and presentation skills, enhancing students' ability to conduct and effectively present their research at conferences.  <b>2. Facilitate Research Conference Opportunities:</b> Expand access to local and international research conferences by offering guidance and assistance, enabling students to showcase their work and gain valuable exposure.		
Benchmark	Percentage																		
Actual Benchmark	33%																		
Target Benchmark	11%																		
Internal Benchmark	0%																		
External Benchmark REU	0%																		
New Target Benchmark	11%																		
Measuring method																			
Responsible	Measuring unit	Measurement polarity	Measuring tool		Source	Measurement cycle													
Research Committee	Percentage	Positive	Statistical data		Research committee report	Annually (end of academic year)													
List of evidences: <a href="#">Research committee report</a>																			

KPI-PG-13 (a)																			
Number of patents, innovative products, and awards of excellence																			
Resonsible for Follow UP:		Key Performance Indicators Committee																	
Year	2021-2022	2022-2023	2023-2024 (TB)	Actual Benchmark	Internal Benchmark	External Benchmark REU	New Target Benchmark												
Target Benchmark	N/A	1	1	10	4	1	1												
Actual Benchmark	N/A	4																	
Calculation Method: Number of:  a. Patents and innovative products					Analysis: KPI 13.a, measuring the number of patents and innovative products, set a baseline target of 1, reflecting a realistic approach aligned with available resources and the program's capacity to foster innovation. Surpassing this target with 10 patents and innovative products demonstrates a strong commitment to impactful research and practical applications, positioning the program well above the external benchmark of 1. Despite this success, the target remains set at 1 to maintain consistent, realistic expectations for innovation outcomes in future years, recognizing that fluctuations may occur and that maintaining a stable baseline goal encourages sustained focus and resource alignment in fostering innovation.														
Graph: <div><div>KPI-PG-13 (a)</div><table><caption>Data for KPI-PG-13 (a) Bar Chart</caption><thead><tr><th>Benchmark Type</th><th>Value</th></tr></thead><tbody><tr><td>Actual Benchmark</td><td>10</td></tr><tr><td>Target Benchmark</td><td>1</td></tr><tr><td>Internal Benchmark</td><td>4</td></tr><tr><td>External Benchmark REU</td><td>1</td></tr><tr><td>New Target Benchmark</td><td>1</td></tr></tbody></table></div>					Benchmark Type	Value	Actual Benchmark	10	Target Benchmark	1	Internal Benchmark	4	External Benchmark REU	1	New Target Benchmark	1	Recommendations: 1- Sustaining and Enhancing Innovation and Patent Generation & Highlight the achievement : Sustain and enhance innovation and patent generation, it is recommended to continue supporting research and innovation initiatives through targeted funding and collaboration opportunities. Share success stories to inspire faculty members and encourage further innovative research efforts.		
Benchmark Type	Value																		
Actual Benchmark	10																		
Target Benchmark	1																		
Internal Benchmark	4																		
External Benchmark REU	1																		
New Target Benchmark	1																		
Measuring method																			
Resonsible	Measuring unit	Measurement polarity	Measuring tool			Source	Measurement cycle												
Research Committee	Number	Positive	Statistical data			Report by research Committee	Annually (end of academic year)												
<a href="#">List of evidences:</a> <a href="#">1-Report prepared by the Research Committee</a>																			

KPI-PG-13 (b)							
Number of patents, innovative products, and awards of excellence							
Responsible for Follow UP:		Key Performance Indicators Committee					
Year	2021-2022	2022-2023	2023-2024 (TB)	Actual Benchmark	Internal Benchmark	External Benchmark	
Target Benchmark	1	1	2	4	6	2	2
Actual Benchmark	5	6					
<b>Calculation Method:</b> Number of:  b. National and international excellence awards obtained annually by the students and staff of the program.					<b>Analysis:</b> For KPI 13b, measuring the number of national and international excellence awards obtained by students and faculty, the initial target was set at 1 award to establish a realistic baseline. This year's target was increased to 2 awards with the expectation of student involvement. The program achieved 4 awards, all earned by faculty, against an internal benchmark of 6 awards, reflecting strong faculty recognition and exceeding expectations. Given the external benchmark of 2 awards, this performance highlights the program's commitment to excellence. Moving forward, maintaining the target at 2 awards will help build momentum by encouraging student participation and promoting recognition across both students and faculty.		
<b>Graph:</b> <div style="text-align: center;"> <b>KPI-PG-13 (b)</b>   </div>					<b>Recommendations:</b> <b>Fostering Recognition Through Active Participation:</b> Encouraging students and faculty to actively participate in prestigious award platforms will help achieve a balanced recognition across both students and faculty, ensuring continued growth and success in future years.		
<b>Measuring method</b>							
Responsible	Measuring unit	Measurement polarity	Measuring tool			Source	Measurement cycle
Research Committee	Number	Positive	Statistical data			Research committee report	Annually (end of academic year)
<a href="#">List of evidences:</a> <a href="#">1-Report prepared by the Research Committee</a>							