



**1. Program KPI and Assessment Table**

**2. Program Action Plan Table**



Program KPI and Assessment Table

KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
1	Students overall evaluation on the quality of their learning experiences at the institution. (Average rating of the overall quality of their program on a five point scale in an annual survey final year students)	3.5	3.65	3.5	NA	The table clearly shows that our performance for this KPI is higher than the target benchmark and internal benchmark (which is plan protection program). No external benchmark could be identified so far due to non-availability of data of other institutions (local or international). Quality committee is trying its best to identify external benchmark for this KPI. Keeping the results of target and actual benchmark in view, the target for the new academic years has been set to 4.0 as we will be working on the areas requiring improvement in our survey forms for	4.0



						better results in future.	
<b>2</b>	Proportion of courses in which student evaluations were conducted during the year.	<b>50%</b>	<b>15%</b>	<b>60%</b>		The actual benchmark is far behind both the target and internal benchmarks. The reasons are mainly technical and administrative. The target for the next year has been kept 60% as the department has planned a net set of strategies for conducting course evaluation in most of the courses. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	<b>60%</b>
<b>3</b>	Ratio of students to teaching staff. (Based on full time equivalents)	<b>4:1</b>	<b>0.68:1</b> (21Stud./31staff)	<b>0.05:1</b>		The results in this KPI are quite odd as students to faculty ratio were set as 4:1 but the actual result is quite less. It is because there is a lack of interest among students and lack of awareness among them. However,	<b>4:1</b>



						comparing it with internal benchmark, it may be noted that it is much better in our case. We have set the same target for the next year. Efforts would be done to increase the number of students to meet the target by conducting more workshops and extension programs targeting the high school students and the community in general. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	
<b>4</b>	Students overall rating on the quality of their courses. (Average rating of students on a five point scale on overall evaluation of courses)	<b>3.5</b>	<b>3.65</b>	<b>3.80</b>		The table clearly shows that our performance for this KPI is higher than the target and closer to internal benchmark. However, it needs to be increased, so the target benchmark for the next year has been set to 4.0. No external benchmark	<b>4.0</b>



						could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	
<b>5</b>	Proportion of teaching staff with verified doctoral qualifications.	<b>80.00%</b>	<b>83.87%</b> <b>(26/31)</b>	<b>82.46%</b>		The results for this KPI are quite good as we have more than 80% faculty members with doctoral qualification. This quite close to internal benchmark as well. The target for the next years has been kept the same as current year as the results would not change for few more years. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	<b>80.0%</b>
<b>6</b>	Course completion rates for a. Full time students b. Part-time students and c. Distance education students	<b>90%</b>	<b>92%</b>	<b>NA</b>		The table shows our excellent performance in this KPI which is 92% (higher than the target benchmark). We have increased it to 95% with a plan to make it 100% in future. No internal or	<b>95%</b>



						external benchmark was available for this KPI. Efforts would be made to obtain them in the future to compare with.	
<b>7</b>	Proportion of full time student's commencing undergraduate program who complete those programs in minimum time specified for the program.	<b>60%</b>	<b>33.3%</b>	<b>NA</b>		The program completion rate for this program is not very encouraging as the target was 60% which is only 50% achieved. This is due to lack of interest of students in their studies. No internal or external benchmark was available for this KPI. However, the target has been increased due to special attention to students for completing the program in the minimum time.	<b>75%</b>
<b>8</b>	Proportion of graduates from undergraduate programs who within six months of graduation are: a. Employed b. Enrolled in further study c. Not seeking employment or further study	<b>a. 80%</b> <b>b. 15%</b> <b>c. 5%</b>	<b>a. 80%</b> <b>b. 6.7%</b> <b>c. 13.3%</b>	<b>a. 55%</b> <b>b. 16%</b> <b>c. 29%</b>		The target proportion of graduates' employed was achieved and higher than the internal benchmark. The graduates enrolled in further studies were below the targeted and internal benchmark. Moreover, the	<b>a. 80%</b> <b>b. 20%</b> <b>c. 0%</b>



						unemployed graduates were higher than targeted, but lower than the internal benchmark. Surveys will be conducted to identify reasons for unemployment and low percentage of enrolment in further studies. So, proper and efficient plan will be developed to solve this issue.	
<b>9</b>	The overall rating of the employers on the performance quality of the program graduates.	<b>3.5</b>	<b>3.49</b>	<b>3.0</b>		Employers' feedback is one of the crucial indicators. The table shows that we almost reached to our target and are quite better as compared to internal benchmark. However, the target has been increased for the next year as we expect a higher satisfaction as a result of certain changes in our teaching and learning systems such as the successful integrated field training course in the curriculum. No external benchmark	<b>4.0</b>



						could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs. Incorporation of Employers into learning and teaching process through lecturing and workshops will be considered for improvement.	
<b>10</b>	Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five point scale in an annual survey of final year students)	<b>3.5</b>	<b>3.67</b>	<b>3.00</b>		This KPI has achieved its target. However, the target was kept low in this KPI in order to create the culture of evaluation. That is why, the target has been set to 4.0 for the next year with an expectation to reaching close to it. Comparing it with internal benchmark, it is quite better than the internal benchmark. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	<b>4.0</b>
<b>11</b>	Student evaluation of library			<b>4.6</b>		Analysis of the table	





	services. (Average rating on adequacy of library services on a five point scale in an annual survey of final year students)	<b>3.5</b>	<b>3.80</b>			shows that the target has been met and students' satisfaction is higher than the target. However, it is quite below than the internal benchmark. The target for the next year has been set to 4.0 for a steady progress to meet the internal benchmark. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	<b>4.0</b>
<b>12</b>	Average overall rating of adequacy of facilities and equipment in a survey of teaching staff.	<b>3.5</b>	<b>4.00</b>	<b>4.5</b>		The table shows that our performance is quite better in this KPI as our score is higher than the target. However, it is quite less than the internal benchmark. Practical solutions have to be applied to meet the target which is increased to 4.5. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark	<b>4.5</b>



						for KPIs.	
<b>13</b>	Proportion of teaching staff leaving the department in the past year for reasons other than age retirement.	<b>3%</b>	<b>3.23%</b>	<b>3.51%</b>		The actual benchmark falls within the range of the target. More actions are needed to cut off reasons which lead to leaving the department. The higher administrative authority has to be involved to reduce the number of staff leaving the department. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	<b>3%</b>
<b>14</b>	Number of refereed publications in the previous year per full time equivalent member of teaching staff. (publications based on the formula in the Higher Council Bylaw excluding conference presentations)	<b>1.2</b>	<b>1.61</b>	<b>1.28</b>		The table shows a very good performance in this KPI having 1.6 which is higher than the target and internal benchmark, However, the target for the current year has been increased to 1.5 which is still less than the current year but it is kept as 1.5 to have a steady progress in the KPI. No external benchmark could be identified for this KPI.	<b>1.5</b>



						However, efforts would be done this year to find some external benchmark for KPIs.	
<b>15</b>	Number of citations in refereed journals in the previous year per full time equivalent teaching staff.	<b>1.5</b>	<b>1.20</b>	<b>1.03</b>		The number of citations is little less than the target, although it is better compared to the internal benchmark. The department has to improve publication quality to fulfil the target. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	<b>1.5</b>
<b>16</b>	Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	<b>85%</b>	<b>87.10%</b>	<b>45.61%</b>		The table indicates a very good performance of faculty in this KPI which is 85% leading to the conclusion that almost all faculty members are engaged in research publication in refereed journals. The internal benchmark for this KPI which is plant protection department is far below. This means our performance is quite	<b>90%</b>



						better in research publication. The target for the next year has been increased to 90%. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	
<b>17</b>	Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff.	<b>0.50</b>	<b>0.64</b>	<b>0.01</b>		The target has been achieved and it is better than the internal benchmark. However, we do realize that this KPI needs to be improved to a higher level of 01 per faculty members which is the target for the coming year. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	<b>1.0</b>
<b>18</b>	Research income from external sources in the past year as a proportion of the number of full time teaching staff members.	<b>250 000 SR</b>	<b>277 581 SR</b>	<b>622 456 SR</b>		The target has been achieved as reflected in the table. However, even the target is far below the internal benchmark which means the	<b>300 000 SR</b>



						department has to work very hard to reach closes to the internal benchmark. The new target for the next year has been increased. This means that such increase every year would bring us close to internal benchmark. No external benchmark could be identified for this KPI. However, efforts would be done this year to find some external benchmark for KPIs.	
<b>19</b>	Number of community education programs offered.	<b>2</b>	<b>1</b>	<b>2</b>		As indicated in the table that there the target benchmark for this KPI was to hold 02 Community education program. However, department could meet to 50% of this target which is lower than the internal benchmark. The department has to develop more community education program to meet this target next year.	<b>2</b>
<b>20</b>	Number of hours of voluntary	<b>4%</b>	<b>4%</b>	<b>NA</b>		The table indicates that	<b>10%</b>



	professional work spent in the community as a percentage of full time teaching staff.					The 4% of voluntary professional work spent in the community by teaching staff has achieved the target. More effort and plans must be developed to enhance the relationship with the community and achieve the future benchmarks (10%).	
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**Analysis of KPIs and Benchmarks:** (list strengths and recommendations)

- A significant number of KPIs are fallen with the target benchmark designed by the department to achieve high quality teaching and consequently graduate. Most of these KPIs are designed to provide student with a healthy academic environment for learning and gaining a real experience. Moreover, an outstanding research and publication activities is reported beside a significant financial support. The department is targeting to increase the research income from external and internal agencies which achieved this year by obtaining more than 8 million SR for research and more fund expected until the end of this academic year (2014-2015). On the other hand, the number of community education and services programs must be increased to play a significant role in improving the livestock productivity and health.

**The following are some of the animal production program strength:**

- Number of refereed publications per full time equivalent member of teaching staff.
- Proportion of full time member of teaching staff with at least one refereed publication during the previous year.
- The % of voluntary professional work spent in the community by teaching staff.
- Proper academic course plan provided by the department.
- High quality of course teaching.



- A significant contribution of staff members in national and international academic conferences.
- The percentage of teaching staff leaving the department for reasons other than age retirement is within acceptable range.

**The recommendations for improvement can be summarized as follow:**

- Developments of plans encouraging the teaching staff to improve publication quality so as to increase the number of citations.
- Encouraging the members of teaching staff to apply for external grants.
- Development of community education programs.
- Enhance graduates quality through update curriculum with focusing on the field experience training.
- Performing continuous academic reforming.
- Increase the number of courses evaluated every year for high accuracy.

**NOTE** The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.

**KPI** refers to the key performance indicators the programs used in the SSRP and are approved by the institution (if applicable at this time). This includes both the NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA suggested KPIs and all others).

**Target Benchmark** refers to the anticipated or desired outcome (goal or aim) for each KPI.

**Actual Benchmark** refers to the actual outcome determined when the KPI is measured or calculated.

**Internal Benchmarks** refer to comparable benchmarks (actual benchmarks) from inside the program (like data results from previous years or data results from other departments within the same college).



**External Benchmarks** refer to comparable benchmarks (actual benchmarks) from similar programs that are outside the program (like from similar programs that are national or international).

**KPI Analysis** refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.

**New Target Benchmark** refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.





### Program Action Plan Table

Directions: Based on your “Analysis of KPIs and Benchmarks” provided in the above Program KPI and Assessment Table, list the recommendations identified below.

No.	Recommendations	Action Points	Assessment Criteria	Responsible Person	Start Date	Completion Date
1	Upgrading the quality of the provided program.	Performing continuous academic reforming.	-Number of new added courses. -Number of updated courses. -Number of totally omitted courses.	Department Head	Start of the Academic Year 2014/2015	Continuous Process
2	Enrolment of qualified administrative staff members in the process of accreditation.	Organizing training courses and workshops for the administrative staff members.	-Total number of held training courses and workshops. -Percentage of attendees.	Quality Supervisor	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015
3	Improving the working conditions of the teaching staff	Providing remunerative, financial and moral incentives for the teaching staff	-Total number of teaching staff being rewarded.	Institution Head	Start of the Academic Year 2014/2015	Continuous Process
4	Improving the quality of the facilities and equipment.	-Equipped the labs, offices and classrooms of the department with the necessary facilities and equipment. - Establishment of a maintenance unit to keep these assets functioning properly.	-Number of new added facilities and equipment. - The percentage of working equipment to non-working.	Department Head	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015
5	Upgrading the quality of the provided program.	Performing continuous academic reforming.	-Number of new added courses. -Number of updated courses. -Number of totally omitted courses.	Department Head	Start of the Academic Year 2014/2015	Continuous Process



6	Developments of plans encouraging the teaching staff to improve publication quality so as to increase the number of citations.	- Introducing the point system which depends on the quality rather than the quantity of the papers in staff evaluation. - Allocation of incentives for staff members with high citation.	The number of citation.	Head department/ department council	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015
7	Encouraging the members of teaching staff to apply for external grants	Giving the grant a weight of at least 3 teaching credit hours.	Research income from external resources.	Head department/ department council	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015
8	Development of community education programs	Planning a curricula for community education programs in the field of ration formulation and artificial insemination	Approval and implementation of the community education programs	Head department/ respective staff members	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015
9	- Place Plan of Achieving optimal ratio of students to teaching staff	- action plan was placed or increasing number of enrolled students using advertising tools at department level and to public which results in increasing number of enrolled students for this academic year (1434/1435) to 23 students. An example, A secondary school students were asked to make a tour visit to the department.	- Admission office records regarding the number of accepted students.	Head of the Department	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015
10	Update curriculum and using advance Teaching tools.	- Effectively apply the New curriculum to all students - Effectively apply Academic counselling to all students	- Result of student survey change regarding the teaching quality.	- Head of the Department - Department Staff members.	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015
11	Getting Authorised Academic counselling to follow up on Electronic	- Achieving better proportion by advertising local adv for student in order to help with enrolment ahead	- Student feedback survey. - Passing rate from Admission Department	- Head of the Department - Department Staff	Start of the Academic Year	End of the Academic Year



	Enrolment.	(Various announcement was made. Keep update the new program curriculum to new one to make more suitable for increasing this proportion.		members. - Students.	2014/2015	2014/2015
12	Enhance performance quality of graduates	- Incorporation of Employers into learning and teaching process through lecturing and workshops	- Successful integrated field training course report - Graduate feedback and Employment data base	Head of the Department	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015
13	Increase contact time between faculty member and students	- More utilization of Telecommunication and Electronic tools in teaching (e.g. SMS, WhatsApp, Facebook, Twitter)	Results from the program Evaluation Survey.	Head of the Department	Start of the Academic Year 2014/2015	End of the Academic Year 2014/2015

Action Plan Analysis (List the strengths and recommendations for improvement of the Program Action Plan).

**Strengths:**

- Number of refereed publications per full time equivalent member of teaching staff.
- Proportion of full time member of teaching staff with at least one refereed publication during the previous year.
- The % of voluntary professional work spent in the community by teaching staff.
- Proper academic course plan provided by the department.
- High quality of course teaching.
- A significant contribution of staff members in national and international academic conferences.
- The percentage of teaching staff leaving the department for reasons other than age retirement is within acceptable range.

**Recommendations:**

- Developments of plans encouraging the teaching staff to improve publication quality so as to increase the number of citations.



- Encouraging the members of teaching staff to apply for external grants.
- Development of community education programs.
- Enhance graduates quality through update curriculum with focusing on the field experience training.
- Performing continuous academic reforming.
- Increase the number of courses evaluated every year for high accuracy.



**Attachments:**

1. Copies of regulations and other documents referred to in template preceded by a table of contents.
2. Course specifications for all courses including field experience specification if applicable.

**Authorized Signatures**

Dean / Program Chair	Name	Title	Signature	Date
Program Dean or Chair of Board of Trustees Main Campus				
Vice Rector				