

Institutional Approved KPIs and Benchmarks with Analysis

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	The average satisfaction rate of faculty and students to the mission statement.	5	4.65	NA	NA	Actual benchmark result is acceptable (3.12) which is equivalent to 62% of the target benchmark. Although no internal benchmark was available for comparison, PPS mission needs to be publicized more among students, faculty members and stakeholders. Despite the above result, the new PPS target benchmark is 4.	4
2	Students' overall evaluation on the quality of their learning experience (Average rating of the overall quality of their program on a five point scale).	5	4.5	3.27	NA	Overall student evaluation on the quality of their learning experience was highly acceptable. Compared to the internal benchmark (Agricultural Engineering Program, CFAS) our actual target is higher. Our ambition is to maintain or improve the quality of students learning experience.	5
3	Proportion of courses in which student evaluation were conducted during the year.	100%	100%	100%	NA	Student evaluations are intended to reflect course design, teaching skills, student interaction and departmental expectations. Therefore, PPS requires that student evaluation for all courses should be conducted at the end of each semester. Results are used to pinpoint needs (if any) for improvement. In this regard, excellent actual benchmark has been achieved.	100%
4	Students' overall evaluation on the quality of their courses (Average rating of students on a five-point scale on overall evaluation of courses)	5	4.25	3.87	NA	Students highly valued the quality of their courses compared to the internal benchmark (Agricultural Engineering Program, CFAS). PPS will continue to improve course quality through evaluation of course and program reports.	4.5

5	Percentage of students entering programs who successfully complete first year.	100%	67%	70%		Over the past 5 years, the average percentage of students who successfully completed their first year was acceptable (67%). It is noticed that few students temporarily withdrew from the University for personal reasons. This may have substantiated the number of students who did not complete the first year in their PPS program. Actual benchmark is comparable to internal benchmark (Agricultural Engineering Program, CFAS).	80%
6	Proportion of students entering undergraduate programs who complete those programs in specified time.	100%	44.4%	33.3 %	NA	In PPS program, students should normally complete their studies in 4 years. The main cause behind the extended period of graduation of belatedly students is the failure to pass the basic courses such as general chemistry, math and physics from the first time. Furthermore, due to the individual variations among students, any student who fails to pass any course is not allowed to register for more than the designated credit hours in the curricula. Moreover, CFAS does not offer summer courses to help those students catch up with their cohort. Actual benchmark is relatively higher than the internal benchmark.	50%
7	Proportion of graduates from undergraduate programs who within six months of graduation are enrolled in further study.	35%	25%	NA	NA	In 2012, it was found that 25% of graduates from PPS program were enrolled in MSc program. Although no internal or benchmarks were available, we expect this value to be good reflection of student performance in PPS program both in terms of seeking jobs and qualification for postgraduate studies.	30%
8	Proportion of teaching staff with verified doctoral qualifications.	100%	80%	NA	NA	The percentage (80%) of teaching staff are qualified with doctoral degree is highly acceptable. The remaining teaching staffs (78%) are qualified with at least master degree.	90%
9	Student evaluation of academic and career	5	4.3	3.66	NA	The PPS program has achieved good result in providing academic and career counselling to students	4.5

	counselling (Average rating on the adequacy of academic and career counselling on a five point scale).					compared to the internal benchmark (Agricultural Engineering Program, CFAS). The program is committed to improve and/or maintain student counselling.	
10	Student evaluation of library and learning resources services.	100%	77%	NA	NA	Although the Plant Production doesn't have a library for its own, the role of the PPS program is to recommend and request the deanship of libraries to provide the necessary and latest academic learning resources for PPS students. Students are satisfied with library and learning resources services.	80%
11	Number of accessible computer terminals per student.	1	1.0	NA	NA	The CFAS provides two computer labs with 20 computer terminals in each. These terminals are available to all students including the PPS program students. A computer technician expert supervises the two labs and provides technical assistance to students. Also, most of the department laboratories are equipped with computer terminals normally used by post graduate students.	1
12	Average overall rating of adequacy of facilities and equipment in a survey of teaching staff.	5	4.45	NA	NA	Excellent actual benchmark was achieved in terms of adequacy of facilities and equipment. As with some other KPIs, it is not possible to compare this achievement with neither internal nor external benchmarks.	4.5
13	Ratio of students to teaching staff (Based on full time equivalents)	8:1	7:1	9:1	NA	Ratio of students to teaching staff in the PPS program is acceptable. Compared to the internal benchmark (Agricultural Engineering Program, CFAS), PPS is not far from achieving the target benchmark. However, PPS program has to work hard to maintain this ratio through recruitment of new students.	8:1
14	Proportion of teaching staff leaving the department for	0	0	0	NA	The PPS program has achieved its target benchmark. During the last two years, no single teaching staff left the department for reasons other than age recruitment.	0

	reasons other than age recruitment.						
15	Proportion of teaching staff participating in professional development activities during the past year.	50%	40%	NA	NA	The PPS program is approaching its target benchmark regarding teaching staff participation in professional development activities.	45%
16	Number of citations in refereed journals in the previous year per full time equivalent teaching staff.	15	10	9.6	NA	The number of citations in refereed journals in the previous year per full time teaching staff is about 67% of target benchmark. Actual target is slightly higher than internal benchmark indicating the good research quality of staff members.	12.5
17	Number of refereed publications in the previous three years per full time members of teaching staff.	3	2.66	NA	NA	The average number of publications per full time member of teaching staff is highly acceptable. The reason behind this high number was that more emphasis was directed to research due to the relatively low teaching load. The department took advantage of KSU established program to attract outstanding professors and researchers to strengthen its research program in all fields of PPS interests.	2.75
18	Proportion of full time members of teaching staff with at least one refereed publication in the previous year.	100%	80 %	76%	NA	A very good result (80 %) of the targeted benchmark was achieved. This result is slightly better than the internal benchmark (Agricultural Engineering Program, CFAS).	85%
19	Number of papers or reports presented at academic conferences during the last year per full time member teaching staff.	2	1.1	0.8	NA	The academic participation of staff members in conferences is good. 55% of the target benchmark was achieved. The actual benchmark is higher than the internal benchmark. Like other chosen KPIs, it was difficult to measure the performance of PPS program against external benchmarks as there are no official agreement between CFAS and other international	1.5

						counterparts.	
20	Number of research article published (2011-2012) by graduate students or recent graduate based on their thesis research as a percentage of the number of post-graduate students.	30%	22 %	NA	NA	The percentage (22%) of graduate students published articles based on their thesis is acceptable. Despite that, the university roles do not obligate post graduate students (for MSc) to publish articles from their thesis. Nevertheless, the Plant Production Department encourages post graduate students to publish their findings.	25%
21	Research income from external sources in the past year as proportion of the number of full time teaching staff members.	7%	5 %	NA	NA	Seventy one percent of targeted benchmark was achieved in terms of research income from external sources (KACST, NPST, SABIC, MoHE and DSR) per full time teaching staff members. Although no internal or external benchmarks are available, teaching staff members are encouraged to seek more research income from external sources through opening new channels with stakeholders.	5.5%
22	Proportion of full time teaching and other staff actively engaged in community service activities.	25%	23.8%	NA	NA	Ninety five percentages (95%) of the targeted benchmark was achieved. The department will continue to maintain this level.	25%

Analysis of KPIs and Benchmarks:

Twenty two identified KPIs were used to evaluate and compare the PPS program performance with target benchmark for the academic year 2011- 2012. The performance was highly satisfactory in most chosen KPIs with a distinguished performance in research. Out of twenty two KPIs, 86.4% were accomplished with high performance (ranging between 71- 100% achievement). Only 4.5% of KPIs were achieved with fair performance (76%) and two KPIs were achieved with a performance between 50-60%. Fourteen internal benchmarks were used, while no external benchmarks were available for comparison of PPS quality performance with a peer program.