

KINGDOM OF SAUDI ARABIA

*Ministry Of Education*

*Najran University*

*Faculty of Engineering*

*Electrical Engineering Department*



المملكة العربية السعودية

وزارة التعليم

جامعة نجران

كلية الهندسة

قسم الهندسة الكهربائية



## Electrical Engineering Department

### Program KPIs Report for the Last Three Years: 1441-1442-1443 H

مؤشرات الأداء الرئيسة للبرنامج لآخر ثلاث سنوات: 1441-1442-1443 هـ

NCAAA Standards	KPI Code #	Key Performance Indicator	1441 H	1442 H	1443 H
<b>-1- Mission and Goals</b>	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	84.6%	76.92%	96.8%
	KPI-P-02	Students' Evaluation of quality of learning experience in the program	84%	87.5%	85%
<b>-3- Teaching and Learning</b>	KPI-P-03	Students' evaluation of the quality of the courses	92%	N.A.	81.2%
	KPI-P-04	Completion rate	29%	48.7%	60 %
	KPI-P-05	First-year students retention rate	100%	100%	100%
	KPI-P-06	Students' performance in the professional and/or national examinations	-	-	-
	KPI-P-07	Graduates' employability and enrolment in postgraduate programs a) employed b) enrolled in further study	53%	64%	94%
			13%	8%	0%
	KPI-P-08	Average number of students in the class	10	10	9
	KPI-P-09	Employers' evaluation of the program graduate's proficiency	72%	91%	91%
<b>-4- Students -5- Teaching Staff</b>	KPI-P-10	Students' satisfaction with the offered services	74.2% For academic advising	N.A% For academic advising	79% For academic advising
			65% For career advising	86% For career advising	89% For career advising
	KPI-P-11	Ratio of students to teaching staff	4.9:1	5.6:1	8.7:1
KPI-P-12	Percentage of teaching staff distribution	2 Professor (11%) 2 Associate Professor (11%)	01 Professor (5%) 03 Associate Professor (15.7%)	01 Professor (5%) 05 Associate Professor (25%)	

NCAAA Standards	KPI Code #	Key Performance Indicator	1441 H	1442 H	1443 H
			12 Assistant Professor (63%) 3 Lecturers (15%)	13 Assistant Professor (68.3%) 02 Lecturers (11%)	11 Assistant Professor (55%) 03 Lecturers (15%)
	KPI-P-13	The proportion of teaching staff leaving the program	0%	5 %	5 %
	KPI-P-14	Percentage of publications of faculty members	87.5%	87.5%	93.8%
	KPI-P-15	Rate of published research per faculty member	1.43:1	1.43:1	6.68:1
	KPI-P-16	Citations rate in refereed journals per faculty member	4.17:1	4.17:1	13.76: 1
<b>-6- Learning Resources, Facilities, and Equipment</b>	KPI-P-17	Satisfaction of beneficiaries with the learning resources	88%	78%	85%

### Analysis and Discussion

A comparison of every program KPI for the last three years (1441-1442-1443 H) is illustrated in the Figures 1-16 below. In general, the results show that most of the KPIs targets were achieved, however, to improve and maintain the continuity of this achievement we can learn from the following analysis:

- The percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives surpassed the target value and improved in the year 1443 H.
- The overall students' evaluation of quality of learning experience in the program achieved the annual target and it was almost kept about the same value for the three years.
- Students' evaluation of the quality of the courses is higher in 1441 H.

- The completion rate was low in previous years and there were few reasons for it. For example, students' enrolment was low, some enrolled students delayed their studies. Now from last two years, the enrolments have been improved and the completion rate is also gradually increasing.
- First-year students' retention rate surpassed the target value.
- Graduate employability reported a leap compared to the previous year value and surpassed the target value.
- The percentage of graduates from the program who within a year of graduation were employed or enrolled in postgraduate programs was satisfactory.
- Completion rate was kept below the target benchmark for all years.
- Students' satisfaction with the offered services for academic advising was enhanced in the last year 1443 H.
- Average number of students in class is less than the target value.
- The percentage of teaching staff distribution in the department is available with all ranks, i.e., professor, associate professor, assistant professor, and lecturer.
- The program is privileged for having distinguished teaching staff with a high percentage of PhD holders including full professor, associate professors, and assistant professors. The ratio of students to teaching staff is below the target value providing better chance for teaching and learning. Almost all faculty members are engaged in research activities and publications which keep them well informed about the newest in the field.
- Proportion of teaching staff leaving the program was very low, which indicates that the program has good organizational culture and good working environment.
- The percentage of publications of all faculty members was very good.
- The rate of published research per faculty member was improved.
- The citations rate in refereed journals per faculty member was satisfactory.
- Satisfaction of beneficiaries with the learning resources was satisfactory.
- Prince Meshaal library provides wide variety of textbooks with suitable areas for study. Digital sources are available for both students and teaching staff with supporting workshops provided by deanship of library affairs. The program needs for new textbooks are annually submitted to the deanship of library affairs. The program has a well-equipped and maintained labs.

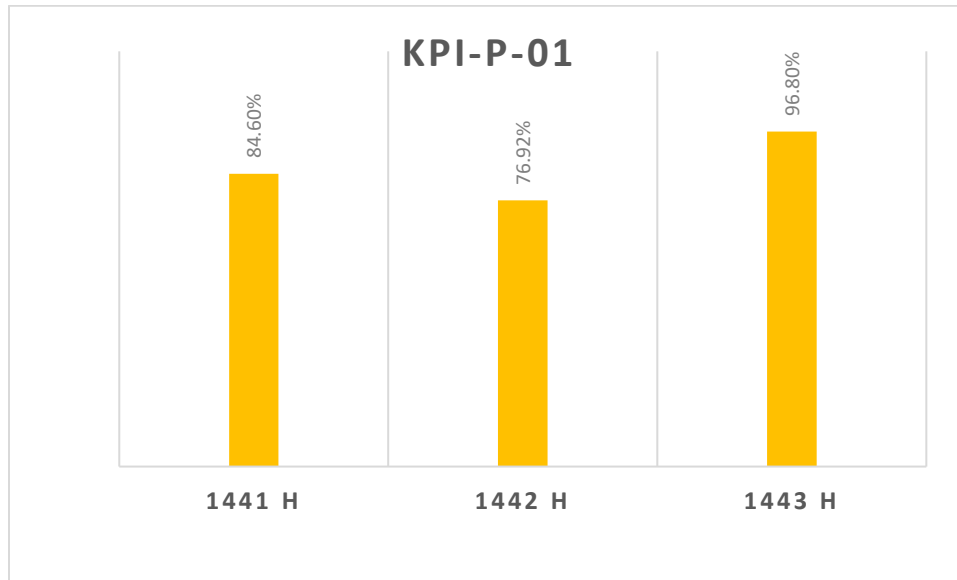


Figure 1. Percentage of achieved KPIs operational plan objectives

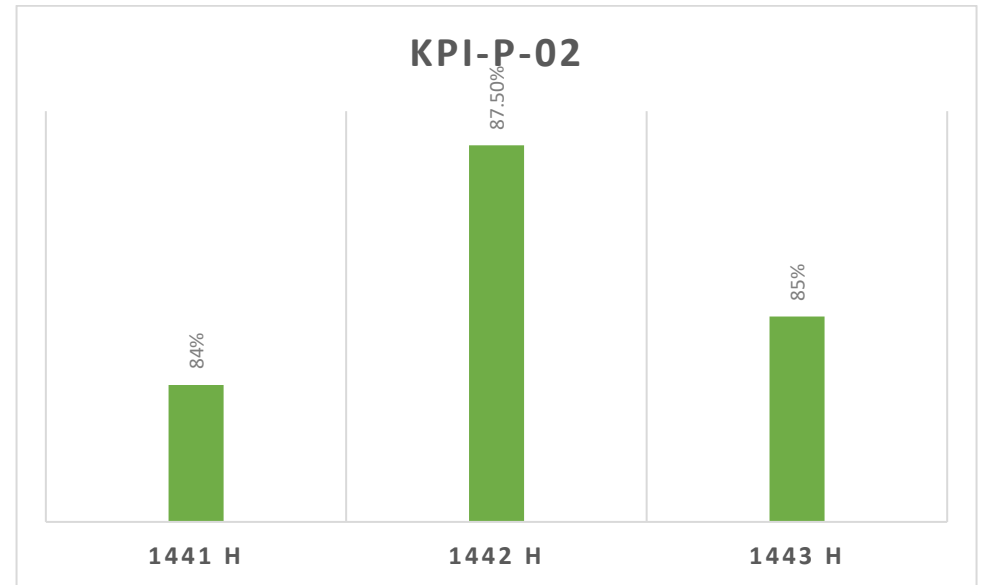


Figure 2. Students' Evaluation of quality of learning experience

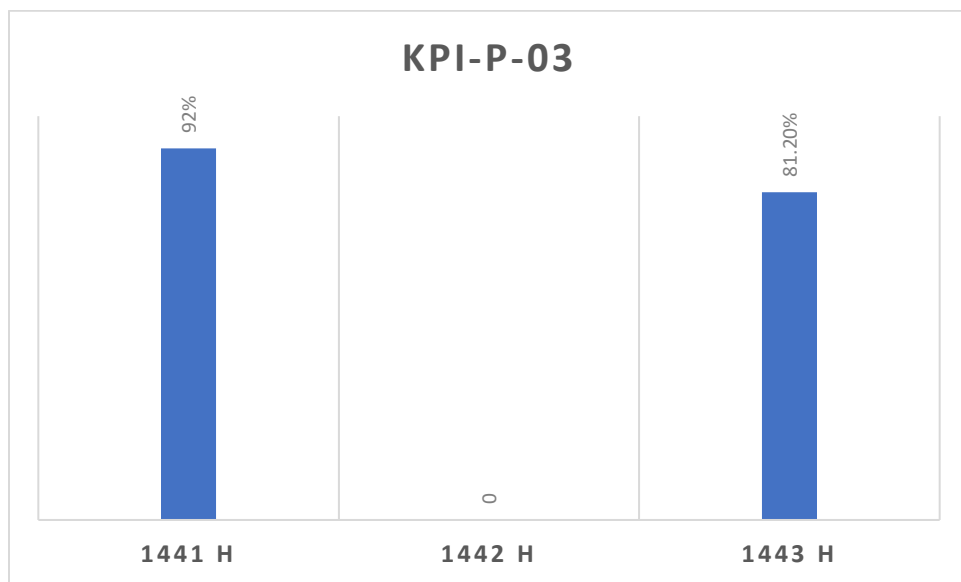


Figure 3. Students' evaluation of the quality of the courses

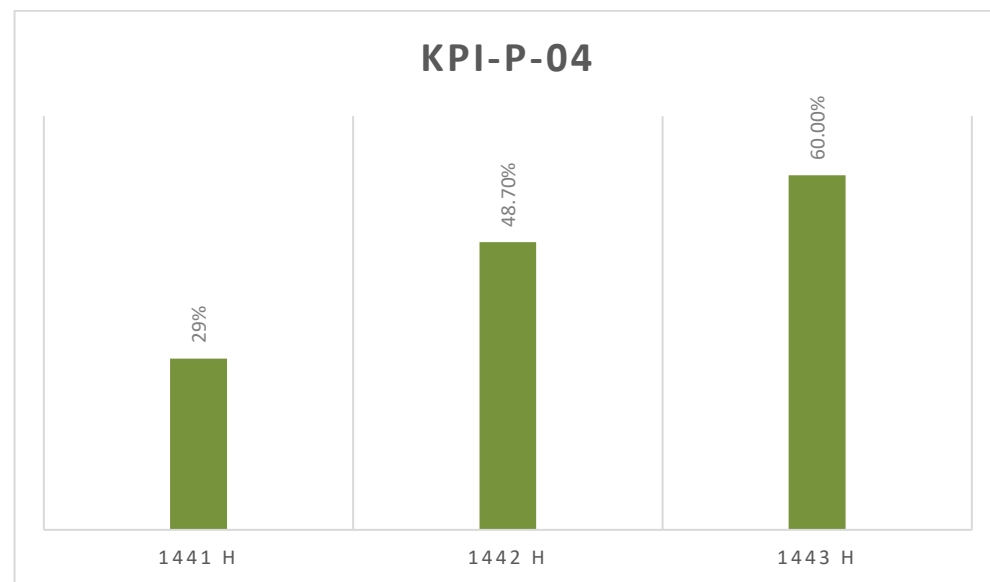


Figure 4. Completion rate

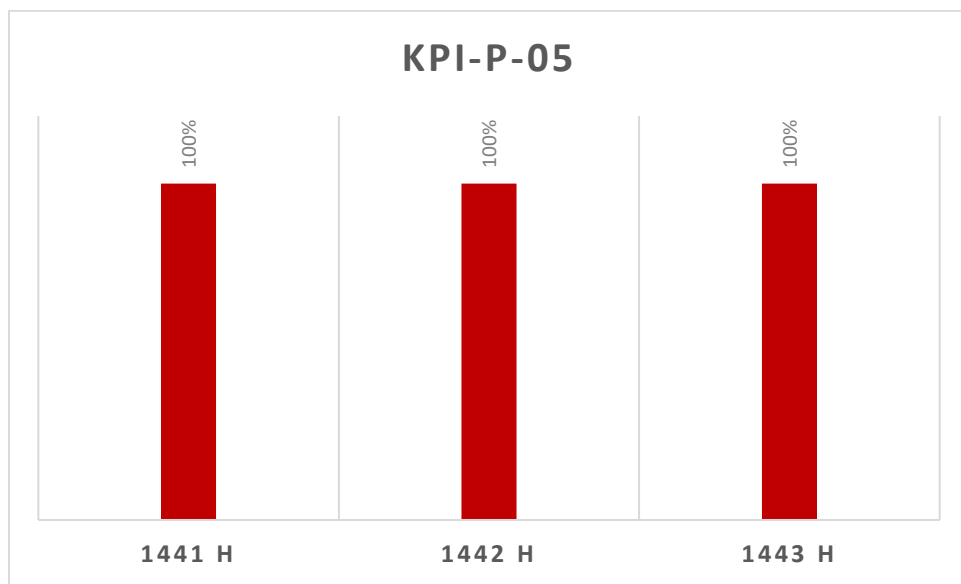


Figure 5. First-year students retention rate

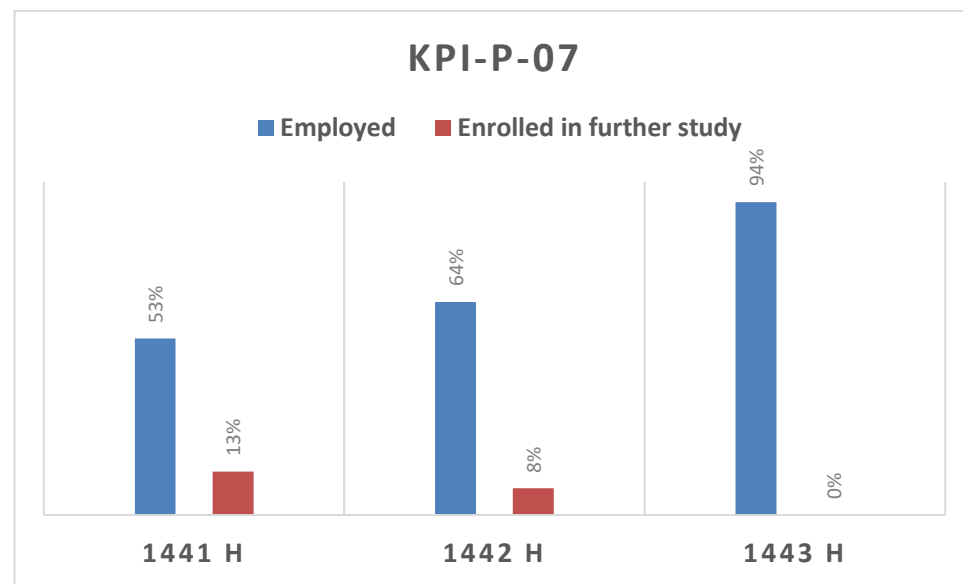


Figure 6. Graduates' employability and enrolment in postgraduate programs

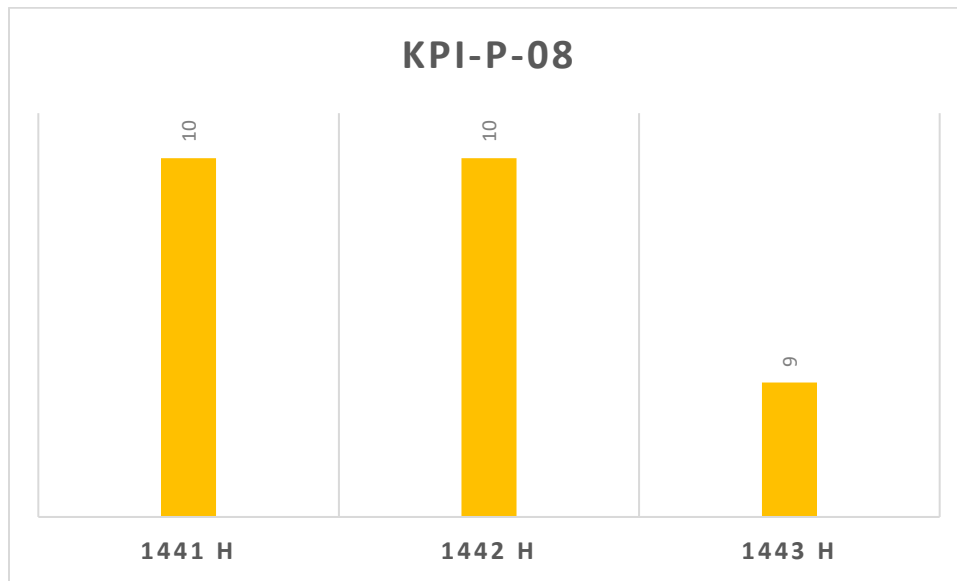


Figure 7. Average number of students in the class

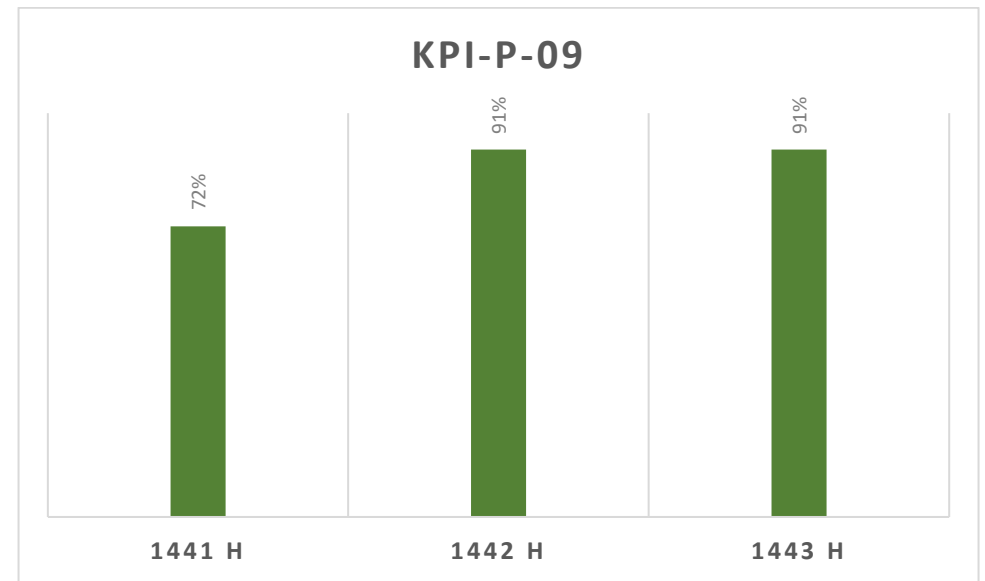


Figure 8. Employers' evaluation of graduate's proficiency



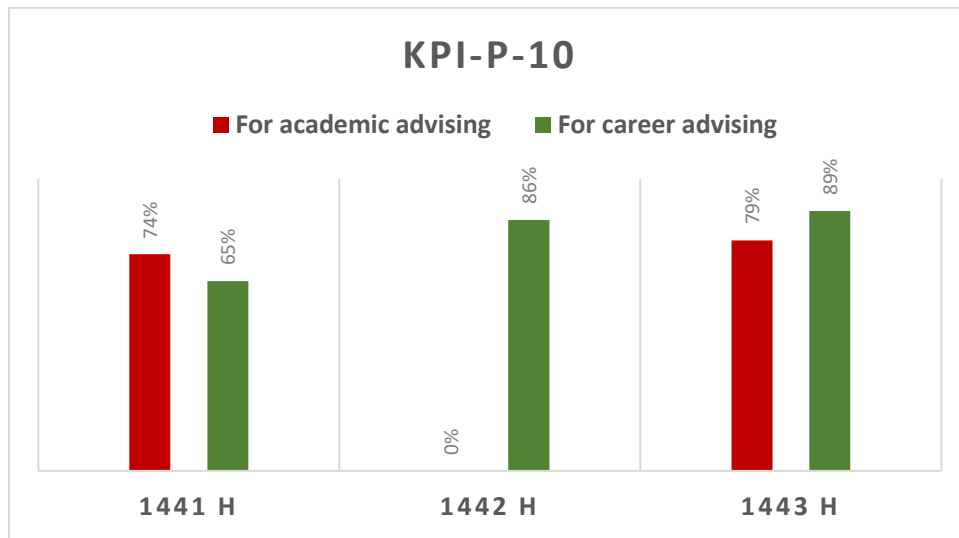


Figure 9. Satisfaction with the offered services

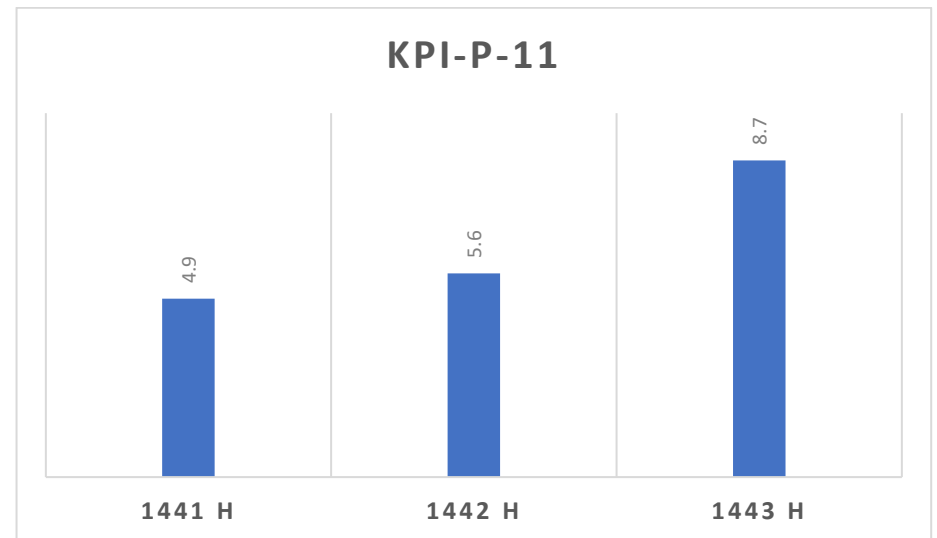


Figure 10. Ratio of students to teaching staff

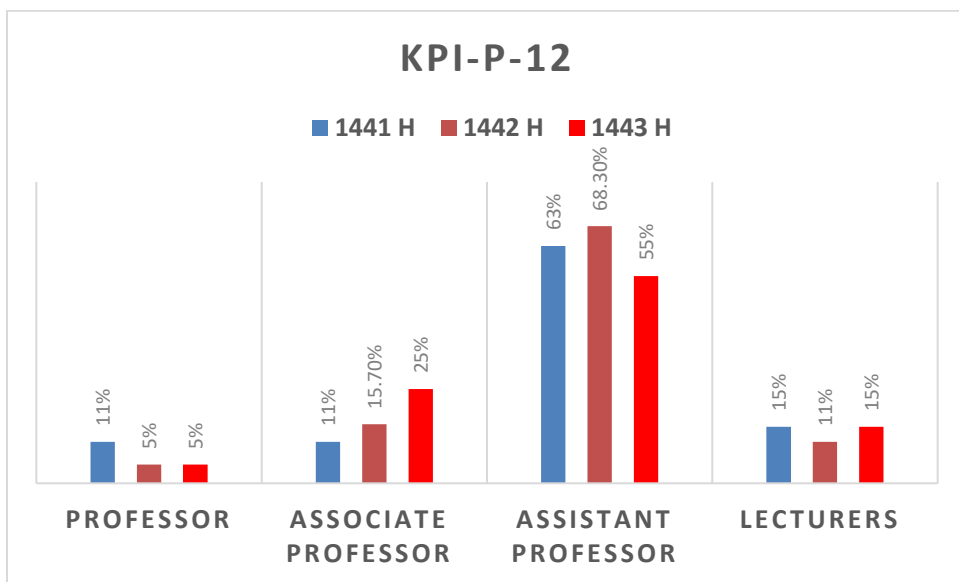


Figure 11. Teaching staff distribution

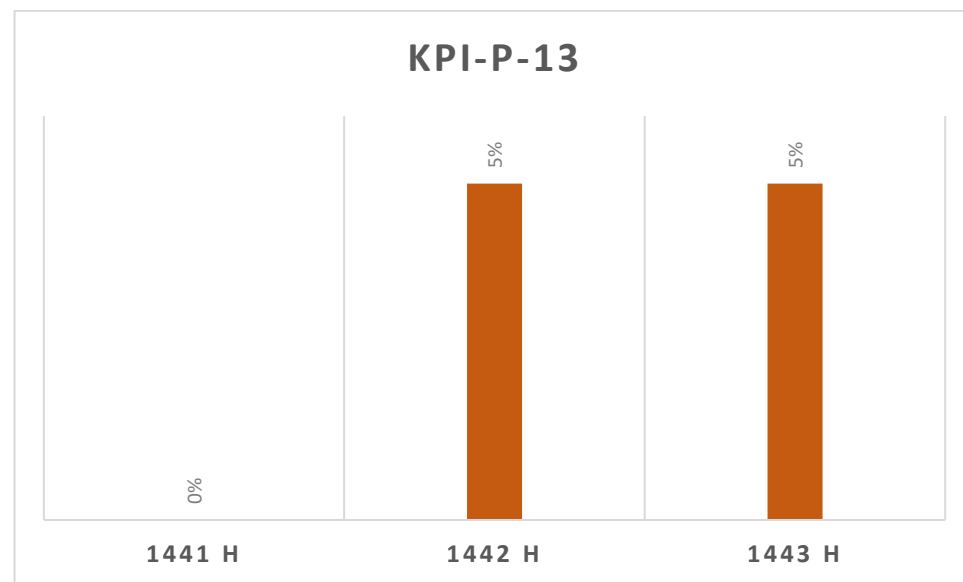


Figure 12. Teaching staff leaving the program

KPI-P-14

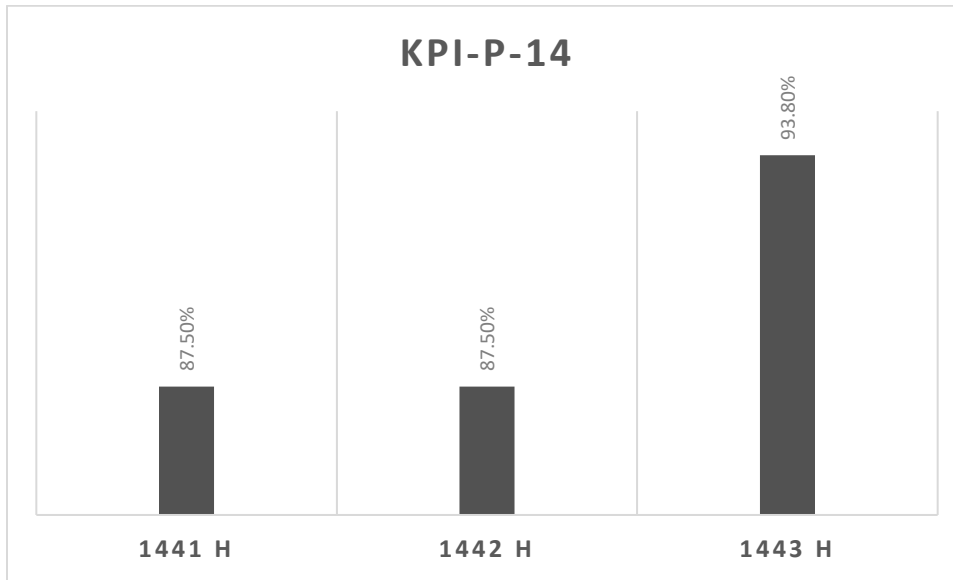


Figure 13. Percentage of publications of faculty members

KPI-P-15

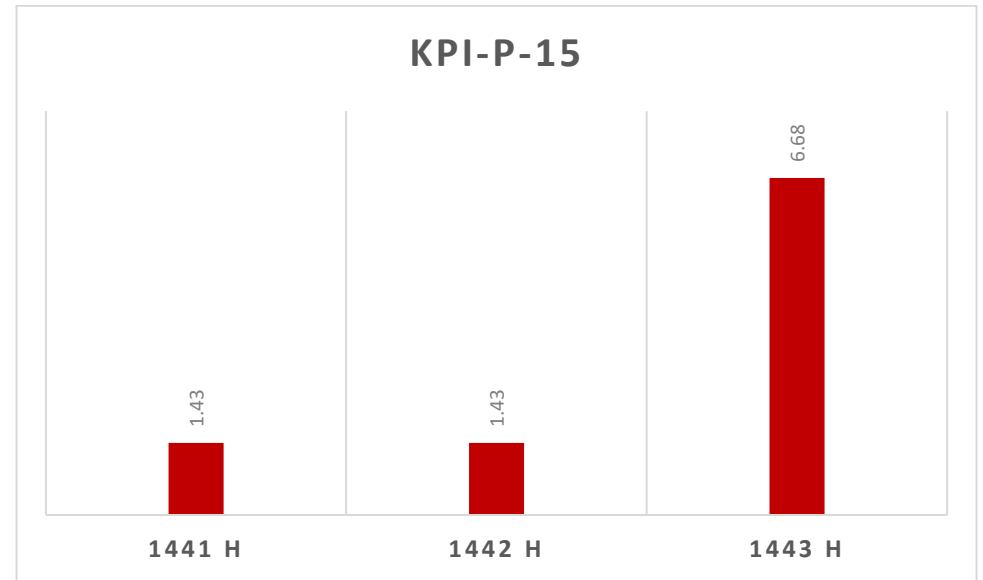


Figure 14. Published research per faculty member

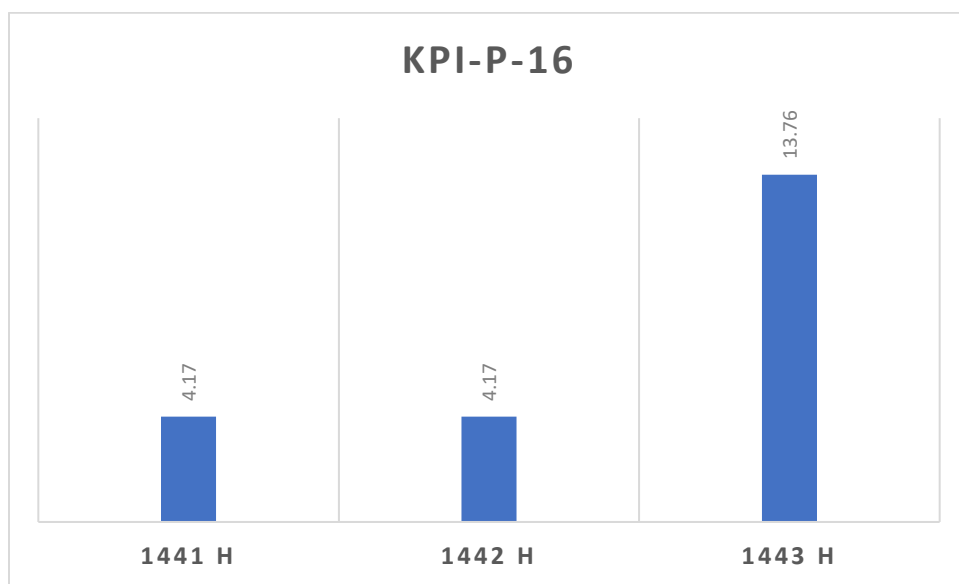


Figure 15. Citations rate

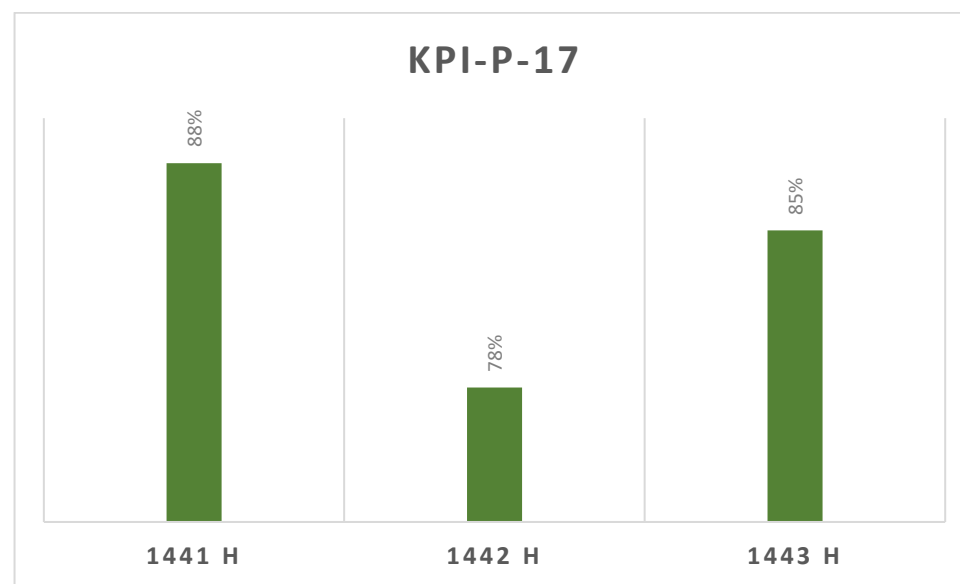


Figure 16. Satisfaction with the learning resources

## Recommendations

- Students should be encouraged to follow their study plans, and this should be monitored by academic advisors.
- Local employers should be invited to participate in the program activities to introduce the graduate students to the vacancies available in the private sectors.
- Involving stakeholders in all processes for improvement and encouraging their initiatives is highly recommended.
- The student's activities committee should be providing some activities to encourage students with the career in the future.
- The Alumni unit should work effectively with students to explain them the career advising.
- Initiatives and activities to advertise the program are recommended to increase the number of students' enrolment.
- More effort needs to be made to assure that student advisors are familiar with details of course requirements.
- More effort is needed to increase the students' attendance of the orientation meeting.
- Involving students in the process of planning and improving support services and activities.
- Provide the students with feedback about the program's response to their complaints.
- Raise students' awareness about the impact of their participation in different surveys.