

Microbiology Program KPI and Assessment Table

| KPI # | KPI | KPI Target Benchmark | KPI Actual Benchmark | KPI Internal Benchmarks BSc Microbiology (King Saud University, Riyadh, KSA) | KPI External Benchmarks BSc Microbiology (Imperial College, London, UK) | KPI Analysis | KPI New Target Benchmark |
|--------------|---|-----------------------------|--|---|--|----------------------------|---------------------------------|
| 1 | Students overall evaluation on the quality of their learning experience | 5.0 (100 %) | 4.5 (87 %) Program evaluation survey | No data available | 79 % satisfied (170 survey, only 73 responded) www.unistats.direct.gov.uk | See below the table | 5.0 |
| 2 | Proportion of courses in which students evaluations were conducted during the year | 4.0 (80 %) | 2.0 (40 %) Course evaluation survey | No data available | No data available | See below the table | 4.0 |
| 3 | Students overall rating on the quality of their courses | 5.0 (100 %) | 3.5 (76 %) Course / program evaluation survey | No data available | 79 % satisfied (170 survey, only 73 responded) www.unistats.direct.gov.uk | See below the table | 5.0 |
| 4 | Proportion of teaching staff with verified doctoral qualifications | 5.0 (100%) | 5.0 (100%) | No data available | 5.0 (100%) | See below the table | 5.0 (100%) |

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|---|--|------------|--|-------------------|-------------------|---------------------|------------|
| 5 | Percentage of students entering the program who successfully completed the first year | 4.5 (85 %) | 3.9 (78 %) Department al 5 years cohort analysis | No data available | No data available | See below the table | 4.5 (85 %) |
| 6 | Number of referred publications in the previous year per full time equivalent teaching staff | 4.0 (80%) | 3.5 (70%) Annual Department al research outcome analysis | No data available | | See below the table | 4.0 (80%) |

Whole Program Analysis of KPIs and Benchmarks: (list strengths and recommendations)

(1)- Students overall evaluation on the quality of their learning experience:

This year we tried to survey a total of 54 students who already graduated and being employed, fortunately all 54 (100 %) students responded. We had an 87% satisfaction of the overall quality of their learning experience. Unfortunately, we are still having very low number of final year students responded to our survey, all of them (100%) gave either (strongly agree) or (agree) on the question concerning the overall quality of the learning experience. We aim to encourage more students to respond to our survey next year.

(2)- Proportion of courses in which students evaluations were conducted during the year:

This year we were unable to conduct course evaluation surveys, very low proportions of the courses were survey (40 %), probably this due to low number of students attending the courses due to the lack of interests from large number of students to conducts such surveys, or, due to the low number of students who are attending some of the courses, particularly those courses in the old study plan (edition 18). We aim to perform more course evaluation surveys. We will also conduct an evaluation of a random sample of examination papers as well as evaluation to the extent of which the examination questions meet the quality standards.

(3)- Students overall rating on the quality of their courses:

Although there was very low number of course evaluation surveys conducted this year, majority of the students were satisfied with the quality of teaching they received. In all courses surveyed the students stressed that the teachers have great knowledge of the courses they were teaching. The most common suggestion is that there was lack of some laboratory materials that hinder the completion of all scheduled laboratory sessions.

(4)- Proportion of teaching staff with verified doctoral qualifications:

All the teaching staff in the BSc Microbiology program are PhD holders. In fact, they obtain their doctoral degrees from various reputable institutions in U.K., U.S.A., Germany and Egypt. A blind of different teaching/research backgrounds, different nationalities that give wide learning experience to the students enrolling in this program. By 2018 two teaching assistant currently on scholarship to obtain their PhD from the U.K. and Canada will return after successful completion of their studies and that will add to the overall diversity of the teaching staff in the Bsc Microbiology program.

(5)- Percentage of students entering the program who successfully completed the first year:

Based on our five-year cohort study on students enrolling and graduating this program, we noted in (2012/2013), only 6 students were enrolled, by which 83.3 % of the students completed the first year successfully. The third year of the cohort study showed increase of the enrollment students (36 students), by which 29 students (80.5 %), successfully passed the first year. The fourth year of the cohort study showed increase in enrollment (42 students) and increase in the percentage of successful completion of the first year where all 42 students (100 %) successfully passed the first year. In 2015/2016 intake, 26 students were enrolled, yet only 10 students (38.5 %) were completed the first year. This current year 2017/2018 only 35 students enrolled by which all of them (100 %) successfully passed the first year with a GPA no less than 2.0 out of 4.0.

(6)- Number of referred publications in the previous year per full time equivalent teaching staff:

In 2016 the teaching staff members in the BSc Microbiology program at the department of Biology were able to publish a total of (15) research articles in reputable international journals, most of which are well indexed (ISI, Scopus, PubMed), some of which with good impact factor (ISI Impact Factor). In addition to a number of manuscripts submitted in November and December 2016, and if accepted, should be published in 2017. These research articles were varied between collaboration between departmental microbiology group (5 research articles), and collaboration between departmental microbiology group and researchers from other departments within UQU as well as researchers from other institutions (e.g. Fayoum University: Egypt; Aligarh Muslim University: India). Given the vast research experience and enthusiasm of the microbiology teaching staff members we consider that the number of publications in 2016 (15 in total) is somewhat less than what we hope. This is possibly due to multi factors associated with the research projects and/or the involvement of teaching staff members with their teaching and other departmental duties. We aim to increase the number of research publications in 2017 keeping mind maintaining the quality of research and searching for more collaborations with researchers within UQU various departments and local universities in Saudi Arabia and beyond.

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 program used in its SSRP. 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.

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

Internal Benchmarks refer to comparable benchmarks (actual findings) 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 findings) 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.