عمادة الجودة وتطوير المهارات
Deanship of quality and skills development

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جامعة المجمعة
Majmaah University

Key Performance Indicator Report for Electrical Enginnering Department

1437-1436هـ

Introduction:

The program was introduced in 1430 H. The EE Program is essential to the community as its mission to provide graduates with distinguished engineering knowledge, professional and engineering problem solving skills. These skills are essential for both community services, industry and for technological development. In addition, the program meets the national science, technology and innovation plan of the Kingdom of Saudi Arabia where two of the main strategic priorities are the electronics and communication technology, and the energy technology.

The program has its Advisory board that contains members from Industry and Academy. This Board is formed in 2014\2015 to link the program curriculum, specifications and outcomes with the need of industry and the need of the academy for advanced studies and research.

During the past six years, the program had continues development due to:

1) The need to have high quality standards and to meet the NCAAA standards.
2) Gaining more experience in the evaluation of the previous documentations such as program specification, course specifications, annual program report, course report and self-evaluation report.
3) The need to decrease the gap between the academy and the industry by modifying the mission, objectives and learning outcomes to meet the requirements of all stakeholders.
4) The need to enhance the quality qualifications of the faculty members, this was accomplished through training and workshops.

The Advising procedure, teaching strategies, assessment methods can be considered as strong points in the EE program.
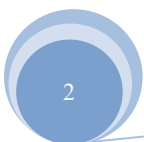
Program Key Performance Indicators

		KPI	Target Benchmark	Actual Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark
1	S1.1	Stakeholders' awareness ratings of the Mission Statement and Objectives (Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five- point scale in an annual survey).	2	-	2.2	-	-
2	S2.1	Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (Average rating on the adequacy of the Policy Handbook on a five-point scale in an annual survey of teaching staff and final year students).	2	-	-	-	-
3	S3.1	Students' overall evaluation on the quality of their learning experiences. (Average rating of the overall quality on a five point scale in an annual survey of final year students.)	5.00	3.68	3.6	-	3.96
4	S3.2	Proportion of courses in which student evaluations were conducted during the year.	5.00	4.28	5:00	-	5.00
5	S4.1	Ratio of students to teaching staff. (Based on full time equivalents)	17:1 (Based on Ministry of Education benchmark for engineering colleges)	10.26:1 (Number of registered students is 195 and the number of full time staff is 19)	-	-	12:1
6	S4.2	Students overall rating on the quality of their courses. (Average rating of students on a five-point scale on overall evaluation of courses.)	2	-	3.89		
7	S4.3	Proportion of teaching staff with verified doctoral qualifications.	95%	63.16% (Number of full time	50%	-	73.16%

#	Code	Description					
				staff is 19 of which 12 with versified Ph.D.)			
8	S4.4	Retention Rate: Percentage of students entering programs who successfully complete first year.	40%	-	-	-	90%
9	S4.5	Graduation Rate for Undergraduate Students: Proportion of students entering undergraduate programs who complete those programs in minimum time.	40%	-	56%	-	-
10	S4.6	Graduation Rates for Post Graduate Students: Proportion of students entering post graduate programs who complete those programs in specified time.	Not Applicable	Not Applicable	Not Applicable		Not Applicable
11	S4.7	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	40%	-	100%	-	-
12	S5.3	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.)	2	-	3	-	-
13	S6.1	Stakeholder evaluation of library and media center. (Average overall rating of the adequacy of the library & media center, including: a) Staff assistance, b) Current and up-to-date. c) Copy & print facilities, d) Functionality of equipment, e) Atmosphere or climate for studying, f) Availability of study sites, and g) Any other quality indicators of service on a five-point scale of an annual survey.).	2		3.1		

14	S6.3	Stakeholder evaluation of the digital library. (Average overall rating of the adequacy of the digital library, including: a) User friendly website. b) Availability of the digital databases, c) Accessibility for users, d) Library skill training and e) Any other quality indicators of service on a five-point scale of an annual survey.)	2		-		
15	S7.1	Annual expenditure on IT budget, including: a) Percentage of the total Institution, or College, or Program budget allocated for IT; b) Percentage of IT budget allocated per program for institutional or per student for programmatic; c) Percentage of IT budget allocated for software licenses; d) Percentage of IT budget allocated for IT security; e) Percentage of IT budge allocated for IT maintenance.	2		-		
16	S7.2	Stakeholder evaluation of the IT services. (Average overall rating of the adequacy of: a) IT availability, b) Security, c) Maintenance, d) Accessibility e) Support systems, f) Software and up-dates, g) Age of hardware, and h) Other viable indicators of service on a five- point scale of an annual survey.)	2		-		
17	S7.3	Stakeholder evaluation of a) Websites,	2		-		

#	Code	Description					
		b) e-learning services c) Hardware and software d) Accessibility e) Learning and Teaching f) Assessment and service g) Web-based electronic data management system or electronic resources (for example: institutional website providing resource sharing, networking & relevant information, including e-learning, interactive learning & teaching between students & faculty on a five- point scale of an annual survey).					
18	S9.1	Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.	2	-	14%	-	-
19	S9.2	Proportion of teaching staff participating in professional development activities during the past year.	2	-	100%	-	-
20	S10.1	Number of refereed publications in the previous year per full time equivalent teaching staff. (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)	0.5:1	-	2	-	-
21	S10.2	Number of citations in refereed journals in the previous year per full time equivalent teaching staff.	0.2:1	-	14.28%	-	-
22	S10.3	Proportion of full time member of teaching staff with at least one refereed public cation during the previous year.	40%	-	14.28%	-	-
23	S10.4	Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff.	1:1	1.16:1 (Number of publications is 14 per 12 Ph.D. instructor)	2	-	1.3:2
24	S10.5	Research income from external sources in the past year as a proportion of the number of full time teaching staff members.	-	0%	0%	-	-
25	S11.1	Proportion of full time teaching and other staff actively engaged in community service activities	40%	-	0%	-	-

KPI Analysis for 1435-1436

1) The Objectives of the EE program and their consistency with the Mission are discussed in the quality unit meetings, faculty survey and department council. The following results are based on Program educational objectives Faculty survey (PEO):

a) Demonstrate technical competence in identifying, formulating, analyzing and solving engineering problems.

Accept	8	88.9%
Accept but needs revision	1	11.1%
Not Accept	0	0%

b) Demonstrate the professional skills necessary to lead their professional discipline and have the lifelong learning skills to adapt to rapidly changing technologies.

Accept	7	77.8%
Accept but needs revision	2	22.2%
Not Accept	0	0%

c) Pursue higher learning in the field of engineering and multidisciplinary areas to emerge as successful researchers, entrepreneurs, experts and educators.

Accept	8	88.9%
Accept but needs revision	1	11.1%
Not Accept	0	0%

d) Practice and inspire high ethical and professional standards.

| Accept	8	88.9%
Accept but needs revision	1	11.1%
Not Accept	0	0%

2) Quality of undergraduate students

Based on the faculty survey, the following results:

Rubric	Number of faculty members	(%)	Weight
Very dissatisfied (1)	1	7.1%	1
Somewhat dissatisfied (2)	3	21.4%	6
Neither satisfied nor dissatisfied (3)	3	21.4%	9
Somewhat satisfied (4)	7	50%	28
Very satisfied(5)	0	0%	0
Total	14	100%	44

The result=44/70=0.62= (3.14)
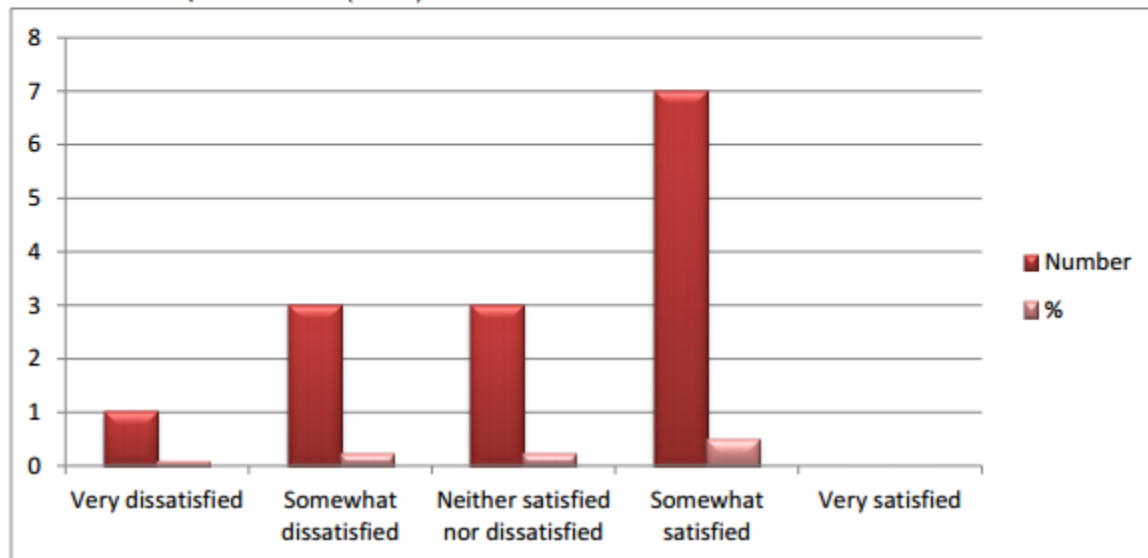
a) Strengths:

    i) The quality assurance process is performing based on clear process.
    ii) Mission, goals, objectives and Learning outcomes are defined and approved
    iii) Teaching strategies and assessment methods are updated and approved
    iv) Program specifications, course specifications are updated based on new NCAAA format.
    v) The quality documentation and monitoring the quality process in the EE program are achieved through different committees that formed.

b) Recommendations for improvements:
   i) More reviewing process and working on clear procedure to check the quality of teaching.
   ii) Working on effective arching and documentation producer for data to be used when needed.
   iii) Still the monitoring process needs additional steps in analyzing results and feedback to use in closing the loop for improving process.

3) Percentage of teaching staff who has Ph.D.

Number of PhD holders is increased comparing to last three years. The interviewing try to select and hire high qualified PhD holders that fit with requirements and specialization.

Program	Achievements Ratio 2012/2013			Achievements Ratio 2013/2014			Average in faculty members	Average in students	The average
	Number of faculty members	Number of students	Ratio	Number of faculty members	Number of students	Ratio			
EE	6	172	28.7	8	189	23.6	0.33	0.01	5.1–

a) Strength

   i) Teaching staff is qualified and covering Basic courses and tracks.
   ii) Number of PhD holders is increased last two years.
   iii) The faculty members are qualified with high experience.
   iv) The average experience of faculty staff around (5-7) years
   v) All faculty members are full-time

b) Recommendations for improvement:
   i) Increasing number of teaching staff (PhD Holders) in Power track.
   ii) To meet the high requirements of faculty members regarding teaching and research.
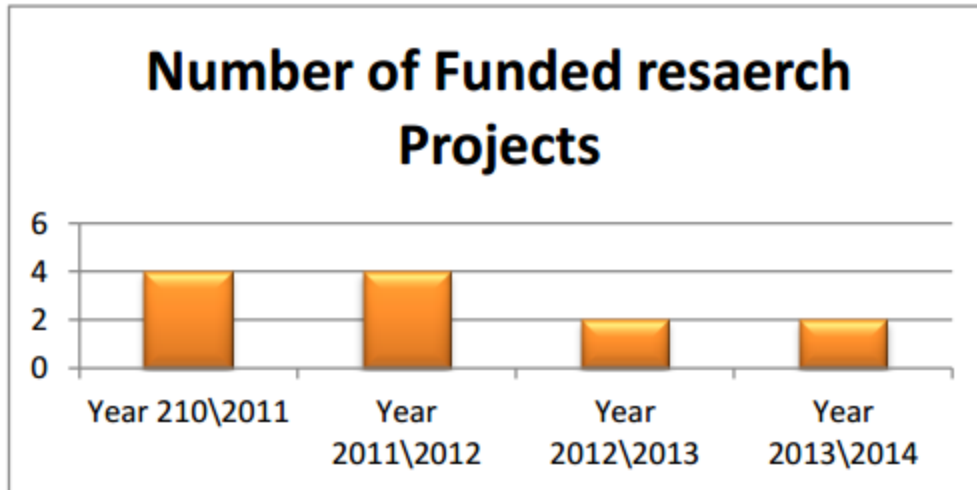
4) Student evaluation of academic and career counselling.

Based on the advising list, the following table, shows students distributed among advisors

Advisor	Number of students	Number of students Academically counseled	Percentage (%)
1	20	7	35
2	20	5	25
3	20	3	15
4	20	8	40
5	20	3	15
6	20	6	30
7	20	6	30
Total	140	38	27.14% (1.36)

The result based on the average and rubric is **Unsatisfactory** Students should be encouraged to get help and advising through linking the registration of the student with the approval of the advisor

a) Strengths
  i) Registration process is performed in the Engineering college.
  ii) The advising day organized every semester to provide students with efficient counseling.
  iii) Admission process is organized by the Admission and registration deanship.
  iv) Students are distributed among advisors and linked through Edugate.

b) Recommendations for improvements:
  Working on a procedure to encourage students to visit his advisors.

5) Stakeholder evaluation of library services
  a) Strength:
    i) There is A library in the engineering building.
    ii) Saudi Digital Library
  b) Improvement for recommendations:
    i) More support in E-learning resources and books.

6) Number of accessible computer terminals per student.
  a) Analysis:
    i) There are three labs with 20 computers each. The total number of commuters is 60 for all programs with number of students 520 students.
    ii) The university provides students with WiFi access. Students uses their Laptops and Smart devices to access the internet.
  b) Strengths:
    i) Technical Support for all students and faculty staff.
    ii) Facilities meet health and safety requirements.
    iii) Computer ratio of faculty staff 2:1 (Desktop and laptop)
  c) Recommendations for Improvements:
    i) Increasing number of computers for students

7) Number of publications in peer reviewed national and international journals

  a) Analysis:
  Number of publications in journals is 14 and the number of PhD holder is 10. Twelve research projects are funded by the university. Table below shows the funded research projects:

Number of Funded resaerch Projects

	Year 210\2011	Year 2011\2012	Year 2012\2013	Year 2013\2014
Value	4	4	2	2

b) Strength:
   i) Research committee is formed to follow up research activities in the department.
   ii) Several Research projects are funded by the university
   iii) The publications ratio is acceptable
   iv) Students participations in research through minor projects and participations in annual research conference.

c) Recommendations for Improvement:
   i) Working on providing the college with facilities and equipment
   ii) More participations of students in conferences and research activities.
   iii) Increasing the publications: staff ratio.

8) Proportion of full time teaching and other staff actively engaged in community service activities.

a) Analysis:
   The average load of teaching staff in the regular morning program is 15 Credit Hours. The time of staff actively engaged in community in bridging system is 4 credit hours plus part of time for internal and internal activities 0.5 credit hour. So, the total time for social activities is 4.5.

b) Strength:
   i) Bridging program.
   ii) Social activities for school students.
   iii) Helping in maintenance of social problems.

c) Recommendations for improvement:
   i) More activities needed through research and scientific activities.
   ii) Working on a plan to serve society in different areas.