



# Program Specification

— (Postgraduate)

Program Name: **Master of Science in Environmental Management and Sustainability of Natural Resources**

Program Code (as per the Saudi Standard Classification of Educational Levels and Specializations): **0521**

Qualification Level: **Master**

Department: **Biology**

College: **College of Science**

Institution: **King Khalid University**

Program Specification: **New**  **updated\***

Last Review Date: **10-11-2024**

\*Attach the previous version of the Program Specification.





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## A. Program Identification and General Information:

### 1. Program's Main Location:

Department of Biology - College of Science - King Khalid University at the main campus, Al-Fara'a, Abha, Asir.

### 2. Branches Offering the Program (if any):

N.A.

### 3. System of Study:

Coursework & Thesis  Coursework

### 4. Mode of Study:

On Campus  Distance Education  Other .....(specify)

### 5. Partnerships with other parties (if any) and the nature of each:

- Partnership Arrangement: National Center for Environmental Compliance Oversight
- Type of Partnership: Training and Experience Exchange
- Duration of Partnership:- Renewable every year.

### 6. Professions/jobs for which students are qualified:

- Environmental Specialist
- Environmental Project Manager
- Sustainability Consultant
- Environmental Science Researcher
- Environmental Data Analyst
- Natural Resources Manager
- Environmental Conservation Program Manager
- Environmental Educator or Trainer
- Government Environmental Officer
- Sustainable Development Manager

### 7. Relevant occupational/ Professional sectors:

- National Center for Environmental Compliance Oversight.
- National Center of Meteorology.
- National Center for Wildlife Development.
- Saudi Investment Recycling Company.
- National Center for Vegetation Development and Combating desertification.
- National Center for Waste Management.

### 8. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
1. -----	-----	-----

### 9. Total credit hours: (45)



## B. Mission, Goals, and Program Learning Outcomes

### 1. Program Mission:

Providing a high-quality program academically that qualifies its graduates knowledgeably, and skillfully, for strong competition in the labor market, serving society, and conducting scientific research in environmental sciences and sustainability of natural resources.

### 2. Program Goals:

1. Providing a high-quality academic program that qualifies its graduates knowledgeably, and skillfully to serve the community and to strongly compete in the labor market.
2. Developing the academic and institutional environment of the program in the light of quality standards which encourage creativity and innovation.
3. Providing the necessary ingredients for conducting outstanding scientific research in cooperation with governmental and private agencies concerned with environmental and the sustainability of natural resources.
4. Encouraging faculty members to periodically write and translate the updated environmental books and references, in addition to conducting studies, research and assisting students in the field training, and participating in the community service.
5. Encouraging students and graduates to conduct research and studies that serve society by solving environmental problems.

### 3. Program Learning Outcomes:\*

#### Knowledge and Understanding:

- |    |  |
|----|--|
| K1 | Describe the fundamental concepts, theories, and principles of the different environmental phenomena and scientific terms.                               |
| K2 | Explain environmental conditions and their impact on the ecosystem and biodiversity.   |
| K3 | Elicit the outline of the advanced processes, techniques, and applications in the field of environmental management science and sustainable development. |

#### Skills:

- |    |   |
|----|---|
| S1 | Apply the appropriate scientific methods and techniques for analyzing data and solving environmental problems.  |
| S2 | Measure the biological and environmental control and elicit the different ways in management and maintenance of environmental balances and environmental impact assessment. |
| S3 | Apply scientific methods in treating sources of environmental pollution in factories and facilities.  |

#### Values, Autonomy, and Responsibility:

- |    |   |
|----|---|
| V1 | Work cooperatively and in a team and has a desire for continuous education for academic development   |
| V2 | Acts professionally and objectively when dealing with stressful situations.   |
| V3 | Ability to communicate effectively with other environmental professionals, understand the limits of knowledge and skill and seek advice and assistance. |

\* \* Add a table for each track (if any)





## C. Curriculum:

### 1. Curriculum Structure:

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Course	Required	16	39	85%
	Elective	None	None	----
Graduation Project (if any)		1	6	15%
Thesis (if any)		None	None	----
Field Experience(if any)		None	None	----
Others (.....)		None	None	----
<b>Total</b>		17	45	100 %

\* Add a separated table for each track (if any).

### 2. Program Courses:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	<a href="#">6701 ENS</a>	Principles of Environmental Sciences	Required	-----	3	Program
	<a href="#">6702 ENS</a>	Wildlife ecology and management	Required	-----	2	Program
	<a href="#">6707 ENS</a>	Contemporary trends in ecotourism	Required	-----	3	Program
	<a href="#">6705 ENS</a>	Conservation and management of natural resources	Required	-----	3	Program
Level 2	<a href="#">6704 ENS</a>	Environmental ethics	Required	-----	2	Program
	<a href="#">6703 ENS</a>	Environmental poisoning	Required	-----	2	Program
	<a href="#">6706 ENS</a>	Contemporary environmental issues	Required	-----	3	Program
	<a href="#">6710 ENS</a>	Environmental Impact Assessment	Required	-----	3	Program
Level 3	<a href="#">6205 CHEM</a>	Waste management	Required	-----	2	Program
	<a href="#">6708 ENS</a>	Environmental Data Analysis	Required	-----	2	Program
	<a href="#">6709 ENS</a>	Management of natural reserves	Required	-----	3	Program
	<a href="#">6711 ENS</a>	Seminar	Required	-----	2	Program
	<a href="#">6715 ENS</a>	Research skills	Required	-----	2	Program
Level 4	<a href="#">6712 ENS</a>	Environmental Economics and Policy	Required	-----	2	Program
	<a href="#">6106 GEOG</a>	Remote sensing and geographic information systems for resource management	Required	-----	2	Program
	<a href="#">6714 ENS</a>	Developing ecosystems and ensuring their sustainability	Required	-----	3	Program
	<a href="#">6713 ENS</a>	Research project	Required	-----	6	Program

\* Include additional levels (for three semesters option or if needed).

\*\* Add a table for the courses of each track (if any)





### 3. Course Specifications:

Insert hyperlink for all course specifications using NCAAA template (T-104)

[https://drive.google.com/drive/folders/16y1YOK3F4Sn6CzTEsczKbzKx-QfdhwoX?usp=share\\_link](https://drive.google.com/drive/folders/16y1YOK3F4Sn6CzTEsczKbzKx-QfdhwoX?usp=share_link)

### 4. Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with program courses, according to the following desired levels of performance (I = Introduced P = Practiced M = Mastered).

Course code & No.	Program Learning Outcomes								
	Knowledge and understanding			Skills			Values, Autonomy, and Responsibility		
	K1	K2	K3	S1	S2	S3	V1	V2	V3
6701 ENS	I	I	I	I	I	I	I	---	I
6702 ENS	I	I	I	I	I	I	I	I	I
6707 ENS	I	I	I	I	I	I	I	I	I
6705 ENS	I	I	I	I	I	I	I	I	I
6704 ENS	P	P	P	P	P	P	P	P	P
6703 ENS	I	I	I	I	I	I	I	I	I
6706 ENS	I	I	I	I	I	I	I	I	I
6710 ENS	P	P	P	P	P	P	P	P	P
6205 CHEM	I	I	I	I	I	I	I	I	I
6708 ENS	P	P	P	P	P	P	P	P	P
6709 ENS	P	P	P	P	P	P	P	P	P
6711 ENS	P	P	P	P	P	P	P	P	P
6715 ENS	P	P	P	P	P	P	P	P	P
6712 ENS	M	M	---	M	M	M	M	M	M
6106 GEOG	I	I	I	I	I	I	I	I	I
6714 ENS	M	M	M	M	M	M	M	M	M
6713 ENS	M	M	M	M	M	M	M	M	M
Thesis (if any)	---	---	---	---	---	---	---	---	---

\* Add a separated table for each track (if any).

### 5. Teaching and learning strategies applied to achieve program learning outcomes:

Describe teaching and learning strategies, to achieve the program learning outcomes in all areas.

Lectures - Classroom discussions - Software presentation - Free animations and videos - Tutorials - Case studies - Laboratory discussions - Workshops - E-learning .....etc.

- The teaching strategy depends on *Lectures, Practical, Tutorial, Discussion, Departmental Laboratories, Field studies, Homeworks, E-Learning, Cooperative Learning, Independent Studies, Extra-Curricular activities, Group working, Self-Learning.*
- All of those mentioned strategies of teaching, in parallel, supports the five types of learning strategies (As shown in the figure below): -



1. Flipped learning
2. Student led-learning
3. Blended learning
4. Work-based learning
5. Problem-based learning

- Students have to be able to recognize knowledge related to biological sciences and keep pace with its advanced biodiversity, processes, techniques and management skills through:
  - Traditional lectures.
  - Tutorial classes (*Labs., Herbarium, Greenhouse, and Field*) as in Research project course.
  - Field trips for Research Project course and other particular courses to assigned places (*Nature reserves, abattoirs, dairy and food factories, research centers...etc*).
  - Electronic learning.
- Students will be able to apply thinking / analytical skills for solving the environmental and sustainability challenges and demonstrate a critical analysis of new information and research findings relevant to execute the environmental control measures. Also, they will be able to perform the field analytical research and interpret the results with thorough statistical approaches through: -
  - Supplying students with environmental (*soil, water, ... etc*) samples and let them think about the proper selection of the samples and conservation.
  - Visiting farms, research and environmental centers, to participate in activities or attending the relative workshops at the college or university, will help our students to acquire more and more experiences.

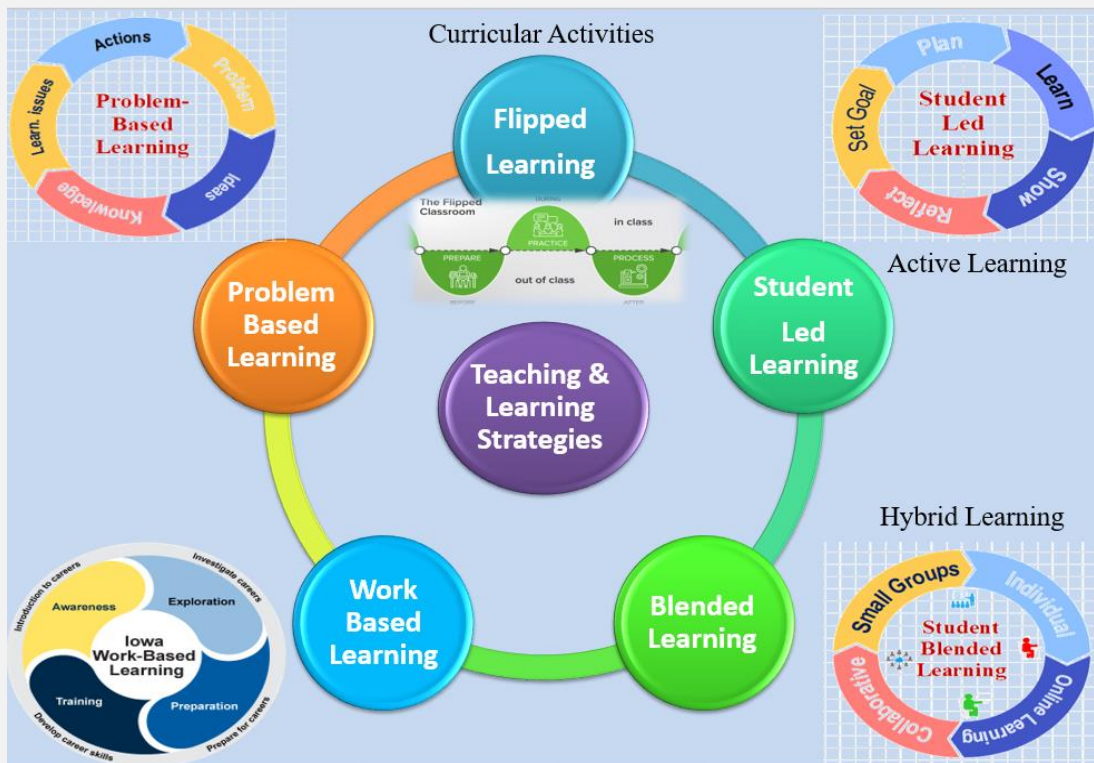
Their interference and achievements are supervised by their instructors for directions and instructions to ensure the maximum development of their skills.

Students will be able to share effective communication within groups and with other professionals and utilize computer technology applications to interact with the environmental information systems.

The university's experience in E-learning, especially in light of the Corona pandemic, showed remarkable success, and the continued investment and support for it will result in an effective experience for the student and professor and make its use as a means of learning more neat, orderly and sober. In addition, it establishes a strong foundation for information, making it equivalent to traditional education. It is worth noting that the plan for the use of distance education in the department depends on the components of the basic components, namely students, faculty members, colleges, and support deanships, especially the Deanship of E-Learning and the Deanship of Libraries. The rules governing e-learning at the KKU:

[\(https://elearning.kku.edu.sa/\)](https://elearning.kku.edu.sa/)





## 6. Assessment Methods for program learning outcomes:

Describe assessment methods (Direct and Indirect) that can be used to measure the achievement of program learning outcomes in all areas. The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least once in the program's cycle).

Quizzes - Homework - Student Activities - Oral Examination - Seminars - Field Reports - Final Examination - Research Reports - Progress Reports.

Describe assessment methods that can be used to measure the achievement of program learning outcomes in all areas. The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed once annually). Many criteria are considered in the assessment process to ensure skills, not just plain knowledge. The tools used for assessment of program learning outcomes will be direct and indirect methods of measurements:

### Direct measures:

- 1-One Midterm exam per semester, 30 %.
- 2-Final exam with different models of questions (compare, short essays, multiple-choice, etc) (40 %).
- 3-Homework assignment or research report for some courses by searching in textbooks and the web or by field trip reports, and do presentations (25 or 30 %).
- 4-Quizzes for some courses (5 %).
- 5-Students with unsatisfactory marks are focused very early during the semester to ensure their improvement by the end of the semester and before graduation.
- 6-Communication skills are assessed through points and scores within the class skills assessment sheet report. These scores indicate the ability of the student to communicate with others. Also, reports prepared by



students after the field trips (usually as groups) indicate how much they succeeded to communicate with people in the visited place and got the information in the report. The more the correct information he writes the more scores he gets indicating the more communication skills he/she has.

- 7- Assessment of student's interactions in classrooms and team works and the capability of independent and proper work.
  - 8- Assessment of knowledge acquired depends on reports prepared by students about visits and trips. Students present their reports using power-point slides followed by open discussion.
  - 9- Annual Program Report (APR), Course Reports
  - 10- Matrix of measuring learning outcomes for the course and the program
  - 11- A set of common rubrics are used for assessment at the program level. In some cases, student overall grades in courses may be used through impeded questions in Quiz, Midterm exam, or Final Exam. The intent of rubrics is helping students to understand the departmental expectations, gauge student progress over time, and to provide a basis for faculty discussions concerning possible areas for program improvement. In most cases, these rubric lines will be incorporated into a course-specific rubric that contains additional elements specific to the CLOs and expectations. Student grades are used in knowledge domains.
- **Field Report Rubric:** It is used to assess full reports for the quality of writing, experimental design and data analysis as in green house and herbarium. When used for program assessment, a minimum of 15% of the class or four students (whichever is less) are scored by two or more faculty members to ensure consistent application of the rubric.
  - **Laboratory Notebook Rubric:** It used by instructors to provide feedback to students and assess the quality of the students' laboratory notebooks and record keeping. It may be applied to individual laboratories or to the notebook as a whole. When used for program assessment, a minimum of 15% of the class or four students (whichever is less) are scored by two or more faculty members to ensure consistent application of the rubric.
  - **Instructor Evaluation Rubric:** This rubric applied primarily in laboratory courses as a Check on the quality and ethics of student field work along with their ability to function in teamwork and collaborative assignments. When used for program assessment, a minimum of 15% of class or four students (whichever is less) are scored by two or more faculty members to ensure consistent application of the rubric.
  - **Literature Search Rubric:** This rubric outline expectation for a literature search and review that may be completed as an independent assignment or as part of larger written reports or oral presentations. When used for program assessment, a minimum of 15% of class or four assignments (whichever is less) is scored by two or more faculty members to ensure consistent application of the rubric.
  - **Postgraduate Student Presentation Rubric:** It is used to have a feedback on the oral and/or poster presentations. When used for program assessment, a minimum of 15 % of class or four students (whichever is less) are scored by two or more faculty members to ensure consistent application of the rubric.

#### Indirect Measures:

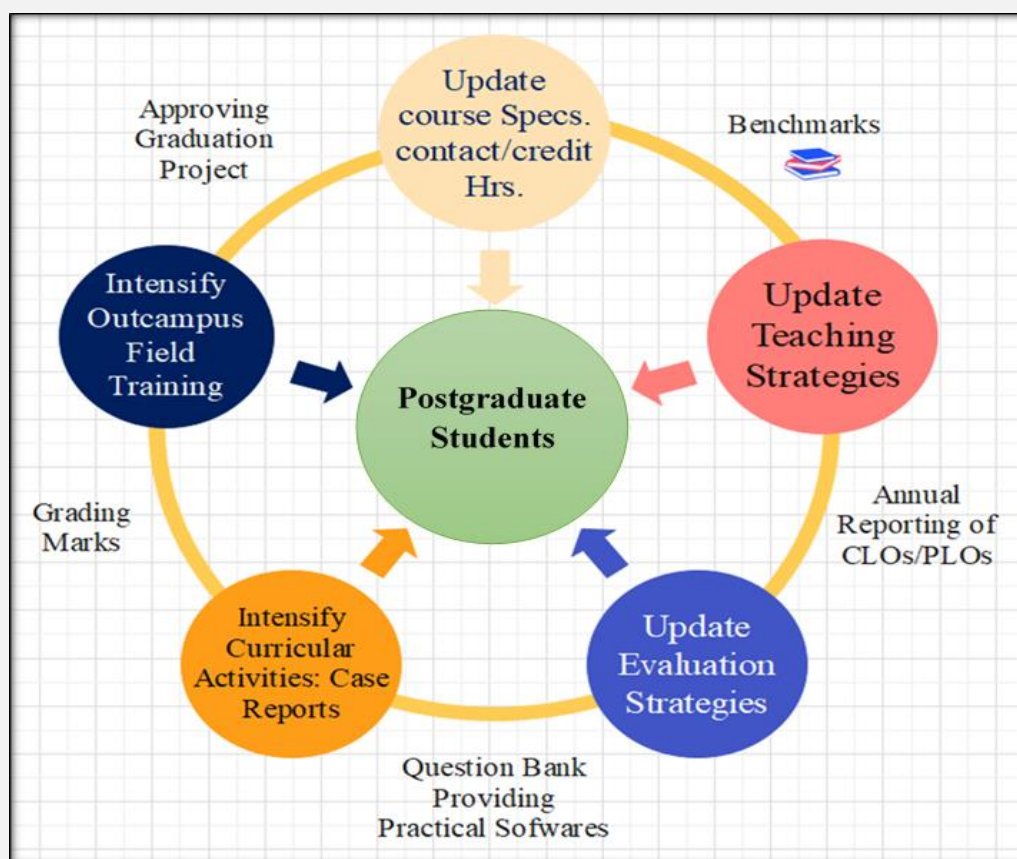
- On a periodic basis, the department will solicit feedback on graduate skills from alumni and their employers using either surveys or focus groups. These mechanisms may allow the department to re-evaluate the target student outcomes to match changing needs in the biology field. The department expects that all numerical responses on this survey will be a 3.0 or higher and that written response will be generally positive, and constructive in improving department programs.





The department will ask for feedback from the graduating students using surveys or focus groups to evaluate their perception of whether the degree has adequately prepared them for their chosen career. This may include job placement admission rates. The department expects that all numerical responses on this survey will be a 3.0 or higher and those written responses are generally positive, yet constructive in improving department programs.

- The department will periodically hold a focus group with existing majors' members. This will provide an opportunity to identify emerging problems quickly before they show up in the tracked data. The department expects that student responses will be generally positive, yet constructive in improving department programs.
- The department will periodically collect feedback from faculty and instructors on their perceptions of student strengths and weaknesses.
- QA will prepare Excel sheets for each assessment tool to facilitate the use of the assessment.



## D. Thesis and Its Requirements (if any):

### 1. Registration of the thesis:

(Requirements/conditions and procedures for registration of the thesis as well as controls, responsibilities and procedures of scientific guidance).

None





## 2. Scientific Supervision:

(The regulations of the selection of the scientific supervisor and his/her responsibilities, as well as the procedures/mechanisms of the scientific supervision and follow-up).

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<https://drive.google.com/file/d/1id3tgynPDNUJ2o902g-BC6AbxQDd8gF9/view?usp=sharing>

## 3. Thesis Defense/Examination:

(The regulations for selection of the defense/examination committee and the requirements to proceed for thesis defense, the procedures for defense and approval of the thesis, and criteria for evaluation of the thesis)

None

## H. Student Admission and Support:

### 1. Student Admission Requirements:

- The applicant must be a Saudi, or on an official scholarship if he is not a Saudi.
- The applicant must have a university degree from a Saudi university or another recognized university with a grade of no less than (good).
- He must be of good conduct and medically fit.
- He must submit two academic recommendations from professors who previously taught him.
- The origin a master's and doctorate is full-time, but the University Council may make an exception to this whenever the need arises.

The council of each university may add to these general conditions what it deems necessary.

### 2. Guidance and Orientation Programs for New Students:

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

Many educational, entertaining and orientation events are held to prepare students for postgraduate studies focusing on important aspects to help the student adapt quickly to academic life, obtain a university card, an ATM card for their salary, and e-mail. The program includes an open meeting between students, college leaders, and program chairs.

### 3. Student Counseling Services:

(Academic, professional, psychological and social - Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

- The graduate program academic advisor is responsible for guiding students regarding their schedule and providing full support for student registration in program courses. The academic advisor ensures that students are correctly and adequately registered in courses. The academic advisor is also responsible for advising students on their performance and how and when it is appropriate to use academic procedures such as withdrawal and deferral provided by the academic system. Where appropriate, the academic advisor reports to students.





- The program requires a course coordinator to schedule office hours for students. This provides support to students and any other related matters that students may encounter. As students' progress through the program, the course coordinator is also responsible for informing the academic advisor of any problems or challenges.
- Program Coordinator can fulfill Student Counseling Services: The role of the program counselor in guiding students is to provide support to students to choose paths and advise them on career planning at different stages of the program. The program director supervises students' performance and provides feedback when necessary.
- The program director has a pivotal role in directing and counseling students.

#### 4. Special Support:

(Low achievers, disabled, and talented students).

None

### E. Faculty and Administrative Staff:

#### 1. Needed Teaching and Administrative Staff:

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor	3	--	--	--	--	--
Associate Professor	2	--	--	--	--	--
Assistant Professor	--	4	--	--	--	--
Technicians and Laboratory Assistant	--	--	--	--	--	--
Administrative and Supportive Staff	1	--	--	--	--	--
Others (specify)	--	--	--	--	--	--

### F. Learning Resources, Facilities, and Equipment:

#### 1. Learning Resources:

Learning resources required by the Program (textbooks, references, and e-learning resources and web-based resources, etc.)

The program coordinator supervises the required educational materials, references, and electronic resources as described in the course description, and prepares forms for requesting them. He has a network with the coordinators of all courses in the program through which the Deanship of Library Affairs follows up to support web-based sources, reference books, references, and other information. Educational materials.



## 2. Facilities and Equipment:

(Library, laboratories, classrooms, etc.)

- Six teaching halls equipped with display screens.
- Computers, one computer for each classroom.
- A study library equipped with all the books and references necessary for the program.
- A digital library available on the college's website includes many references, books, and research in the program's specialty.
- Service and educational facilities such as study halls.

## 3. Procedures to ensure a healthy and safe learning environment:

(According to the nature of the program)

The workplace is prepared taking into account the *Occupational Safety and Health Policy Program* as part of the preparation of the safety statement required by the University. Effective safety and health policies set a clear direction for the institution to follow, thus fulfilling responsibilities to people and the work environment in adhering to the spirit and letter of the law. In light of this, the department is preparing a reference booklet for occupational and environmental safety as a guide for the practical implementation of the program.

## G. Program Quality Assurance:

### 1. Program Quality Assurance System:

Provide a link to quality assurance manual.

The quality assurance system for the target program requires the elements shown in the diagram as follows: -

- Evaluating the data obtained from the program's courses (the drawn up plan).
- The Quality Assurance Committee's evaluation of the extent to which the learning outcomes in the program have been achieved (implementation of that plan).
- Monitoring the department's annual performance to measure student performance (Monitoring).
- Report of the National Center for Graduate Measurement and Evaluation (review and endoscopy).
- Feedback on improvement and development after various student evaluations (Improve).
- Approving and arranging the external evaluation by the program director (approving what has been done).

### 2. Program Quality Monitoring Procedures:

Quality control procedures will be carried out through: -

- Advisory Council which already exists within the administrative structure of the program.
- The program director, department head, college dean, two colleges, and three members from the private sector (target groups) that employs graduates participate in the council.
- Two members from the government sector that employs graduates.



### 3. Procedures to Monitor Quality of Courses Taught by other Departments:

The courses taught through other departments are arranged as follows: -

- Discuss the course description and list of topics collaboratively with others once agreement has been reached. Planning and Curriculum Committee of the Biology Department. The course description and its approval process are approved by the department, and then the college advisors begin going through the university's procedures.

The quality of courses taught by other departments is monitored by the following: -

- The Biology Department appoints faculty members for the courses, after which the college is responsible for delivering, evaluating, and reporting courses according to the course description. Course faculty must coordinate and report to the Program Director regarding any matter related to the course.

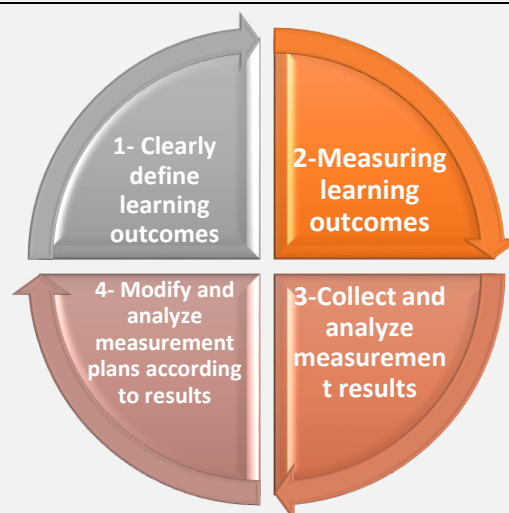
... Student evaluations in learning outcomes, student evaluation of the course, and course report are discussed by the program director and the quality committee; then suggest improvements for the following semester after submitting any major changes in the course to department advisor with appropriate recommendations.

### 4. Procedures Used to Ensure the Consistency between within the main campus:

(including male and female sections).

The program is applied including male and female sections

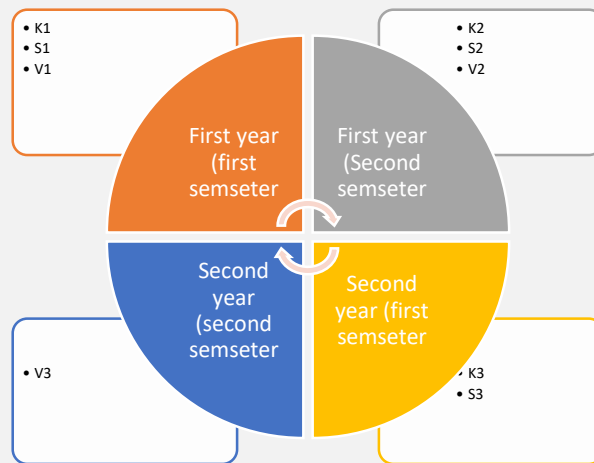
### 5. Assessment Plan for Program Learning Outcomes (PLOs):



- First: Determine the program learning outcomes (refer to the table in point 5, program learning outcomes).
- Secondly, measuring learning outcomes: Since assessment tasks are designed to measure the achievement of learning outcomes throughout the program, this data should be collected on an ongoing basis (by semester and annually) and evaluated for use in enhancing the program.



The following CHART shows the time to measure each output:



## 6. Program Evaluation Matrix:

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Strategies for student feedback for effective teaching.	Students (with guidance from program teachers)	Student questionnaires	End of each session
Quality of learning resources	Course teachers	Direct evaluation	The end of each course and semester
Teaching evaluation strategies	Program/department teacher	Student questionnaires	The end of the semester
Checks on student achievement standards	Peer reviewers: by independent staff.	Check the marking of a sample of student work	End of master's program

**Evaluation Areas/Aspects** (e.g., leadership, effectiveness of teaching & assessment, learning resources, services, partnerships, etc.)

**Evaluation Sources** (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others.)

**Evaluation Methods** (e.g., Surveys, interviews, visits, etc.)

**Evaluation Time** (e.g., beginning of semesters, end of the academic year, etc.)



## 7. Program KPIs: \*

The period to achieve the target (2) year(s).

No	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI -P-1	Students' evaluation of Quality of learning experience in the program	+ 10 % of the achieved for previous year	Survey launched to students for Evaluation of Quality of Learning Experience in the Program	Annual
2	KPI -P-2	Students' evaluation of the quality of the courses	+ 5 % of the achieved for the previous year	Average overall students' rating of course quality	Annual
3	KPI -P-3	Students' evaluation of the quality of academic supervision	+ 5 % of the achieved for previous year	Survey launched to students for evaluation of academic supervision. Average students' overall rating for the quality of scientific supervision on a five-point scale in an annual survey	Annual
4	KPI -P-4	Average time for students' graduation	4 Semesters	The average length of time (in semesters) that students take to graduate from the program	Annual
5	KPI -P-5	Rate of students dropping out of the program	< 2.0 %	The percentage of students who did not complete the program to the total number of students in the same batch	Annual
6	KPI -P-6	Employers' evaluation of the program graduates' competency	+ 10 % of the achieved for previous year	Survey launched to employers and stakeholders evaluation of the program graduates' competency	Annual
7	KPI -P-7	Students' satisfaction with services provided	+ 5 % of the achieved for previous year	Survey launched to students for evaluation of their satisfaction on the services provided.	Annual
8	KPI -P-8	Ratio of students to faculty members	2:1	Data obtained from the college registrar	Annual
9	KPI -P-9	Percentage of publications of faculty members	100 %	Data obtained from the Google Scholar + Scopus per year	Annual
10	KPI -P-10	Rate of published research per faculty member	+ 2-10 % of achieved for previous year	The ratio of the total number of students to the total number of teaching staff	Annual
11	KPI -P-11	Citations rate in refereed journals per faculty member	+ 5 % of achieved for previous year	Annual data obtained from the Google Scholar + Scopus	Annual
12	KPI -P-12	Percentage of students' publication	+ 5 % of the achieved for previous year	Annual data obtained from the Google Scholar + Scopus belonging to their supervisor	Annual
13	KPI -P-13	Number of patents, innovative products, and awards of excellence	50-60 %	Annual data obtained from the Deanship of Scientific research, and the KKU Center of Talent and Patent	annual

\*including KPIs required by NCAAA







## H. Specification Approval Data:

Council / Committee	Reviewed by Quality Committee / Approved by Department Council
Reference No.	Department Council – 4/45
Date	10/3/1445H – 25/9/2023

Handwritten signature in blue ink.

