Program Specification

(Bachelor)

Program:	**Bachelor of Science in Emergency Medical Services (BSc-EMS)**
Program Code (as per Saudi university ranking):	**PSCEMS – 86**
Qualification Level:	Bachelor of Science - Level 6
Department:	Emergency Medical Services (EMS)
College:	Prince Sultan Bin Abdulaziz College for EMS
Institution:	King Saud University
Program Specification:	New ☐ updated* ☒
Last Review Date:	Jan 2026

*Attach the previous version of the Program Specification.

Table of Contents

A. Program Identification and General Information

1. Program's Main Location :
Al-Malaz District, Prince Fahd bin Ibrahim Al Saud Street with the intersection of Yahya Al-Alami Street, Building No. 9063

2. Branches Offering the Program (if any):
None

3. Partnerships with other parties (if any) and the nature of each:
Yes with national and international agencies

4. Professions/jobs for which students are qualified
Emergency Medical Sciences Specialist-EMS Specialist

5. Relevant occupational/ Professional sectors:
- Saudi Red Crescent Authority - Emergency Departments (University Medical City, MOH and private hospitals) - Military and Security Medical Services (e.g., MOD, MOI, NGHA) - Airports, Seaports, and Industrial Emergency Units - Disaster and Rescue Operations Units - Academic and Training Institutions - International Emergency Relief Organizations

6. Major Tracks/Pathways (if any):

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

7. Exit Points/Awarded Degree (if any):

exit points/awarded degree	Credit hours
1. None	
2.	
3.	

8. Total credit hours: (135)

B. Mission, Objectives, and Program Learning Outcomes

1. Program Mission:

Graduating distinguished professionals in emergency medical services by providing an educational environment that supports scientific research and community service through the application of the best modern technologies.

2. Program Goals:

1. Equip graduates with advanced EMS skills, values, and knowledge, and demonstrate expertise in providing emergency medical services.

2. Improve the curriculum continuously based on quality and development requirements to meet the demands of the EMS field.

3. Increase standard research-based works with students by creating practical projects based on recent research findings.

4. Maintain partnership with national and international agencies to enhance clinical services and practical experiences for students.

3. Program Learning Outcomes*

Knowledge and Understanding	
K1	Describe the Anatomy, Physiology and Pathophysiology of all human body systems in relation to prehospital care.
K2	Define the principles of public health, safety, epidemiology and statistics.
K3	Discuss the responsibilities of an emergency medical professional in EMS operations, rescue, mass gathering, and disaster events.
K4	Describe the fundamentals of pre-hospital critical and intensive care practice.

Skills	
S1	Formulate a field impression based on assessment findings and underlying anatomy, physiology, and pathophysiology, and nature of illness or mechanism of trauma.
S2	Analyze knowledge of anatomy, physiology, pathophysiology, and epidemiology to integrate into the assessment and management of patients across all age groups and special population
S3	Apply education, research, and demonstrates leadership, communication, and documentation skills to educate, support, and improve care for patients, EMS professionals, and the community based on recent evidence.
S4	Calculate drug doses, volumes, and infusion rates to administer medications safely through enteral and parenteral routes in emergency situations.

S5	Conduct thorough assessment and history taking to form a clinical impression, deliver care, and ensure safe transport.
S6	Demonstrate advanced skills in airway, ventilation, trauma care, cardiovascular care, 12-lead ECG interpretation, and emergency management for all ages.
Values, Autonomy, and Responsibility	
V1	Practice as an autonomous Emergency Care Professional within the framework of scope of practice, legal, and ethical requirements.
V2	Display the professional behavior including but not limited to integrity, empathy, self-motivation, appearance, personal hygiene, self-confidence, time management, teamwork, diplomacy, respect, patient advocacy, and careful delivery of service.
V3	Serve as a role model in personal wellness and safety in EMS practice.

* Add a table for each track or exit Point (if any)

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	9	32	23.7
	Elective	-	-	-
College Requirements	Required	5	10	7.4
	Elective	-	-	-
Program Requirements	Required	27	91	67.4
	Elective	-	-	-
Capstone Course/Project	Required	1	2	1.5
Field Training/ Internship (without credit hours)	Required	1	0	0
Residency year				
Others				
Total		43	135	100

* Add a separate 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	CT 101	Computer Skills	Required	-	3	Institution
	EPH 101	Health Education & Fitness	Required	-	1	Institution
	CUR 101	University Skills	Required	-	3	Institution
	ENGL 107 /108/109	English	Required	-	6	Institution

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	STAT 109	Biostatistics	Required	-	3	Institution
Level 2	ZOOL 109	General Zoology	Required		3	Institution
	PHYS 109	General Physics	Required	-	4	Institution
	CHEM 1.9	Organic Chemistry for Health Sciences	Required	-	3	Institution
	ENGL 114 /115/116	English for Medical Purposes	Required	-	6	Institution
Level 3	EMS 211	Emergency Medical Technician	Required	-	6	Program
	EMS 212	EMS Communications and Documentation		-	2	Program
	EMS 213	Anatomy and Physiology for Emergency Care		-	4	Program
	EP 325	Fitness and Work Performance		-	2	Program
	IC 107	Introduction to Islamic Culture		-	2	College
Level 4	EMS 221	Introduction to Advanced Emergency Care	Required	EMS 211	2	Program
	EMS 222	EMS Pulmonology and Airway Management		EMS 211	4	Program
	EMS 223	Patient Assessment		EMS 211	3	Program
	EMS 224	EMS Medications		EMS 211	3	Program
	EMS 226	Pathophysiology for Emergency Care		EMS 211	3	Program
	EMS 227	Clinical Practice – 1		EMS 211	3	Program
Level 5	EMS 311	Medical Emergencies in EMS	Required	EMS 223	6	Program
	EMS 312	EMS Cardiology		EMS 224	4	Program
	EMS 313	Public Health and Safety for Paramedics		EMS 221	2	Program
	EMS 314	Clinical Practice – 2		EMS 227	3	Program

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	IC 106	Islamic Course		-	2	College
Level 6	EMS 321	Trauma Emergencies in EMS	Required	EMS 223	6	Program
	EMS 322	Mental Health and Special Considerations	Required	EMS 311	5	Program
	EMS 324	Clinical Practice – 3	Required	EMS 314	3	Program
	IC 100	Islamic Course		-	2	College
	ARAB 103	Expository Writing		-	2	College
Level 7	EMS 411	Neonatal and Pediatric Emergencies	Required	EMS 322	3	Program
	EMS 412	EMS Operations and Rescue	Required	EMS 321	2	Program
	EMS 413	EMS Research and Evidence Based Practice	Required	EMS 223	2	Program
	EMS 414	Mass Gathering and Disaster Management	Required	EMS 321	3	Program
	EMS 415	Clinical Practice – 4	Required	EMS 324	3	Program
	IC 105	Islamic Course		-	2	College
Level 8	EMS 421	Critical and Intensive Care Practice	Required	EMS 413	5	Program
	EMS 422	EMS Education	Required	EMS 413	3	Program
	EMS 423	EMS Research and Evidence Based Practice	Required	EMS 413	2	Program
	EMS 424	EMS Management and Leadership	Required	EMS 414	2	Program
	EMS 425	Clinical Practice – 5	Required	EMS 415	3	Program
	EMS 426	Mass Gathering Field Practice	Required	EMS 227	4	Program
Year 5	**EMS 997**	**Internship Year**	**Required**	**ALL 135 Hrs**	**0**	**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)

[term 1 updated course specifications (new format).zip]
[term 2 course specifications (new format).zip]

4. Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with program courses' according to the following desired performance levels *(I = I*

Course code & No.	Program Learning Outcomes												
	Knowledge and understanding				Skills						Values, Autonomy, and Responsibility		
	K1	K2	K3	K4	S1	S2	S3	S4	S5	S6	V1	V2	V3
EMS 211	I					I				I			
EMS 212							I						
EP 325	I						I						I
EMS 221		I					I				I		P
EMS 223					I		P		I				
EMS 224				I	I			I					
EMS 227									I			I	
EMS 412			I										M
EMS 213	P					P							
EMS 222					P					P			
EMS 311					P				P				
EMS 312				P				P		I			
EMs 313		P											
EMs 314								P	P	M			
EMS 322						P							
EMS 324							P		P	P			
EMS 414			P										
EMS 422							P						
EMS 226	M												
EMS 321					M				P				
EMS 411						M							
EMS 413					M				M				
EMS 415									M		P	P	
EMS 421				M				M		M			
EMS 423		M					P						
EMS 424							M			M			

Course code & No.	Program Learning Outcomes												
	Knowledge and understanding				Skills						Values, Autonomy, and Responsibility		
	K1	K2	K3	K4	S1	S2	S3	S4	S5	S6	V1	V2	V3
EMS 425						M	M				M	M	
EMS 426					M								
EMS 997					M		M	M	M	M	M	M	M

ntroduced & P = Practiced & M = Mastered).

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

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

Describe teaching and learning strategies and curricular and extra-curricular activities adopted to achieve the Program's learning outcomes in all areas.

The Program Director is given effective orientation and full information on required learning outcomes, planned teaching and assessment strategy, and the contribution of courses for the whole program with clear job descriptions to all new faculty. PLOs and CLOs are developed, and the teaching staff utilizes an integrated strategic plan for teaching and assessing them according to a time frame schedule stated in the course specifications.

The strategy of teaching and assessment set out in program and course specifications is followed by the teaching staff with flexibility to respond to the needs of different groups of students, and if changes are made in the scheduled times or teaching content then the faculty includes that in the course reports. At the beginning of each course students are fully informed about course objectives, CLOs, requirements, and assessment process.

Effective systems are used for evaluation of courses and teaching process. They are measured by internal and external peer reviewer visits and are evaluated each semester through distributed course evaluation surveys, program evaluation surveys, and student experience surveys.

At the end of each semester the teaching staff members submit their detailed course reports to the Program Director, that includes the teaching schedules as per the course specifications and also future recommendations to improve the quality of the course. Reports are provided to the program administrators on the delivery of each course and these include details if any planned content could not be dealt with and any difficulties found in using the planned strategies. Appropriate adjustments are made in future plans for teaching, if needed after consideration of course reports.

PLO		Teaching Strategies
Knowledge and Understanding		
K1	Describe the Anatomy, Physiology and Pathophysiology of all human body systems in relation to prehospital care.	• Interactive Lectures with lots of AV use. • Group Discussions • Computer Based Learning (CBL) • Homework/Assignments

K2	Define the principles of public health, safety, epidemiology and statistics.	• Interactive Lectures with lots of audiovisual (AV) use. • Group Discussions • Homework/Assignments • Field trips • Mock drills
K3	Discuss the responsibilities of an emergency medical professional in EMS operations, rescue, mass gathering, and disaster events.	• Interactive Lectures with lots of AV use. • Group Discussions • Homework/Assignments • Field trips Mock drills • Simulated Education
K4	Describe the fundamentals of pre-hospital critical and intensive care practice.	• Interactive Lectures with lots of AV use. • Group Discussions • Homework/Assignments • Field trips and hospital visits • Simulated education
Skills		
S1	Formulate a field impression based on assessment findings and underlying anatomy, physiology, and pathophysiology, and nature of illness or mechanism of trauma.	• Interactive Lectures with lots of AV use. • Group Discussions •Homework/ Assignments • Field trips Mock drills • Simulated Education • Clinical and Field Practices
S2	Analyzes and integrated knowledge of anatomy, physiology, pathophysiology, and epidemiology to assess and manage patients across all age groups and special populations.	• Interactive Lectures with lots of AV use. • Group Discussions •Homework/ Assignments • Field trips Mock drills • Simulated Education • Clinical and Field Practices
S3	Applies education, research, and demonstrates leadership, communication, and documentation skills to educate, support, and improve care for patients, EMS professionals, and the community based on recent evidence.	• Interactive Lectures with lots of AV use. • Group Discussions • Computer Based Learning (CBL) • Homework/Assignments • Conducting research • Teaching peers • Presenting seminars
S4	Calculates and administers drugs safely by determining drug doses, volumes, infusion rates, and delivering medications through enteral and parenteral routes in emergency situations.	• Interactive Lectures with lots of AV use. • Case Studies • Group Discussions • Simulated Education Clinical and Field Practices
S5	Conducts thorough assessment and history taking to form a clinical impression, deliver care, and ensure safe transport.	• Case Discussions • Simulated Learning • Group Based Learning • Simulated Education • Clinical and Field Practices • Mock Drills/ EMS Olympics

S6	Demonstrates advanced skills in airway, ventilation, trauma care, cardiovascular care, 12-lead ECG interpretation, and emergency management for all ages.	• Case Discussions • Simulated Learning • Group Based Learning • Simulated Education • Clinical and Field Practices • Mock Drills/ EMS Olympics • Course Certifications
Values, Autonomy, and Responsibility		
V1	Practice as an autonomous Emergency Care Professional within the framework of scope of practice, legal, and ethical requirements.	• Case studies • Group Discussions • Field trips Mock drills/EMS Olympics • Simulated Education • Clinical and Field Practices
V2	Display the professional behavior including but not limited to integrity, empathy, self-motivation, appearance, personal hygiene, self-confidence, communications, time management, teamwork, diplomacy, respect, patient advocacy, and careful delivery of service.	• Case studies • Group Discussions • Field trips Mock drills/EMS Olympics • Simulated Education • Clinical and Field Practices
V3	Serve as a role model in personal wellness and safety in EMS practice.	• Group Discussions • Field trips Mock drills/EMS Olympics • Simulated Education • Clinical and Field Practices

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 twice in the bachelor program's cycle and once in other degrees).

- Descriptive Essays
- Oral Examination
- Fisdap Skill tracking
- Multiple Choice Questions
- Simulated Scenarios
- OSCE
- Direct observation
- Graduate evaluation surveys
- Alumani Evaluation Survey
- Stakeholder satisfaction survey

D. Student Admission and Support:

1. Student Admission Requirements

The administration and support services of students are of major significance at KSU and are supervised by the Vice Rector of Education and Academic Affairs. Two supportive Deanships, the Deanship of Admission and Registration and the Deanship of Student Affairs, are responsible for developing, monitoring, implementing and following up on the necessary expected responsibilities and services to facilitate operations. The Deanship of Admissions and Registration is responsible for student admissions which are managed through the electronic Edugate and E-register systems. (https://edugate.ksu.edu.sa/ksu/ui/home.faces) (http://dar.ksu.edu.sa/en).
The Deanship of Admissions and Registration is responsible to provide assistance prior to and during the student registration process. In the College, the Student Affairs Office provides assistance and guidance for all students during the registration process.
All courses are available for online registration through Edugate and information about these courses and their credits is all available on Edugate. https://edugate.ksu.edu.sa/ksu/ui/guest/timetable/index/scheduleTreeCoursesIndex.faces
Courses are arranged in a specific way where students are not able to register for specific courses available for specific terms unless they pass all pre-requisite courses. Complete information about the program, including the range of courses, program requirements, costs, services, and other relevant information is publicly available as online to potential students and families prior to applications for admission.
Admission requirements of the BS-EMS program:
General Admission Requirements
1. Must hold a high school diploma or equivalent from within Saudi Arabia or abroad.
2. Foreign high school certificates must be officially equalized by the Ministry of Education.
3. The applicant must have a valid score in the General Aptitude Test.
4. The applicant must have a valid score in the Achievement Test.
5. The applicant must be medically fit.
6. The applicant must not have a disability that prevents them from studying in health-related tracks.
7. The applicant must not have been dismissed from another university for academic or disciplinary reasons.

Admission Criteria (Composite Score)
The composite admission score for the health track (including the EMS program) is calculated as follows:
- 30% General Aptitude Test
- 40% Achievement Test
- 30% High School GPA

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).

On the first day of each academic year there is an orientation meeting for all new students and then an ongoing orientation through the whole year will take place through the Student Affairs Office.
Information about the program including the range of courses, program requirements, and other relevant information is provided with student handbook.

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).

Describe arrangements for academic counselling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).
Counseling and guidance services are provided through Counseling and Guidance center that supervise organizing the services of guidance for our students in the fields of academic, social, psychological, educational, and vocational. It also supervises Anti- Smoking Clinic, Donation Clinics and Unit of Societal and Psychological Counseling and guidance. The students counselling units are established where students are divided among faculty members assigned as academic advisors in coordination with students counselling programs at health colleges and Deanship of Student's Affairs at KSU.
Overall, academic counselling and advising provides the preventive services that lead to prepare the appropriate circumstances to achieve the balanced growth for the students, and building positive social relations for the student with his colleagues, peers, faculty and the university staff, besides building successful responses in confronting the problems he faces in different situations because of his daily communication, as well as treatment services to deal with behavioral, social and emotional problems and others in cooperation with King Khalid
University Hospital represented by psychological medicine.

4. Special Support

(Low achievers, disabled, gifted, and talented students).

The EMS program offers targeted assistance to low-achieving students through early identification of learning gaps , supplementary tutoring, and mentorship to reinforce essential clinical and theoretical skills, while gifted and talented learners benefit from enrichment opportunities such as advanced case studies, research collaborations, and elective modules that foster deeper scholarly engagement.

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	EMS Basic Science	Disaster/ Emergency		3	0	3

Associate Professor	Physician/EMS/Nursing	Management Public Health Occupational Health Critical Care Trauma Science Nursing informatics		4	0	4
Assistant Professor	EMS			13	2	15
Lecturer	Trauma Science Public Health Critical Care Emergency / Disaster			5	2	7
Teaching Assistant						
Technicians and Laboratory Assistants	Technician	EMTs		14	2	16
Administrative and Supportive Staff				6	3	9
Others (specify)						

F. Learning Resources, Facilities, and Equipment:

1. Learning Resources

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

The College portal provides a vast amount of information in the form of its faculty web page, links to important web sites, and some announcements of events. Prince Sultan College for EMS sees to it that faculty and students have full access to use and navigate, with maximize the availability, the books within the library, journals, and reference materials.

2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

The College manages a functional computer laboratory that serves all the students and faculty if they need computers with internet accesses. Also, the administration gives accesses to a wide range of learning resources, web-based learning materials, black board, and e journals.
Under E-education full accesses to faculty and students for all E books within the Digital Library and in line with the use of electronic learning SMART rooms. Faculty and students can have easy and fast access to class discussions. All of this aims to facilitate and provide all the needed information related to the study and to open the door for research as well.
Within the simulation labs in the College, students are divided in small groups to conduct practical for concerned courses. In addition, students are divided in small groups by every faculty member

to meet on weekly bases for discussion regarding courses. In Prince Sultan College for EMS students are mostly involved in research activities along with faculty members, as they have one complete course on research in their EMS program.

3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the Program)

The risk management unit in the college provide all the measures and follow guidelines from the university and the ministry of health and make sure all the faculty, students and non-teaching staff are receiving clear guidelines to work in the safe environment

G. Program Quality Assurance:

1. Program Quality Assurance System

Provide a link to the quality assurance manual.

https://ksusa.sharepoint.com/sites/KSUPSCEMS

2. Procedures to Monitor Quality of Courses Taught by other Departments

Quality assurance activities are applied to all aspects of program planning and delivery, including student learning outcomes and facilities and services in compliance with guidelines contained in the NCAAA.
Program services have been undergoing a continuous evaluation by the Quality Deanship in the College. In addition to the opinion surveys, including assessments of outputs of the courses content and student grades are always monitored by the heads of the departments. As the needs arise, each is able to adapt according to the unique nature of the discipline, resources, or work environment. The quality evaluator mechanism comprises of the following activities through a process centrally supervised by the Vice Dean Quality and Development Affairs and executed by the faculty:
1. Evaluations of Student Learning Outcomes
2. Quality assurance of assessment of CLOs
3. Quality Evaluation of Teaching Staff
4. Quality evaluation of learning resources and student support including facilities and services
5. Annual Program Report (APR) and Course Report Reviews

Evaluation processes and planning for improvement are integrated into normal planning processes. All faculties are involved in quality measures. A course report must be completed by the end of each semester and has to be reported by the course coordinator and analyzed by the Program Director for tracking the quality of all course delivery items and assessing all the processes ending by an improvement action plan. The Quality Unit is using numerous KPIs for performance evaluation of various areas of teaching and learning. Most of them are using NCAAA suggested KPI's for performance evaluation.
Survey data is collected from graduates and employers of those graduates by using standardized surveys for that purposes. PSCEMS further utilizes templates developed by NCAAA (Program Evaluation Survey) and conduct analysis to identify yearly trends.

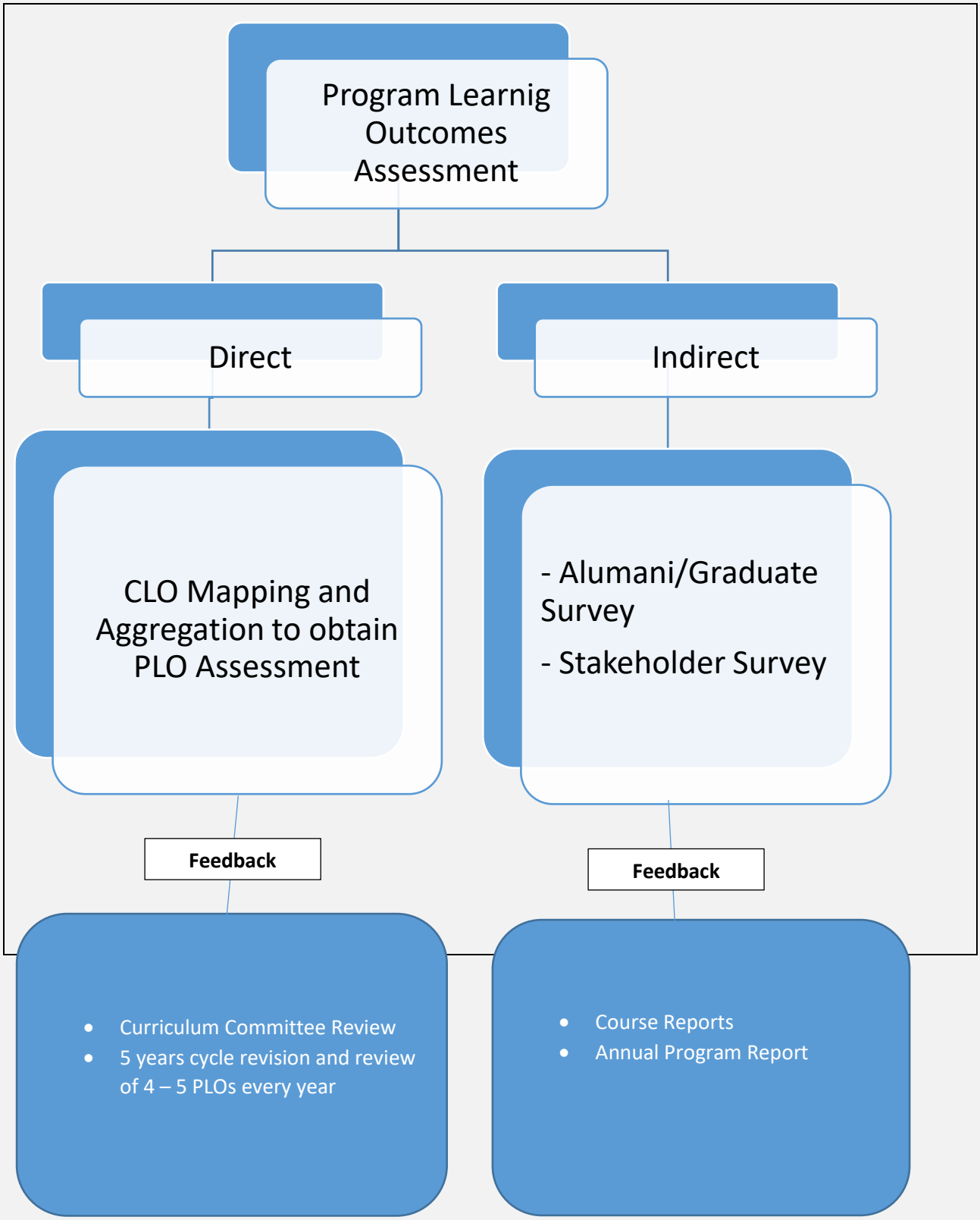
The Quality Unit utilizes standard forms and survey instruments for use across the College, and then the survey data is collected from students and analyzed for individual courses for the program as a whole. Similar data is also collected and analyzed from graduates and employers of those graduates. Statistical data on indicators, grade distributions, progression and completion rates are regularly reviewed and reported in annual program reports.
The Program Director is assigned to provide leadership and support for the management of quality assurances processes. The Program Director ensures proactively and involves other teaching staff in day to day routine planning for quality assurance. The Program Director coordinates the quality assurance process with the heads of quality units and the Vice Dean of Quality and Development in the College which represent a full net of quality communication across all layers of the College.
The quality assurance arrangements for the program entire mechanism are periodically evaluated through the Dean and Vice Dean for Quality & Development Affairs. Since the College is a new one with a short history, the quality assurance arrangements have not been re-evaluated and modified yet.
The Processes for evaluation of quality is transparent with criteria for judgments and evidence considered made clear. For example, after each course survey, the results are sent to the staff responsible about the course and a meeting arranged with the Vice Dean for Quality and the head of his department to discuss his performance in a transparent fashion. All survey results are judged based on a predetermined threshold that has to be achieved.

3. Procedures Used to Ensure the Consistency between Main Campus and Branches (including male and female sections).

The program is offered exclusively at the main campus, accommodating both male and female students in separate buildings for theoretical classes. However, both groups are taught by the same faculty and share access to the college's laboratories and other academic resources. The program implements standardized procedures across all academic and administrative operations. A unified curriculum is delivered by qualified faculty members who follow the same course specifications, assessment methods, and learning outcomes. Regular coordination meetings, joint academic planning, and centralized training workshops are conducted to align teaching strategies and evaluation standards. In addition, shared access to digital learning platforms, laboratory resources, and instructional materials helps maintain uniformity in the learning experience. Continuous internal audits and quality assurance reviews are carried out to monitor adherence to academic standards and ensure equitable educational opportunities for all students.

4. Assessment Plan for Program Learning Outcomes (PLOs),

Program Learnig Outcomes Assessment Process


Program Learnig Outcomes Assessment
Direct
Indirect
CLO Mapping and Aggregation to obtain PLO Assessment
- Alumani/Graduate Survey
- Stakeholder Survey
Feedback
Feedback
Curriculum Committee Review
5 years cycle revision and review of 4 – 5 PLOs every year
Course Reports
Annual Program Report

5. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching & assessment	Students	Course Evaluation Surveys	End of semester
Learning resources	Student/Faculty & Advisory Board Members	Program Resource Surveys	End of academic year
Advice & Support	Final year Students	Student Experience Survey	End of the final year
Program Overall evaluation	Internship Students	Program Evaluation Survey	End of the internship

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, etc.
Evaluation Methods: e.g., Surveys, interviews, visits, etc.
Evaluation Time: e.g., beginning of semesters, end of the academic year, etc.

6. Program KPIs*

The period to achieve the target (_1_) year(s).

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-P-01	Students' Evaluation of quality of learning experience in the program	80%	Average of overall rating of final year students for the quality of learning experience in the program on a five- point scale in an annual survey	Within a Year
2	KPI-P-02	Students' evaluation of the quality of the courses	4 (80%)	Average students overall rating for the quality of courses on a	Within a Year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				five-point scale in an annual survey	
3	KPI-P-03	Completion rate	90%	Proportion of undergraduate students who completed the program in minimum time in each cohort	Within a Year
4	KPI-P-04	First-year students retention rate	90%	Percentage of first- year undergraduate students who continue at the program the next year to the total number of first-year students in the same year	Within a Year
5	KPI-P-05	Students' performance in the professional and/or national examinations	100%	Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any)	Within a Year
6	KPI-P-06	Graduates' employability and enrolment in postgraduate programs	a.80% b.20%	Percentage of graduates from the program who within a year of graduation were: a. employed b. enrolled in postgraduate programs during	Within a Year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				the first year of their graduation to the total number of graduates in the same year	
7	KPI-P-07	Employers' evaluation of the program graduates proficiency	100%	Average of overall rating of employers for the proficiency of the program graduates on a five- point scale in an annual survey	Within a Year
8	KPI-P-08	Ratio of students to teaching staff	1:12	Ratio of the total number of students to the total number of full-time and full- time equivalent teaching staff in the program	Within a Year
9	KPI-P-09	Percentage of publications of faculty members	100%	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program	Within a Year
10	KPI-P-10	Rate of published research per faculty member	3	The average number of refereed and/or published research per each faculty member during the year (total	Within a Year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)	
11	KPI-P-11	Citations rate in refereed journals per faculty member	20	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published(	Within a Year
12	KPI-12 EMS-1	Average number of students in the class	Lecture 1:30 Laboratory 1:6	Average number of students per class (in lecture, laboratory)	Within a Year
13	KPI-13 EMS-2	The rate of overall quality of resources supporting the program	100%	Percentage of students who are satisfied with the quality of resources supporting the program in an annual survey conducting for	Within a Year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				internship students	
14	KPI-14 EMS-3	Percentage of students who are satisfied with the faculty/staff provide adequate and timely academic advising as needed	100%	Percentage of students who are satisfied with the faculty/staff provide adequate and timely academic advising as needed in an annual survey conducting for internship students	Within a Year

*including KPIs required by NCAAA

H. Specification Approval Data:

Council / Committee	**COLLEGE COUNCIL**
Reference No.	**6TH**
Date	**13 JAN. 2026**