Management of Tourism and Entertainment Projects , Program Description

Program Name: Management of Tourism and Entertainment Projects

Program Code according to Saudi Classification: 101501

Qualification Level: Fourth and fifth level Associate and intermediate diploma

Academic Department: Administrative and Scientific programs

College: Applied College in Al Kharj

Institution: Prince Sattam Bin Abdulaziz University

Program Classification: Improved

Date of Last Review: 1444 H

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Applied College at Al Kharj

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- Association for Facilities Management and Safety in Health Facilities :Training Modules 1 and 2, and Potential Employment Opportunities.
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Qualified Career Paths for Program Graduates

- Events organizing officer
- Hotel management supervisor
- Travel agent
- A tour guide

Related Professional Fields

Tourism, culture and media sector

Primary Program Pathways, if Applicable.		
Tracks	**Credit hours (per track)**	**Professions/jobs for each track**
Management of Tourism and Entertainment Projects	67	- Events organizing officer - Hotel management supervisor - Travel agent - A tour guide
Exit Points/Qualification Awarded		**Total credit hours**
First exit point- Associate Diploma		38 (After completing the first and second levels of study)
First exit point - Intermediate Diploma		67 (After completing the four levels of study.)
Total credit hours: 67		

Program Mission, Goals, and Educational Achievements

Program Mission

Delivering a professional educational program in tourism and entertainment management, aligning with market demands. This involves optimal utilization of human and technical resources, fostering strategic partnerships to prepare competent graduates who contribute to the development of the tourism and entertainment sectors.

Program Goals

The program is designed to equip graduates with the expertise to excel in the realms of tourism, entertainment, and hospitality with a strong emphasis on professionalism. To realize this objective, we offer a comprehensive scientific curriculum focusing on tourism and entertainment project management. Employing cutting-edge technology in education, we aim to furnish students with the technical proficiency essential for effective project management in the tourism and entertainment sectors, fostering dynamic engagement with societal institutions.

Key program objectives include:

1. Equipping students with foundational scientific knowledge and conceptual frameworks to enhance their proficiency in tourism and entertainment project management.

2. Cultivating applied cognitive skills to meet the demands of the labor market and contribute to the financial growth of tourism establishments.

3. Providing students with technical prowess, positioning them as skilled professionals capable of enhancing the work environment in tourism and entertainment project management.

4. Developing the capacity to confront contemporary challenges and technology trends, fostering competitiveness in the labor market, and fostering collaborative partnerships within the community in the tourism and entertainment sectors.

5. Instilling the capability to generate essential technical reports for those involved in tourism and entertainment, thereby contributing to the advancement of the hospitality industry.

6. Nurturing effective communication and presentation skills to enable students to lead diverse tourist groups successfully.

Learning outcomes

Knowledge and understanding	
	Acquire foundational knowledge in the tourism industry and related sciences.
	Explore the historical underpinnings of diverse civilizations and their influence on global communication.
	Identify and analyze potential risks within tourist facilities.
	Apply fundamental principles for effective communication with the media, including media interviews, and discern the distinctions between protocols and etiquette.
	Acquire foundational knowledge in the tourism industry and related sciences.
	Explore the historical underpinnings of diverse civilizations and their influence on global communication.
Skills	
	Utilize various theories to comprehend the significance of managing tourism sites for overall tourism development.
	Implement project management models.
	Employ technical and creative elements for the success of tourism and entertainment projects.
	Devise a strategy for developing a tourism product aligned with global Protocol standards.
	Incorporate modern methodologies and trends in advancing the hospitality industry.
	Utilize various theories to comprehend the significance of managing tourism sites for overall tourism development.
Values, independence and responsibility	
	Lead teams in understanding security protocols within tourist facilities, demonstrating commitment, and assuming responsibility.
	Embrace continuous self-learning and stay abreast of developments in the field for personal growth.
	Collaborate within a team, emphasizing both skill and moral commitment to effectively fulfill tasks in the society service.

* Individual tables are dedicated to each path or exit point, if applicable.

Course of Study

Components of the study plan

Components of the study plan	Mandatory/optional	Number of courses	Credit hours	percentage
University requirements	Mandatory	1	2	3%
	Optional	0	0	0%
College requirements	Mandatory	4	20	30%
	Optional	0	0	0%
Program requirements	Mandatory	16	41	61%
	Optional	0	0	0%
Graduation project				
Field Training		2	4	6%
Privilege year				
Other				
Total	67	23	100%	

Program Courses

Level	Course code	Course name	Mandatory/optional	Prerequisites	Credit hours	Requirement type (university/college/program)
Level 1	Najm1107	English (A1+A2)	Mandatory		8	College
	Tour1210	Introduction to tourism and leisure	Mandatory		2	Program
	Tour1310	Professional ethics	Mandatory		2	Program
	Comp1111	Computer skills	Mandatory		2	College
	Islm101	Introduction to Islamic culture	Mandatory		2	Program
	Fin 1210	Principles of financial accounting	Mandatory		2	University
Level2	Najm 1207	English (A2+B1)	Mandatory	Najm 1107	8	Program
	Train133	Practical training 1	Mandatory	The student passes 18 hours	2	Program
	Tour1216	Tourism marketing	Mandatory		2	
	Tour1214	Tourism facilities management	Mandatory		2	Program
	Tour1215	Hospitality industry principles	Mandatory		2	Program
	Tour1217	Conference and protocol management	Mandatory		2	Program
	Tour1311	Tourist guidance in English	Mandatory		2	Program
Level 3	Tour2410	Event management	Mandatory	Tour 1217	3	Program
	Dar 2411	Total Quality Management	Mandatory		3	Program
	Safe2416	Security and safety in tourist facilities	Mandatory		3	Program
	Dar2415	project management	Mandatory	Tour 1214	3	Program
	Tour2314	customers service	Mandatory		3	Program
	Najm 2307	English in the workplace	Mandatory	Najm 1207	3	College
Level 4	Tour 2510	Feasibility study of tourism and entertainment projects	Mandatory		4	Program
	Tour2411	Tourism media	Mandatory		3	Program
	Tour2412	Management of tourism companies and travel agencies	Mandatory		3	Program
	Train2610	Practical training 2	Mandatory	The student passes 55 hours	2	Program

* Integration of additional tiers as necessary, contingent on the implementation of the three terms.
* Incorporation of a table detailing the courses for each track, where applicable.

Description of Program Courses

Insert the electronic hyperlink to access the description of all program courses following the National Center for Academic Evaluation and Accreditation model.

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Program Learning Outcomes Matrix

Connect the program and course learning outcomes with the specified levels as follows.

1= Foundation level, 2= Practice level, 3= Advanced level

Courses (course code)	Learning outcomes														
	Knowledge and understanding						Skills						Values, independence and responsibility		
	K1	K2	K3	K4	K5	K6	S1	S2	S3	S4	S5	S6	V1	V2	V3
Najm1107	I	I	I	I			I	I	I				I		I
Tour 1210		I	I	I		I		I					I	I	
Tour 1310	I	I			I		I	I			I	I	I		I
Comp1111	I	I	I				I	I			I	I	I		I
Islm101	I	I	I	I			I	I	I				I	I	
Comp1210	I								I					I	I
Najm1207	P	P	P				P	P	P				P		P
Train1313	P					P	P	P	P	P	P		P	P	P
Tour 1216	I	I		I			I	I		I	I		I		I
Tour1214	I	I	I				I	I	I			I	I		I
Tour1215	P		P		P				P		P	P	P		P
Tour 1217	P	P			P	P	P			P	P	P	P		P
Tour 1311	P	P	P	P			P	P	P				P	P	P
Tour 2410	P	P	P				P	P			P		P	P	P
Dar 2411	P	P			P		P	P		P			P	P	P
Safe2416		P		P	P		P		P	P			P		P
Dar 2415				P	P		P	P	P	P			P	P	P
Tour 2314	M				M	M		M	M	M	M		M		M
Tour 2307	M	M						M	M	M	M		M		
Tour 2510	M	M							M			M	M	M	
Tour 2411		M			M	M	M	M			M	M	M		M
Tour 2412	M	M			M	M	M	M	M			M	M		M
Train 2610				M		M	M	M	M	M	M		M	M	M

*A distinct table is created for each path if applicable.

Teaching and Learning Strategies Applied to Achieve the Program Learning Outcomes

Outline educational policies and strategies, encompassing suitable classroom and extracurricular initiatives, to attain the designated learning outcomes within each domain.

1. Testing through written, oral, and practical exams
2. Classroom and homework activities
3. Interviews to discuss practical training records and reports
4. Evaluation forms at program and Development and Quality Deanship levels
5. Reviewing student studies (regular, graduates, or trainees) and feedback from training and employment agencies
6. Comparisons with similar colleges
7. Use of the e-learning system.

Assessment Approaches for Learning Outcomes

Illustrate the evaluation methods employed (both direct and indirect) to validate students' mastery of the designated learning outcomes within each domain.

The program should formulate a comprehensive plan for assessing learning outcomes at the program level, ensuring that all outcomes are covered at least twice in the bachelor's level program cycle and once in other stages.

1. ## Collaborative Work Strategy:

   The faculty member holds primary responsibility for the effectiveness of student group work. Group assignments aim for active learning and social benefits for individuals and groups. This strategy involves dividing students into small groups of four members, assigning specific tasks. This approach has several advantages, including enhancing practical skills, fostering a sense of responsibility towards the community and oneself, promoting teamwork, providing insights into students' needs for faculty members, facilitating idea exchange among students, and fostering openness to others' viewpoints.

2. ## Discussion Approach:

   As a classic method rooted in the Socratic tradition, this strategy involves guiding students' thoughts, fostering engagement, and creating opportunities for discussion and questions while respecting diverse opinions. It relies on information collection and balance, with all students actively contributing to lesson preparation. The process includes steps for discussion preparation and evaluation. It's crucial for the faculty member to consider proper lecture planning, accommodate individual differences, and encourage inclusive participation. Recognition and motivation of students are emphasized.

3. ## Conceptual Mapping Approach:

   This effective teaching strategy utilizes diagrammatic representations to connect concepts, aiding in knowledge presentation. Employed for introducing new information, deepening understanding, and assessing lessons, its goals include organizing information in the student's mind for easy retrieval, simplifying data through words and images, and linking new concepts to the learner's cognitive structure. The strategy also enhances the learner's skills in applying and organizing concepts.

4. ## Visualization Learning Approach:

   Designed to encourage active student participation and the discovery of new ideas, this strategy requires specific conditions. These include practicing imagination in a quiet and comfortable setting, allocating sufficient and appropriate time, providing a visualization guide, and ensuring the student focuses solely on the subject of imagination. Additionally, incorporating sound effects relevant to the imaginative subject is recommended.

5. ## Inductive Teaching Approach:

   Rooted in examination and tracking, inductive teaching involves the transition from specific instances to general judgments that organize situations. The teacher prepares examples, either on the board or through other means, discusses them with the students, and formulates final conclusions as part of this strategy.

Admission and Students Support

1. Program Admission Requirements: (Link)

* Attainment of a secondary education certificate or its equivalent, either domestically or internationally. The University Council, upon the College Council's recommendation, decides on the equivalence of domestic certificates for admission, with decisions from the Equivalency Committee in the Ministry of Education serving as the reference for certificates from abroad.
* Not exceeding five years since completing high school or its equivalent.
* Demonstrating good conduct.
* No prior dismissal from another university due to disciplinary reasons.
* Successful completion of any test or personal interview mandated by the University Council.
* Meeting medical fitness criteria.

Applicants can access admission instructions for both male and female students, including the electronic admission calendar, portal, conditions, steps, and procedures on the website of the Deanship of Admission and Registration Affairs.

Applications must be submitted within the designated timeframe through the unified electronic admission portal for students in public universities and technical colleges in the Riyadh region, available through the provided link : (link)

Admission Guide: (link)

Procedures Guide: (Link)

2. Guidance and Orientation Program for New Students (focusing on program-specific needs distinct from institutional offerings):

First: College-provided Preparation Programs for New Students:

* Orientation session on university life and regulations.

* Open forum with the College Dean.

* Academic advising workshop.

* Understanding the rights and responsibilities of university students.

Second: Departmental Preparation Programs:

* Introduction session on the program and registration system.

* Training workshop on utilizing Blackboard.

3. Advising Services (academic, vocational, psychological, social) (highlighting program-specific support beyond institutional levels):

Academic Advising Procedures:

* Equitable distribution of students among faculty members at the program's commencement via the academic system.

* Compilation of an academic guidance record file for each student by the academic advisor, encompassing the study plan, schedule, and academic history.

* Establishment of specified office hours for each faculty member in every course.

* Organization of individual or group sessions by the academic advisor to identify and address students' challenges.

* Continuous monitoring of students' academic progress with academic and educational guidance provided.

* Facilitation of counseling sessions between high-achieving and struggling students to foster teamwork and collaboration.

* Development of guidance programs for outstanding students, promoting continued excellence, motivating others, and formulating tailored plans.

* Designing support programs for students with special needs throughout their university journey.

* Arrangement of guidance sessions with professionals in diverse fields.

* Encouragement of students to participate in specialized courses and extracurricular activities for self-discovery and academic, psychological, and behavioral motivation.

* Conducting meetings with students to enhance their comprehension of curriculum and course nature.

* Submission of statistical reports on program students to the department head.

Academic Axis:

Within the academic axis, the focus lies on fostering a supportive relationship between students, and their academic advisors. The primary objective is to guide students through their educational journey by imparting essential information about regulations and laws. This encompasses:

     1. Procedures for course deletion and addition, including their respective timelines.

     2. Regulations governing permissible absences and the associated calculation system.

     3. Guidelines for handling academic deprivation situations.

     4. Protocols for requesting apologies for a specific course or an entire semester.

     5. Comprehensive explanation of how to calculate a student's average in each course.

     6. Streamlining student access to the electronic educational bag, housing all their course materials.

Implementation Mechanism:

To execute these objectives, a structured approach will be adopted, involving:

1. Regular meetings scheduled between students and their academic advisors, providing a platform for addressing concerns and queries.

2. Coordinated efforts between academic advisors and faculty members to ensure the availability of required courses in the educational portfolio at each academic level.

Social Axis:

The social axis is dedicated to strengthening the bond between the department and students, serving as a conduit for consistent and impactful communication. This involves addressing the following elements:

     1. Spiritual Dimension: This involves actively seeking and identifying the potential within students, aiming to harness and leverage their energies for the betterment of both individuals and society.

     2. Preventive Dimension: Encompassing a comprehensive approach, this dimension involves studying and addressing various aspects such as social, psychological, educational, professional, and health conditions that may adversely affect students. The goal is to enhance awareness and insight regarding these factors, mitigate

their negative impacts, and empower students through training and self-development to avoid engaging in detrimental practices.

3. Therapeutic Dimension: Focused on aiding students in overcoming challenges, this aspect aims to create a conducive psychological environment that enables students to navigate and persist in their educational journey.

1. Guidance Unit Models within the Department:

The department's guidance unit operates through several models, including:

a. Records of Individual Advisor-Student Meetings.

b. Documentation of Group Advisor-Student Sessions.

c. Academic Advisor Recommendation Form.

2. Specialized Support:

The department employs specific procedures and mechanisms to address the needs of students facing challenges, including slow learners, individuals with disabilities, and the gifted. The outlined steps include:

a. Identification of academically struggling students.

b. Recognition and understanding of the issues faced by slow learners.

c. Conducting lectures and enrichment courses tailored for weak and slow learners.

d. Organizing academic counseling sessions for struggling students.

e. Integration of high-achieving students into the teaching process to assist struggling peers.

f. Establishing communication channels with students with disabilities to understand their specific needs and facilitate their learning experience within the college.

g. Collaborating with university administrations to ensure the provision of necessary equipment for individuals with disabilities.

h. Providing essential facilities and equipment to support people with disabilities.

i. Development and maintenance of a comprehensive database highlighting student talents, with a special focus on nurturing gifted students.

j. Encouraging gifted students to actively participate in diverse extracurricular activities.

k. Arranging an annual ceremony dedicated to honoring and recognizing the achievements of gifted students.

Faculty and Staff

Academic and Administrative Personnel Criteria

Rank	Specialization		Specific Qualifications and Competencies (if applicable)	Required Count		
	General	Specific		Female	Male	Total
Professor						
Associate Professor						
Assistant Professor						
Lecturer						
Teaching Assistant						
Technicians						
Laboratory Assistants						
Administrative Staff						
Other						

Learning Resources, Facilities, and Equipment

Educational Materials:

- The college library offers a selection of textbooks accessible to students.
- Faculty members contribute memos and supporting documents as official references for their courses.
- Utilization of the Saudi Digital Library to provide electronic reference materials.
- Establishment of a faculty committee to oversee the acquisition of books and supporting materials.
- Utilization of reports available on the Ministry of Tourism and Saudi Tourism Authority websites.
- Program-specific resource requirements encompassing books, references, electronic learning resources, websites, etc.

Infrastructure and Tools:

- Computer lab for Business Administration Department students.
- Integration of smart boards and modern display devices.
- Access to resources available in the college library.

Safety and Environmental Protocols:

- Implementation of measures to ensure a secure and healthy environment, tailored to the program's unique characteristics. (Classroom, labs, libraries …)

Program Quality Assurance

1- Quality assurance system in the program
(Link)

2- Quality Control Procedures for Program Courses Delivered by Other Scientific Departments

The procedures governing the quality control of program courses offered through other scientific departments adhere strictly to the guidelines approved by the Deanship of Development and Quality at Prince Sattam bin Abdulaziz University. As per the following:

A. Definition and use of quality management system:

The Quality Management System Unit is dedicated to deploying the quality management system by conducting regular assessments of the university's academic programs to ensure their alignment with the system. Additionally, the unit consistently enhances the system, staying in harmony with globally recognized best practices.

B. Responsibilities of the Quality Management System Unit:
1- Executing the internal quality management system across all university colleges and academic programs.
2- Offering essential training on the system to faculty members involved.
3- Providing guidance to academic programs seeking national and international accreditation on applying the system during the self-study preparation process.

C. Objectives of the Quality Management System Unit:
a. . Execution of a quality management system within colleges and academic programs.
b. . Continuous development and refinement of the system to align with the best international practices.

Under the oversight of the College's Vice Deanship for Quality, Postgraduate Studies, and Community Service, the department is actively engaged in:
1- Periodically reviewing program and course descriptions and reports through the department's Quality Committee.
2- Examining the program's performance indicators report.
3- Committing to the quarterly quality assurance plan provided by the Deanship of Development and Quality.
4- Collaborating with quality representatives in other departments to develop and ensure the quality of programs.
5- Conducting polls of new students and graduates.
6- Polling the opinions of field training entities.
7- Gathering feedback through opinion polls from employers.
8- Performing benchmark comparisons with colleges offering similar programs.
9- Making historical comparisons of performance indicators.

In collaboration with the College Dean, official correspondences are dispatched to affiliated colleges housing scientific departments that contribute to the Tourism and Entertainment Projects Management program. Similar letters are sent to the two departments within the college, namely Computers and English Language. The communication involves the following key points:

1- Distributing a comprehensive report and description of the Tourism and Entertainment Projects Management program to faculty members teaching outside the department.
2- Scrutinizing course descriptions to ensure alignment with predefined learning outcomes.
3- Conducting thorough reviews of course reports, engaging in discussions on student performance, and seeking departmental council approval.
4- Periodically reassessing courses to ensure ongoing relevance to students' needs, facilitated by the College's Quality and Development Unit.
5- Undertaking benchmark comparisons with analogous courses in related programs across other colleges.
6- Overseeing the semester and final exams for courses offered, under the purview of departmental supervisors.
7- Scrutinizing the variance between planned and executed curriculum coverage for each course.

3. Procedures Implemented to Ensure Consistency Between the Program's Central Campus and Other Branches.

NA

4. Accredited Program-Level Learning Outcomes Assessment Framework:

The institutional Quality Agency has formally endorsed a robust initiative for the systematic evaluation of learning outcomes at the program level. This evaluative protocol is designed to occur at regular intervals, specifically every three years, facilitating a meticulous examination of programmatic learning outcomes. The assessment is structured to scrutinize outcomes within the tripartite domains of knowledge, skills, and values. Methodologically, a dual-pronged approach employing both direct and indirect evaluation techniques is implemented, through the following procedures:

1. Each educational outcome is mandated for program-level evaluation once every triennium.
2. Assessment at the program level necessitates the utilization of at least one direct method for each educational outcome, exemplified by scrutinizing student grades in courses associated with said outcome.
3. Concurrently, an indirect evaluation method must be employed for each educational outcome at the program level, involving the administration of questionnaires to both students and employers to appraise program efficacy.
4. Tangible proof of student achievement in relation to the program-level learning outcomes for each course must be appended.
5. Preceding the program-level evaluation, a comprehensive assessment of course-level learning outcomes is imperative.
6. The evaluation process must encompass the identification of strengths, weaknesses, and areas for improvement based on the findings.
7. The Quality Committee within each department is tasked with retaining copies of the evaluation and result analyses conducted by faculty members for respective courses, to be incorporated into the course files.

Enhancement Mechanism:

1. The dissemination of assessment outcomes is extended to all faculty members, ensuring comprehensive awareness and transparency.
2. Courses with minimal contribution to learning outcomes are identified, initiating collaborative discussions among faculty members to formulate strategies for improving these specific courses.
3. Approval of faculty development plans remains a pivotal step in fostering ongoing improvement by enhancing the instructional capabilities of academic staff.
4. Seeking input from an impartial external source is integral to provide an unbiased assessment of the program. This involves pinpointing strengths and weaknesses, formulating recommendations for enhancement, and developing plans for the implementation of these suggestions. Furthermore, regular consultations with employers are organized to align the program with industry expectations and necessities.

5.Evaluating program quality

Evaluation areas	Evaluation source	Evaluation method	Evaluation timing
Teaching effectiveness	Students, graduates	Opinion polls/questionnaires	End of the academic year
Learning resources	Students, graduates, faculty, and staff	Opinion polls/questionnaires	End of the academic year
Facilities and equipment	Students, faculty, staff	Opinion polls/questionnaires	End of the academic year
Student services	Students	Opinion polls/questionnaires	End of the academic year
Community partnerships	Students, graduates, faculty members, program leaders, and employers	Opinion polls/questionnaires	End of the academic year
The effectiveness of counselling	Students	Opinion polls/questionnaires	End of the academic year

Evaluation areas (program leadership, effectiveness of teaching and evaluation, learning resources, services, partnerships, etc.)

Evaluation sources (students, graduates, faculty, program leaders, administrators, employees, independent reference...etc.)

Evaluation method (opinion polls, interviews, visits, etc.)

Evaluation timing (beginning of the semester, end of the academic year, etc.)

Performance Indicators for Program Evaluation

The Duration Required to Attain Desired Performance Levels (Within One or Two Years)

No#	Code	Performance indicator	Targeted levels	Evaluation methods	Evaluation timing
1	KP1-P-01	Program operational plan objectives attainment percentage.	80%	The percentage of performance indicators for the objectives of the program's operational plan that achieved the target level to the total number of indicators targeted for these objectives in the same year.	The end of the academic year
2	KP1-P-02	Student assessments of program learning experiences.	4.5	Average overall rating of final year students for the quality of learning experiences in the program according to a five-point scale in an annual survey.	The end of the academic year
3	KP1-P-03	Student assessments of individual course quality.	4.5	Average student rating of course quality	The end of the academic year
4	KP1-P-04	Virtual completion percentage	80%	Percentage of students who completed the program within the minimum period prescribed for the program from each batch.	The end of the academic year
5	KP1-P-05	First-year student retention percentage.	90%	Percentage of first-year students in a program who continue in the program for the following year to the total number of first-year students in the same year.	The end of the academic year
6	KP1-P-06	Students' performance levels in professional or national assessments	NA	The percentage of students or graduates who pass professional or national tests or the average and median of their scores therein.	The end of the academic year
7	KP1-P-07	Employment and enrollment of graduates in advanced programs	80% recruitment	Percentage of program graduates who: A. Get hired B. They are enrolled in a graduate program During the first year of their graduation to the total number of graduates in the same year.	The end of the academic year

8	KP1-P-08		NA		The end of the academic year
9	KP1-P-09	Average number of students in the class	20 students	Average number of students in the class (lecture, discussion groups)	The end of the academic year
10	KP1-P-10	Employers' evaluation of the competency of program graduates	4	Average employers' overall rating of the competency of program graduates on a five-level scale in an annual survey	The end of the academic year
11	KP1-P-11	Student satisfaction with the services provided	4.5	Average rating of student satisfaction with services provided on a five-level scale in an annual survey	The end of the academic year
12	KP1-P-12	Student to faculty ratio	1:14	The ratio of the total number of students to the total number of full-time faculty members or equivalent in the program	The end of the academic year
13	KP1-P-13	Percentage of faculty distribution	50% male – 50% female	Percentage distribution of faculty categories in terms of: -Gender -Branches - Scientific rank	The end of the academic year
14	KP1-P-14	Percentage of scientific publishing by faculty members	100%	Percentage of full-time faculty who published at least one paper during the year to the total faculty in the program	The end of the academic year
15	KP1-P-15	Rate of published research per faculty member	1:2	The average number of peer-reviewed or published papers per faculty member during the year to full-time faculty members	The end of the academic year
16	KP1-P-16	Average citations in peer-reviewed sessions per faculty member	20 citations	Average number of citations in peer-reviewed journals of published research per faculty member in the program (total number of citations in peer-reviewed journals of published research for full-time faculty members or equivalent to published research)	The end of the academic year
17	KP1-P-17	Beneficiaries' satisfaction with learning resources	4.5	Average rating of beneficiaries' satisfaction with the adequacy and diversity of learning resources (references,	The end of the academic year

				information bases, courses) on a five-level scale in an annual survey.	
18	KP1-P-18	The percentage of courses whose quality the student rated during the year	90%	The number of courses whose quality was evaluated to the total number of courses	The end of the academic year
19	KP1-P-19	Percentage of faculty members who hold an approved doctorate	80%	The number of faculty members who hold a doctorate approved by the faculty	The end of the academic year
20	KP1-P-20	Percentage of graduates who did not seek employment or graduate studies after six months	20%	The number of graduates who have not joined jobs or graduate studies after six months to the total number of graduates.	The end of the academic year
21	KP1-P-21	Course completion rate	90%	The number of courses completed by students to the number of courses.	The end of the academic year
22	KP1-P-22	Ratio of students to administrative staff	1:30	Number of students to administrative staff	The end of the academic year
23	KP1-P-23	Percentage of faculty members and their equivalents participating in professional development activities in the past year	70%	The number of faculty members and their equivalents participating in professional development activities to the total number of faculty members	The end of the academic year
24	KP1-P-24	Percentage of faculty members participating in professional development activities in the past year	80%	The number of faculty members participating in professional development activities to the total number of faculty members	The end of the academic year
25	KP1-P-25	The number of research or reports presented at academic conferences during the past year for each faculty member (full-time or equivalent)	1:2	Average number of papers or reports presented at academic conferences per faculty member during the year to the total number of full-time faculty members	The end of the academic year
26	KP1-P-26	Percentage of full-time faculty members and others or their equivalent contributing to community service activities	85%	The number of faculty members who contributed to community service activities to the total number of faculty members	The end of the academic year

27	KP1-P-27	Number of patents or innovation and excellence awards			