

NCAA Key Performance Indicators

The KPIs listed below are provided as guidelines for developing evidence to support that a given standard or sub-standard is met. Most KPIs can be utilized at all levels. The KPIs are organized according to standards that best align with the evidence it provides, although in some applications a KPI can be used as evidence for more than one standard. Some KPI statistical data is included in the NCAA Profile information that is required annually for institutions and bi-annually for programs.

It is recommended that an NCAA KPI table template be used for each KPI and inserted directly in the SSR at the point where the KPI evidence demonstrates that the standard or substandard is met. The KPI table template provides a framework for benchmarking and analysis (a NCAA KPI table template is attached below). The NCAA SSR templates already have some KPI table templates inserted at locations where they are required.

It is recommended that additional KPIs and templates be used throughout the SSR as documented scientific evidence.

Direct assessment of each program level intended student learning outcomes is required by NCAA. There are several direct assessment methods available (For example: locally developed final exams, national standardized tests, student learning portfolios together with rubrics, and tracking each learning outcome to specific exam questions or capstone projects). It is recommended that programs organize direct student learning outcome assessment data by utilizing the NCAA KPI table template for each program learning outcome. It is also recommended to augment the direct assessment of student learning outcomes with indirect methods (for example: exit, alumni, and employer surveys).

NCAA requires that 70% of the 33 KPIs listed below be used by institutions and programs. Institutions should complete not less than 22 and program not less than 17 of the following KPIs.

NCAA Standards	KPI Code #	Key Performance Indicator	Level
Standard 1 Mission & Objectives	S1.1	1. Stakeholders' awareness ratings of the Mission Statement and Objectives (Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five- point scale in an annual survey).	Program College Institution

Standard 2 Governance Administration	S2.1	2. Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (Average rating on the adequacy of the Policy Handbook on a five- point scale in an annual survey of teaching staff and <u>final year students</u>).	Program College Institution
Standard 3 Management of Quality Assurance and Improvement	S3.1	3. Students' overall evaluation on the quality of their learning experiences. (Average rating of the overall quality on a five- point scale in an annual survey of final year students.)	Program College Institution
	S3.2	4. Proportion of courses in which student evaluations were conducted during the year.	Program College Institution
	S3.3	5. Proportion of programs in which there was an independent verification, within the institution, of standards of student achievement during the year.	College Institution
	S3.4	6. Proportion of programs in which there was an independent verification of standards of student achievement by people (evaluators) external to the institution during the year.	College Institution
Standard 4 Learning and Teaching	S4.1	7. Ratio of students to teaching staff. (Based on full time equivalents)	Program College Institution Separate data for male and female sections and combined for all.
	S4.2	8. Students overall rating on the quality of their courses. (Average rating of students on a five-point scale on overall evaluation of courses.)	Program College Institution Separate data for male and female sections and combined for all.
	S4.3	9. Proportion of teaching staff with verified doctoral qualifications.	Program College Institution Separate data for male and female sections and combined for all.
	S4.4	Retention Rate; 10. Percentage of students entering programs who successfully complete first year.	Program College Institution Separate data for male and female sections and combined for all.
	S4.5	Graduation Rate for Undergraduate Students: 11. Proportion of students entering undergraduate programs who complete those	Program College Institution Separate data for male and female sections and

		programs in minimum time.	combined for all.
	S4.6	Graduation Rates for Post Graduate Students: 12. Proportion of students entering postgraduate programs who complete those programs in specified time.	Program College Institution Separate data for male and female sections and combined for all.
	S4.7	13. Proportion of graduates from undergraduate programs who within six months of graduation are: (a) employed (b) enrolled in further study (c) not seeking employment or further study	Program College Institution Separate data for male and female sections and combined for all.
Standard 5 Student Administration and Support Services	S5.1	14. Ratio of students to administrative staff.	Institution
	S5.2	15. Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services.	Institution
	S5.3	16. Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five- point scale in an annual survey of final year students.)	Program College Institution
Standard 6 Learning Resources	S6.1	17. Stakeholder evaluation of library and media center. (Average overall rating of the adequacy of the library & media center, including: a) Staff assistance, b) Current and up-to-date c) Copy & print facilities, d) Functionality of equipment, e) Atmosphere or climate for studying f) Availability of study sites, and g) Any other quality indicators of service on a five- point scale of an annual survey.) .	Program Institution Separate data for male and female sections and combined for all.
	S6.2	18. Number of web site publication and journal subscriptions as a proportion of the number of programs offered.	Institution College
	S.6.3	19. Stakeholder evaluation of the digital library. (Average overall rating of the adequacy of the digital library, including: a) User friendly website b) Availability of the digital databases, c) Accessibility for users, d) Library skill training and e) Any other quality indicators of service on a five- point scale of an annual survey.)	Institution College Program Separate data for male and female sections and combined for all.
		20. Annual expenditure on IT budget, including: a) Percentage of the total Institution, or	

Standard 7 Facilities and Equipment	S7.1	<p>College, or Program budget allocated for IT;</p> <p>b) Percentage of IT budget allocated per program for institutional or per student for programmatic;</p> <p>c) Percentage of IT budget allocated for software licences;</p> <p>d) Percentage of IT budget allocated for IT security;</p> <p>e) Percentage of IT budge allocated for IT maintenance.</p>	<p>Institution</p> <p>College</p> <p>Program</p>
	S7.2	<p>21. Stakeholder evaluation of the IT services. (Average overall rating of the adequacy of:</p> <p>a) IT availability,</p> <p>b) Security,</p> <p>c) Maintenance,</p> <p>d) Accessibility</p> <p>e) Support systems,</p> <p>f) Software and up-dates,</p> <p>g) Age of hardware, and</p> <p>h) Other viable indicators of service on a five- point scale of an annual survey.)</p>	<p>Program</p> <p>College</p> <p>Institution</p> <p>Separate data for male and female sections and combined for all.</p>
	S7.3	<p>22. Stakeholder evaluation of</p> <p>a) Websites,</p> <p>b) e-learning services</p> <p>c) Hardware and software</p> <p>d) Accessibility</p> <p>e) Learning and Teaching</p> <p>f) Assessment and service</p> <p>g) Web-based electronic data management system or electronic resources (for example: institutional website providing resource sharing, networking & relevant information, including e-learning, interactive learning & teaching between students & faculty on a five-point scale of an annual survey).</p>	<p>Institution</p> <p>College</p> <p>Program</p>
Standard 8 Financial Planning and Management	S8.1	<p>23. Total operating expenditure (other than accommodation and student allowances) per student.</p>	<p>Institution</p>
Standard 9 Faculty and Staff Employment Processes	S9.1	<p>24. Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.</p>	<p>Program</p> <p>College</p> <p>Institution</p>
	S9.2	<p>25. Proportion of teaching staff participating in professional development activities during the past year.</p>	<p>Program</p> <p>College</p> <p>Institution</p>

Standard 10 Research	S10.1	26. Number of refereed publications in the previous year per full time equivalent teaching staff. (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)	Program College Institution
	S10.2	27. Number of citations in refereed journals in the previous year per full time equivalent faculty members.	Program College Institution
	S10.3	28. Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	Program College Institution
	S10.4	29. Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty members.	Program College Institution
	S10.5	30. Research income from external sources in the past year as a proportion of the number of full time faculty members.	Program College Institution
	S10.6	31. Proportion of the total, annual operational budget dedicated to research.	Institution
Standard 11 Community Service	S11.1	32. Proportion of full time teaching and other staff actively engaged in community service activities.	Program College Institution
	S11.2	33. Number of community education programs provided as a proportion of the number of departments.	College Institution
11 Standards and 33 KPIs		Programs and Institutions are to complete 70% of the NCAA KPIs.	

Glossary

Full time equivalent (FTE) for faculty members: 1 FTE equals what Ministry of Education (MoE) defines as a full-time load for faculty members.

Full time equivalent (FTE) of teaching staff: 1 FTE equals what MoE defines as a full-time load for teaching staff.

Note: Teaching staff include teaching assistants, language instructors, lecturers, and assistant, associate and full professors. This does not include research or laboratory assistants. Academic staff who oversee the planning and delivery of teaching programs are included (e.g., head of department, dean for a college, rector and vice rectors).

Initial Cohort: All students who enter an academic Program as first-time, full-time, degree seeking undergraduate students for the given Fall Semester.

Completion rate/Graduation rate for undergraduate students: The percentage of the cohort class in a given Fall Semester who graduated within a designated period of time. For example, in a four-year program, the "Four-Year Graduation" rate for the Fall Semester 2008 cohort class is the percentage of the Fall Semester 2008 cohort class who graduated from the institution before Fall Semester 2012.

Completion rate for postgraduate students: The proportion of students entering postgraduate programs who complete those programs in specified time.

Stakeholders: Stakeholders may include undergraduate and graduate students, teaching staff, researchers, supporting staff, alumni, and employers.

Explanatory Notes

Evidence of quality of performance can be obtained from a wide range of sources including measurable objective data and other sources of feedback that are relevant to the matters being considered. Performance indicators are specific pieces of evidence that are normally pre-selected and used consistently over time so progress can be assessed and comparisons made with past performance, with other programs, departments, colleges or sections within an institution, or between institutions.

Certain items that are regarded as particularly important are described as key performance indicators (KPIs). They may be identified for use within or by agreement between institutions, or for use within a higher education system as a whole.

The KPIs listed in this document have been identified by the National Commission for Academic Accreditation & Assessment in the Kingdom of Saudi Arabia for use within institutions (additional KPIs may be identified and used as desired) to provide a set of information that can be useful for internal evaluations and to establish national benchmarks as a basis for comparisons for individual institutions.

If the KPIs are to be useful for this purpose they must be calculated in consistent ways and the notes provided here are designed to help ensure that this is done.

Levels at Which Data is Required

Data is required at all levels. The list of KPIs refers to several different levels at which data should be obtained, the level of individual programs or departments, different colleges, and institutions as a whole. To meet these requirements information should be provided for each program individually, aggregated to give a figure for each college, and then aggregated again so that figures are available for a total institution. When this is

done, it is possible for comparisons to be made between different programs or colleges within an institution or with equivalent programs or colleges elsewhere, as well as between institutions as a whole.

All NCAAA KPIs serve at the institutional level. Most KPIs are utilized at all levels, provided the interpretation is aligned with the level. Some KPIs serve best at the program level. In some instances, a college may also be an institution and in other cases a college may be a program, therefore these KPIs and guidelines are intended to be flexible.

Interpretations of Indicators

Indicators are a form of evidence, but in themselves they are not proof of many important quality issues. In conducting evaluations the data on the indicators must be interpreted taking into account the particular circumstances of what is being looked at. For example, a particular figure may be a good result if it shows improvement over previous figures and a matter of concern if it is falling. Differences in ratios are to be expected for different fields of study and comparisons should be of like with like. Figures must also be interpreted in relation to the mission and objectives of an institution or program. For example, a much higher level of research output would be expected for an established university with a mission to make a major research contribution than for a newly established institution or a college with a commitment to high quality undergraduate teaching. However consistently calculated figures are important sources of data that can be analyzed and used in evaluations that take different circumstances into account.

KPI Tables

KPI tables are located in the SSRI and SSRP documents. They are specifically placed in order to align the KPI with a general standard as a whole or for a specific sub-standard. The KPI is to provide direct scientific evidence and reasonable analysis to support that the standard or sub-standard is met.

NCAAA requires institutions and programs to utilize 70% of the above KPIs. Additional KPIs are encouraged and should be used. The KPI table template can be copied, completed, and inserted into self study reports.

KPI Table Template

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical

interpretation that describes the outcome results or illustrated data (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

NCAAA KPI Reference Number: _____ Institutional KPI Reference Number: _____				
KPI:				
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
Analysis (list strengths and recommendations): _____ _____ _____				
* Explain: 1. Why this internal benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the internal benchmark provider. ** Explain: 1. Why this external provider was chosen? 2. How was the benchmark calculated? 3. Name of the external provider.				

KPI Table Glossary

NOTE: The following definitions are provided to guide the completion of the above table for KPIs and assessment. The basic premise is that a KPI is a performance indicator that is part of an assessment process that includes multiple benchmarks, analysis, and an action plan that is designed for improvement. The KPI table is designed to include a KPI and several benchmarks with a section for analysis.

KPI: Refers to a "key performance indicator" that identifies evaluative criteria for scientific assessment of an educational objective or student learning outcome

performance. A KPI must be measurable or written in a way that is designed for assessment. When benchmarking and analysis are used with it, together they provide evidence for assessment to guide decision-making and judgments. For example, "student to teacher ratio" is a valid KPI because it indicates a measurable criterion that is used to calculate the number of students per teacher.

Benchmark: Refers to a performance level of achievement for a given KPI or performance indicator. There are many kinds of benchmarks that align with KPIs, therefore it is necessary to qualify benchmarks in order to understand their relationship to a given KPI. Benchmarks may be internal or external.

Target Benchmark: Refers to the anticipated performance level or desired outcome (goal or aim) for a KPI. For example, if the KPI is "student to teacher ratio" then the target benchmark might be 12 students per 1 teacher. A target benchmark is also an internal benchmark.

Finding Benchmark: Refers to the actual outcome determined when the KPI is measured or calculated. It represents the actual reality of the present situation. For example, if the actual "student to teacher ratio" is determined to be 24 students per 1 teacher it is the finding benchmark. A finding benchmark is also an internal benchmark.

Internal Benchmarks: Refer to benchmarks that are based on information from inside the program or institution. Internal benchmarks include target or finding benchmark data results from previous years. For example, a previous year's benchmark for "student to teacher ratio" could have been 15 students to 1 teacher and the finding benchmark for that year might have been 28 students per 1 teacher.

External Benchmarks: Refer to benchmarks from similar programs or institutions that are outside the program or institution. For example, external benchmarks for "student to teacher ratio" could be 6 students to 1 teacher from a different program within the institution or another program outside the institution, or for institutions, it refers to other institutions (national or international).

KPI Analysis: Refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement. This is sometimes called "benchmarking." For example, KPI analysis could compare and contrast "student to teacher ratio" target and actual benchmarks from both internal and external data banks to determine strengths and recommendations for improvement.

New Target Benchmark: Refers to the establishment of a new or desired performance level or goal for the KPI that is based on the outcome of the KPI analysis. For example, the new target benchmark for the "student to teacher" KPI might be 10 students to 1 teacher.