



**ITQAN 2020: electronic KSU - QMS
(Quality Management System) Handbook 2
(SID - Statistics, Information & Documents)
(4th Edition, May 2017)**

**Vice Rectorate for Planning & Development
Deanship of Quality and Development
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Executive Summary

The ITQAN 2020: KSU - QMS Manual consists of two handbooks. While the first handbook of the ITQAN 2020: KSU - QMS describes in detail the overall KSU - QMS approach, framework and its mechanisms, the ITQAN 2020: KSU - QMS Handbook 2 (4th Edition, May 2017) concentrates on the evidenced-based approach used in the ITQAN 2020: KSU - QMS. The second handbook describes the SID (Statistics, Information and Documents) System that has been established as part of the evidenced based approach underlying the mechanisms that is used to collate, collect, compute, disseminate and use the Statistics, Information and Documents to support quality management, accreditation management and the audit and assessment of the institution, college or programs. The key areas are the main SID Module of the ITQAN 2020: KSU - QMS. This includes the details of the updated and streamlined 55 KSU - QMS KPIs (inclusive of the EEC-NCAAAA KPIs of October 2015). It also includes the 7 mandated surveys that had been completely revised in 2014, with their main purposes and components reviewed and revised to be used for all the colleges and programs for the quality and accreditation management.

The handbook itself is divided into 3 chapters as follows:

Chapter 1	This chapter will discuss the evidenced-based approach in quality management, the SID itself, and the key processes flow of the SID supported with a checklist as the minimum requirement of the SID. In the 4 th Edition, screenshots of the SID are provided as an illustration of the SID on the ITQAN 2020.
Chapter 2	This chapter will discuss in detail the components of Statistics, Information and Documents and identify the 42 quantitative and 13 qualitative KPI (Key Performance Indicators) of the ITQAN 2020: KSU - QMS. It also provides an explanation of the 55 ITQAN 2020: KSU - QMS KPI processing environment, KPI data requirement or parameters needed for the qualitative KPI, KPI formulae computation and what needs to be addressed in the analysis of the KPI. This includes the detailed components of the 7 mandated KSU Surveys, their relationship to the 14 KPIs using these qualitative survey instruments and screenshots of the surveys illustration.
Chapter 3	Detailed description of each of the KPI for the 11 Standards. The key areas covered are the KPI processing environment, KPI data requirement or parameters needed for the qualitative KPI, KPI formulae computation and the determination of the performance Level (Le).

It is hoped that this second handbook is used to bring about a better support and evidenced-based system towards quality and accreditation management by the institution, college or programs.

Thank you.

**King Saud University
Vice - Rectorate for Planning and Development
Deanship of Quality and Development**

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Chapter 1 SID (Statistics, Information and Documents) System

1.1 Introduction

One of the corner stone and core value of the ITQAN 2020: KSU – QMS is the principle that quality is based on “Management through measurement and by facts” which emphasized the imperatives of a systematic evidence based approach to quality & accreditation, information and planning management. Efforts to improve quality need to be determined through measurements to demonstrate “whether improvement efforts (1) lead to change in the primary end point in the desired direction, (2) contribute to unintended results in different parts of the system, and (3) required additional efforts to bring a process back into acceptable ranges” (Varkey, et.al., 2007). Contemporary managers in most types of organization are heavily swayed in their thinking and decisions by habit, fads, convention and unrealistic levels of confidence (Pfeffer & Sutton, 2006). Management especially education provider management should rethink their approaches to data, statistics, documentations, information and knowledge in order to make more effective decisions. It means making decisions based on best obtainable evidence, that is, scientific findings and unbiased organizational facts. These decisions rely on decision processes that reduce bias and judgment errors and give due consideration to ethical concerns. Decisions are made after reviewing information from repeated rigorous data gathering instead of relying on heuristics, imaginations or intuitions. This is the basis of informed decision making by all levels of the institution, colleges and programs.

Some of the main education decisions to be made by the management of the institution, college or programs could include:

- The intended strategic direction of the institution, college or program which is its mission, strategic goals, objectives, targets and measures of accomplishment and achievements;
- The performance of the intended goals of the institution, college or program and what strategic challenges, strengths and opportunities for improvements through its internal quality system of monitoring, measurement and assessment to identify “gaps” for improvements;
- The intended outcomes of the competent student and graduate as envisaged by the institution, college or program, its performance assessment system and the use of the results of the assessment for further improvements;
- The creation and delivery of intended educational values created and delivered that meets minimum national or international requirements and the needs of the stakeholders;
- The educational processes, policies and procedures that need to be developed, maintained and sustained for continuous improvements;
- The support infrastructures and service support needed to create a supportive and conducive learning environment that enhances teaching, learning, research and societal contributions; and
- The quality of the human resources that can contribute to the success and further development of the institution, college or program or administrative units leading to the development of “total” qualified and competent student who can contribute constructively and positively to the wellbeing and success of society.

As such, the imperative is that quality management and decisions pertaining to quality improvements and continuous improvements should be supported and informed by facts or measurements in the form of statistics or performance indicators. As part of the ITQAN 2020:

KSU – QMS to support quality & accreditation, information and planning management, the SID (Statistics, Information and Documents) system, that constitute a core part of the evidenced based informed decision support making mechanism, has been established.

1.2 SID (Statistics, Information and Documents) system

To enhance the efforts for quality assurance, a key part of the ITQAN 2020: KSU – QMS is to identify, develop and manage the key statistical, informational and documentary evidences that could be used to substantiate and support the accomplishment and achievement of certain quality actions that had been planned, implemented, monitored for accomplishment and measured for achievements. Key components of these evidences can include:

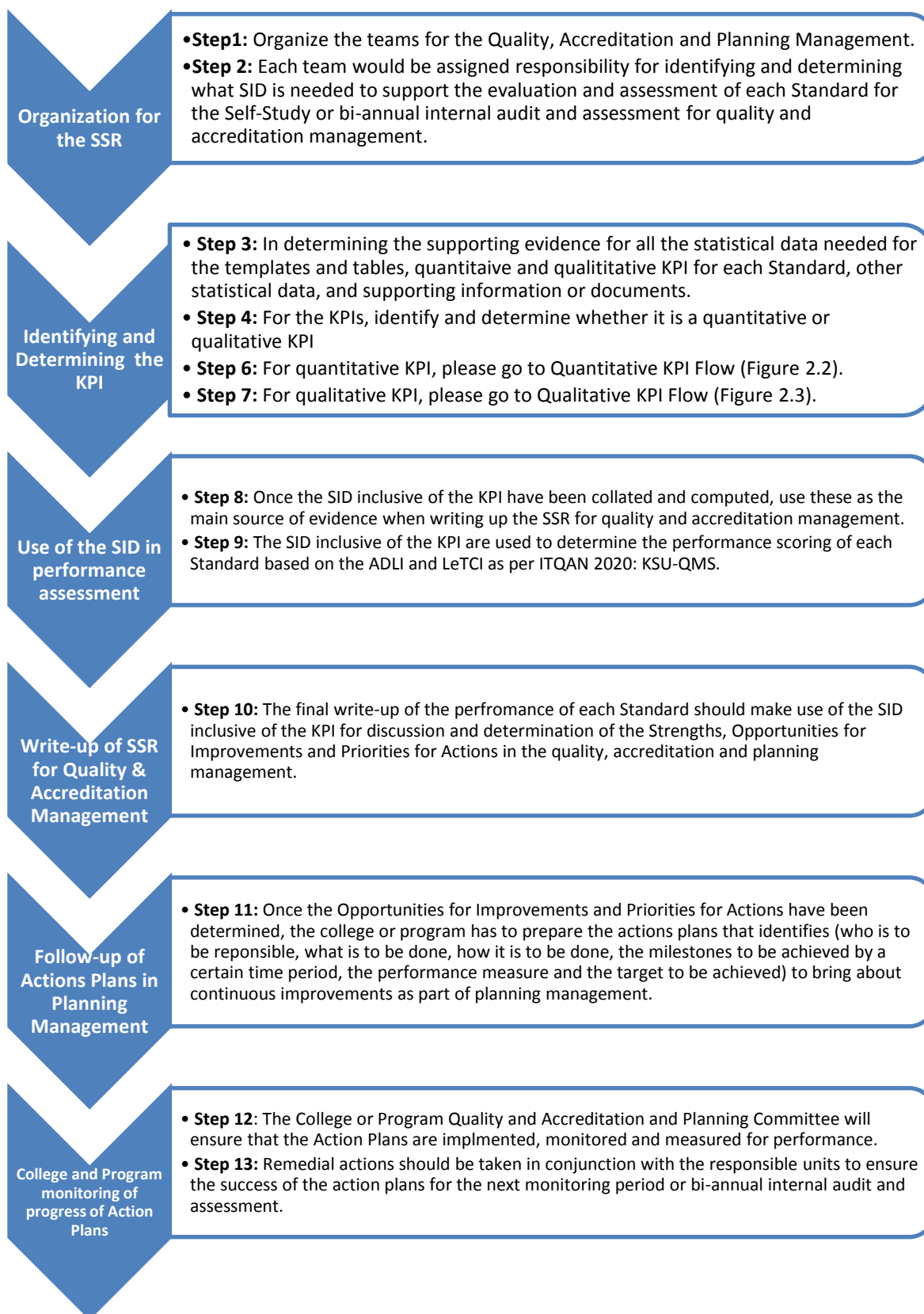
- The “statistics” which is taken to be the collation, collection, organization, processing and interpretation of numerical data, especially the analysis of from a population sample and inference from the data sampling. It deals with all aspects of this, including the planning of data collection in terms of the design of surveys and experiments (Dodge, 2003). As such, the term “statistics” as used here is inclusive of the performance indicators which can be quantitative based on a formulae computation or a numerical representation over a period of time or time-series or the derived means average of the sampling of a population through a valid survey instrument.
- The type of “information” that can be recorded verbally or in written form in a meeting or discussion that serves as documented evidences of a process arriving at an action or decision made within the agreed upon organization structure. It can also be a set of facts derived from documented and verified secondary data from academically accepted sources like research or documented facts that conform to internationally accepted practices.
- The “documents” which have been researched into or justified by scientific methods or analysis, accepted as a valid and approved set of written documents by the management through a rigorous process. Such documents are inclusive of the strategic plan, a manual, SOP (Standard Operating Procedures), budget, projects or proposals, or actions plans but are not delimited to such.

The aims of the SID system are to:

- Provide a system to collate, collect, organize, compute, process and disseminate key statistics, information and documents to the user in quality, accreditation and planning management, all leading to the support of performance management;
- Provide a system of processed statistics, information and documents that have been scientifically organized, processed or computed to support actions and informed decision making through an appropriate and scientific analytical methodology;
- Provide a systematic evidence-based mechanism that supports the enhancement of the quality practices and performance in the institution, college or program in the education management of its creation and delivery of educational values.

Figure 1.1 provides a master flow of the key steps in the use of the SID system established for the support and enhancement of the quality practices and processes of the institution, college or program. Since there are many ways and methodology that can be used to provide the necessary statistics, information and documents, the following figure provides a generic approach used in the ITQAN 2020: KSU – QMS.

Figure 1.1 Master flow of SID (Statistics, Information and Documents)



Since there are also many types and nature of statistics, information and documents that can be produced to support quality practices and processes and its measurements, the checklist of SID as shown below (Table 1.1) is not exhaustive, but is only designed as some of the minimal and types of evidence that can be produced by the institution, college or program as part of its evidence based approach towards quality, accreditation and planning management. The checklist of proposed evidence is based on the 58 Process-based Criteria and 11 set of Results-based Criteria, organized within the 11 Standards of the ITQAN 2020: KSU – QMS (Table 1.1). It is also classified into institutional and college or programs grouping. This proposed set of evidence is neither conclusive nor exhaustive, but only serves as a checklist to meet the minimum requirements of a typical audit and assessment or accreditation exercise.

Table 1.1 Checklist of context and content of a typical SID
(Legend: (I) – Institution; (C) – College or Programmatic level)

ORGANIZATIONAL PROFILE	
Institution	College or Program
SID I – A: Institution Charter, Institution Organization or Authority Chart.	SID C – A: College Charter, College Organization or Authority Chart.
SID I – B: Institution Catalog	SID C – B: College or Program Catalog
SID I – C: Institution Organizational Profile (Historical to present standing) including its key accomplishment and achievements in line with the KSU 2030 and KSA Vision 2030.	SID C – C: College or Program Organizational Profile (Historical to present standing) including its key accomplishment and achievements in line with the KSU 2030 and KSA Vision 2030.
SID I – D: Institutional Statistics	SID C – D: Collegial or Program Statistics
SID I – D1: Intuitional Characteristics – Number of Colleges and Programs, Faculty/Staff/Students Profile, Learning resources and facilities profile at all levels of undergraduate and post graduate studies in all academic programs.	SID C – D1: College or Program Characteristics – Number of Departments and actual number of programs, Faculty/Staff/Students Profile, Learning resources and facilities profile at all levels of undergraduate and post graduate studies in all academic programs.
SID I – D2: Institutional Faculty Statistics: Ratio of Instructor: Assistant Prof.: Associate Prof.: Professor by Institution, College, Program, by Local Vs. Expat, by Highest Degree attainment, by Geographic Distribution.	SID C – D2: College or Program Faculty Statistics: Ratio of Instructor: Assistant Prof.: Associate Prof.: Professor by College & Program, by Local Vs. Expat, by Highest Degree attainment, by Geographic Distribution.
SID I – D3: Institutional Staff Statistics: Number of staff by College / Program, by Local Vs. Expat, by Highest Degree attainment, by Geographic Distribution.	SID C – D3: College Staff Statistics: Number of staff by College/ Program, by Local Vs. Expat, by Highest Degree attainment, by Geographic Distribution.
SID I – D4: Institutional Students Statistics: Number of Students by College and Program, by Local Vs. Expat, by year of program, by Geographic Distribution, enrolment rate by year (1 st year to 5 th year), retirement and probation rate by year (1 st year to 5 th year), retention rate by year (1 st year to 5 th year) and completion rate of undergraduate and post graduate students in all KSU academic programs.	SID C – D4: College or Program Students Statistics: Number of Students by College and Program, by Local Vs. Expat, by year of program, by Geographic Distribution, enrolment rate by year (1 st year to 5 th year), retirement and probation rate by year (1 st year to 5 th year), retention rate by year (1 st year to 5 th year), cohort analysis and completion rate of each undergraduate and post graduate students in all KSU academic programs.
SID I – D5: Institution Learning Resources Statistics: Number and Types of Learning resource availability, utilization rate by faculty, staff and students, the capacity and capability of online databases and books, the conducive environment to learning and research.	SID C – D5: College or Program Learning Resources Statistics: Number and Types of Learning resource availability, utilization rate by faculty, staff and students, the capacity and capability of online databases and books, the conducive environment to learning and research.

STANDARD 1: MISSION, GOALS AND OBJECTIVES	
Institution	College or Program
SID I – 1.1: Institution Strategic Plan and Action Plans	SID C – 1.1: College Strategic Plan and Action Plans
SID I – 1.2: Statements of Institutional Vision, Mission, Values, and Goals. This includes the alignment of the institutional strategic plans goals, objectives, targets and action plans being	SID C – 1.2: Statements of College Vision, Mission, Values, This includes the alignment of the institutional strategic plans goals, objectives, targets and action plans being aligned with the KSA

aligned with the KSA 2030 Vision.	2030 Vision and that of KSU 2030.
SID I - 1.3: Evidence of use of mission and objectives to guide accomplishment and achievements of the Institution, College and its programs or Administrative Units leading to the systematic review of the Strategic Plan closing the PDCA Loop.	SID C - 1.3: Evidence of use of mission and objectives to guide accomplishment and achievements of the College or Program or Administrative Units leading to the systematic review of the Strategic Plan closing the PDCA Loop.

STANDARD 2: GOVERNANCE AND ADMINISTRATION

Institution	College or Program
SID I - 2.1: Institution By-law: Provide the institution by-laws or basic documents demonstrating the institution legal responsibility and accountability, codes of professional and academic conduct and roles and responsibilities of the university councils, advisory committees, special committees.	SID C - 2.1: College By-law: Provide the institution by-laws or basic documents demonstrating the college legal responsibility and accountability, codes of professional and academic conduct and roles and responsibilities of the college councils, college or program advisory committees, special committees.
SID I - 2.2: Institutional Governing Board: Provide documentation of the structure, authority, and autonomy of the Institution Governing Board and its University Council, its internal and external composition especially of its Advisory Board, policies and procedures and guiding principles of the Governing Board and Committees that are enshrined in its codes of practices and manual and minutes governing its governing and regulatory practices in reviewing institutional academic and administrative policies. It should include the review of the efficiencies and effectiveness of the operational systems of the University Council Advisory Board.	SID C - 2.2: College Governing Board: Provide documentation of the structure, authority, and autonomy of the College Governing Board or College Council, its internal and external composition especially of its Advisory Board, policies and procedures and guiding principles of the Governing Board and Committees that are enshrined in its codes of practices and manual and minutes governing its governing and regulatory practices in reviewing college academic and administrative policies. It should include the review of the efficiencies and effectiveness of the operational systems of the College Council and Advisory Board.
SID I - 2.3: Institution Governing Board Member: Provide a list of the internal and external representation of the University Council and Advisory Board members including their name, designation, affiliation and occupation, and compensation, specialties or expertise.	SID C - 2.3: College Governing Board Member: Provide a list of the internal and external representation of the Council Members or Advisory Board members including their name, designation, affiliation and occupation, and compensation, specialties or expertise.
SID I - 2.4: Institution Administrative Committees and Members: Provide a list of the internal and external representation of the various Institution Administrative Committees and its members including their name, designation, expertise and qualifications, affiliation and occupation, and compensation to oversee the various key institutional administrative polices.	SID C - 2.4: College Administrative Committees and Members: Provide a list of the internal and external representation of the various College Administrative Committees and its members including their name, designation, expertise and qualifications, affiliation and occupation, and compensation to oversee the various key collegial administrative polices.

STANDARD 3: MANAGEMENT OF QUALITY ASSURANCE AND IMPROVEMENT

Institution	College or Program
SID I - 3.1: Institution Quality Management System: Provide documentation and evidence of the existence of the institution internal quality management system based on the ITQAN 2020: KSU-QMS addressing its internal audit and assessment needs and requirements and assuring the quality of the institutional assessment and assurance practices.	SID C - 3.1: College Quality Management System: Provide documentation and evidence of the existence of the college internal quality management system based on the ITQAN 2020: KSU-QMS addressing its internal audit and assessment needs and requirements and assuring the quality of the college or program assessment and assurance practices.
SID I - 3.1: Institution Quality Plan: Provide documentation and evidence of the existence of the institution quality plan addressing its strive for continuous improvements of its IQA, namely the ITQAN 2020: KSU - QMS and ITQAN 2020: electronic Performance Management System assuring the quality of the institutional assessment and assurance practices.	SID C - 3.1: College Quality Plan: Provide documentation and evidence of the existence of the college quality plan addressing its strive for continuous improvements of its IQA, namely via the institutionalized ITQAN 2020: KSU - QMS and ITQAN 2020: electronic Performance Management System assuring the quality of the collegial or programmatic assessment and assurance practices.

STANDARD 4 LEARNING AND TEACHING

Institution	College or Program
<p>SID I - 4.1: Institution Oversight of Quality Teaching and Learning: Provide documentation and evidence of the existence of the institution bodies and committees, policies and procedures or systems and mechanisms applied in overseeing the quality of teaching and learning assuring the quality of the institutional teaching and learning assessment and assurance practices.</p>	<p>SID C - 4.1: College Oversight of Quality Teaching and Learning: Provide documentation and evidence of the existence of the college bodies and committees, policies and procedures or systems and mechanisms applied in overseeing the quality of teaching and learning assuring the quality of the college and programmatic teaching and learning assessment and assurance practices.</p>
<p>SID I - 4.2: Institution Student Learning Outcomes: Provide documentation and evidence of the existence that the college's student learning outcomes conform to the institutional strategic directions and meeting the minimum requirement of the EEC-NCAAA National qualification Framework assuring the quality of the institutional teaching and learning assessment and assurance practices.</p>	<p>SID C - 4.2: College Student Learning Outcomes: Provide documentation and evidence of the existence that the college's and the department's student learning outcomes conform to the institutional and college strategic directions and meeting the minimum requirement of the EEC-NCAAA National qualification Framework at the program and subject level assuring the quality of the institutional teaching and learning assessment and assurance practices.</p>
<p>SID I - 4.3: Institution Oversight of Program development, evaluation and review process: Provide documentation and evidence of the existence of the institution bodies and committees, policies and procedures or systems and mechanisms applied in overseeing the quality of the systematic program development, evaluation and review processes and procedures assuring the quality of the institutional teaching and learning assessment and assurance practices.</p>	<p>SID C - 4.3: College Oversight of Program development, evaluation and review process: Provide documentation and evidence of the existence of the college bodies and committees, policies and procedures or systems and mechanisms applied in overseeing the quality of the systematic program development, evaluation and review processes and procedures assuring the quality of the college teaching and learning assessment and assurance practices.</p>
<p>SID I - 4.4: Institution Student Assessment: Provide documentation and evidence of the existence of an implemented, systematic and sustained process that the college's student learning outcomes, the student assessment methods, student accomplishments and achievements systematically conform to the institutional strategic directions and meeting the minimum requirement of the EEC-NCAAA National qualification Framework assuring the quality of the institutional teaching and learning assessment and assurance practices.</p>	<p>SID C - 4.4: College Student Assessment: Provide documentation and evidence of the existence of an implemented, systematic and sustained process that the college's and the programs' student learning outcomes, the student assessment methods, student accomplishments and achievements systematically conform to the institutional strategic directions and meeting the minimum requirement of the EEC-NCAAA National qualification Framework at the program and subject level assuring the quality of the college teaching and learning assessment and assurance practices.</p>
<p>SID I - 4.5: Institution Oversight of Quality of teaching and teaching staffs, Support for Improvements processes: Provide documentation and evidence of the existence of the institution bodies and committees, policies and procedures or systems and mechanisms applied in overseeing the quality of the teaching, qualifications of the teaching staffs and processes and procedures for the support of the development and improvements of teaching and learning practices and teaching staffs assuring the quality of the institutional teaching and learning assessment and assurance practices.</p>	<p>SID C - 4.5: College Oversight of Quality of teaching and teaching staffs, Support for Improvements processes: Provide documentation and evidence of the existence of the college bodies and committees, policies and procedures or systems and mechanisms applied in overseeing the quality of the teaching, qualifications of the teaching staffs and processes and procedures for the support of the development and improvements of teaching and learning practices and teaching staffs assuring the quality of the college or program teaching and learning assessment and assurance practices.</p>
<p>SID I - 4.6: Institution education assistance and field experience: Provide documentation and evidence of the existence that there is an implemented, systematic and sustained education assistance and field experience for the students assuring the quality of the institutional teaching and learning assessment and assurance practices.</p>	<p>SID C - 4.6: College education assistance and field experience: Provide documentation and evidence of the existence that there is implemented, systematic and sustained education assistance and field experience for the students assuring the quality of the college or program teaching and learning assessment and assurance practices.</p>
<p>SID I - 4.7: Institution Oversight of Teaching Assessment and Development and Improvements: Provide documentation and evidence of the existence of the institution committees, policies and procedures or systems and systematic mechanisms applied in overseeing the institution teaching and learning practices affecting the development and improvements of teaching and</p>	<p>SID C - 4.7: College Oversight of Teaching Assessment and Development and Improvements: Provide documentation and evidence of the existence of the college or program committees, policies and procedures or systems and systematic mechanisms applied in overseeing the quality college teaching and learning practices affecting the development and improvements of</p>

learning practices and teaching staffs developments assuring the quality of the institutional teaching and learning assessment and assurance practices.

SID I - 4.8: Institution partnership arrangement with other institutions: Provide documentation and evidence of the existence that there is an implemented, systematic and sustained development of institutional partnerships with other institutions that can assist in assuring the quality of the institutional teaching and learning assessment and assurance practices.

teaching and learning practices and teaching staffs development assuring the quality of the college teaching and learning assessment and assurance practices.

SID C - 4.8: College partnership arrangement with other institutions: Provide documentation and evidence of the existence that there is an implemented, systematic and sustained development of college or program partnerships with other institutions that can assist in assuring the quality of the college teaching and learning assessment and assurance practices.

STANDARD 5: SUPPORT FOR STUDENT LEARNING

Institution

SID I - 5.1: Institution Admission and registration System: Provide documentation and evidence of the existence of the policies, procedures and practices or systems and systematic mechanisms applied in the students admission, registration, and payment requirements assuring its quality of the institutional admission system assessment and assurance practices. Provide also the admissions and actual enrolment profile and the retention and graduation rate and the enrolment projections of the future for the institution and colleges. (Separate them into specific tables of the different colleges and programs profiles)

SID I - 5.2: Institution Student Records and Management System: Provide documentation and evidence of the existence that the institution has an efficient and effective systematic students' records system and student management system of its codes of conduct and appeal system assuring the quality of the institutional teaching and learning assessment and assurance practices.

SID I - 5.3: Institution Student and Services Handbook: Provide evidence of a Student Handbook on the systematic mechanisms of the students' code of conducts, student rights and appeal system, developmental and counseling system, career counseling and comprehensive students' services including academic and financial and housing and practices in the institution and the colleges. Evidence of the planning and assessment must be provided to assure the quality of the service offerings.

College or Program

SID C - 5.1: College Admission and registration System: Provide documentation and evidence of the existence of the policies and procedures or systems and systematic mechanisms applied in the students' admission, registration, and payment requirements assuring the quality of the institutional applied admission system assessment and assurance practices. Provide also the admissions and actual enrolment profile and the retention and graduation rate and the enrolment projections of the future for the college and departments. (Separate them into specific tables of the college and program profiles)

SID C - 5.2: College Student Records and Management System: Provide documentation and evidence of the existence that the institution has an efficient and effective systematic students' records system and student management system of its codes of conduct and appeal system assuring the quality of the college teaching and learning assessment and assurance practices.

SID C - 5.3: College Student and Services Handbook: Provide evidence of a Student Handbook on systematic mechanisms of the students' code of conducts, student rights and appeal system, developmental and counseling system, career counseling and comprehensive students' services including academic and financial and housing and practices in the college and departments. Evidence of the planning and assessment must be provided to assure the quality of the service offerings.

STANDARD 6: LEARNING RESOURCES

Institution

SID I - 6.1: Institution Learning Resources Plan and System: Provide documentation and evidence of the existence of the institution learning resource plan detailing the quantity and quality of the online, hardcopy and softcopy learning resources and data bases needs and requirements, the policies, procedures and practices or systems and systematic mechanisms applied in the planning and evaluation assuring the quality of the institutional learning resources system assessment and assurance practices.

SID I - 6.2: Institution Learning Resources Organization and support Management System: Provide documentation and evidence of the existence that the institution has an efficient and effective institution learning resources organization, services and support management system assuring the quality of the

College or Program

SID C - 6.1: College Learning Resources Plan and System: Provide documentation and evidence of the existence of the college and programmatic learning resource plan detailing the quantity and quality of the online, hardcopy and softcopy learning resources and data bases needs and requirements, the policies, procedures and practices or systems and systematic mechanisms applied in the planning and evaluation assuring the quality of the institutional learning resources system assessment and assurance practices.

SID C - 6.2: College Learning Resources Organization and support Management System: Provide documentation and evidence of the existence that the college has an efficient and effective college learning resources organization, services and support management system assuring the quality of the college

institutional learning resources management assessment and assurance practices.

and program learning resources management assessment and assurance practices.

STANDARD 7 FACILITIES AND EQUIPMENT

Institution	College or Program
SID I - 7.1: Institution Facilities and Equipment Plan: Provide documentation and evidence of the existence of the institution facilities and equipment plan detailing the quantity and quality of the facilities and equipment needs and requirements, the policies, procedures and practices or systems and systematic mechanisms applied in the planning & evaluation assuring the quality of the institutional facilities & equipment system assessment & assurance practices.	SID C - 7.1: College Facilities and Equipment Plan: Provide documentation and evidence of the existence of the college facilities and equipment plan detailing the quantity and quality of the college facilities and equipment needs and requirements, the policies, procedures and practices or systems and systematic mechanisms applied in the planning and evaluation assuring the quality of the college facilities and equipment system assessment and assurance practices.
SID I - 7.2: Institution Facilities and Equipment Organization and support Management System: Provide documentation and evidence of the existence that the institution has an efficient and effective institution facilities and equipment organization, systematic services and support management system covering the management and administration of the overall facilities and equipment including the ICT and student housing assuring the quality of the institutional facilities and equipment management assessment and assurance practices.	SID C - 7.2: College Facilities and Equipment Organization and support Management System: Provide documentation and evidence of the existence that the college has an efficient and effective college facilities and equipment organization, systematic services and support management system management and administration of the overall facilities and equipment including the ICT and student housing assuring the quality of the college facilities and equipment management assessment and assurance practices.

STANDARD 8 FINANCIAL PLANNING AND MANAGEMENT

Institution	College or Program
SID I - 8.1: Institution Financial and Budgeting Plans	SID C - 8.1: College Financial and Budgeting Plans
SID I - 8.2: Institution Financial and Budgeting Management System: Provide documentation and evidence of the existence of the institution financial and budgeting management and administration systems detailing financial needs and requirements of the colleges and administrative units, the policies, procedures and practices or systems and systematic mechanisms applied in the planning and evaluation of the institution financial management assuring the quality of the institutional financial management system assessment and assurance practices.	SID C - 8.2: College Financial and Budgeting Management System: Provide documentation and evidence of the existence of the college financial and budgeting management and administration systems detailing financial needs and requirements of the college and departments, the policies, procedures and practices or systems and systematic mechanisms applied in the planning and evaluation of the college financial management assuring the quality of the college financial management system assessment and assurance practices.
SID I - 8.3: Institution Risk Management Plan: Provide documentation and evidence of the existence of the institution risk management and administration systems detailing all types of systemic and academic risk needs and requirements of the institution, the policies, procedures and practices or systems and mechanisms applied in the planning and evaluation of the institution risk management assuring the quality of the institutional risk management system assessment and assurance practices.	SID C - 8.3: College Risk Management Plan: Provide documentation and evidence of the existence of the college risk management and administration systems detailing all types of systemic and academic risk needs and requirements of the college, the policies, procedures and practices or systems and mechanisms applied in the planning and evaluation of the college risk management assuring the quality of the college risk management system assessment and assurance practices.

STANDARD 9 EMPLOYMENT PROCESSES

Institution	College or Program
SID I - 9.1: Institution Faculty and Staff Records and Management System: Provide documentation and evidence of the existence that the institution has an efficient and effective faculty and staff records system and faculty and staff, systematic management system of its codes of conduct, rights and appeal system assuring its institutional quality teaching and learning assessment and assurance practices. Details of the Faculty and	SID C - 9.1: College Faculty and Staff and Records and Management System: Provide documentation and evidence of the existence that the institution has an efficient and effective faculty and staff records system and faculty and staff, systematic management system of its codes of conduct, rights and appeal system assuring its institutional quality teaching and learning assessment and assurance practices. Details of the

Staff profile by college, by department & program, by gender, by academic ranks, by highest degree attained, by areas of expertise, by years of services and etc., should be maintained at the institutional, college and program level.	Faculty and Staff profile by college, by department & program, by gender, by academic ranks, by highest degree attained, by areas of expertise, by years of services and etc., should be maintained at the college, departmental and programmatic level.
SID I - 9.2: Institution Faculty and Staff and Services Handbook: Provide evidence of a Faculty and Staff Handbook detailing the Faculty and Staff code of conducts, rights and appeal system, developmental and counseling system and comprehensive Faculty and Staff services including academic and financial and housing and practices in the institution and the colleges is assuring the quality of faculty and staff in their effective and efficient work and social contributions accomplishing KSU goals, all of which are evaluated and assessed for performance.	SID C - 9.2: College Faculty and Staff and Services Handbook: Provide evidence of a Faculty and Staff Handbook detailing the Faculty and Staff code of conducts, appeal system, developmental and counseling system and comprehensive Faculty and Staff services including academic and financial and housing and practices in the college and departments is assuring the quality of faculty and staff in their effective and efficient work and social contributions accomplishing KSU goals, all of which are evaluated and assessed for performance.

STANDARD 10: RESEARCH

Institution	College or Program
SID I - 10.1: Institution Research Plan	SID C - 10.1: College Research Plan
SID I - 10.2: Institution Research Management System: Provide documentation and evidence of the existence of the institution research management and administration systems detailing the research financial needs and requirements of the institution, the policies, procedures, sources and uses of the research budget, teaching staff and student research involvement and development, commercialization of its research and research practices or systems and systematic mechanisms applied in the planning and evaluation of the institution research management assuring the quality of the institutional research management system assessment and assurance practices.	SID C - 10.2: College Research Management System: Provide documentation and evidence of the existence of the college research management and administration systems detailing the research financial needs and requirements of the college, the policies, procedures, sources and uses of the research budget, teaching staff and student research involvement and development, commercialization of its research and research practices or systems and systematic mechanisms applied in the planning and evaluation of the college research management assuring the quality of the college research management system assessment and assurance practices.

STANDARD 11: INSTITUTIONAL RELATIONSHIPS WITH THE COMMUNITY

Institution	College or Program
SID I - 11.1: Institution Community Engagement Plan	SID C - 11.1: College Community Engagement Plan
SID I - 11.2: Institution Community Engagement Management System: Provide documentation and evidence of the existence of the institution community engagement management and administration systems detailing needs and requirements of the institution outreach efforts to its communities, the policies, procedures, community engagement and outreach practices or systems and systematic mechanisms applied in the planning and evaluation of the institution community and outreach management assuring the quality of the institutional community and outreach management system assessment and assurance practices.	SID C - 11.2: College Community Engagement Management System: Provide documentation and evidence of the existence of the college community engagement management and administration systems detailing needs and requirements of the college outreach efforts to its communities, the policies, procedures, community engagement and outreach practices or systems and systematic mechanisms applied in the planning and evaluation of the college community and outreach management assuring the quality of the college community and outreach management system assessment and assurance practices.

Generally, the above Table 1.1 shows that a great bulk of the evidence constitutes a lot of the more qualitative evidence that are in the forms of documents depicting the following:

- **Philosophy** - these represents the agreed upon core values of the institution, college or program which drives the very reasons for the existence of the institution, college or program itself. These are the “umbrella” that covers all the plans, the policies, the processes and the procedures that are developed and established to achieve the mission

and strategic goals of the institution, college or program through adherence to its values that act as guides and drives the success of the institution, college or program.

- **Plans** - these normally are the plans that are developed to achieve the philosophical reason for the existence of the institution, college or program. These are categorized into strategic plans (the long term plan that provides the overall strategic direction of institution, college or program), its strategic goals, objectives and strategies); tactical plan (which is the medium term plan of 1 to 3 years that are designed to achieve the goals as defined in the strategic plan); annual action plan or project plans (that details the operational annual action plans or its related project which when combined will help to achieve the annual action plan, thus the accomplishment of the strategic goals of the tactical and strategic plan).
- **Processes** - these defines the systems processes and systematic flows for each of the work system that has been established to systematically show the (P - Plan, D - Do, C - Check and A - Act) of the steps in achieving the objectives of the work system which are aimed at achieving the strategic goals of the system). These can include the Strategic planning process, the IQA processes, decision making process, research system process, student support processes, financial system process, curriculum development and approval processes, human resources system and processes, etc. All these categorically form the bulk of all educational values creation and delivery processes or work systems in the institution, college or program.
- **Policies** - these normally define the boundary of what can, and what cannot be done within a regular system, the norms and rules, regulatory documents that the members of the system should abide by and conform to. These can include students' admission policies, the grades polices, the human welfare policies, the students' discipline, complaints and appeals policies, research policies, financial policies, curriculum policies, quality and assessment policies, planning policies, management policies, societal responsibility policies, and etc.
- **Procedures** - these can define the procedures that lead to the agreement of an action or decision which are included in the documentation of minutes, manuals, guidelines, standard operating procedures that are established to achieve the objectives and ultimately the strategic goals of the institution, college or program.
- **People** - these cover the stakeholders of the institution, college or program which are identified, involved and integrated together holistically to achieve the philosophy, strategic goals and ultimately the mission of the institution, college or program. The needs of these stakeholders must be identified, with the processes, procedures, policies designed to create and deliver value to meet and exceed the needs of the stakeholders.

The above shows that these are documented facts of the system itself. These calls for the development of a system approach in covering, accomplishing and achieving the most basic quality framework of PDCA (P - Plan, D - Do, C - Check and A - Act) in quality management, accreditation management and planning management. As such, the above "facts" or "information" defines the system itself, the systematic approaches and the documentation of accomplishment that forms the core of the evidence that is needed to support the fact that they are not anecdotal (subjective in nature or unreliable) in nature. These are normally the "factual evidence that needs to be analyzed and discussed as to evaluation of the PROCESS Criteria using the ADLI (Approach, Deployment, Learning, and Integration), and RESULTS Criteria using the LeTCI (Level, Trend, Comparison and Integration) of the ITQAN 2020: KSU-QMS framework. The discussion and analysis is based on the ADLI of the plans, processes, procedures, policies, and people that will be the main basis of the identification of the "strengths" or "opportunities for improvements" for the institution, college or program. The result shows the degree of the performance of the PROCESS quantifiable or qualitative in terms of LeTCI.

1.2.1 SID (Statistics, Information and Documentation) Module

The SID Module of the ITQAN 2020: KSU-QMS has the capacity to store vast amounts of statistical tables, information or documents needed to support the quality, accreditation and planning management for any academic year. All these SID are the key evidence used to support all the quality, accreditation and planning management as the ITQAN 2020 evidence based mechanism. This includes all the documents in for Course Management (CS/CR) Program Management (PS/PR), Field experience Management (FES/FER) and the ultimate Self-Study (SSSRP/SESR). The following figures show some of the key ITQAN Screenshots for the SID Module.

Figure 1.2a: Folders set-up for any AY for quality & accreditation management by College

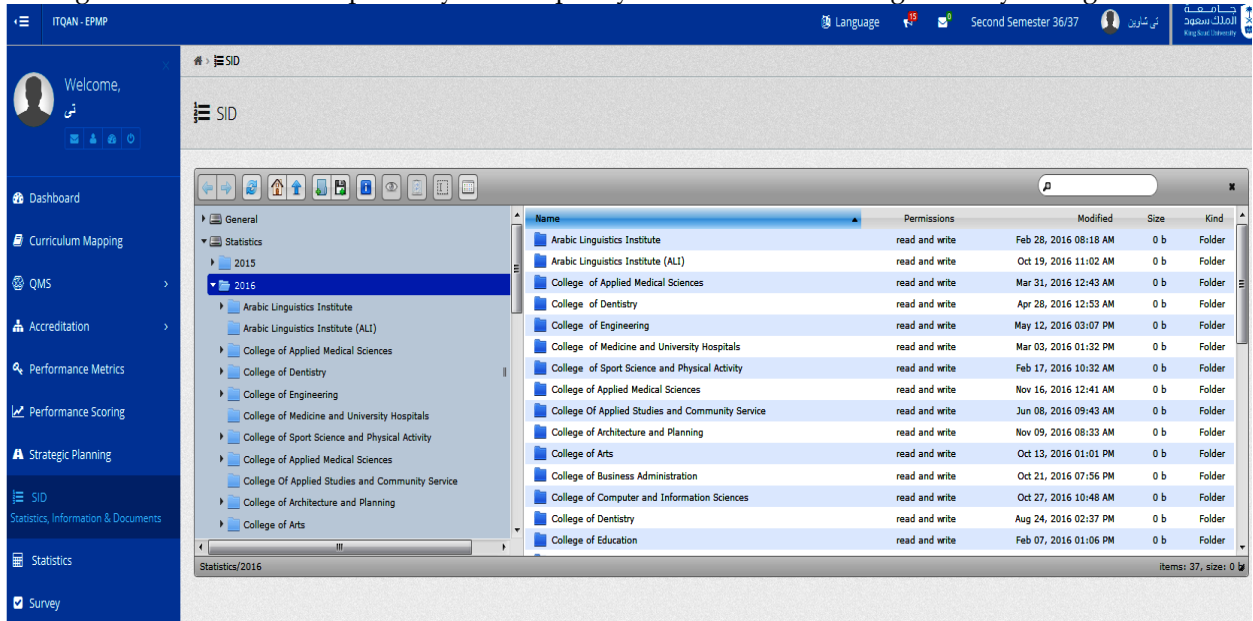


Figure 1.2b: Screenshot of KSU 2016 Re-Accreditation Folders of all Sections and Standards

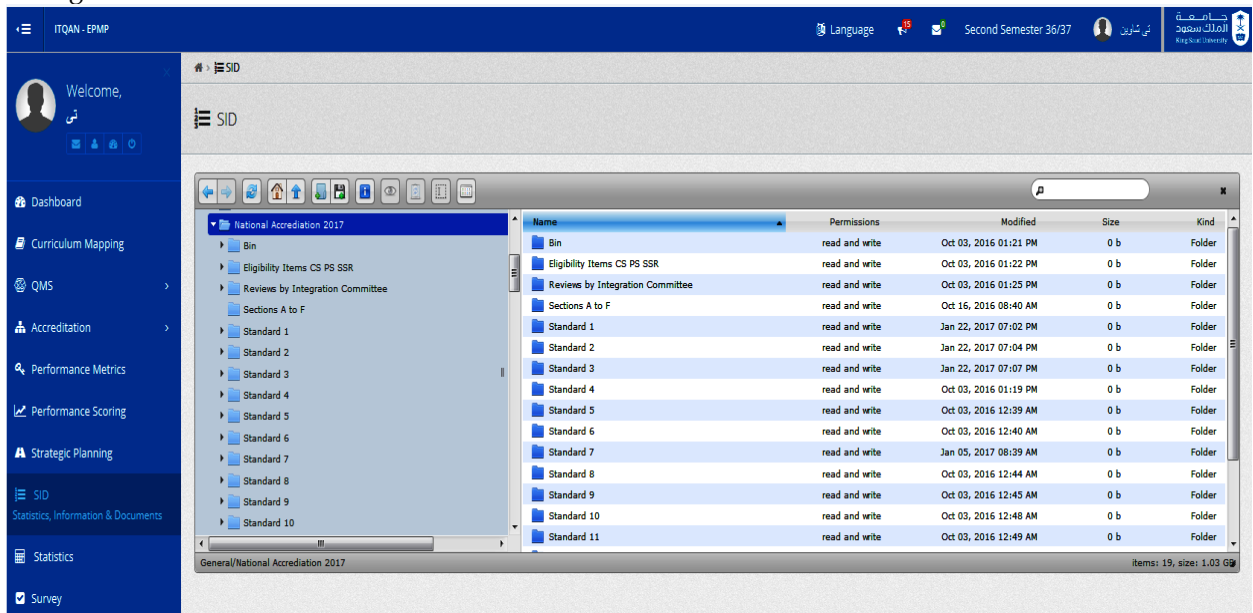
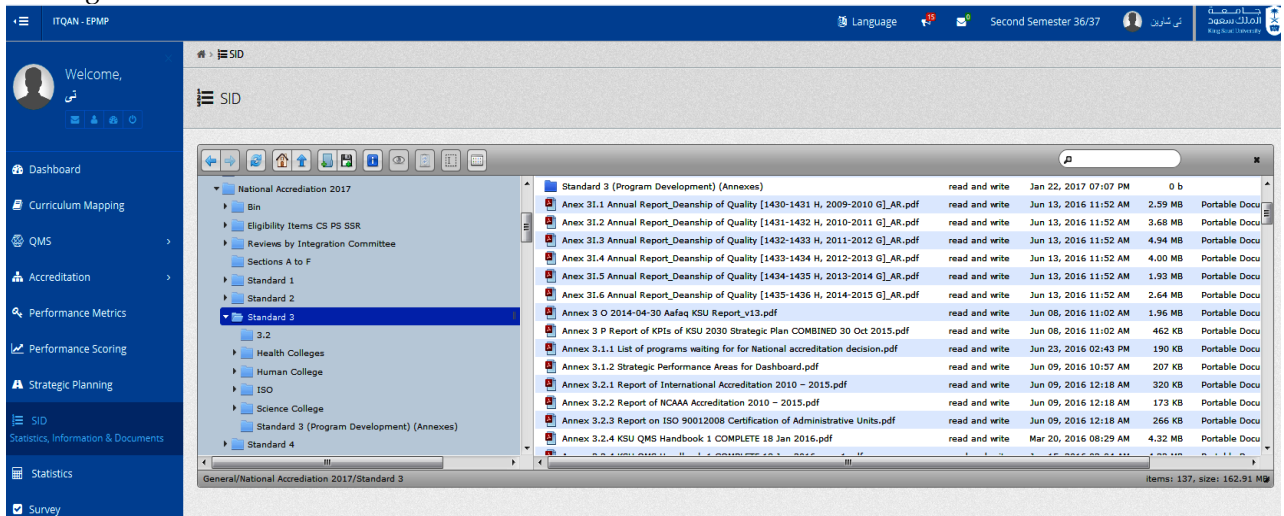
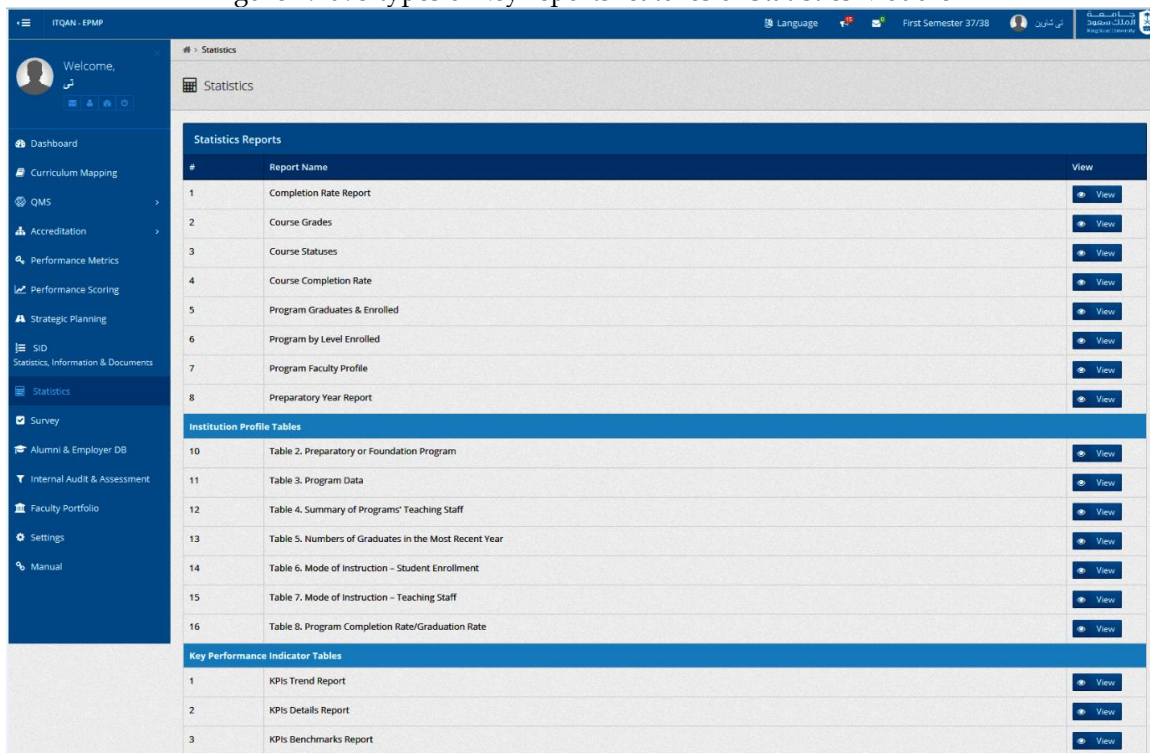


Figure 1.2c: Screenshot of KSU 2016 Re-Accreditation Folders of evidence for Standard 3



1.2.2 Statistics Module

Figure 1.2d: 3 types of key reports features of Statistics Module



The Statistic Module is a key module where all the required EEC-NCAAA Templates and Tables needed to the Self-Study are automatically compiled and computed for any academic year, any college or any program, and also at the institutional levels. There are 3 key types of statistics (Figure 1.2d) of (1) Course and Program Statistics, (2) Institutional Statistics of Tables needed for SSRI, and (3) Key Performance Indicators needed for SSRI & SSRP analysis. It can be seen from the following screenshots of the key reports generated (not including those that can be generated on an ad hoc basis or as used by the colleges or program of the BI – Business Intelligence tools for

data analytics), that the ITQAN 2020 is a powerful and robust data cruncher that will make the institution, college and programs more productive due less quality fatigued and more performance based on the robust computational capacity, more evidenced based with all types of SID being collated, processed and stored, all leading to a better performance management approach and informed decision making at all levels of the institution, college, programs and individual.

1.2.2.1 Statistics Report for Courses and Programs

The following screenshots shows the statistic requirements of the courses and programs for any selected Academic year, selected college, selected program and by gender or sections.

Figure 1.2e: Graduate Completion of Program – By Gender and Number of Years to Complete

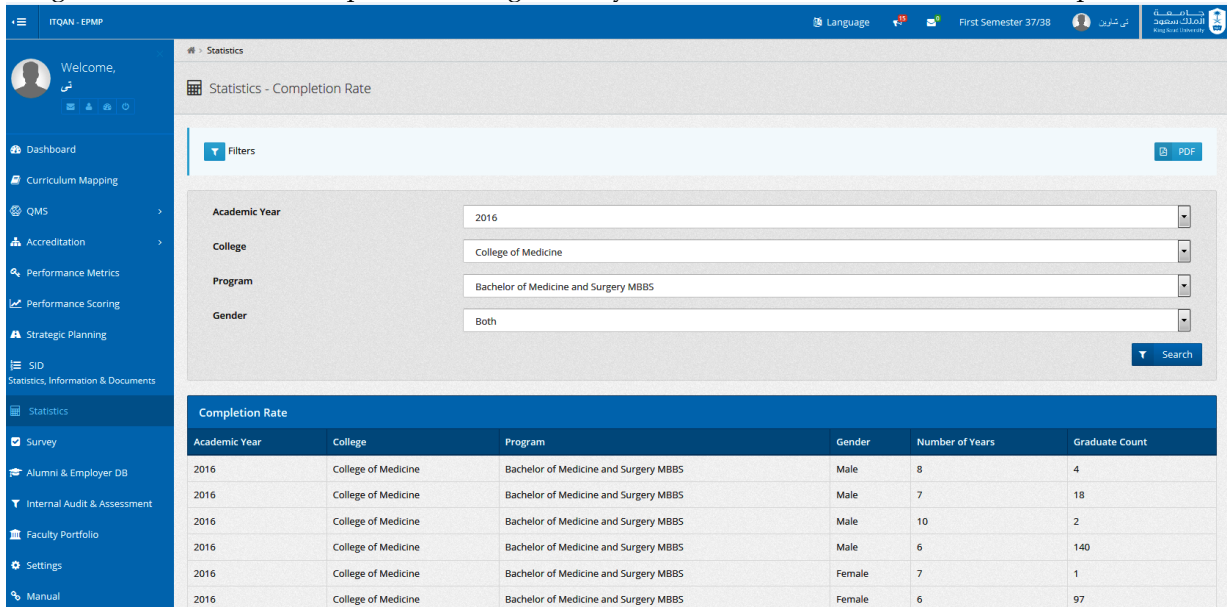


Figure 1.2f: Course Grade Report AY 2/36-37 Civil Engineering CE 423

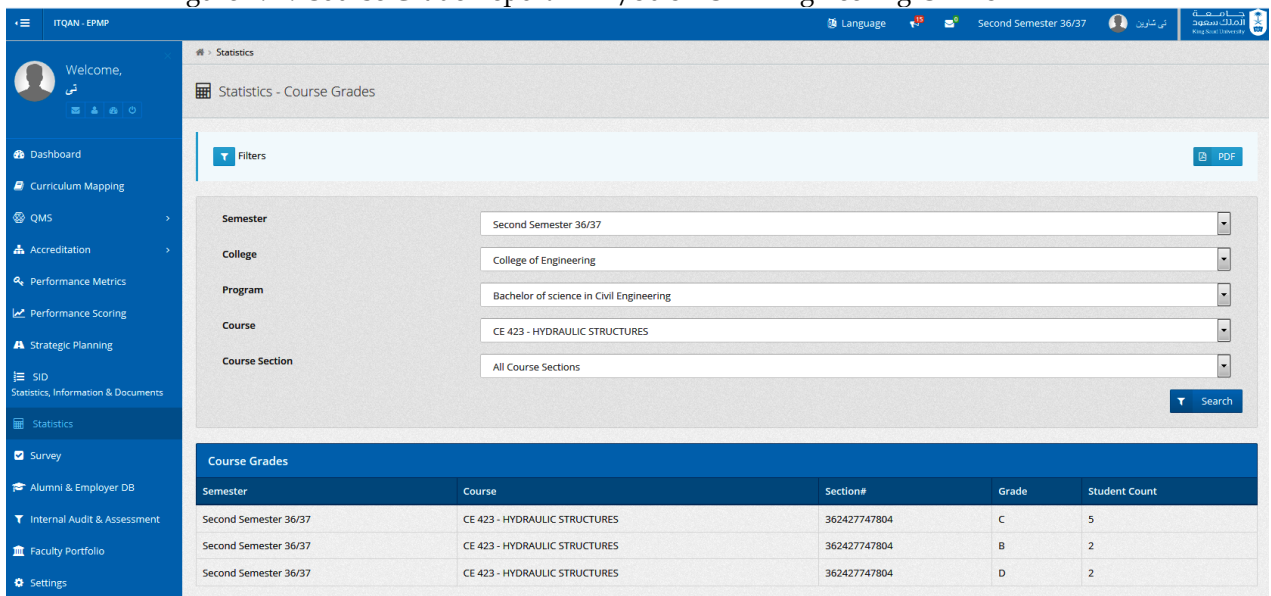


Figure 1.2g: Course Status Report AY 2/36-37 Civil Engineering CE 423

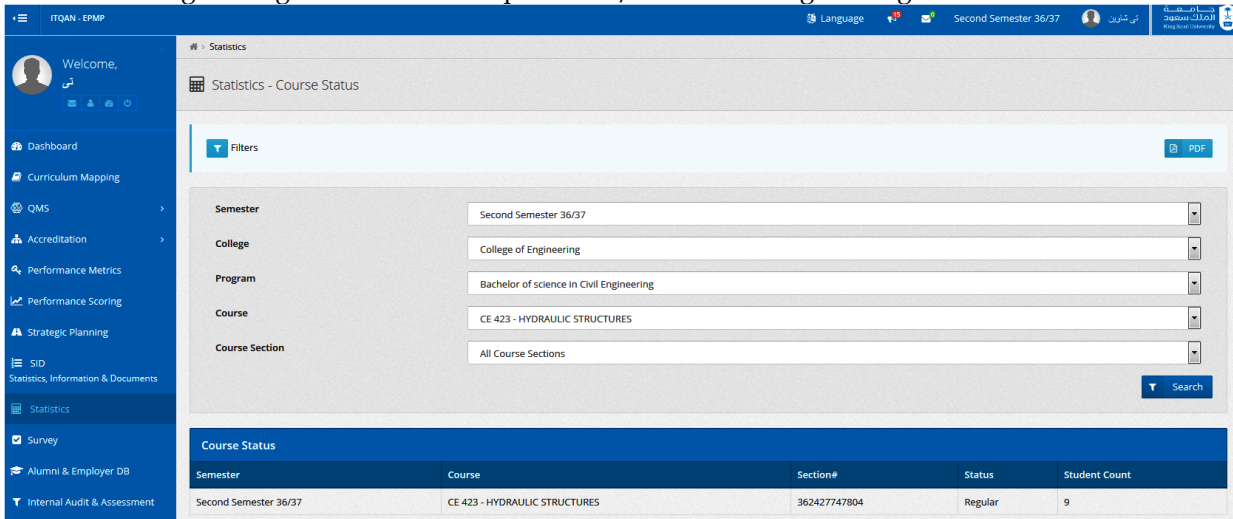


Figure 1.2h: Course Completion Rate Report AY 2/36-37 Civil Engineering CE 423

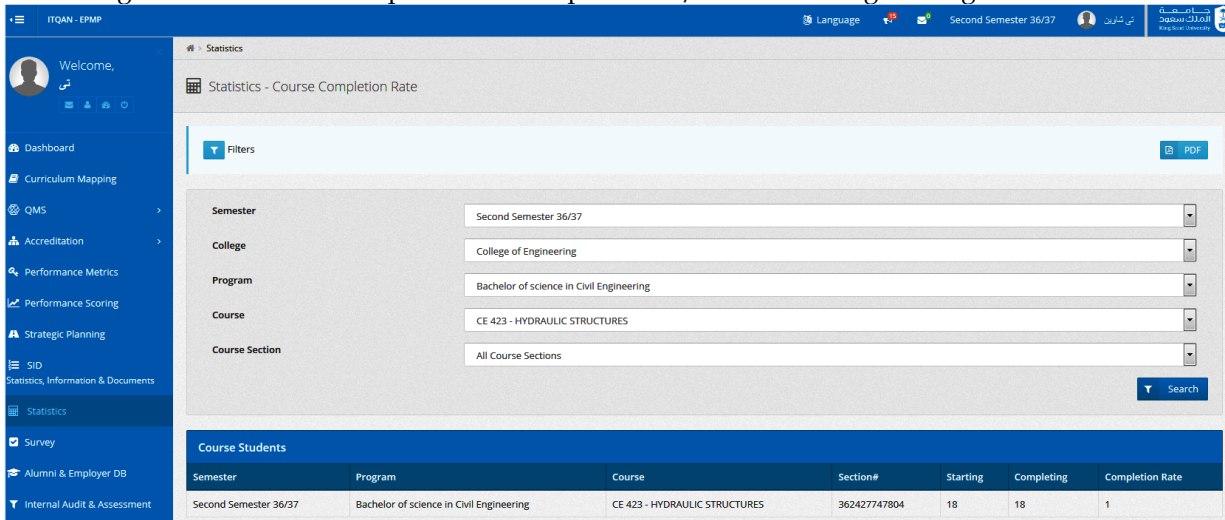


Figure 1.2i: Program Completion Rate Report Bachelor of Civil Engineering by Gender & Nationality

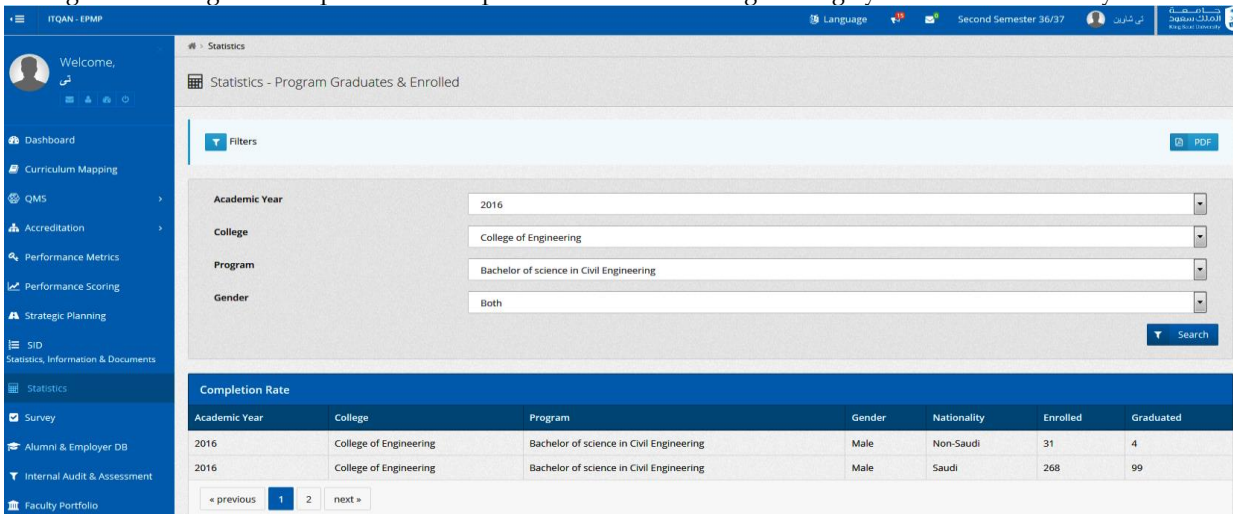


Figure 1.2j: Civil Engineering Program Enrolment Report by Gender & Nationality & Levels of Study

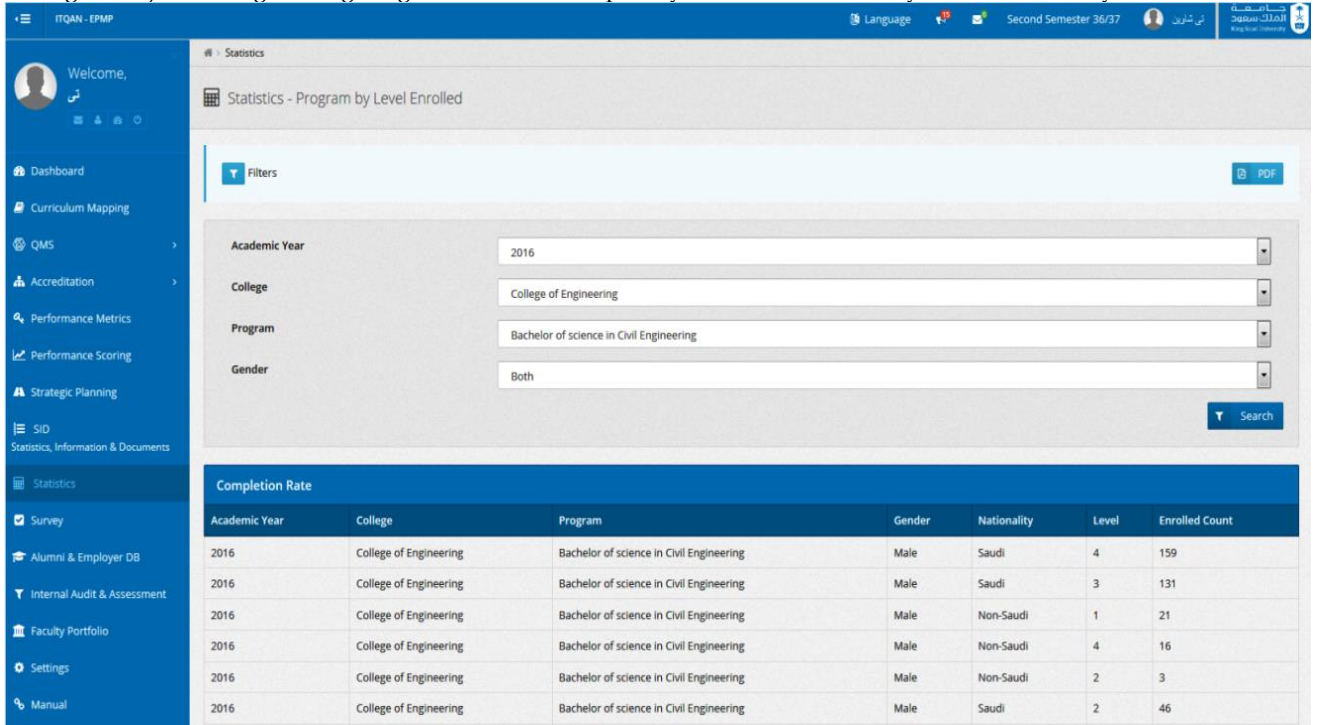


Figure 1.2k: Civil Engineering Program Faculty Report by Gender & Nationality & # Ph.D. degree

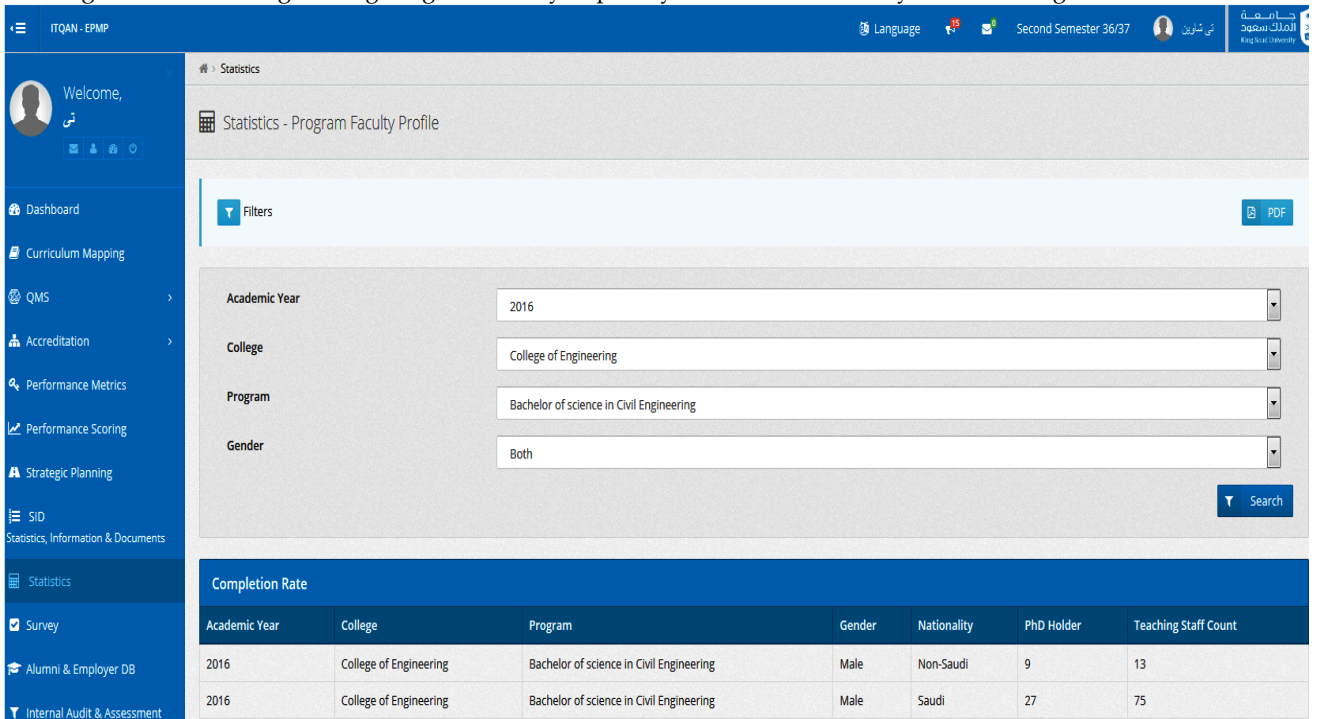


Figure 1.2l: CFYS (College of First Year Studies) Report by 3 main Tracks for AY 36/37

Academic Year	Stream	Gender	Nationality	Student Count	Teaching Staff Count	Completion Count
2016	Health Science Track	Female	Non-Saudi	33	14	28
2016	Health Science Track	Male	Saudi	1109	19	731
2016	Health Science Track	Male	Non-Saudi	31	57	23
2016	Humanities Track	Female	Non-Saudi	84	0	59
2016	Humanities Track	Female	Saudi	1493	2	1242
2016	Humanities Track	Male	Saudi	2805	6	1580
2016	Humanities Track	Male	Non-Saudi	185	23	109
2016	Science/Engineering Track	Female	Saudi	1202	2	1000
2016	Science/Engineering Track	Female	Non-Saudi	77	0	45
2016	Science/Engineering Track	Male	Saudi	3400	6	2065

1.2.2.2 EEC-NCAAA Tabular Reports of key required Statistical data

In all the SSRI and SSRP self-study reports, there is a multitude of tabular reports that needs to be submitted as part of the accreditation or re-accreditation requirements. In the case, the ITQAN 2020: KSU-QMS can generate these statistical data in the format as required by EEC-NCAAA, all of which will make the teams preparation of the self-study more productive, efficient and effective, all also leading to lower quality fatigue. The following shows the main tabular statistics needed by EEC-NCAAA accreditation and re-accreditation.

Figure 1.2m: CFYS (Preparatory or Foundation Year) EEC-NCAAA requirements

Streams or Sections	Male Students		Female Students		Total Students		Number of full time equivalent teaching staff *		Student to Teaching Self Ratio		Retention Rate**		Completion Rate in Minimum Required Time***	
	Saudi	Others	Saudi	Others	Saudi	Others	M	F	M	F	M	F	M	F
Community Students	476	0	0	0	476	0	0	0	5:1	0:1	0	0	0	0
Health Science Track	1109	31	697	33	1806	64	76	31	10:1	8:1	66.14	80.68	66.14	80.68
Humanities Track	2805	185	1493	84	4298	269	29	2	13:1	13:1	56.49	82.5	56.49	82.5
Science/Engineering Track	3400	178	1202	77	4602	255	27	2	13:1	12:1	60.42	81.7	60.42	81.7

Figure 1.2n: Program Statistical Data requirements of EEC-NCAAA

Gender		Total Students Enrollment		No. of PhD holders in Teaching Staff		No. of Teaching Staff		Average Class Size	Average Teaching Load	Ratio of Total Students to Teaching Faculty	Ratio of Male Students to Teaching Faculty	Ratio of Female Students to Teaching Faculty
M	F	5**	0***	5	0	5	0					
Academic Year :2016												
Master of Arts in Teaching Arabic to speakers of Other Languages (TASOL)												
M	8	21	3	0	12	0	1.95	0	3:1	2:1	1:1	
F	11	1	0	0	1	0	4.19	0	3:1	2:1	1:1	
The intensive program in Arabic Language for Speakers of other Languages												
M	0	140	3	3	22	5	1.86	0	7:1	5:1	1:1	
F	0	37	0	0	0	0	7.48	0	7:1	5:1	1:1	
The Postgraduate Diploma for training teachers of Arabic to Non-native speakers												
M	0	19	4	0	14	0	0	0	1:1	1:1	0:1	
F	0	0	0	0	0	0	6.42	0	1:1	1:1	0:1	
The Postgraduate Diploma in Teaching Arabic to Non-native Speakers												
M	0	8	4	3	8	4	0	0	1:1	1:1	0:1	
F	0	0	0	0	0	0	2.96	0	1:1	1:1	0:1	
Bachelor degree in the field of Clinical Nutrition												
M	133	6	4	2	5	4	9.43	0	10:1	15:1	22:1	
F	165	30	5	4	19	5	20.93	0	10:1	15:1	22:1	
Bachelor degree of Applied Medical Sciences in the field of Biomedical Tech -Instruments												
M	135	10	4	3	8	5	9.19	0	11:1	11:1	0:1	

Figure 1.2o: Program Faculty Statistical Data requirements of EEC-NCAAA

Professor (M)		Professor (F)		Associate Professor (M)		Associate Professor (F)		Assistant Professor (M)		Assistant Professor (F)		Lecturer (M)		Lecturer (F)		Teaching Assistants / Language Instructors (M)		Teaching Assistants / Language Instructors (F)		Total	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Academic Year :2016																					
Bachelor of Sciences in Business Administration with major in Accounting																					
6	0	1	0	7	0	1	0	7	0	0	0	5	0	15	0	20	0	17	0	79	0
Master of Sciences in Finance -MSF																					
3	0	2	0	3	0	0	0	6	0	2	0	0	0	0	0	0	0	0	0	16	0
Master of Business																					
0	0	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	3	0
Doctor of Philosophy in Business Administration																					
5	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0
Bachelor of Sciences in Business Administration with major in Finance																					
3	0	2	0	3	0	0	0	6	0	2	0	7	0	5	0	17	0	12	0	57	0
Bachelor of Sciences in Business Administration with major in Management																					
3	0	1	0	5	0	1	0	6	0	2	0	2	0	14	0	12	0	12	0	58	0
Master of Sciences in Economics																					
8	0	0	0	6	0	2	0	14	0	3	0	0	0	0	0	0	0	0	0	33	0
Master of Health and Hospital Administration																					
1	0	0	0	0	0	0	0	3	0	2	0	1	0	0	0	0	0	0	0	7	0
Master of Science in E- Business																					
4	0	0	0	1	0	0	0	4	0	1	0	0	0	0	0	0	0	0	0	10	0

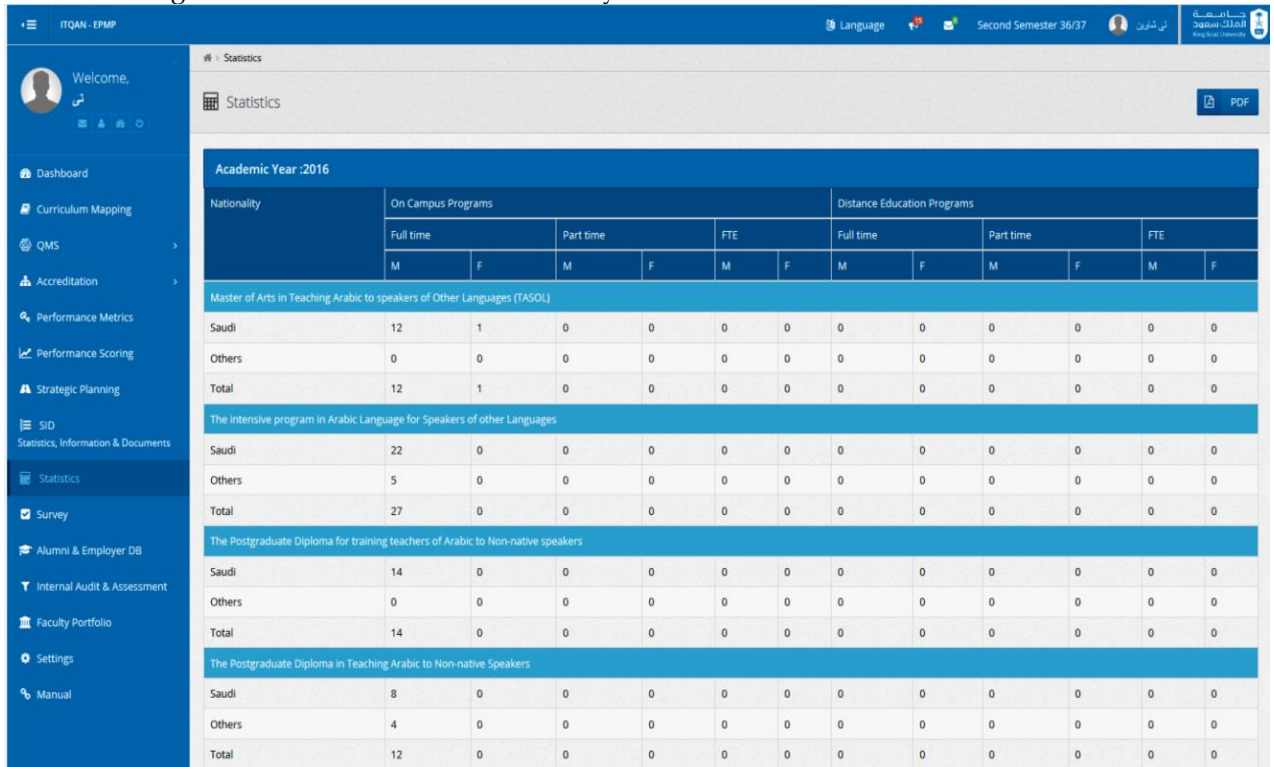
Figure 1.2p: Undergraduate & Post Graduate Students Statistical Data for EEC-NCAAA

Nationality	Undergraduates				PostGraduates						
	Diploma		Bachelor		Higher Diploma		Master		Ph.D.		
	M	F	M	F	M	F	M	F	M	F	
Academic Year :2016											
Master of Arts in Teaching Arabic to speakers of Other Languages (TASOL)											
Saudi	0	0	0	0	0	0	3	5	0	0	
Others	0	0	0	0	0	0	7	0	0	0	
Total	0	0	0	0	0	0	10	5	0	0	
The intensive program in Arabic Language for Speakers of other Languages											
Saudi	0	0	0	0	0	0	0	0	0	0	
Others	82	20	0	0	0	0	0	0	0	0	
Total	82	20	0	0	0	0	0	0	0	0	
The Postgraduate Diploma for training teachers of Arabic to Non-native speakers											
Saudi	0	0	0	0	0	0	0	0	0	0	
Others	0	0	0	0	16	0	0	0	0	0	
Total	0	0	0	0	16	0	0	0	0	0	
The Postgraduate Diploma in Teaching Arabic to Non-native Speakers											
Saudi	0	0	0	0	0	0	0	0	0	0	
Others	0	0	0	0	7	0	0	0	0	0	
Total	0	0	0	0	7	0	0	0	0	0	

Figure 1.2q: Mode of Instruction Students Statistical Data for EEC-NCAAA

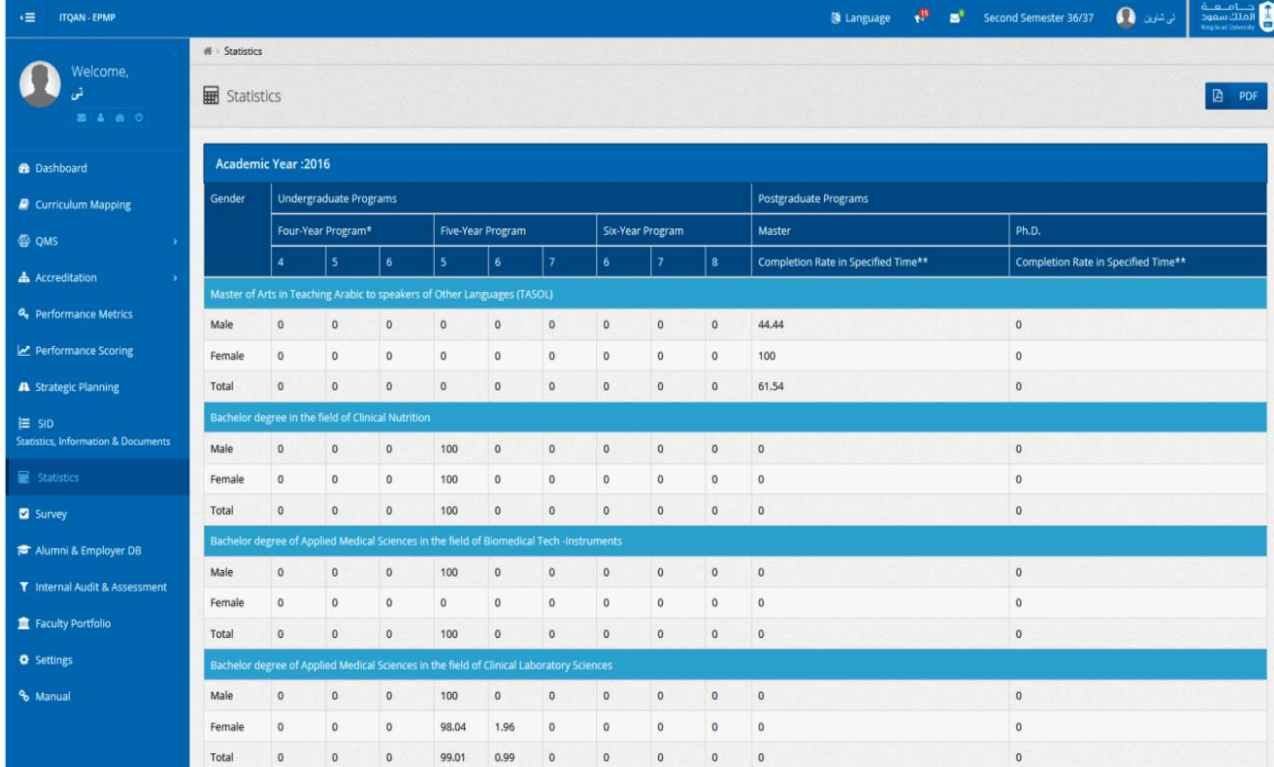
Nationality	On Campus Programs						Distance Education Programs					
	Full time		Part time		FTE		Full time		Part time		FTE	
	M	F	M	F	M	F	M	F	M	F	M	F
Academic Year :2016												
Master of Arts in Teaching Arabic to speakers of Other Languages (TASOL)												
Saudi	3	4	0	0	0	0	0	0	0	0	0	0
Others	5	0	0	0	0	0	0	0	0	0	0	0
Total	8	4	0	0	0	0	0	0	0	0	0	0
The intensive program in Arabic Language for Speakers of other Languages												
Saudi	0	0	0	0	0	0	0	0	0	0	0	0
Others	93	4	0	0	0	0	0	0	0	0	0	0
Total	93	4	0	0	0	0	0	0	0	0	0	0
The Postgraduate Diploma for training teachers of Arabic to Non-native speakers												
Saudi	0	0	0	0	0	0	0	0	0	0	0	0
Others	3	0	0	0	0	0	0	0	0	0	0	0
Total	3	0	0	0	0	0	0	0	0	0	0	0
The Postgraduate Diploma in Teaching Arabic to Non-native Speakers												
Saudi	0	0	0	0	0	0	0	0	0	0	0	0
Others	3	0	0	0	0	0	0	0	0	0	0	0
Total	3	0	0	0	0	0	0	0	0	0	0	0

Figure 1.2r: Mode of Instruction Faculty Statistical Data for EEC-NCAAA



Nationality	On Campus Programs						Distance Education Programs					
	Full time		Part time		FTE		Full time		Part time		FTE	
	M	F	M	F	M	F	M	F	M	F	M	F
Master of Arts in Teaching Arabic to speakers of Other Languages (TASOL)												
Saudi	12	1	0	0	0	0	0	0	0	0	0	0
Others	0	0	0	0	0	0	0	0	0	0	0	0
Total	12	1	0	0	0	0	0	0	0	0	0	0
The intensive program in Arabic Language for Speakers of other Languages												
Saudi	22	0	0	0	0	0	0	0	0	0	0	0
Others	5	0	0	0	0	0	0	0	0	0	0	0
Total	27	0	0	0	0	0	0	0	0	0	0	0
The Postgraduate Diploma for training teachers of Arabic to Non-native speakers												
Saudi	14	0	0	0	0	0	0	0	0	0	0	0
Others	0	0	0	0	0	0	0	0	0	0	0	0
Total	14	0	0	0	0	0	0	0	0	0	0	0
The Postgraduate Diploma in Teaching Arabic to Non-native Speakers												
Saudi	8	0	0	0	0	0	0	0	0	0	0	0
Others	4	0	0	0	0	0	0	0	0	0	0	0
Total	12	0	0	0	0	0	0	0	0	0	0	0

Figure 1.2s: Undergraduate and Post Graduate Program Completion Data for EEC-NCAAA



Gender	Undergraduate Programs									Postgraduate Programs	
	Four-Year Program*			Five-Year Program			Six-Year Program			Master	Ph.D.
	4	5	6	5	6	7	6	7	8	Completion Rate in Specified Time**	Completion Rate in Specified Time**
Master of Arts in Teaching Arabic to speakers of Other Languages (TASOL)											
Male	0	0	0	0	0	0	0	0	0	44.44	0
Female	0	0	0	0	0	0	0	0	0	100	0
Total	0	0	0	0	0	0	0	0	0	61.54	0
Bachelor degree in the field of Clinical Nutrition											
Male	0	0	0	100	0	0	0	0	0		0
Female	0	0	0	100	0	0	0	0	0		0
Total	0	0	0	100	0	0	0	0	0		0
Bachelor degree of Applied Medical Sciences in the field of Biomedical Tech -instruments											
Male	0	0	0	100	0	0	0	0	0		0
Female	0	0	0	0	0	0	0	0	0		0
Total	0	0	0	100	0	0	0	0	0		0
Bachelor degree of Applied Medical Sciences in the field of Clinical Laboratory Sciences											
Male	0	0	0	100	0	0	0	0	0		0
Female	0	0	0	98.04	1.96	0	0	0	0		0
Total	0	0	0	99.01	0.99	0	0	0	0		0

Chapter 2 Statistical information and indicators

2.1 Introduction

As the core value of the ITQAN 2020: KSU – QMS is “Management through Measurements” and “factual evidence based” approach, Chapter 1 has identified a checklist of some of the key evidence in to the forms of statistical and documentary “facts” that are normally excerpted within the philosophical foundations of the institution, college or program. The philosophies of the institution, college or program accomplishment and achievement through its systematic approaches of plans, policies, processes, procedures and people are documented as statistical or factual evidence and performance indicators for both the process-based and result-based criteria.

Factual evidence in itself fulfills part of the “management through measure and facts” of the ITQAN 2020: KSU – QMS core value of the “management by facts”. As such, it is also important that the SID system provides a set of performance measures or performance indicators as a set of measure of the accomplishment or achievements. Since quality in the education industry is normally subjective in nature, education professionals have proposed different frameworks, approaches and measures to measure the quality of educational programs. A typically used framework is to identify the quality of the I-P-O-O (Input, Process, Output, Outcomes) that underlies the systematic approaches in providing the final education outcome or value to the stakeholders. In all measurements of subjective things like quality education that goes into the gray area subjectivity, the results in the form of outcomes indicators though not providing a direct measure, serves well as a proxy measure of achievement in quantifiable terms.

As such, a key component of SID is the performance indicators that serve as quantifiable measures of accomplishment and achievements. These KPIs can be grouped into two main groups of:

- **Quantitative indicators** - these are computed through percentage, ratios or pure numbers that depicts the quantity achieved of a specific action or sets of actions.
- **Qualitative indicators** - these are indicators that are based on the survey instruments which attempts to determine the gray areas of accomplishment. Though not direct measures of achievements, the parameters that are used to design the survey instruments are based on strong theoretical frameworks which have been scientifically tested and accepted as the academically accepted parameters to measure the subjective nature of the study.

The 55 sets of quantitative and qualitative indicators for all the 11 Standards and 58 processes used in the ITQAN 2020: KSU – QMS come from two major sources as follows:

- EEC-NCAAA requirements of some key indicators of which there are 33 sets;
- Internationally accepted generic measure of academic or educational quality of which there are 22 sets,

Of these 55 indicators, 42 are quantitative indicators and 13 are qualitative indicators (which are determined through a set of survey instruments).

Table 2.1 provides a set of the 58 Process-based Criteria and the 22 sets of generic KPI for each of the Standards (inclusive of the 11 sets that are specific to the College or Program). The generic set of KPI should be surveyed and computed for each of the programs. Those that are defined to be used at the institution and college levels will be provided to the programs from the central units

via a key coordinating unit which is the Deanship of Quality and Development on the ITQAN System platform.

Table 2.1: Process-based Standards and Criteria and Results-based KPI under KSU - QMS

Institutional Context		Key Performance Indicators		Weights
○	<i>Standard 1: Mission and Objectives</i>	1.6.1	EEC-NCAAAA S1.1 – Stakeholders' awareness ratings of the Mission Statement and Objectives (Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five- point scale in an annual survey)	2
1.1	Appropriateness of the Mission			
1.2	Usefulness of the Mission Statement			
1.3	Development and Review of the Mission			
1.4	Use of the Mission Statement	1.6.2	Percentage of objectives accomplished of:	6
1.5	Relationship Between Mission, Goals and Objectives		(a) The approved Annual Action Plan and budget requisitioned (%)	
1.6	Key Performance Indicators		(b) As % accumulation of the unit's 5-Years Strategic Plan performance achievements (%)	
1.7	Additional KPI of College	1.7	Additional KPI of College	2
Number of Criteria = 5 Process + 2 Result		Number of KPI = 2 (1 Quantitative, 1 Qualitative)		10 points

Institutional Context		Key Performance Indicators		Weights
○	<i>Standard 2: Governance and Administration</i>	2.9.1	EEC-NCAAAA S2.1 – Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (Average rating on the adequacy of the Policy Handbook on a five-point scale in an annual survey of teaching staff and <u>final year students</u>).	3
2.1	Governing Body			
2.2	Leadership			
2.3	Planning Processes			
2.4	Relationship Between Sections for Male and Female Students			
2.5	Integrity	2.9.2	Evaluation of Organization Climate (Means average and Level achieved based on survey)	3
2.6	Policies and Regulations			
2.7	Organizational Climate	2.9.3	Evaluation of Management and Administration overall performance (Means average and Level achieved based on survey)	3
2.8	Associated Centers and Controlled Entities			
2.9	Key Performance Indicators	2.10	Additional KPI of College	4
2.10	Additional KPI of College			
Number of Criteria = 8 Process + 2 Result		Number of KPI = 3 (3 Qualitative)		13 points

Institutional Context		Key Performance Indicators		Weights
○	<i>Standard 3: Management of Quality Assurance and Improvement</i>	3.6.1	Percentage of students graduated in the last 3 years who are recognized in the areas of academics, or profession, or contribution to society at the national or international level (%)	3
3.1	Institutional Commitment to Quality Improvement			
3.2	Scope of Quality	3.6.2	Percentage of the full-time faculty members	3

3.3	Assurance Processes Administration of Quality Assurance Processes	and teaching staffs obtaining academic or professional awards at the national or international level. (%)		
3.4	Use of Indicators and Benchmarks	3.6.3	EEC-NCAAA S3.1 – Students overall evaluation on the quality of their learning experiences at the institution (Average rating of the overall quality of their program on a five point scale in an annual survey of final year students)	3
3.5	Independent Verification of Standards			
3.6	Key Performance Indicators	3.6.4	EEC-NCAAA S3.2 – Proportion of courses in which student evaluations were conducted during the year	3
3.7	Additional KPI of College	3.6.5	EEC-NCAAA S3.3 – Proportion of programs in which there was independent verifications within the institution of standards of student achievement during the year.	3
		3.6.6	EEC-NCAAA S3.4 – Proportion of programs in which there was independent verifications within the institution of standards of student achievement by people external to the institution during the year.	3
		3.6.7	Percentage of academic programs accomplishment in current academic year and accomplishment of internal audit and assessment on bi-annual basis at institutional and collegial levels of: (a) undergraduate programs attained national accreditation (b) undergraduate programs attained international accreditation (c) post graduate programs attained national accreditation (d) post graduate programs attained international accreditation (e) undergraduate programs internally audited and assessed bi-annually under KSU – QMS (f) post graduate programs internally audited and assessed bi-annually under KSU – QMS	9
		3.7	Additional KPI of College	4
Number of Criteria = 5 Process + 2 Result		Number of KPI = 7 (6 Quantitative, 1 Qualitative)		31 points

<i>Quality of Learning and Teaching</i>		<i>Key Performance Indicators</i>		<i>Weights</i>
○	<i>Standard 4 Learning and Teaching</i>	4.12.1	Students' competency score index as per NQF (Means average and Level achieved)	3
4.1	Oversight of Quality of Learning and Teaching	4.12.2	Percentage of graduates who work in their major field of study	3
4.2	Student Learning Outcomes	4.12.3	EEC-NCAAA S4.5 (Graduation Rate for Undergraduate Students) – Proportion of	3
4.3	Program Development			

4.4	Processes Program Evaluation and Review Processes	students entering undergraduate programs who complete those programs in minimum time	
4.5	Student Assessment		
4.6	Educational Assistance for Students	4.12.4 EEC-NCAAAA S4.6 (Graduation Rate for Post graduate Students) - Proportion of students entering post graduate programs who complete those programs in specified time	3
4.7	Quality of Teaching		
4.8	Support for Improvements in Quality of Teaching	4.12.5 EEC-NCAAAA S4.2 - Students overall rating on the quality of their courses (Average rating of students on a 5 point scale overall evaluation of courses)	3
4.9	Qualifications and Experience of Teaching Staff		
4.10	Field Experience Activities	4.12.6 EEC-NCAAAA S4.1 - Ratio of students to teaching staff. (Based on full time equivalents)	3
4.11	Partnership Arrangements with Other Institutions	4.12.7 EEC-NCAAAA S4.3 - Proportion of teaching staff with verified doctoral qualifications	3
4.12	Key Performance Indicators	4.12.8 Proportion of the full-time faculty members and teaching staffs holding academic titles of teaching assistant, instructor, Assistant Professor, Associate Professor, and Professor.	3
4.13	Additional KPI of College	4.12.9 EEC-NCAAAA S4.4 - (Retention Rate) Percentage of students entering programs who successfully complete first year	3
		4.12.10 Percentage of courses that are improved based on research and/or evaluation results. (Means average and Level achieved)	3
		4.12.11 EEC-NCAAAA S4.7 - Proportion of graduates from undergraduate programs who within six months of graduation are: (a) employed (b) enrolled in further study (c) not seeking employment or further study	3
	4.13 Additional KPI of College		4
Number of Criteria = 11 Process + 2 Result		Number of KPI = 11 (10 Quantitative, 1 Qualitative)	37 points

Community Contributions		Key Performance Indicators		Weights
4	Standard 10: Research	10.5.1	EEC-NCAAAA S10.1 - Number of refereed publications in the previous year per full time equivalent member of teaching staff. (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)	5
10.1	Institutional Research Policies			
10.2	Faculty and Student Involvement			
10.3	Commercialization of Research			
10.4	Facilities and Equipment	10.5.2	EEC-NCAAAA S10.2 - Number of citations in refereed journals in the previous year per full time equivalent teaching staff.	5
10.5	Key Performance Indicators			
10.6	Additional KPI of College	10.5.3	EEC-NCAAAA S10.3 - Proportion of full time member of teaching staff with at least on refereed publications during the previous year	5
		10.5.4	Evaluation of facilities and environment supporting research (Means average and	5

Level achieved based on survey)		
10.5.5	Ratio of internal research and innovation funds in proportion to the total number of full-time faculty members	5
10.5.6	EEC-NCAAA S10.5 - Research Income from external sources in the past year per full-time equivalent faculty members	5
10.5.7	EEC-NCAAA S10.4 - Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty member	5
10.5.8	Number of research and innovations registered as intellectual property or patented within the past 5 years	5
10.5.9	EEC-NCAAA S10.6 - Proportion of total annual operating budgets dedicated to research	5
10.6	Additional KPI of College	30
Number of Criteria = 5 Process + 2 Result	Number of KPI = 9 (8 Quantitative, 1 Qualitative)	75 points

Community Contributions		Key Performance Indicators		Weights
5	<i>Standard 11: Institutional Relationships with the Community</i>	11.4.1	Evaluation of satisfaction of employers/business operators/ users of graduates/alumni / graduates on competency of graduates (Means average and Level achieved based on survey)	4
	11.1 Institutional Policies on Community Relationships			
	11.2 Interactions With the Community	11.4.2	Evaluation of the systems and mechanisms used in providing academic services to the society according to the goals of the institution, college or program (Means average and Level achieved based on survey)	4
	11.3 Institutional Reputation			
	11.4 Key Performance Indicators			
	11.5 Additional KPI of College KPI of College	11.4.3	EEC-NCAAA S11.1 - Proportion of full time teaching and other staff actively engaged in community service activities	4
		11.4.4	EEC-NCAAA S11.2 - Number of community education program provided in proportion of the number of departments	4
		11.5	Additional KPI of College	7
Number of Criteria = 3 Process + 2 Result		Number of KPI = 4 (2 Quantitative, 2 Qualitative)		23 points

Support for Student Learning		Key Performance Indicators		Weights
o	<i>Standard 5: Student Administration and Support Services</i>	5.7.1	EEC-NCAAA S5.1 - Ratio of students to administrative staff	4
5.1	Student Admissions	5.7.2	EEC-NCAAA S5.2 - Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services	4
5.2	Student Records			
5.3	Student Management			
5.4	Planning and Evaluation of Student Services	5.7.3	EEC-NCAAA S5.3 - Student evaluation of academic and career counseling (Average	4

5.5	Medical and Counseling Services	rating on the adequacy of academic and career counseling on a five point scale in an annual survey of final year students)	12
5.6	Extra-Curricular Activities for Students		
5.7	Key Performance Indicators	5.8 Additional KPI of College	
5.8	Additional KPI of College		
Number of Criteria = 6 Process + 2 Result		Number of KPI = 3 (2 Quantitative, 1 Qualitative)	24

Support for Student Learning		Key Performance Indicators		Weights
○	<i>Standard 6: Learning Resources</i>	6.5.1	EEC-NCAAA S6.2 - Number of web-site subscriptions and journal as a proportion of the number of programs offered	3
6.1	Planning and Evaluation	6.5.2	EEC-NCAAA S6.1 - Student evaluation of library and media center (Average rating on adequacy of library and media center including Staff assistance; Current and up-to-date; copy & print facilities; functionality of equipment; atmosphere or climate for studying; availability of study sites and any other quality of indicators on a five point scale in an annual survey)	3
6.2	Organization			
6.3	Support for Users	6.5.3	EEC-NCAAA S6.3 - Student evaluation of digital library (Average rating on adequacy of the digital library including User friendly website; Availability of the digital databases; Accessibility for users; Library skill training and any other quality of indicators on a five point scale in an annual survey)	3
6.4	Resources and Facilities			
6.5	Key Performance Indicators	6.6	Additional KPI of College	8
6.6	Additional KPI of College			
Number of Criteria = 4 Process + 2 Result		Number of KPI = 3 (1 Quantitative, 2 Qualitative)		17 points

Supporting Infrastructure		Key Performance Indicators		Weights
○	<i>Standard 7: Facilities and Equipment</i>	7.6.1	EEC-NCAAA S7.1 - Annual expenditure on IT budget, including:	3
7.1	Policy and Planning	a)	Percentage of the total Institution, or College, or Program budget allocated for IT;	
7.2	Quality of and Adequacy of Facilities			
7.3	Management and Administration			
7.4	Information Technology			
7.5	Student Residences			
7.6	Key Performance Indicators	b)	Percentage of IT budget allocated per program for institutional or per student for programmatic;	
7.7	Additional KPI of College			
		c)	Percentage of IT budget allocated for software licences;	
		d)	Percentage of IT budget allocated for IT security;	
		e)	Percentage of IT budge allocated for IT maintenance.	
		7.6.2	EEC-NCAAA S7.2 - Stakeholder evaluation of the IT services. (Average overall rating of the adequacy of IT availability; Security;	3

	Maintenance; Accessibility; Support systems; Software and up-dates; Age of hardware, and other viable indicators of service on a five-point scale of an annual survey.)	
7.6.3	Average overall rating of adequacy of facilities and equipment in a survey of faculty members and teaching staff	3
7.6.4	EEC-NCAAA S7.3 - Stakeholder evaluation of Websites; e-learning services; Hardware and software; Accessibility; Learning and Teaching; Assessment and service; 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).	3
7.7	Additional KPI of College	4
Number of Criteria = 5 Process + 2 Result	Number of KPI = 4 (3 Quantitative, 1 Qualitative)	16 points

Supporting Infrastructure		Key Performance Indicators		Weights
○ <i>Standard 8: Financial Planning and Management</i>	8.4.1	EEC-NCAAA S8.1 - Total operating expenditure (other than accommodation and student allowances) per student		2
8.1 Financial Planning and Budgeting				
8.2 Financial Management	8.4.2	University revenues generated from providing academic and professional services in the name of the university in proportion to the total number of full-time faculty members and teaching staffs (Ratio and Level achieved)		2
8.3 Auditing and Risk Management				
8.4 Key Performance Indicators				
8.5 Additional KPI of College	8.4.3	Percentage of University expenses incurred in cash and in kind in the preservation, development and enhancement of identity, art and culture in proportion to the total operation budget (% and Level achieved)		2
	8.4.4	Budget per head for full-time faculty members' and teaching staffs' development in the country and abroad in proportion to the total number of full-time faculty members (SAR per capita and Level achieved)		2
	8.4.5	Operating expenses in the library system, computers and information center in proportion to the total number of full-time equivalent students (SAR per capita and Level achieved)		2
	8.4.6	Evaluation of risk management practices as implemented (Means average and Level achieved based on survey)		2
	8.5	Additional KPI of College		4
Number of Criteria = 3 Process + 2 Result		Number of KPI = 6 (5 Quantitative, 1 Qualitative)		16 points

Institutional Context		Key Performance Indicators		Weights
○	<i>Standard 9: Employment Processes</i>	9.5.1	EEC-NCAAAA S9.1 - Proportion of Faculty Members leaving the institution in the past year for reasons other than age retirement	2
9.1	Policy and Administration	9.5.2	EEC-NCAAAA S9.2 - Proportion of teaching staff participating in professional development activities during the past year	2
9.2	Recruitment	9.5.3	Percentage of full-time supporting staff who were developed in professional knowledge and skills in the country and abroad (% and Level achieved)	2
9.3	Personal and Career Development			
9.4	Discipline, Complaints and Dispute Resolution			
9.5	Key Performance Indicators			
9.6	Additional KPI of College	9.6	Additional KPI of College	4
Number of Criteria = 4 Process + 2 Result		Number of KPI = 3 (3 Quantitative)		10 points
Total Number of Criteria = 58 Process + 22 Result = 80 Process and Result based Criteria		Number of KPI = 55 (42 Quantitative, 13 Qualitative)		272 points

Note: Unless otherwise specified in the KPI that can only be sourced by the program itself, all the KPI will need to be collated and computed at the level of the institution, college and program via the ITQAN 2020: KSU-QMS. For those that are collated and computed at the college and institution levels through e-Forms, they will be provided to the programs for the quality and accreditation development, discussion and analysis of performance and achievements.

2.2 Explanation of processing requirements on KPI

The KPI requirements normally start off with the KPI name itself, with an example shown below. (1.6.2) shows that it is a KPI of Standard 1, and its measure is based on percentage and level to be achieved

1.6.2	Percentage of objectives accomplished of:
	(a) the approved Annual Operation Plan and budget requisition (%)
	(b) as % accumulation of the unit's 5 years Strategic Plan performance achievements (%)

The details of the each of the KPI are divided into 5 parts as follows:

- **(1) KPI Processing Environment** - this will show the name of the KPI itself, the data that is needed in the formulae computation, where to get the data which is the data source captured and sent to the ITQAN 2020: KSU-QMS data marts, how frequently it is to be computed and when it will be computed, the computation level which shows at what level (institution, or college or program) and the unit that is responsible for its computation. The last part shows the usage level or the unit that will use it for the development of their quality, accreditation and planning management, its discussion and analysis.

Quantitative KPI	Data Needed for Formula Computation	Data Source	Frequency of Computation	Computation Platform	Usage level
Percentage of objectives accomplished of: (a) The approved Annual Operation Plan and budget requisitioned (%) (b) As % accumulation of the unit's 5-Years Strategic Plan performance achievements (%)	Number of Objectives in Annual Plan achieved AND % accumulated achievement of Objectives over the 5-years period of the Strategic Plan Numbers of Number of Objectives in Annual AND 5 years Total % of Objectives developed for the 5-years period of the Strategic Plan Action Plan developed	Deanship of Quality & Development for Institution Data College and Units' Planning & Quality Committee for College and Unit's data	Annually at end of each (June to August) academic year	ITQAN System Platform for ALL levels of Institution, College and Programs	Used for informed decisions making and actions by institution, college, programs & individual faculty

- **(2) KPI Processing Steps** - this includes the detailed processing, analysis and actions to be taken for each of the KPI after it has been computed, who are responsible and what forms are to be used for each of the steps.

Step	Process Implementation Steps	Responsibility	Form
1	Collation & Collection of data inputs from the data source to ITQAN data marts noted in Section (1) KPI Processing Environment.	CQPC / PQPC (for manual inputs) and DQD (if it is ITQAN)	Common Dataset in ITQAN or from e-Forms
2	Compute the actual value of KPI as per the Section (3) KPI formulation	ITQAN System Platform	Performance Metrics Module in ITQAN System
3	Analyze the computed KPI and its result and write up KPI analysis in required Templates or Tables of EEC-NCAAA	CQPC / PQPC	Performance Metrics Module in ITQAN System
6	Write up the Quality, Accreditation & Planning Management performance in required templates, forms or reports with the KPI analysis and action plan	CQPC / PQPC	QMS, Accreditation & Strategic Plan Modular Templates in ITQAN System
7	The overall performance score for the KPI is scored using LeTCI in the Performance Scoring Modules and is used as the evidence in support of the unit's performance in addressing a Standard.	CQPC / PQPC	Performance Scoring Module in ITQAN
8	Based on the overall performance score for the KPI, the analysis and action plan is discussed to identify the strengths or opportunities for improvement by the unit writing the SSR.	CQPC / PQPC	QMS, Accreditation & Strategic Plan Modular Templates in ITQAN System
9	Based on the opportunities for improvement, the unit writing the SSR will implement the development plan to address the result for continuous improvements.	CQPC / PQPC	Developmental Module in ITQAN System

- **(3) KPI Formulae Computation** - this represents the formula to be used in the computation to arrive at a percentage, a proportion or a ratio depending on the formula requirement.

1.6.2 Percentage of objectives accomplished of:

- (a) The approved Annual Action Plan and budget requisitioned (%)

Formulae Computation:

$$\frac{\text{Number or prorated \# of planned actions/projects achieved in Annual Operation Plan and Budget}}{\text{Total \# of planned actions/projects developed in Annual Operation Plan and Budget}} \times 100$$

- (b) As % accumulation of the unit's 5-Years Strategic Plan performance achievements (%)

Formulae Computation:

$$\frac{\text{Accumulated total/prorated \# of planned actions/projects Obj. achievement of 5-years period Strategic Plan}}{\text{5 years Total \# of planned actions/projects Objectives developed for the 5-years period of the Strategic Plan}} \times 100$$

- **(4) KPI Data required for Formulae computation** – this represents and defines what data can be accepted and what cannot be used for the computation of the data requirement for the formulae computation.
 - “Number or prorated # of planned actions/projects in Annual Operation Plan and Budget achieved” and “Accumulated total/prorated # of planned actions/projects Obj. achievement of 5-years period Strategic Plan”. This data comes from the Annual Action plan and budget approved annually by the KSU Planning Committee whereby the institution/college/programs or administrative units has defined on the onset of each academic year that it aims to achieve. The achievement here refers to the aggregated % accomplishment of each of the action plans or projects defined in the Annual Action Plan that has been implemented and measured. The “objectives” are counted based on the actual number identified and developed for both the Annual Action Plans and the 5 year Strategic Plans of the academic or administrative units. The actual number of objectives is normalized as 100% of objectives developed for each academic year or for the duration of the 5-year Strategic Plan. As an objective might entail a few planned actions/projects within a year or across a few years of the 5 years period of the Strategic Plan, the ITQAN System will automatically compute or prorate and aggregate the degree of completion of the planned actions/projects on an annually basis and accumulate across the 5 years period. The main criterion here is the degree of completion of each planned actions/project of the Action Plan aggregated as the overall performance level. Those that are still yet to be achieved, or not implemented or are in the progress or will be achieved in the future academic years are computed and prorated as accomplishment for an academic year for the Annual Action Plan or accumulated accomplishments for the 5-years period of the Strategic Plan.
 - “Total # of planned actions/projects in Annual Operation Plan and Budget developed” and “5 years Total # of planned actions/projects Objectives developed for the 5-years period of the Strategic Plan”. The “# of planned actions/projects” are counted or prorated based on the actual numbers developed annually or spread across the 5 years period.

For qualitative KPIs, the above are the same except that the developments of the survey instrument are defined as follows:

- **(5) KPI Data required for Means Average computation**

The “KSU KPI 1.6.1 which is EEC-NCAAA S1.1., of Stakeholders’ awareness ratings of the Mission Statement and Objectives” evaluation survey is a standardized performance evaluation of mission and its objectives as part of the Strategic Planning Process and its Implementation as perceived by the faculty members and teaching staff, undergraduate and post graduate students of the college or program. This is normally scaled on a 5-point Likert Scale to get the means average score of the stakeholders’ perception. The aim of this KPI is to ensure that there is a systematic approach in the awareness of the mission and its use in the Strategic Planning process and in guiding academic actions or decisions that is well deployed and that brings about continuous improvements that are implemented, monitored and measured for performance. The key areas of coverage or parameters for the development of the survey instrument normally contain:

- Alignment with KSU 2030 of Units’ Strategic Plan,
- Alignment with KSA Vision 2030 of KSU 2030 and Units’ Strategic Plan
- Planning Process steps are defined,
- Implementation status are monitored and measured for performance,
- Accomplishment and Achievement of KPIs,
- Periodic review of Strategic Plan
- Action Plan for Areas for improvement are defined, monitored and measured for performance.

- **(6) KPI Criteria (Levels {Le} equivalence based on Means Average of Percentage) -** this represents the determination of the level of performance in the LeTCI system of assessment of the KPI performance. The analysis as needed in the KPI processing, discussion and evaluation is a very important step in determining whether the quality of the standard is performing well.

Level 1	✓ 0 % < 15 % achievement
Level 2	✓ 15 % < 30 % achievement
Level 3	✓ 30 % < 45 % achievement
Level 4	✓ 45 % < 60 % achievement
Level 5	✓ 60 % < 80 % achievement
Level 6	✓ 80 % - 100 % achievement

- **(7) Addressing and Analysis of performance of the KPI**

- ❖ **Qualitative KPI -** In the qualitative indicator set, since there is no objective and direct measures, they are addressed from the degree of its systematic performance or its level of performance with stepped wise progressive determinants of performance based on the survey instrument used. The evaluation are of the systematic approach from its P (PLAN) of what and how the criteria is addressed through its planning aspects of the system and mechanism or methodology used, D (DO) of what and how the system or mechanism or methodology is implemented and with what resources, C (CHECK) in the systems or mechanisms or methodologies used based on a set of targets or measures which are measured to determine its achievement and A (ACT) of what is done after the planned actions that are implemented and measured in terms of its achievement that brings about future improvement and innovation. The PDCA is supplemented and complemented by the ADLI metrics to

strengthen its performance level determinants. In the A (APPROACH), together with the P (PLAN), one would need to determine a planned approach in terms of the systems or mechanisms, the tools or techniques used, and what and how resources are auctioned upon in the D (DO) and D (DEPLOYMENT) in the configurations and supports of the systems or mechanisms, tools or techniques. In the C (CHECK), one would need to define the measures and methodology and identify whether one L (LEARN) from it, and then A (ACT) on what is measured and learnt. Learning should lead to continuous improvements and innovations. Lastly, one would need to determine what and how the standards and criteria are aligned or I (INTEGRATE) within the same and across different Standards. It is noted that the qualitative KPI are generic with an emphasis on the systemic aspects and the progressive development of the system. As such, the audit and assessment is based on the performance achievement at each of the level based on the level requirement. There are 6 levels of performance to correspond with the Results-based Values Scoring Criteria. It is noted that the more fundamental PDCA covers the lower end of the performance level and the ADLI covers the higher end of the performance level. This is intended to bring a step wise progressive improvements leading to innovation and integration within and across the Standards.

- ❖ **Quantitative KPI** - In the quantitative indicator set, they are addressed from the percentage or ratio or numerical ranges. Do the computation based on the Formulae provided using the prescribed data set needed for the computation and determine the range that the outcome result falls into. Score the performance based on the performance levels. There are 6 levels of ranges to correspond with the Results-based Criteria. The data set required for the formulae computation for each of the KPI or Benchmark is defined under each of KPI or Benchmark itself. In assessing the performance of the quantitative indicator set, the performance is based on Le (LEVEL) of performance as to whether a performance level has been achieved based on the percentage or ratio or numerical scoring range achieved. It is then determined in terms of the T (TREND) of performance. Normally a minimum 3 years data set of the trend performance is required to identify any progressive improvements in the trend performance. C (COMPARISON) would mean that the level and trend of performance is compared with historical performance, industry standards or benchmarked with the best in the industry. I (INTEGRATE) is meant to identify an integrated approach in that the performance levels, trends performance and its benchmarked comparison are integrated with the different indicators within and across the same standard and criteria set going in the same direction as opposed to being contradictory of each other to provide an overall set of performance level. There are 6 levels of performance to correspond with the Results-based Values Scoring Criteria. The levels below will correspond to the scaled performance scoring used to assess the performance level in the scaled performance scoring worksheet to determine the performance scoring.

Note: In the development of the quantitative key performance indicators, the traditionally and widely accepted KPI were used on the grounds that the issue of the KPI and direct relationships have been challenged and are still widely debated. As noted in all the KPI for the Standards in the later sections, it is noted that quality is an evasive and very subjective factor that has evaded direct measures. As such, the KPI used here are the objective sets that had been widely and well-accepted set but that might still raise the issue of a good measure. Pending the derivations of a set of very objective measures, these quantitative KPI are found to be the second best set of proxy measures that will serve its purpose in the intermediate stage. These KPI are derived from a wide

source of literatures on the KPI measures of education and academic performance. (Teay, 2007; ONESQA, 2006 and CHE, 2007).

2.3 Generic Processing Steps for Quantitative and Qualitative KPI

Figure 2.1 and Figure 2.2 shows the generic processing steps and the use of the KPI for the quantitative and qualitative KPI. These two figures which are self-explanatory serve as the main guidelines in the processing and use of the KPI by the unit writing the SSR and for the management of the college or the program after the self-study and assessment. Though in the Chapter, the detailed processing of each of the 55 KPI are described in details, Figure 2.4 provides a generic approach in the collation, computation and usage of the KPI as a general set of guidelines to be used as supporting evidence of key performance measures in the assessment of the unit's performance.

Figure 2.1: Master Flow for Quantitative Statistics

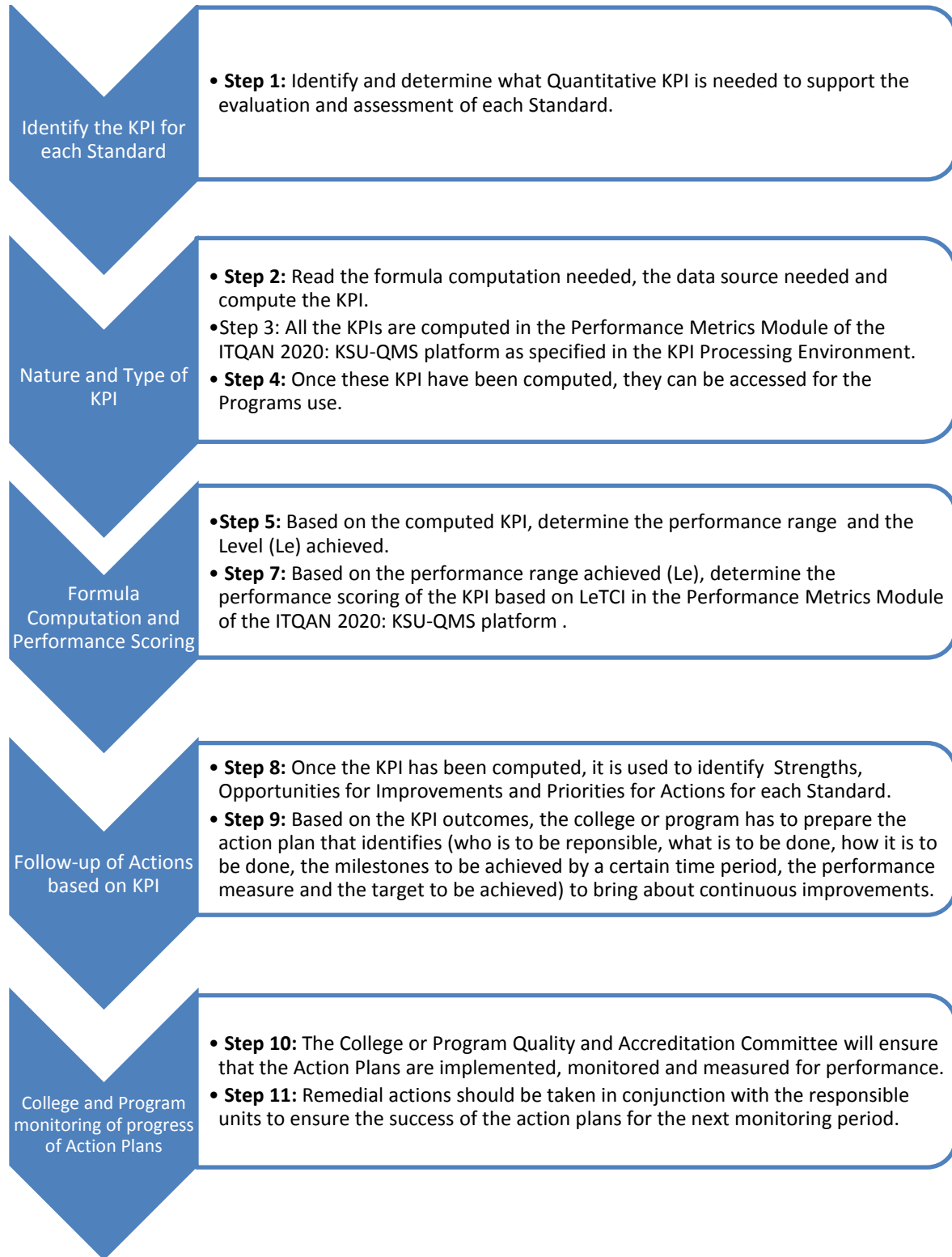


Figure 2.2: Master Flow for Qualitative Statistics



Figure 2.3: KPI Generic Steps of Processing



2.4 Screenshots of Performance Metrics

A second set of the Dashboard is the performance metrics based on the 11 standards for quality management of the 56 sets of quality management KPIs and the 17 strategic KPIs of KSU. On the Menu, go to Performance Metrics where there is a display to select the KPIs of the Standards that is needed for display (Figure 2.4.1) which when selected will show the KPIs for that standard. Figures 2.4.1 and 2.4.2 show the screenshot for the management dashboard for the KSU prescribed KPIs, and that of the college specific KPIs that are determined and specified early on by committees. Figures 2.4.3 to 2.4.6 shows different types of graphical and samples trend analysis reports and comparative benchmarks of the KSU 2016 Self-Study in AY 2015/2016.

Figure 2.4.1: Screenshot for performance metrics of selection of KPIs for standards

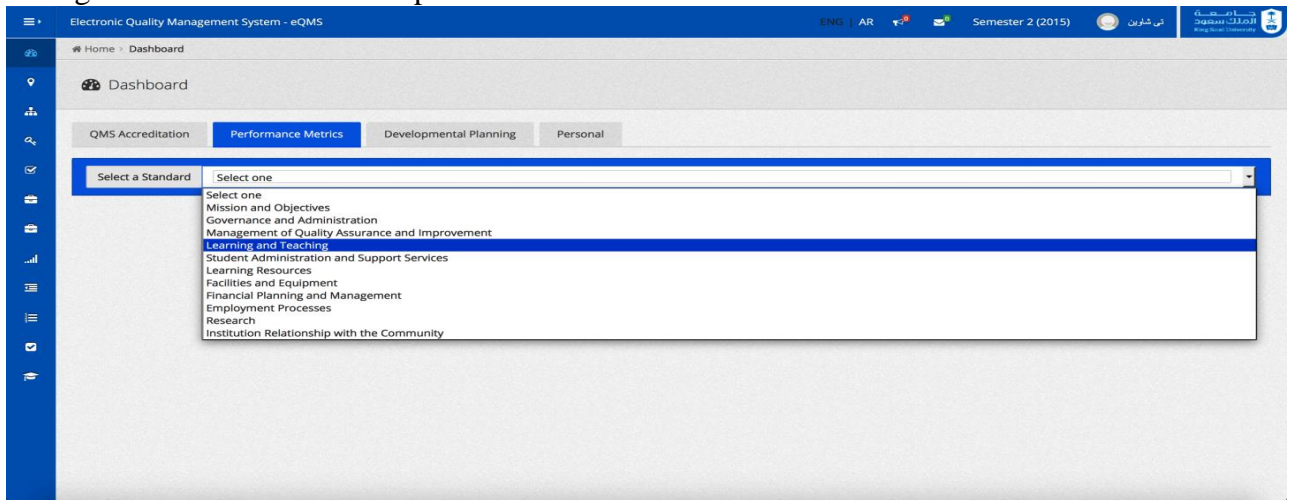


Figure 2.4.2: Dashboard for performance metrics of display of KPIs for standards

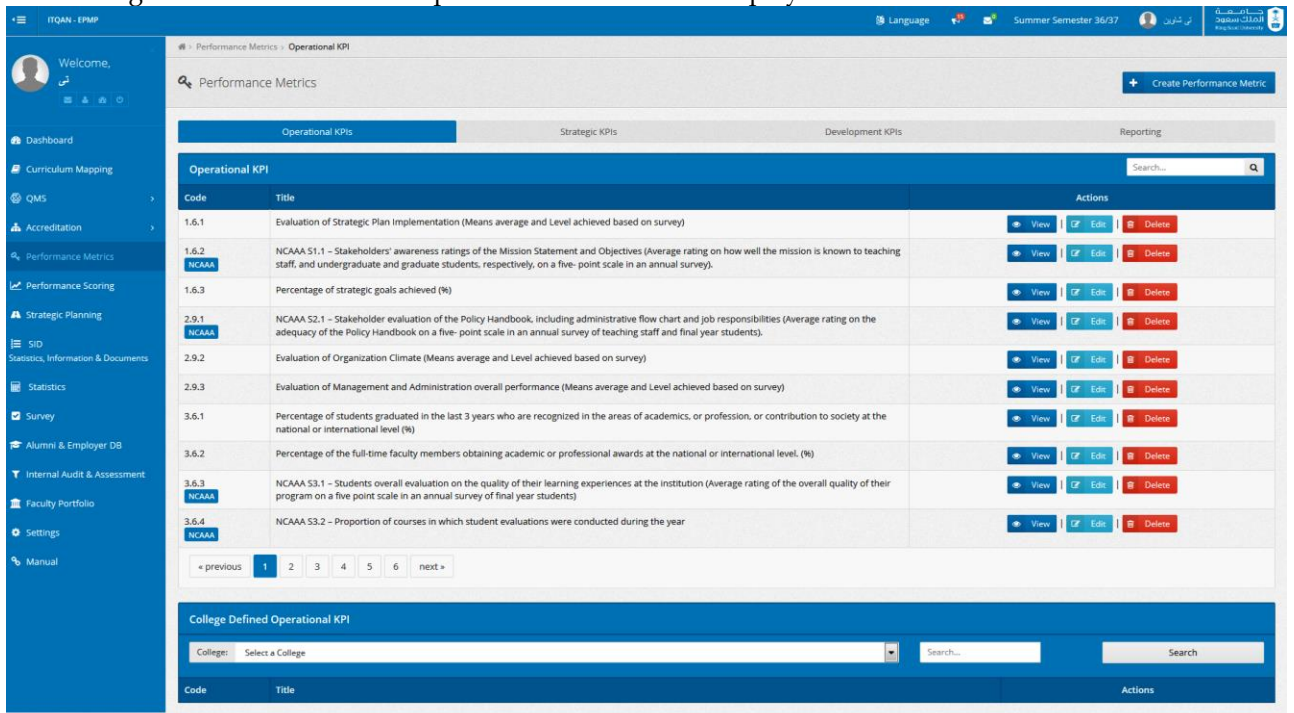


Figure 2.4.3: Graphical display for performance metrics of display of KPIs for standards

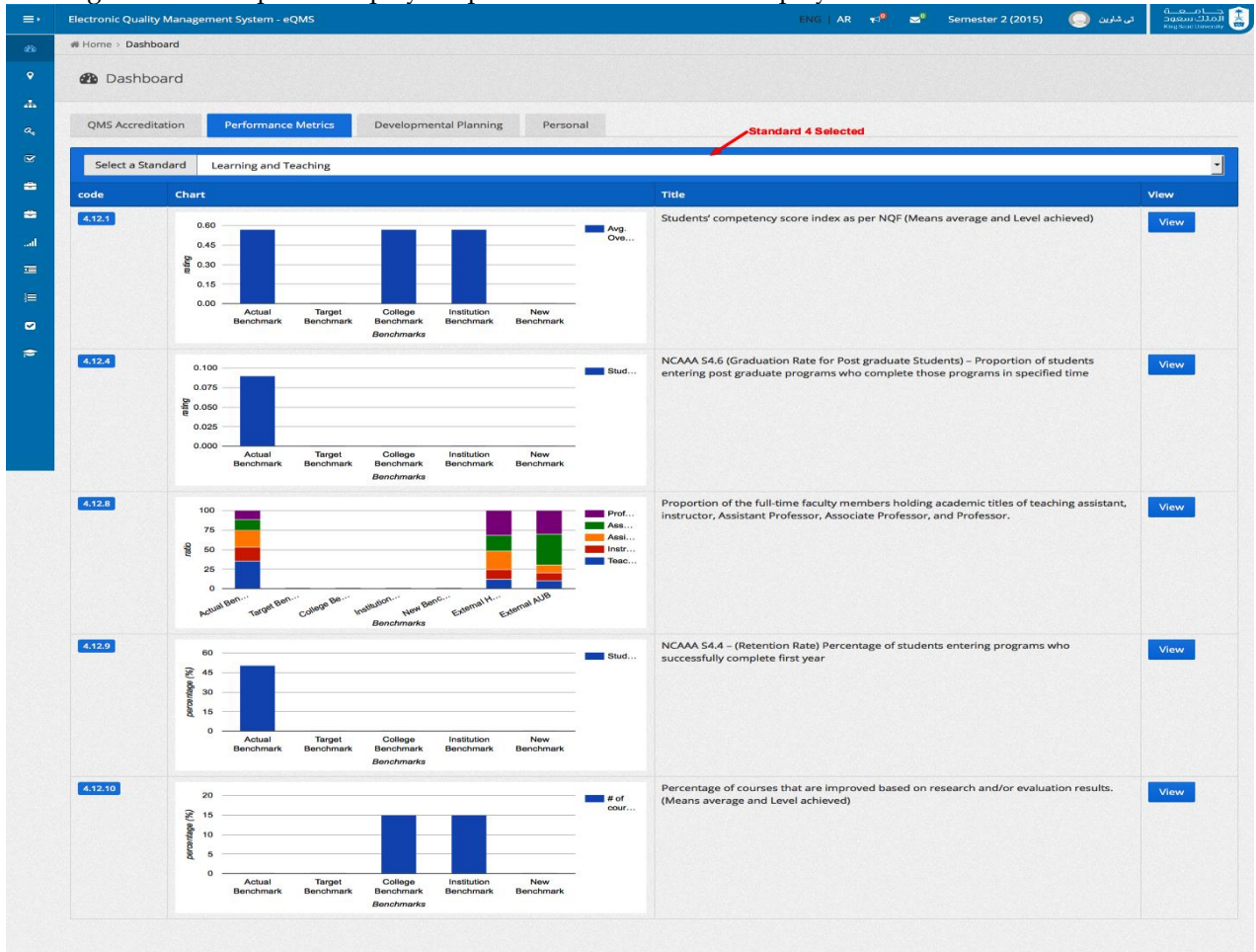


Figure 2.4.4: Sample of Report of Trend analysis of KPIs of KSU 2016 Self-Study

Academic Year: 2016
King Saud University KSU



KPIs Trend Analysis							
Code	KPI Title	Stakeholder	2012	2013	2014	2015	2016
1. Mission and Objectives							
1.6.1	Evaluation of Strategic Plan Implementation (Means average and Level achieved based on survey)	N/A	0	0	0	0	0
1.6.2	NCAAA S1.1 - Stakeholders' awareness ratings of the Mission Statement and Objectives (Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five- point scale in an annual survey).	Students	0	0	0	0	3.94
		Faculty	0	0	0	3.7	3.82
		Staff	0	0	0	3.31	2.85
1.6.3	Percentage of strategic goals achieved (%)	N/A	• % of Achieved: 0	• % of Achieved: 0	• % of Achieved: 0	• % of Achieved: 0	• % of Achieved: 0
2. Governance and Administration							
2.9.1	NCAAA S2.1 - Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (Average rating on the adequacy of the Policy Handbook on a five- point scale in an annual survey of teaching staff and final year students).	Faculty	0	0	0	3.45	3.44
		Staff	0	0	0	3.27	2.95
		Students	0	0	0	0	4
2.9.2	Evaluation of Organization Climate (Means average and Level achieved based on survey)	Faculty	0	0	0	3.41	3.54
		Staff	0	0	0	3.18	2.93
2.9.3	Evaluation of Management and Administration	Faculty	0	0	0	3.51	3.52

Figure 2.4.5: Sample of Report of Actual Result of KPIs of AY 2016 of KSU 2016 Self-Study

Academic Year: 2016
King Saud University KSU



KPIs Details Report			
Code	KPI Title	Stakeholder	Actual Benchmark
1. Mission and Objectives			
1.6.1	Evaluation of Strategic Plan Implementation (Means average and Level achieved based on survey)	N/A	0
1.6.2	NCAAA S1.1 – Stakeholders' awareness ratings of the Mission Statement and Objectives (Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five- point scale in an annual survey).	Students	3.94
		Faculty	3.82
		Staff	2.85
1.6.3	Percentage of strategic goals achieved (%)	N/A	• % of Achieved: 0
2. Governance and Administration			
2.9.1	NCAAA S2.1 – Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (Average rating on the adequacy of the Policy Handbook on a five- point scale in an annual survey of teaching staff and final year students).	Faculty	3.44
		Staff	2.95
		Students	4
2.9.2	Evaluation of Organization Climate (Means average and Level achieved based on survey)	Faculty	3.54
		Staff	2.93
2.9.3	Evaluation of Management and Administration overall performance (Means average and Level achieved based on survey)	Faculty	3.52
		Staff	2.94
3. Management of Quality Assurance and Improvement			

Performance Metrics-Details-KPIs

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Figure 2.4.6: Sample Report of Comparative Benchmarks of KPIs AY 2016 of KSU 2016 Self-Study

Academic Year: 2016
King Saud University KSU



KPIs Benchmarks Report								
Code	KPI Title	Stakeholder	Actual Benchmark	Target Benchmark	Institution Benchmark	College Benchmark	New Benchmark	External Benchmarks
1. Mission and Objectives								
1.6.1	Evaluation of Strategic Plan Implementation (Means average and Level achieved based on survey)	N/A	0	0	0	0	0	0
1.6.2	NCAAA S1.1 – Stakeholders' awareness ratings of the Mission Statement and Objectives (Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five- point scale in an annual survey).	Students	• University Goals: 3.940	• University Goals: 5.000	• University Goals: 3.940	• University Goals: 3.940	• University Goals: 4.000	
		Faculty	• University Goals: 3.820	• University Goals: 5.000	• University Goals: 3.990	• University Goals: 4.100	• University Goals: 4.000	• Cape Breton University, : Array
		Staff	• University Goals: 2.850	• University Goals: 0.000	• University Goals: 2.400	• University Goals: 0.000	• University Goals: 3.000	• Cape Breton University: Array
1.6.3	Percentage of strategic goals achieved (%)	N/A	• % of Achieved: 0	• % of Achieved: 0	• % of Achieved: 0	• % of Achieved: 0	• % of Achieved: 0	
2. Governance and Administration								
2.9.1	NCAAA S2.1 – Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities	Faculty	• Work Responsibility: 3.440	• Work Responsibility: 4.500	• Work Responsibility: 3.520	• Work Responsibility: 3.440	• Work Responsibility: 3.500	
		Staff	• Work	• Work	• Work	• Work	• Work	

Performance Metrics-Benchmarks-KPIs

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2.5 KSU-QMS KPIs and KSU Surveys

Since 2014, KSU had reviewed its original surveys of the KSU-QMS meeting the EEC-NCAAA requirements, and after an extensive review, KSU came up with 7 mandated surveys that forms the core of other KPIs. This is to avoid unnecessary duplications of key variables across the different surveys and to minimize the number of items in each survey that ranges from 20 to 30 items per survey. Each type of survey also has a specific purpose meant for measuring what it is intended to measure. It should be noted that these surveys are not direct measures but are proxy and indirect measure of perception that determines the following (a) degree or level of agreement to an attribute that is operationalized by a statement, (b) degree or level of satisfaction with a statement or an attribute. As such, some of the KPIs here are derived from these 7 surveys. These 7 KSU mandated surveys are:

1. **Course Satisfaction Survey** - This is conducted for all sections of all courses every semester and aggregated as an annual indicator.
2. **Student Experience Survey** - This is conducted for graduating final year's students of each academic year.
3. **Program Satisfaction Survey** - This is conducted for graduating final year's students of each academic year.
4. **Faculty Satisfaction Survey** - This is conducted annually for all full-time faculty members and teaching staffs.
5. **Staff Satisfaction Survey** - This is conducted annually for all full-time administrative staffs.
6. **Alumni Satisfaction Survey** - This is conducted annually for all alumni of a college and its programs by the College Quality and Planning Committee.
7. **Employment Market Satisfaction Survey** - This is conducted annually for all employment market that employs the graduates of a college and its programs by the College Quality and Planning Committee.

The 7 key surveys and their components with their proxy statement of measures are shown in Table 2.2. The Table also shows the mapping of key components of the statements in other KPIs. Basically, all the 7 surveys reports on 14 KSU-QMS KPIs (inclusive of 9 of the EEC-NCAAA KPIs).

Table 2.2: KSU - QMS KPIs and KSU surveys

Key Performance Indicators		Survey Source	Attributes Components	
1.7.1	EEC-NCAAA S1.1 - Stakeholders' awareness ratings of the Mission Statement and Objectives (Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five-point scale in an annual survey)	<ul style="list-style-type: none"> • Student Experience Survey • Faculty & Staff Satisfaction Surveys 	SES	STUDENT EXPERIENCE DIMENSIONS
			UG	University Goals
			UG1	I am aware of KSU mission and goals
			UG2	I use KSU mission and goals to guide my study performance in KSU
			FSS	FACULTY SATISFACTION DIMENSIONS
			WUG	University Goals
			WUG1	I am aware of KSU mission and goals
			WUG2	I use KSU mission and goals to guide my work performance in KSU
			SSS	STAFF SATISFACTION DIMENSIONS
			WUG	University Goals
			WUG1	I am aware of KSU mission and goals
			WUG2	I use KSU mission and goals to guide my work performance in KSU

Key Performance Indicators		Survey Source	Attributes Components	
2.10.1	EEC-NCAAA S2.1 – Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (Average rating on the adequacy of the Policy Handbook on a five- point scale in an annual survey of teaching staff and <u>final year students</u>).	<ul style="list-style-type: none"> Faculty Satisfaction Survey Student Experience Survey 	WR5	The work responsibility according to the administration flow chart
			WR7	The work responsibility assigned in compliance with Policy Handbooks
			WR	WORK RESPONSIBILITY: In general, I am satisfied with ...
			WR1	The actual tasks/assignments I am asked to do
			WR2	The amount of work I am expected to do
			WR3	The amount of time I am typically given to complete an assignment
			WR4	The opportunity to make good use of my skills within the expectations of my job
2.10.2	Evaluation of Organization Climate (Means average and Level achieved based on survey)	<ul style="list-style-type: none"> Faculty Satisfaction Survey 	WI	WORK INITIATIVE: I have the opportunity to related to my academic and research work
			WI1	Make decisions
			WI2	Solve problems
			WRe	WORK RELATIONSHIPS: I am respected by my
			WRe1	Fellow faculty in my department
			WRe2	Immediate supervisor
			WRe3	Other administrators
			WE	WORK ENVIRONMENT: In general, the faculty members of my department
			WE1	Cooperate towards the accomplishment of the department mission
			WE2	Treat each other with respect, even when there are differences of opinion
			WE3	Can adapt to changes in the work environment (e.g., new situations, people, ideas)
			WB	WORK BENEFITS: In general, I am satisfied with the
			WB1	Compensation (salary and other monetary benefits) for the work accomplished
			WB2	Benefits (insurance, medical and retirements) for my overall well being
		WB	WORK BALANCE: In general, I am able to	
		WB1	Balance my work and social life	
		WB2	Manage stress resulting from my work	
		<ul style="list-style-type: none"> Staff Satisfaction Survey 	WRe	WORK RELATIONSHIPS: I am respected by my
			WRe1	Fellow co-workers in my work unit
			WRe2	Immediate supervisor
			WRe3	Other administrators
			WE	WORK ENVIRONMENT: In general, the members of my work unit
			WE1	Know how to perform their job responsibilities
			WE2	Work hard to accomplish the unit goals
			WE3	Enjoy working together
			WE4	Treat each other with respect, even when there are differences of opinion
			WE5	Adapt to changes in the work environment (e.g., new situations, people, ideas)
WE6	Cooperate with each other most of the time			
WB	WORK BENEFITS: In general, I am satisfied with the			
WB1	Compensation (salary and other monetary benefits) for the work accomplished			
WB2	Benefits (insurance, medical and retirements) for my overall well being			
WD	WORK DEVELOPMENT: In general, I feel that I			
WD1	Am given the opportunity to progress in my job			
WD2	Have the opportunity to attend developmental trainings or seminars			
WB	WORK BALANCE: In general, I am able to			
WB1	Balance my work and social life			
WB2	Manage stress resulting from my work			
2.10.3	Evaluation of Management and Administration overall performance (Means average and Level achieved based on survey)	<ul style="list-style-type: none"> Faculty Satisfaction Survey 	WR	WORK RESPONSIBILITY: In general, I am satisfied with ...
			WR1	My teaching and learning assignments in my department
			WR2	My research directions
			WR3	The institutional support to accomplish my academic work
			WR4	The institutional support in my research / creative work
			WR5	The work responsibility according to the administration flow chart
			WR6	The time spent on outreach / community service
WR7	The work responsibility assigned in compliance with Policy Handbooks			

	WI	WORK INITIATIVE: I have the opportunity to related to my academic and research work
	WI1	Make decisions
	WI2	Solve problems
	WL	WORK LEADERSHIP: In my opinion, my immediate supervisor
	WL1	Set achievable short / long-term goals for my department
	WL2	Encourage teamwork in my department whenever possible
	WL3	Treat all members of the department consistently (i.e. does not show favoritism)
	WL4	Resolve internal conflicts in the department most of the time
	WL5	Assign work to my satisfaction.
	WL6	Make informed decisions (based on facts and information)
	WL7	Use ideas from fellow faculty in his/her decision-making
	WL8	Recognizes the accomplishment of my work
	WL9	Assess my work in an unbiased way
• Staff Satisfaction Survey	WR	WORK RESPONSIBILITY: In general, I am satisfied with ...
	WR1	The actual tasks/assignments I am asked to do
	WR2	The amount of work I am expected to do
	WR3	The amount of time I am typically given to complete an assignment
	WR4	The opportunity to make good use of my skills within the expectations of my job
	WL	WORK LEADERSHIP: In my opinion, my immediate supervisor
	WL1	Set achievable short- and long-term goals and objectives for my department
	WL2	Encourage teamwork in my department whenever possible
	WL3	Treat all members of the department consistently (i.e. does not show favoritism)
	WL4	Resolve internal conflicts in the department most of the time
	WL5	Assign work to my expectation.
	WL6	Make informed decisions (based on facts and information)
	WL7	Use ideas from fellow faculty in his/her decision-making
	WL8	Recognizes the accomplishment of my work
	WL9	Assess my work in an unbiased way

Key Performance Indicators	Survey Source	Attributes Components	
3.6.5 EEC-NCAAA S3.1 - Students overall evaluation on the quality of their learning experiences at the institution (Average rating of the overall quality of their program on a five point scale in an annual survey of final year students)	• Student Experience Survey	STUDENT EXPERIENCE Dimensions	
		UG University Goals	
		UG1	I am aware of KSU mission and goals
		UG2	I use KSU mission and goals to guide my study performance in KSU
		USS UNIVERSITY SUPPORT SERVICES:	
		USS1	Staffs provide administrative service supports when needed
		USS2	Staffs are professional in their administrative services provided
		USS3	Staffs are knowledgeable in providing guidance to complete an administrative activity
		USS4	Provide academic counseling services when needed
		USS5	Provide career counseling services when as needed
		USS6	Provide spaces for spiritual development
		USS7	Safeguard my students rights
		USS8	Respect my ideas to improve on the students' experience with the university
		UI UNIVERSITY INFRASTRUCTURE/ FACILITIES:	
		UI 1.1	Library and media center has up-to-date material
		UI 1.2	Library and media center has copy & print facilities
		UI 1.3	Library and media center's climate for study supports my learning
		UI 1.4	Digital library's web-site is user friendly
		UI 1.5	Library skill training is provided
		UI 1.6	Learning resources is accessible
		UI2	I am satisfied with classroom facilities (e.g. lighting, cleanliness, up-keep, maintenance)
		UI 3.1	Generally, Information Technology is secure
		UI 3.2	Generally, Information Technology is maintained
		UI 3.3	Generally, Information Technology is accessible
		UI 3.4	Information Technology has up-to-date software
		UI 3.5	Generally, I am satisfied with the information technology hardware
		UI 3.6	Generally, I am satisfied with the web-based resources (e.g. institutional website, networking, interactivity)
		UI4	I am satisfied with State-of-art of the technologies used in my class activities

UI5	I am satisfied with Food catering services
UI6	I am satisfied with Parking facilities
UI7	I am satisfied with Supporting academic facilities (laboratories, research space, work space for group discussions)
UE	UNIVERSITY ENRICHMENT:
UE1	The University offers activities that further my social self-development (student club, athletics, extra-curricular activities that are in addition to academic work)
UE2	The University offers activities that further my ethical self-development
UE3	The University offers Community Service work experience
UE4	The University offers opportunities to participate in international experiences (e.g. practicum, seminar or conference abroad)
US	UNIVERSITY OVERALL SATISFACTION
US1	I am satisfied with the quality of services of the university.
US2	I have a sense of belongingness with the King Saud University.
US3	The university experience has contributed to my overall development
US 4	I am satisfied with the university policies defined in Policies Handbooks (e.g. Student Handbook, Program Handbook, Student Rights Handbook)

Key Performance Indicators	Survey Source	Attributes Components	
4.12.6 EEC-NCAAA S4.2 - Students overall rating on the quality of their courses (Average rating of students on a 5 point scale overall evaluation of courses)	<ul style="list-style-type: none"> Course Satisfaction Survey 	COURSE DIMENSIONS	
		CG COURSE GOALS:	
		CG1	Course Objectives are stated at the beginning of the term
		CG2	Course Objectives are achieved at the end of the term
		CG3	Course Objectives bring about the intended improvements
		CW COURSE WORK:	
		CW1	The actual learning tasks/assignments meet the Course Objectives
		CW2	The amount of work I am expected to do to achieve the Course Objectives
		CW3	The time allocated to complete a learning tasks/assignment is suitable for the amount of work done
		CI COURSE INITIATIVE:	
		CI1	I can plan my learning tasks/assignments according to my work pace
		CI2	I can solve my problems related to my learning tasks/assignments
		CE COURSE LEARNING ENVIRONMENT:	
		CE1	Learning Environment facilitates in completing learning activities.
		CE2	I enjoy learning together with my friends in this course
		CE3	I am satisfied with the overall learning resources (e.g. course materials, books, learning aids) provided to support my learning activities
		CD COURSE DELIVERY:	
		CD1	Course Instructor has knowledge of the course contents
		CD2	Course Instructor has skills in communicating across difficult topics in an easy to understand manner
		CD3	Course Instructor uses most recent development in the area in his/her course.
		CD4	Course Instructor encourages to explore the content of the course beyond what is required of the text books requirements
		CD5	Course Instructor treat students with respect, even when there are differences of opinion
		CA COURSE ASSESSMENT:	
		CA1	Different variety of assessment was employed in the course
		CA2	Grades assigned is based on my performance in the course
		CO COURSE OUTCOMES:	
		CO1	Course outcomes are accomplished at the end of the course
CO 2	Now I have understating of basic knowledge required of this course		
CO 3	I have ability to apply the knowledge gained from the course		
CO4	I have ability to formulate solutions to a problem		
CO5	The course has developed my analytical skills.		
CO6	The course has developed my critical thinking skills		
CO7	The course has developed my communications skills		
CO8	The course has developed my skill to work in a Team.		
OS OVERALL, I am satisfied with this course as			
OS1	I get new knowledge that contributes to my overall development		
OS2	I get new skills that contributes to my overall development		
OS3	The course contributed to my overall development		

Key Performance Indicators		Survey Source	Attributes Components	
10.5.5	Evaluation of facilities and environment supporting research (Means average and Level achieved based on survey)	• Faculty Satisfaction Survey	WF	WORK FACILITIES: In general, I am happy with the
			WF1	Facilities in the department provided to support my work
			WF2	Institutional infrastructure /facilities (learning resources, digital library, IT services, web services) provided
			WR	WORK RESPONSIBILITY: In general, I am satisfied with ...
			WR1	My teaching and learning assignments in my department
			WR2	My research directions
			WR3	The institutional support to accomplish my academic work
			WR4	The institutional support in my research / creative work
		UI7	I am satisfied with Supporting academic facilities (laboratories, research space, work space for group discussions)	
			• Student Experience Survey	

Key Performance Indicators		Survey Source	Attributes Components	
11.4.3	Evaluation of satisfaction of employers/business operators/ users of graduates/alumni / graduates on competency of graduates (Means average and Level achieved based on survey)	• Alumni Satisfaction Survey		ALUMNI SATISFACTION DIMENSIONS
			WUG	University Goals dimensions
			WUG1	I am aware of KSU mission and goals
			WUG2	I use KSU mission and goals as part of my guide on work performance after my graduation
			KEE	KSU EXPERIENCE and PROGRAM ENVIRONMENT: In general, KSU has
			KEE1	A supportive learning environment as the infrastructure / facilities supports me to work hard towards my future
			KEE2	Learning resources (program materials, books, learning aids) that supports my life-long learning development
			KEE3	Career consultation program
			KPE	KSU and PROGRAM ENRICHMENT: KSU and my program has opportunities for me to participate in.....
			KE1	Activities that further my self-development (like internships, outreach programs) important to the work environment
			KE2	Community Service work experience that develops my contribution to society
			KPO	KSU EXPERIENCE and PROGRAM OUTCOMES: In general, I am satisfied with the relevancy of the program outcomes in my ability to
			KPO1	Apply the knowledge gained to my work
			KPO 2	Formulate solutions to work related problem
			KPO 3	Think critically in work related situation
			KPO4	Apply my analytical skills in addressing work related issues
			KPO5	Apply general skills learned (e.g. written/oral communication, analytical thinking, problem-solving, decision-making, leadership) to work related situations
			KPO6	Have specific skills learned (e.g. lab techniques, translating, computer use) which are important to my job function
			KPO7	Contribute to the success of team work in my work group
			KPO8	Take initiatives in my work
			KPO9	Be sensitive to different views / cultures / ways of life in my workplace
			KPO10	Contribute to society responsibility development
			KPO11	Practice ethical choices in work related decisions / actions
			KFE	KSU FUTURE EXPECTATIONS: In general, as an alumnus, I expect KSU to
			KFE1	Continue to engage me in future KSU activities
			KFE2	Communicate with me to update me on KSU progress
OS	OVERALL, I am satisfied with KSU experience and program of study as ...			
OS1	The overall value that I get has contributed to my overall development			
OS2	The overall knowledge that has contributed to my future work			
OS3	The overall skills that has contributed to my future work			
OS4	KSU experience has contributed to my progress in life			
OS5	KSU has initiatives undertaken to foster a sense of belonging to KSU (i.e. make people feel that they are part of the university sharing common interests, goals, values and experiences) of which I am proud of			

	equipment; atmosphere or climate for studying; availability of study sites and any other quality of indicators on a five point scale in an annual survey)																	
6.6.3	EEC-NCAAAA S6.3 – Student evaluation of digital library (Average rating on adequacy of the digital library including User friendly website; Availability of the digital databases; Accessibility for users; Library skill training and any other quality of indicators on a five point scale in an annual survey)	<ul style="list-style-type: none"> • Student Experience Survey • Staff Satisfaction Survey 	<table border="1"> <tr> <td>UI</td> <td>UNIVERSITY INFRASTRUCTURE/ FACILITIES:</td> </tr> <tr> <td>UI 1.4</td> <td>Digital library’s web-site is user friendly</td> </tr> <tr> <td>UI 1.5</td> <td>Library skill training is provided</td> </tr> <tr> <td>UI 1.6</td> <td>Learning resources is accessible</td> </tr> <tr> <td>WF</td> <td>WORK FACILITIES: In general, I am happy with the</td> </tr> <tr> <td>WF1</td> <td>Facilities provided to support my work</td> </tr> <tr> <td>WF2</td> <td>Institutional infrastructure / facilities provided</td> </tr> </table>	UI	UNIVERSITY INFRASTRUCTURE/ FACILITIES:	UI 1.4	Digital library’s web-site is user friendly	UI 1.5	Library skill training is provided	UI 1.6	Learning resources is accessible	WF	WORK FACILITIES: In general, I am happy with the	WF1	Facilities provided to support my work	WF2	Institutional infrastructure / facilities provided	
UI	UNIVERSITY INFRASTRUCTURE/ FACILITIES:																	
UI 1.4	Digital library’s web-site is user friendly																	
UI 1.5	Library skill training is provided																	
UI 1.6	Learning resources is accessible																	
WF	WORK FACILITIES: In general, I am happy with the																	
WF1	Facilities provided to support my work																	
WF2	Institutional infrastructure / facilities provided																	

Key Performance Indicators		Survey Source	Attributes Components																																			
7.6.3	EEC-NCAAAA S7.2 – Stakeholder evaluation of the IT services. (Average overall rating of the adequacy of IT availability; Security; Maintenance; Accessibility; Support systems; Software and updates; Age of hardware, and other viable indicators of service on a five- point scale of an annual survey.)	<ul style="list-style-type: none"> • Faculty Satisfaction Survey • Staff Satisfaction Survey • Student Experience Survey 	<table border="1"> <tr> <td>WF</td> <td>WORK FACILITIES: In general, I am happy with the</td> </tr> <tr> <td>WF1</td> <td>Facilities in the department provided to support my work</td> </tr> <tr> <td>WF2</td> <td>Institutional infrastructure / facilities (learning resources, digital library, IT services, web services) provided</td> </tr> <tr> <td>WF</td> <td>WORK FACILITIES: In general, I am happy with the</td> </tr> <tr> <td>WF1</td> <td>Facilities provided to support my work</td> </tr> <tr> <td>WF2</td> <td>Institutional infrastructure / facilities provided</td> </tr> <tr> <td>UI</td> <td>UNIVERSITY INFRASTRUCTURE/ FACILITIES:</td> </tr> <tr> <td>UI 1.1</td> <td>Library and media center has up-to-date material</td> </tr> <tr> <td>UI 1.2</td> <td>Library and media center has copy & print facilities</td> </tr> <tr> <td>UI 1.3</td> <td>Library and media center’s climate for study supports my learning</td> </tr> <tr> <td>UI 1.4</td> <td>Digital library’s web-site is user friendly</td> </tr> <tr> <td>UI 1.5</td> <td>Library skill training is provided</td> </tr> <tr> <td>UI 1.6</td> <td>Learning resources is accessible</td> </tr> </table>	WF	WORK FACILITIES: In general, I am happy with the	WF1	Facilities in the department provided to support my work	WF2	Institutional infrastructure / facilities (learning resources, digital library, IT services, web services) provided	WF	WORK FACILITIES: In general, I am happy with the	WF1	Facilities provided to support my work	WF2	Institutional infrastructure / facilities provided	UI	UNIVERSITY INFRASTRUCTURE/ FACILITIES:	UI 1.1	Library and media center has up-to-date material	UI 1.2	Library and media center has copy & print facilities	UI 1.3	Library and media center’s climate for study supports my learning	UI 1.4	Digital library’s web-site is user friendly	UI 1.5	Library skill training is provided	UI 1.6	Learning resources is accessible									
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UI 1.6	Learning resources is accessible																																					
7.6.4	Average overall rating of adequacy of facilities and equipment in a survey of faculty members and teaching staff	<ul style="list-style-type: none"> • Faculty Satisfaction Survey 	<table border="1"> <tr> <td>WF</td> <td>WORK FACILITIES: In general, I am happy with the</td> </tr> <tr> <td>WF1</td> <td>Facilities in the department provided to support my work</td> </tr> <tr> <td>WF2</td> <td>Institutional infrastructure / facilities (learning resources, digital library, IT services, web services) provided</td> </tr> </table>	WF	WORK FACILITIES: In general, I am happy with the	WF1	Facilities in the department provided to support my work	WF2	Institutional infrastructure / facilities (learning resources, digital library, IT services, web services) provided																													
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7.7.4	EEC-NCAAAA S7.3 – Stakeholder evaluation of Websites; e-learning services; Hardware and software; Accessibility; Learning and Teaching; Assessment and service; 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).	<ul style="list-style-type: none"> • Faculty Satisfaction Survey • Staff Satisfaction Survey • Student Experience Survey 	<table border="1"> <tr> <td>WF</td> <td>WORK FACILITIES: In general, I am happy with the</td> </tr> <tr> <td>WF1</td> <td>Facilities in the department provided to support my work</td> </tr> <tr> <td>WF2</td> <td>Institutional infrastructure / facilities (learning resources, digital library, IT services, web services) provided</td> </tr> <tr> <td>WF</td> <td>WORK FACILITIES: In general, I am happy with the</td> </tr> <tr> <td>WF1</td> <td>Facilities in the department provided to support my work</td> </tr> <tr> <td>WF2</td> <td>Institutional infrastructure / facilities (learning resources, digital library, IT services, web services) provided</td> </tr> <tr> <td>WF</td> <td>WORK FACILITIES: In general, I am happy with the</td> </tr> <tr> <td>WF1</td> <td>Facilities provided to support my work</td> </tr> <tr> <td>WF2</td> <td>Institutional infrastructure / facilities provided</td> </tr> <tr> <td>UI</td> <td>UNIVERSITY INFRASTRUCTURE/ FACILITIES:</td> </tr> <tr> <td>UI 3.1</td> <td>Generally, Information Technology is secure</td> </tr> <tr> <td>UI 3.2</td> <td>Generally, Information Technology is maintained</td> </tr> <tr> <td>UI 3.3</td> <td>Generally, Information Technology is accessible</td> </tr> <tr> <td>UI 3.4</td> <td>Information Technology has up-to-date software</td> </tr> <tr> <td>UI 3.5</td> <td>Generally, I am satisfied with the information technology hardware</td> </tr> <tr> <td>UI 3.6</td> <td>Generally, I am satisfied with the web-based resources (e.g. institutional website, networking, interactivity)</td> </tr> <tr> <td>UI4</td> <td>I am satisfied with State-of-art of the technologies used in my class activities</td> </tr> </table>	WF	WORK FACILITIES: In general, I am happy with the	WF1	Facilities in the department provided to support my work	WF2	Institutional infrastructure / facilities (learning resources, digital library, IT services, web services) provided	WF	WORK FACILITIES: In general, I am happy with the	WF1	Facilities in the department provided to support my work	WF2	Institutional infrastructure / facilities (learning resources, digital library, IT services, web services) provided	WF	WORK FACILITIES: In general, I am happy with the	WF1	Facilities provided to support my work	WF2	Institutional infrastructure / facilities provided	UI	UNIVERSITY INFRASTRUCTURE/ FACILITIES:	UI 3.1	Generally, Information Technology is secure	UI 3.2	Generally, Information Technology is maintained	UI 3.3	Generally, Information Technology is accessible	UI 3.4	Information Technology has up-to-date software	UI 3.5	Generally, I am satisfied with the information technology hardware	UI 3.6	Generally, I am satisfied with the web-based resources (e.g. institutional website, networking, interactivity)	UI4	I am satisfied with State-of-art of the technologies used in my class activities	
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Key Performance Indicators	Survey Source	Attributes Components
8.5.6 Evaluation of risk management practices as implemented (Means average and Level achieved based on survey)	<ul style="list-style-type: none"> Risk Management Survey 	<ul style="list-style-type: none"> Risk Management Plans & Implementation Risk Management Coverage Risk Management Efficiencies & Effectiveness

2.6 Sample Screenshots of Course Satisfaction Survey

Figure 2.6.1 to 2.6.7 show some of the screenshots of the Course Satisfaction Survey. Basically, all the 7 surveys are able to display summarized, detailed and pictorial analysis display for each of the surveys, depending on the selection as shown in each of the components of the “Survey Module”.

Figure 2.6.1: 3 main selection for the Students surveys

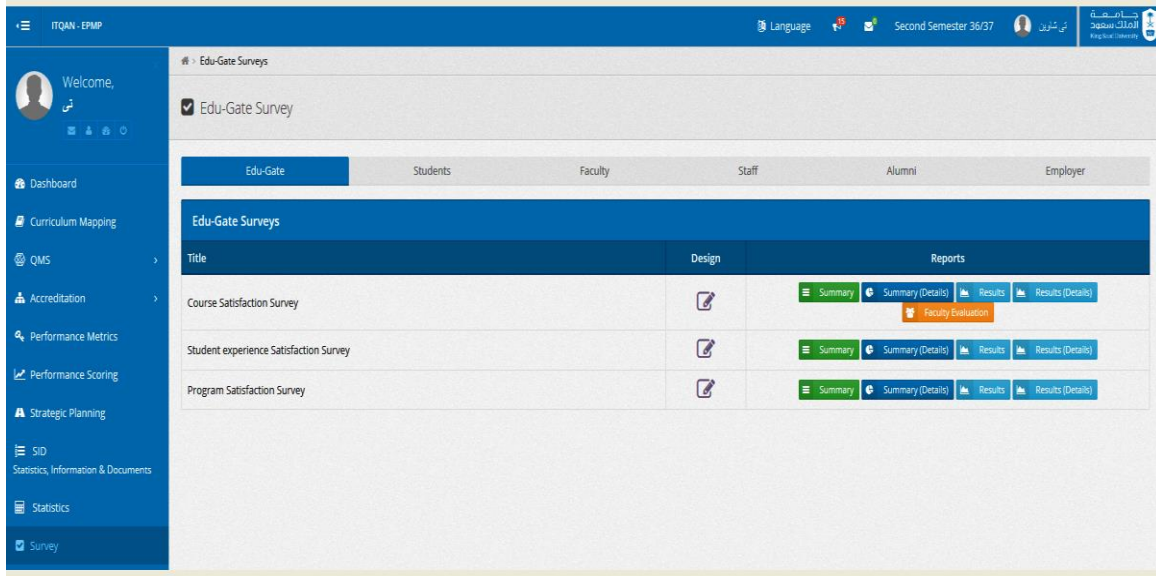


Figure 2.6.2: Key Components and its summary results of Course Satisfaction Survey

Abbreviation	Title	Count	Score
CG	Course Goals:	142,099	3.75 / 5
CW	Course Work:	141,640	3.73 / 5
CI	Course Initiative:	141,843	3.74 / 5
CE	Course Learning Environment:	141,687	3.68 / 5
CD	Course Delivery:	141,609	3.83 / 5
CA	Course Assessment:	141,551	3.77 / 5
CO	Course Outcomes:	141,841	3.73 / 5
OS	Overall, I am satisfied with this course as	141,730	3.73 / 5

Figure 2.6.3: Key Components and its detailed results of Course Satisfaction Survey

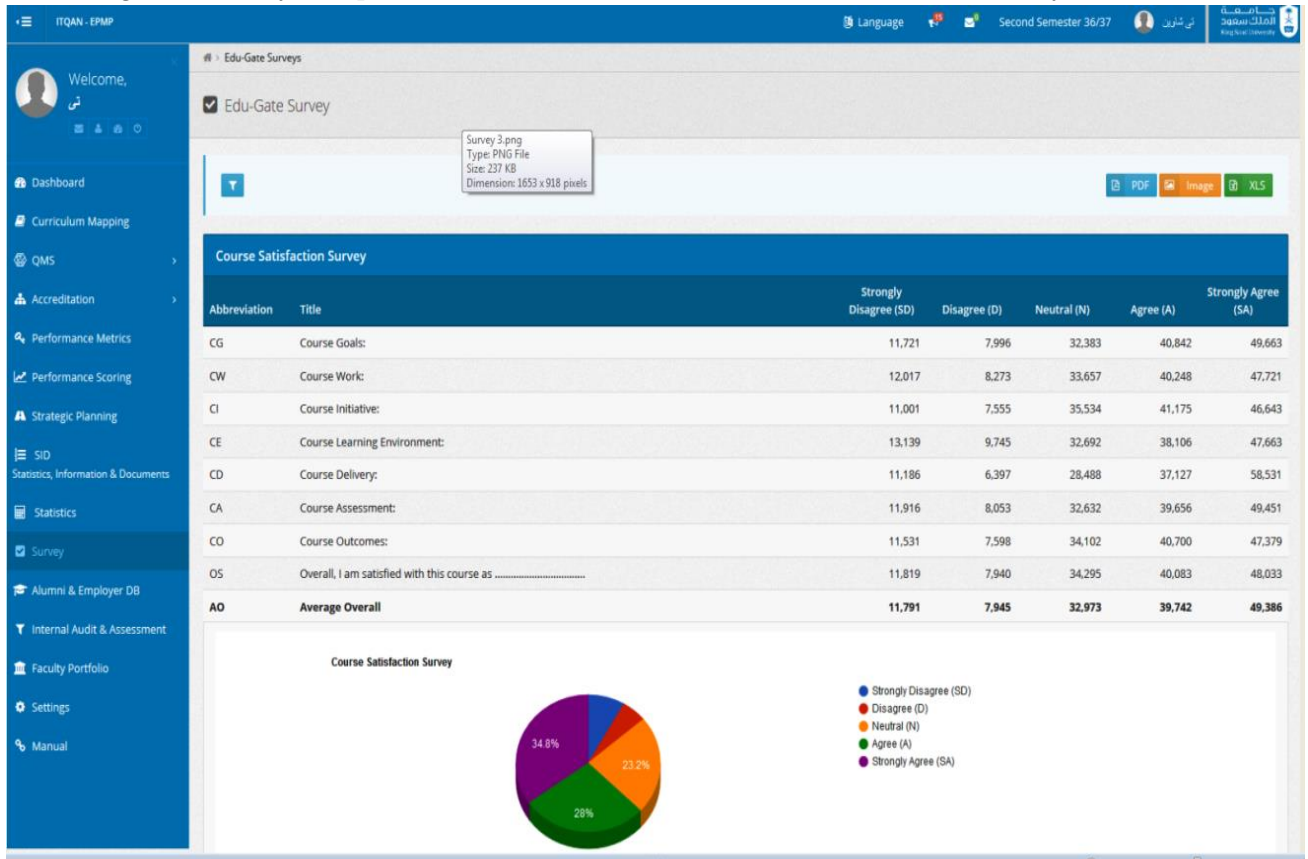


Figure 2.6.4: Detailed results of each component and attributes of Course Satisfaction Survey

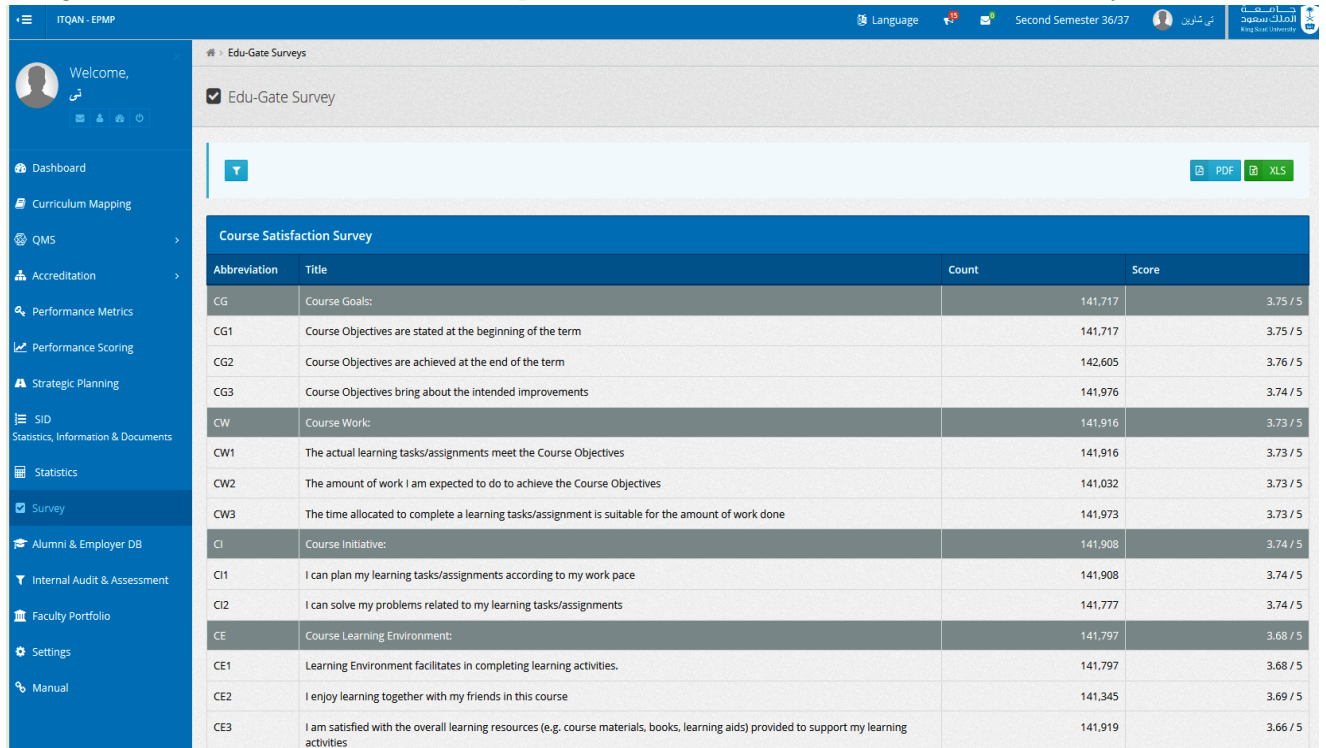


Figure 2.6.5: Graphical and results of Key Components of Course Satisfaction Survey

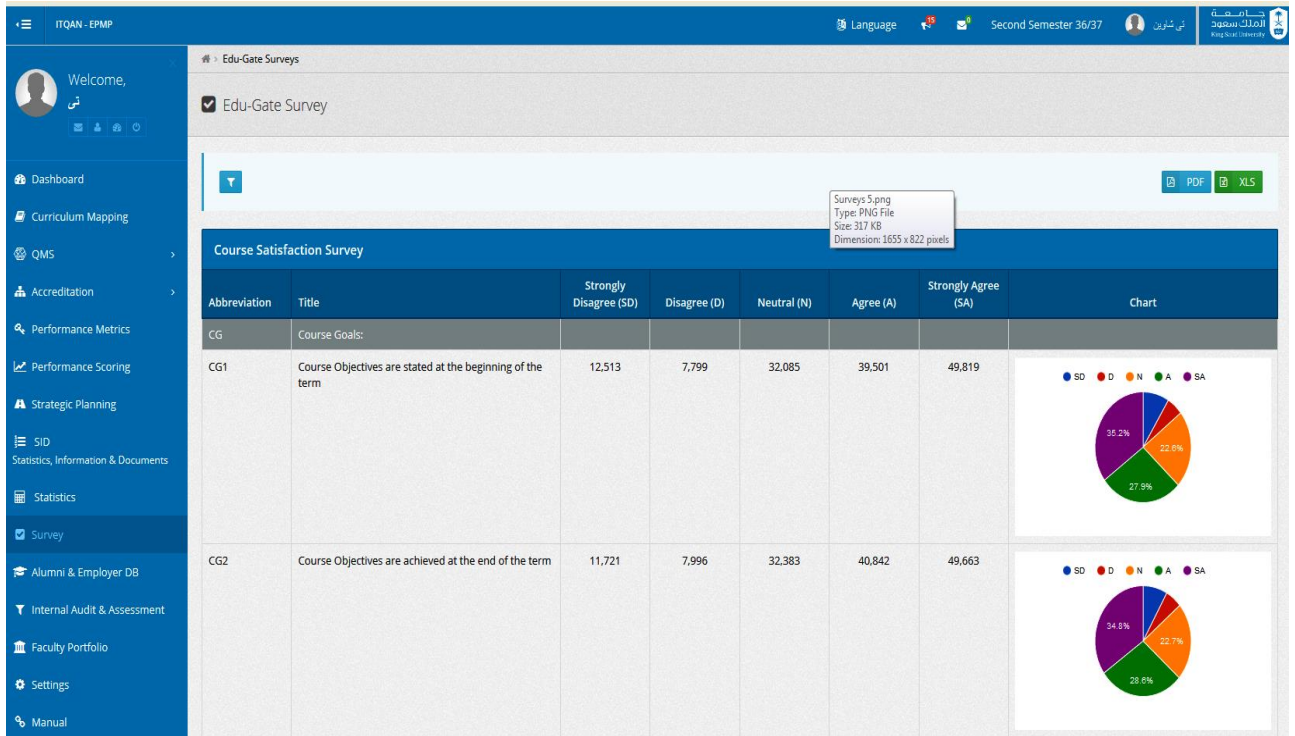


Figure 2.6.6: Faculty Performance based on Course Satisfaction Survey

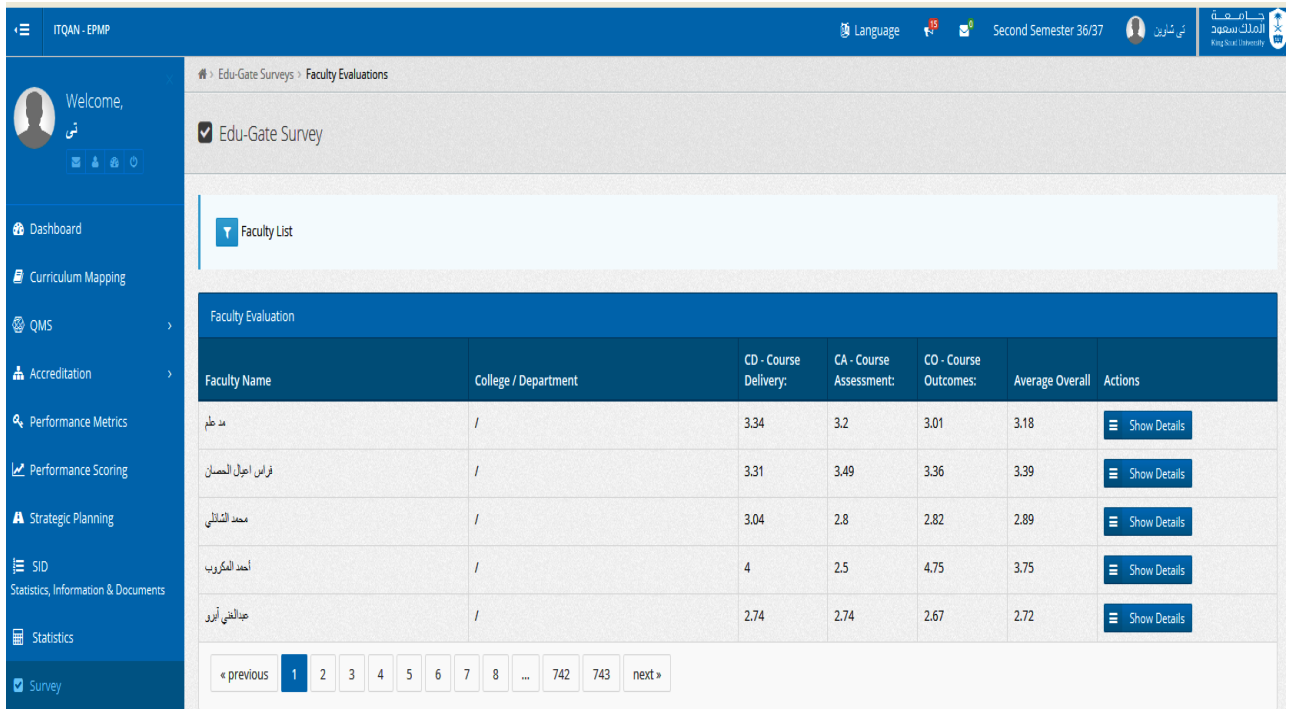
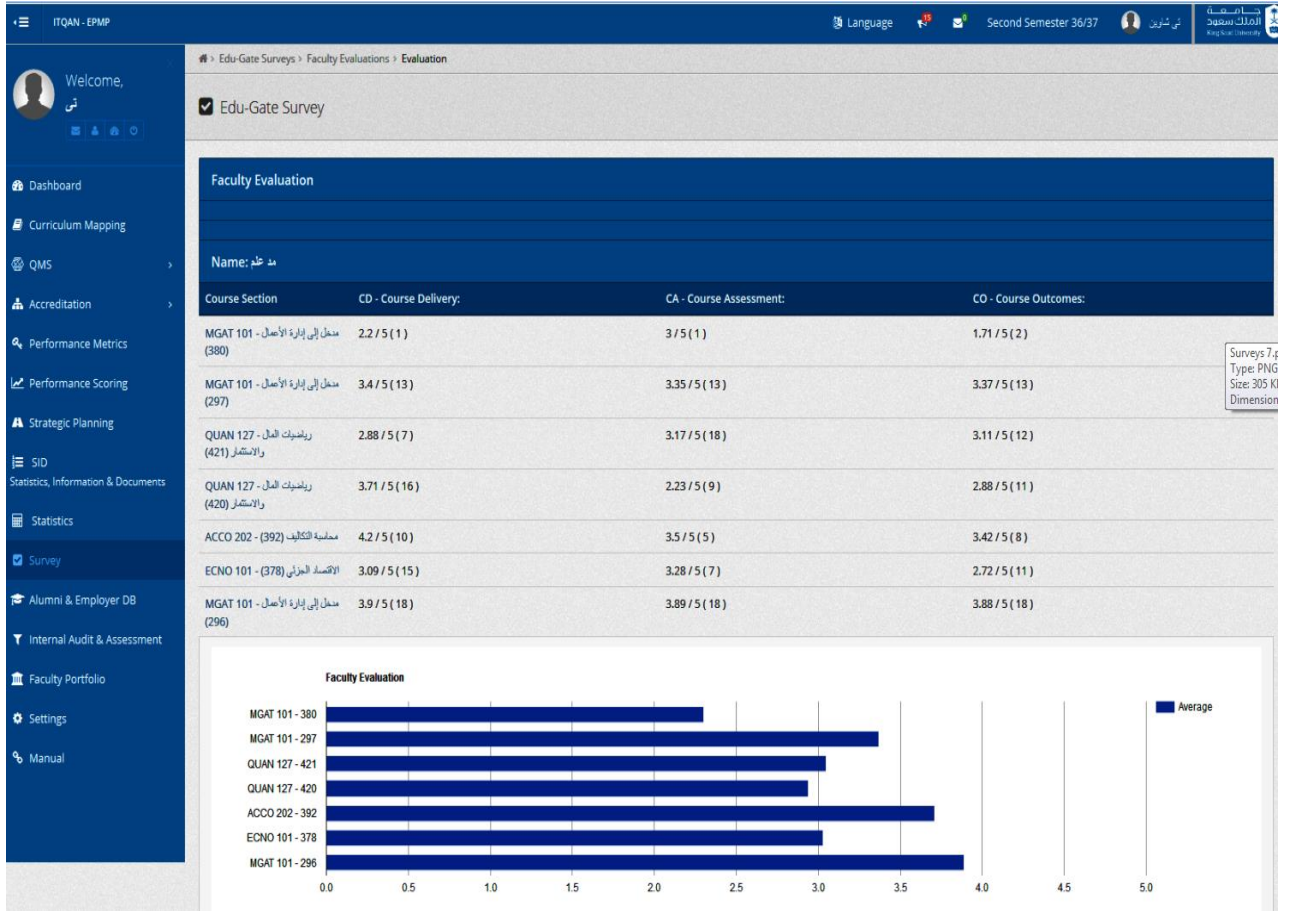


Figure 2.6.7: Details of Faculty Performance in each taught course based on Course Satisfaction Survey



Chapter 3 ITQAN 2020: KSU – QMS KPI (Key Performance Indicators)

3.1 Introduction

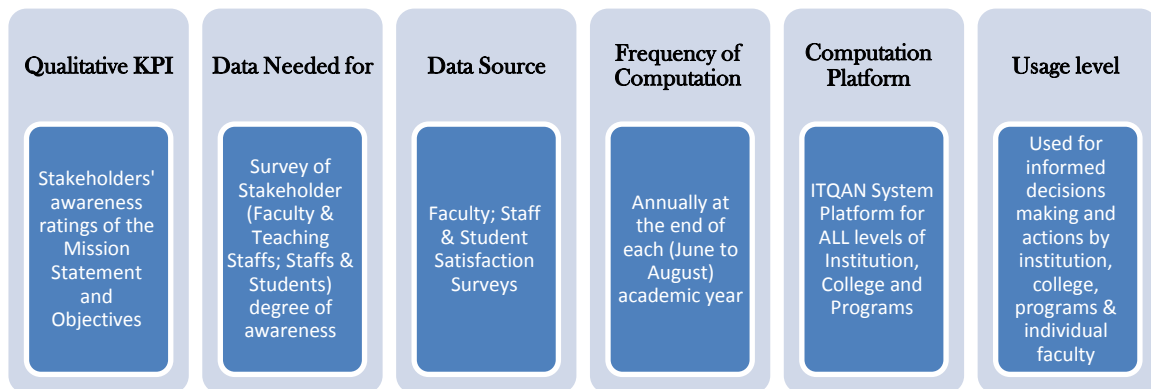
This chapter will discuss in details each of the requirements of the 55 KSU-QMS KPIs (inclusive of the 33 EEC-NCAAAA KPIs that are effective as of October 2015). The requirements for each of the KPI will cover the main areas of:

1. **KPI definition** - The KPI itself, whereby those that are specific to the national accreditation agency follows the EEC-NCAAAA format, e.g. EEC-NCAAAA S1.1 denotes the EEC-NCAAAA KPI for Standard 1) as part of the overall KSU-QMS KPIs sets. All KSU-QMS has a serial number that identify them as Result Criteria following the Process Criteria of each Standard, e.g. 1.6.1 denotes that it is Standard 1, Criteria 6 following the Process Criteria of 1.1 to 1.5).
2. **KPI Formulation** - In the case of a quantitative KPI, the actual formulae used in the computation of the KPI is defined, specifying the specific name the numerator and denominator data required for the formulae.
3. **KPI Data required for Means Average computation** - This will identify and discuss the data needed for the computation of the quantitative KPI, or the types of attributes to be covered in the development of the survey instrument of the quantitative KPI.
4. **KPI Criteria** - Since there are 4 factors of evaluation of the KPI performance based on LeTCI (Level, Trend, Comparison and Integration), there are 6 performance levels with a specified range of performance from a low level of 1 to a high performance level of 6. These levels are used to determine the performance levels of Le. After which, the performance is completed of the TCI according to the LeTCI in the Performance Scoring Modules.

3.2 Detailed Description of the 55 KSU-QMS KPIs

1.6.1 EEC-NCAAAA S1.1 – Stakeholders' awareness ratings of the Mission Statement and Objectives (Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five- point scale in an annual survey

2. KPI Processing Environment



3. KPI Data required for Means Average computation

The Stakeholders' awareness ratings of the Mission Statement and Objectives survey is a standardized performance evaluation of the awareness and usefulness of the Strategic Plan Mission and goals as perceived by the faculty members & teaching staffs, staffs and students of the institution, college or program. This is normally scaled on a 5-point Likert Scale to get the means average score of the faculty members' & teaching staffs', staffs' and students' perceptions of their awareness and in the use of the mission to guide decisions or actions. The aim of this KPI is to ensure that stakeholders are fully aware, understand and commit to the Mission and goals and uses them to guide decisions and actions that are well planned and deployed and that brings about continuous improvements, monitoring and measurements of performance. The key areas of coverage or parameters for the development of the survey instrument normally contain:

- Alignment of the missions & goals with KSU 2030 and KSA Vision 2030 of College, Programmatic and administrative units' missions and goals,
- Periodic review of Strategic Plan

4. KPI Criteria (Levels {Le} equivalence based on Means Average of Survey)

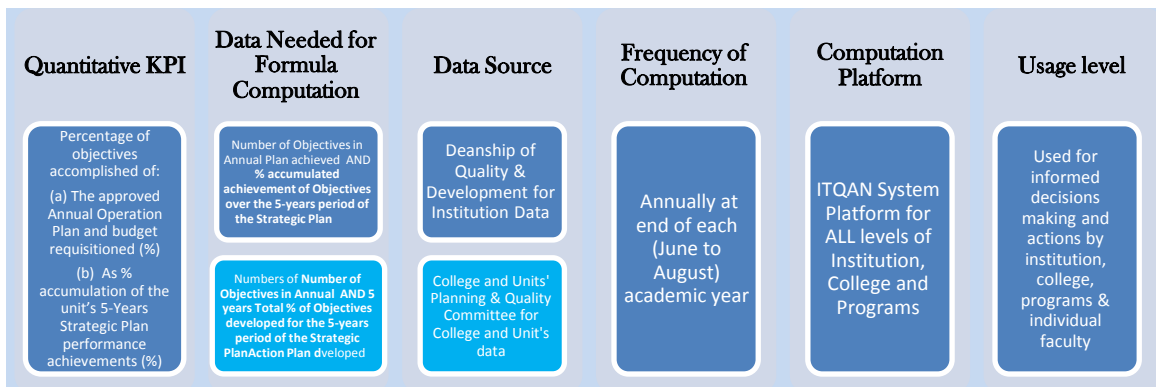
Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

1.6.2 Percentage of objectives accomplished of:

(c) The approved Annual Operation Plan and budget requisitioned (%)

(d) As % accumulation of the unit's 5-Years Strategic Plan performance achievements (%)

1. KPI Processing Environment



2. KPI Formulae Computation

(c) The approved Annual Action Plan and budget requisitioned (%)

Formulae Computation:

$$\frac{\text{Number or prorated \# of planned actions/projects achieved in Annual Operation Plan and Budget}}{\text{Total \# of planned actions/projects developed in Annual Operation Plan and Budget}} \times 100$$

(d) As % accumulation of the unit's 5-Years Strategic Plan performance achievements (%)

Formulae Computation:

$$\frac{\text{Accumulated total/prorated \# of planned actions/projects Obj. achievement of 5-years period Strategic Plan}}{\text{4 years Total \# of planned actions/projects Objectives developed for the 5-years period of the Strategic Plan}} \times 100$$

3. KPI Data required for Formulae computation

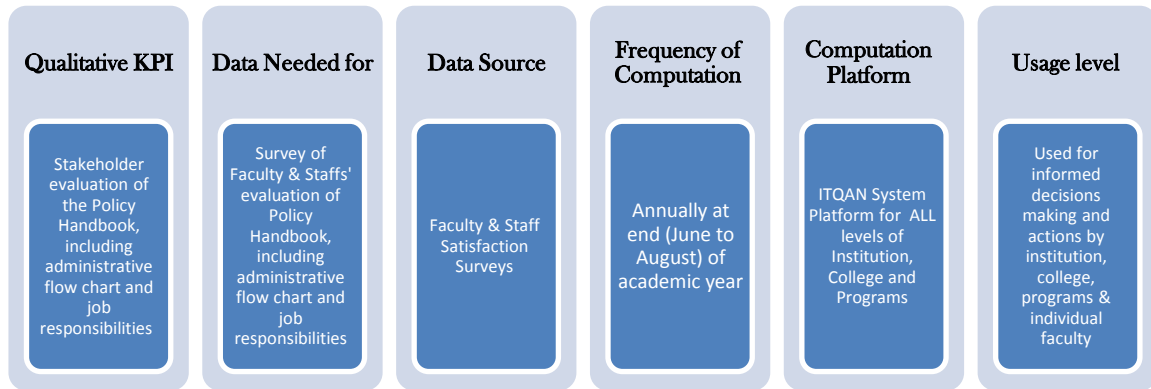
- “Number or prorated # of planned actions/projects in Annual Operation Plan and Budget achieved” and “Accumulated total/prorated # of planned actions/projects Obj. achievement of 5-years period Strategic Plan”. This data comes from the Annual Action plan and budget approved annually by the KSU Planning Committee whereby the institution/college/programs or administrative units has defined on the onset of each academic year that it aims to achieve. The achievement here refers to the aggregated % accomplishment of each of the action plans or projects defined in the Annual Action Plan that has been implemented and measured. The “objectives” are counted based on the actual number identified and developed for both the Annual Action Plans and the 5 year Strategic Plans of the academic or administrative units. The actual number of objectives is normalized as 100% of objectives developed for each academic year or for the duration of the 5-year Strategic Plan. As an objective might entail a few planned actions/projects within a year or across a few years of the 5 years period of the Strategic Plan, the ITQAN System will automatically compute or prorate and aggregate the degree of completion of the planned actions/projects on an annually basis and accumulate across the 5 years period. The main criterion here is the degree of completion of each planned actions/project of the Action Plan aggregated as the overall performance level. Those that are still yet to be achieved, or not implemented or are in the progress or will be achieved in the future academic years are computed and prorated as accomplishment for an academic year for the Annual Action Plan or accumulated accomplishments for the 5-years period of the Strategic Plan.
- “Total # of planned actions/projects in Annual Operation Plan and Budget developed” and “5 years Total # of planned actions/projects Objectives developed for the 5-years period of the Strategic Plan”. The “# of planned actions/projects” are counted or prorated based on the actual numbers developed annually or spread across the 5 years period.

4. KPI Criteria (Levels {Le} equivalence based on Means Average of Percentage)

Level 1	✓ 0 % < 15 % achievement
Level 2	✓ 15 % < 30 % achievement
Level 3	✓ 30 % < 45 % achievement
Level 4	✓ 45 % < 60 % achievement
Level 5	✓ 60 % < 80 % achievement
Level 6	✓ 80 % - 100 % achievement

2.9.1 EEC-NCAAA S2.1 – Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (Average rating on the adequacy of the Policy Handbook on a five- point scale in an annual survey of teaching staff and final year students).

1. KPI Processing Environment



2. KPI Data required for Means Average computation

The stakeholder evaluation survey of handbooks, policies, job responsibilities and administrative flow charts is a standardized performance evaluation of the polices, SOP (Standard Operating Procedures), clear job description, flow of authority and administration effectiveness as perceived by the faculty members, teaching staffs and students of the institution, college or program. This is normally scaled on a 5-point Likert Scale to get the means average score of the stakeholders’ perception. The aim of this KPI is to ensure that there is a transparent, efficient and effective policies, SOP, work, administrative and authority flows systematically that underscores the accomplishments of the institution, college and programs. The key areas of coverage or parameters for the development of the survey instrument normally contain:

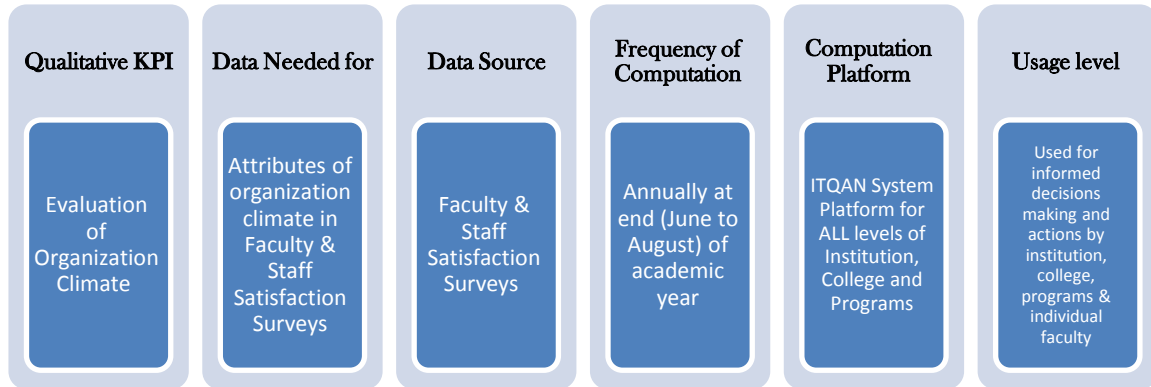
- Role Clarity and Degree of decision making in administrative flows and job responsibilities,
- Communication strategies and Effectiveness,
- Systematic Standard Operating Procedures of core processes

3. KPI Criteria (Levels {Le} equivalence based on Means Average of Survey)

Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

2.9.2 Evaluation of Organization Climate (Means average and Level achieved based on survey)

1. KPI Processing Environment



2. KPI Data required for Means Average computation

The organization climate evaluation survey is a standardized performance evaluation of Organization Climate as perceived by the faculty members, teaching staffs and staffs of the institution, college or program. This is normally scaled on a 5-point Likert Scale to get the means average score of the faculty members' perception. The aim of the KPI is to ensure that there is a conducive organization climate that motivates, engages = and commits the faculty members, teaching staffs and staffs to accomplish the educational values to be created and delivered to the students. The key areas of coverage or parameters for the development of the survey instrument normally contain:

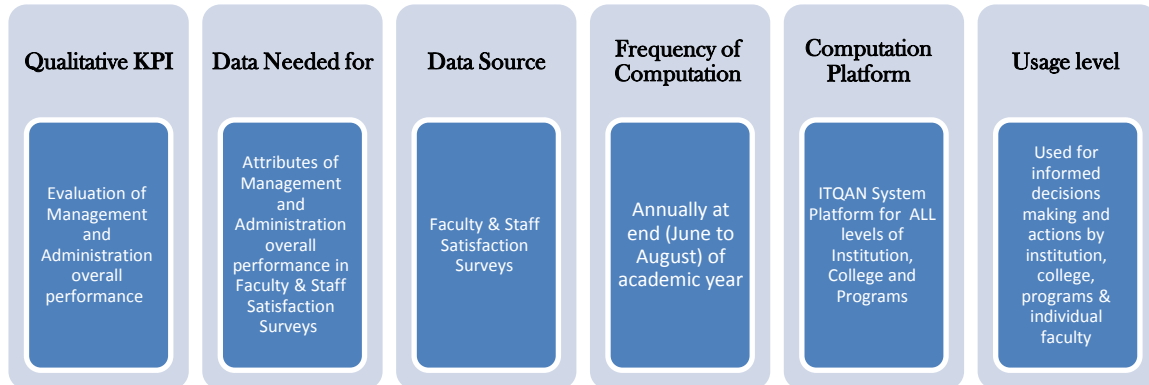
- Faculty & Staffs Motivation and Engagement,
- Conducive work environment and support infrastructure
- Faculty and Staffs' Welfare, Incentives and development,
- Performance Appraisal policy, procedures and Performance feedback,
- Participation and autonomy in work flexibility and innovations.

3. KPI Criteria (Levels {Le} equivalence based on Means Average of Survey)

Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

2.9.3 Evaluation of Management and Administration overall performance (Means average and Level achieved based on survey)

1. KPI Processing Environment



2. KPI Data required for Means Average computation

The Management and Administration overall performance survey is a standardized performance evaluation of systematic Management and Administration overall performance as perceived by the faculty members & teaching staffs and staffs of the institution, college or program. This is normally scaled on a 5-point Likert Scale to get the means average score of the faculty members' & teaching staffs' and staffs' perceptions. The aim of this KPI is to ensure that there is a transparent and systematic set of management capabilities and capacities supported with an efficient systematic administrative system to accomplish and achieve the mission and goals of the institution, college and programs. The key areas of coverage or parameters for the development of the survey instrument normally contain:

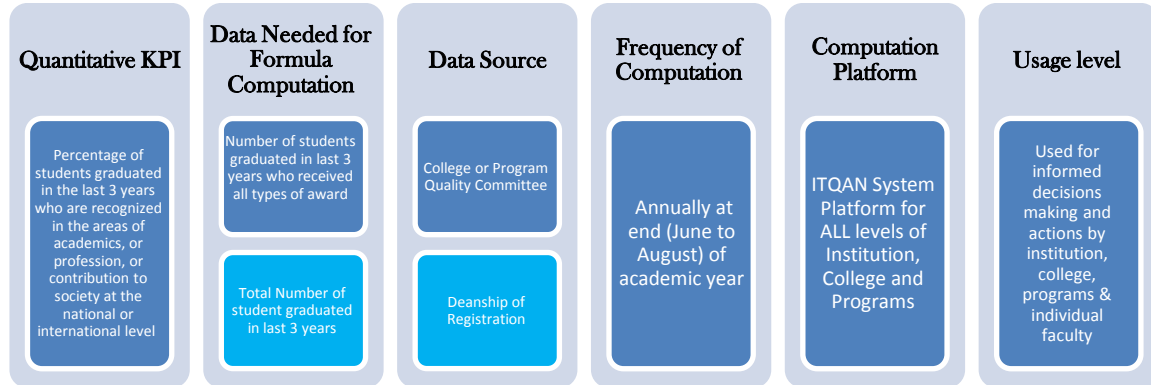
- Management Capability in planning, organizing, communicating, coordinating and controlling (POC³),
- Systematic administrative facilitation and service support efficiency,
- Availability & accessibility of resources and Effectiveness of available facilities,
- Systematic equity and appeals management processes

3. KPI Criteria (Levels {Le} equivalence based on Means Average of Survey)

Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

3.6.1 Percentage of students graduated in the last 3 years who are recognized in the areas of academics, or profession, or contribution to society at the national or international level (% and Level achieved)

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of students graduated in last 3 years who received all types of award}}{\text{Total Number of student graduated in last 3 years}} \times 100$$

3. KPI Data required for Formulae computation

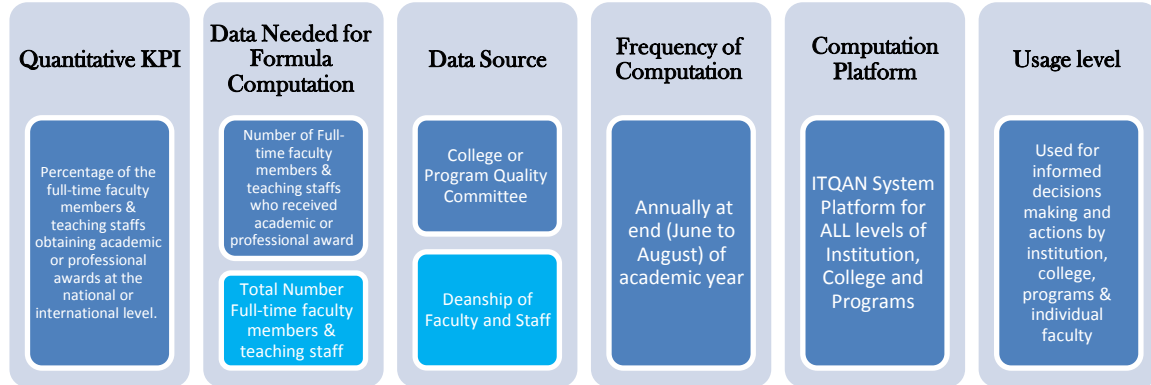
- The numbers of students graduated who receive all types of award refer to those who have graduated within the last 3 years and having received an award for any types of accomplishments. An award that had been counted in the previous academic year should not be used in the computation again. The award can be an award in any type or category of academics, professional, contribution to society or service or achievements at the national or international level.
- The total number of students graduated in the last 3 years has the same definition above. The students include the student count in the institution, college or programs who have graduated within 3 years.

4. KPI Criteria (Levels {Le} equivalence based on Means Average of Percentage)

Level 1	✓ 0.01 % < 0.015 % achievement
Level 2	✓ 0.015 % < 0.030 % achievement
Level 3	✓ 0.030 % < 0.045 % achievement
Level 4	✓ 0.045 % < 0.060 % achievement
Level 5	✓ 0.060 % < 0.080 % achievement
Level 6	✓ 0.080 % - 0.100 % achievement

3.6.2 Percentage of the full-time faculty members and teaching staffs obtaining academic or professional awards at the national or international level. (% and Level achieved)

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of Full-time faculty members \& teaching staffs who received academic or professional awards}}{\text{Total Number Full-time faculty members \& teaching staffs}} \times 100$$

3. KPI Data required for Formulae computation

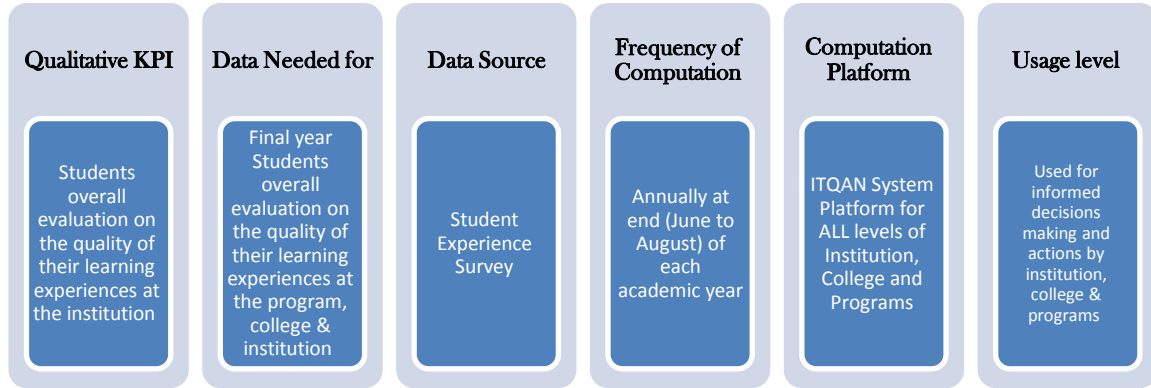
- The number of full-time faculty members and teaching staffs who received academic or professional awards is faculty who are active faculty members of the institution, college, programs or administrative units who have received academic or professional recognition at the national or international levels. The faculty members and teaching staffs are all those who have a full time status with the institution, college, programs or academic assigned to administrative units. The faculty members can include the researchers in the administrative unit who have a faculty member status, or are attached to a college or program even though they could be working actively in research centers elsewhere. This does not include those who are on study leaves or academic leaves for pursuing their advance studies.
- The definition for the full-time faculty member is the same as above, except that the data needed is the total number of faculty members and teaching staffs in the institution, college, programs or administrative units.

4. KPI Criteria (Levels {Le} equivalence based on Means Average of Percentage)

Level 1	✓ 0.01 % < 0.015 % achievement
Level 2	✓ 0.015 % < 0.030 % achievement
Level 3	✓ 0.030 % < 0.045 % achievement
Level 4	✓ 0.045 % < 0.060 % achievement
Level 5	✓ 0.060 % < 0.080 % achievement
Level 6	✓ 0.080 % - 0.100 % achievement

3.6.3 EEC-NCAAA S3.1 – Students overall evaluation on the quality of their learning experiences at the institution (Average rating of the overall quality of their program on a five point scale in an annual survey of final year students)

1. KPI Processing Environment



2. KPI Data required for Means Average computation

The Student experience survey is a standardized performance students’ overall evaluation of the quality of their learning experiences at the institution as perceived by the students of the institution, college or program. This is normally scaled on a 5-point Likert Scale to get the means average score of the students’ perception. The aim of this KPI is to ensure that the key learning experience that the students encounter in their learning systems to achieve their desired learning outcomes are systematic, efficient and effective. The key areas of coverage or parameters for the development of the survey instrument normally contain:

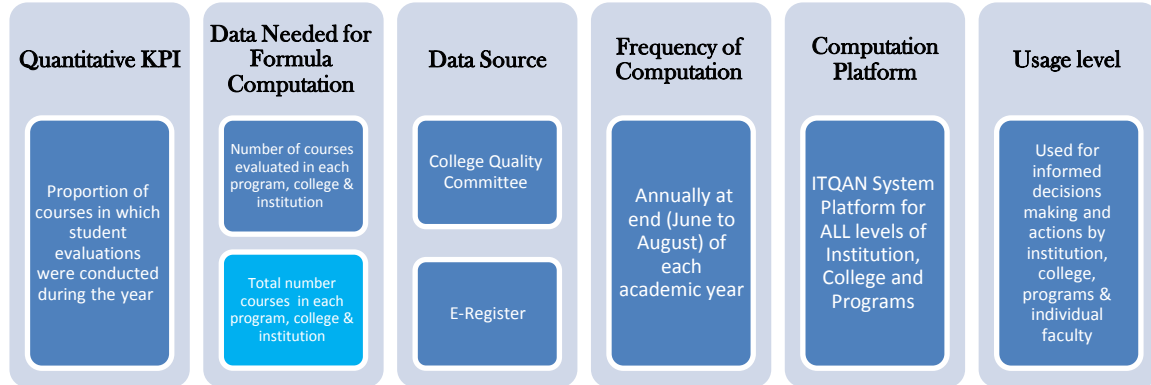
- **Learning Domain:** Learning Environment, Learning Administration, Learning Services and Support, Support, Learning Resources, Facilities and Infrastructure.
- **Program Domain:** Program Structure, Program Delivery, Program Assessment, Academic Advising and Career Counseling, Rights and Appeals mechanisms.

3. KPI Criteria (Levels {Le} equivalence based on Means Average of Survey)

Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

3.6.4 EEC-NCAAA S3.2 - Proportion of courses in which student evaluations were conducted during the year

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of courses evaluated}}{\text{Total number of courses}}$$

3. KPI Data required for Formulae computation

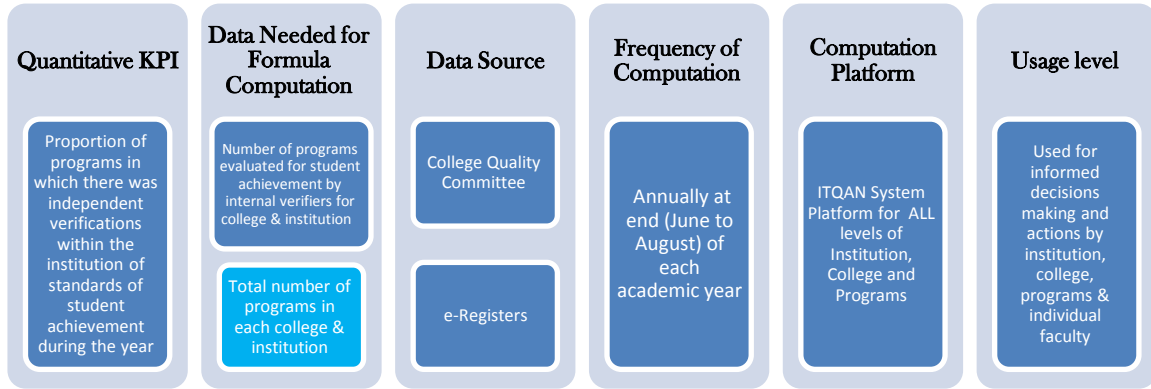
- The number of courses evaluated is the courses that are assessed twice a year for each course and section taken by students based on the Course Satisfaction surveys in the ITQAN System Platform. This is carried out at all program/ college/institution levels.
- The total number of courses refers to all courses that are offered and registered by students at the program/ college/institution levels for each semester in an academic year.

4. KPI Criteria (Levels {Le} equivalence based on Proportion)

Level 1	✓ 0.01 < 0.15 achievement
Level 2	✓ 0.15 < 0.30 achievement
Level 3	✓ 0.30 < 0.45 achievement
Level 4	✓ 0.45 < 0.60 achievement
Level 5	✓ 0.60 < 0.80 achievement
Level 6	✓ 0.80 < 1.00 achievement

3.6.5 EEC-NCAAA S3.3 – Proportion of programs in which there was independent verifications within the institution of standards of student achievement during the year.

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of programs evaluated for student achievement by internal verifiers}}{\text{Total number of programs}}$$

3. KPI Data required for Formulae computation

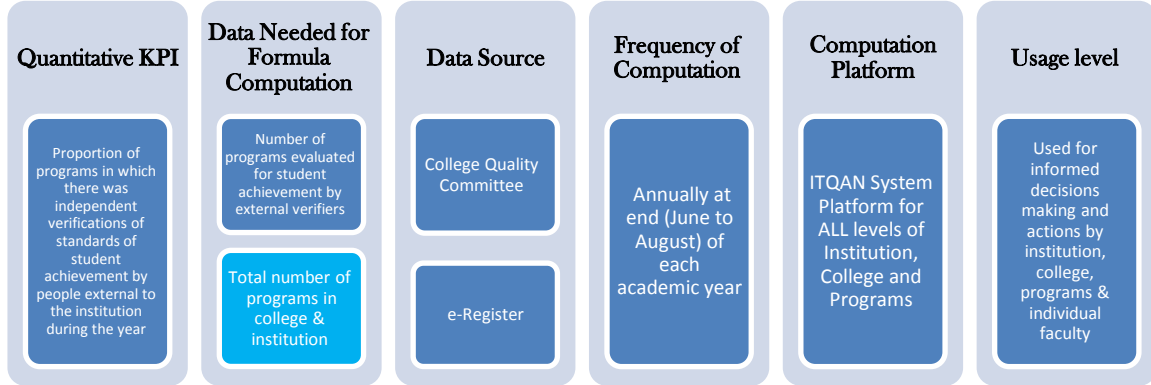
- The number of programs that has independent verifications constitutes the programs that are verified or assessed for student achievements bi-annually by KSU-BOA according to the criteria of the KSU-QMS, or any special committee instituted by the Vice Rectorates that have direct charges of quality and planning oversight of the academic performance of the colleges and programs approved by the Council Higher education, Ministry of Education or Special Saudi Board (e.g. Saudi Medical Board that offers fellowships equivalent to Masters or Doctoral Degrees). Internal verifications using experts within the program/college/institution for the same program or college is not counted, but experts from another program or college conducting independent verifications can be counted.
- The total number of programs refers to all programs that have active enrolled students in an academic year at the program/college/institution levels.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓	0.01 < 0.15 achievement
Level 2	✓	0.15 < 0.30 achievement
Level 3	✓	0.30 < 0.45 achievement
Level 4	✓	0.45 < 0.60 achievement
Level 5	✓	0.60 < 0.80 achievement
Level 6	✓	0.80 < 1.00 achievement

3.6.6 EEC-NCAAA S3.4 - Proportion of programs in which there was independent verifications within the institution of standards of student achievement by people external to the institution during the year.

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of programs evaluated for student achievement by external verifiers}}{\text{Total number of programs}}$$

3. KPI Data required for Formulae computation

- The number of programs that has independent verifications is the programs that are verified or assessed for student achievements annually by experts from outside the program/ college/institution being assessed according to the criteria of the KSU-QMS, national or international accreditation or qualifying criteria. The verifying, evaluating or assessing experts must be sourced from outside of the program/college/institution and has no prior relationships or contractual works that can bring about conflict of interest. These verifiers could include international accreditation agencies.
- The total number of programs refers to all programs that have active enrolled students in an academic year at the program/college/institution levels.

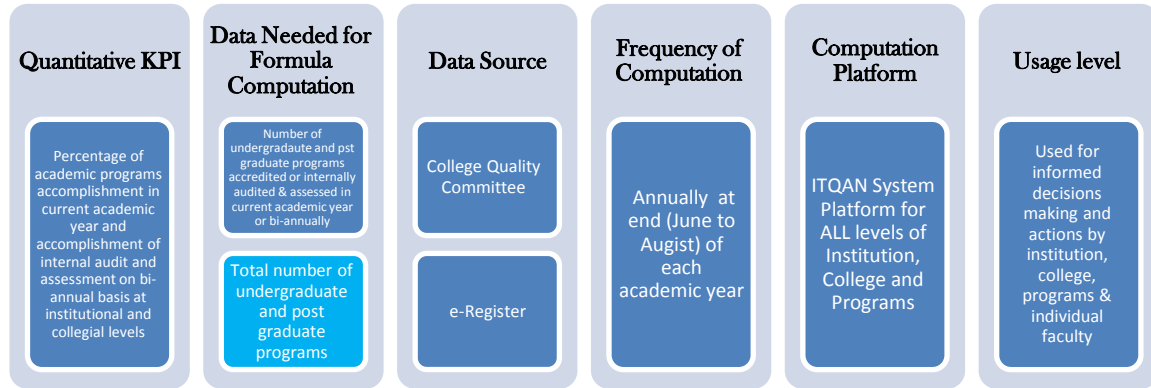
4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓ 0.01 < 0.15 achievement
Level 2	✓ 0.15 < 0.30 achievement
Level 3	✓ 0.30 < 0.45 achievement
Level 4	✓ 0.45 < 0.60 achievement
Level 5	✓ 0.60 < 0.80 achievement
Level 6	✓ 0.80 < 1.00 achievement

3.6.8 Percentage of academic programs accomplishment in current academic year and accomplishment of internal audit and assessment on bi-annual basis at institutional and collegial levels of:

- (a) undergraduate programs attained national accreditation
- (b) undergraduate programs attained international accreditation
- (c) post graduate programs attained national accreditation
- (d) post graduate programs attained international accreditation
- (e) undergraduate programs internally audited and assessed bi-annually under KSU - QMS
- (f) post graduate programs internally audited and assessed bi-annually under KSU - QMS

1. KPI Processing Environment



2. KPI Formulae Computation

- (a) undergraduate programs attained national accreditation

$$\frac{\text{Number of undergraduate programs attained national accreditation}}{\text{Total number of programs}}$$

- (b) undergraduate programs attained international accreditation

$$\frac{\text{Number of undergraduate programs attained international accreditation}}{\text{Total number of programs}}$$

- (c) post graduate programs attained national accreditation

$$\frac{\text{Number of post graduate programs attained national accreditation}}{\text{Total number of programs}}$$

- (d) post graduate programs attained international accreditation

$$\frac{\text{Number of post graduate programs attained international accreditation}}{\text{Total number of programs}}$$

- (e) undergraduate programs internally audited and assessed bi-annually under KSU - QMS

$$\frac{\text{Number of undergraduate programs internally audited and assessed bi-annually under KSU - QMS}}{\text{Total number of programs}}$$

- (f) post graduate programs internally audited and assessed bi-annually under KSU - QMS

$\frac{\text{Number of postgraduate programs internally audited and assessed bi-annually under KSU - QMS}}{\text{Total number of programs}}$
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3. KPI Data required for Formulae computation

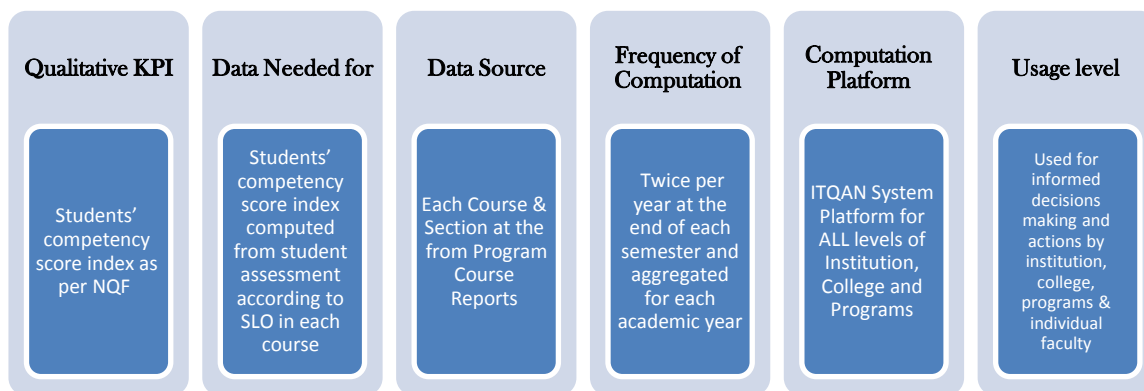
- The number of programs attaining national / international accreditation agencies or are bi-annually internally audited and assessed by KSU-BOAs is the programs that are verified or assessed for student achievements according to the criteria of the KSU-QMS (of its bi-annual internal audit and assessment) or accreditation agencies (nationally by EEC-NCAAA and most established internationally recognized and accepted accreditation agencies like the ABET, AACSB and others) requirements and are certified by such agencies.
- The total number of programs refers to all programs that have active enrolled students in an academic year at the program/college/institution levels. Normally this KPI is computed at the collegial level which is an aggregate of all programs at the undergraduate or post graduate levels. At the institutional level, this KPI is an aggregation of all academic programs approved by the Ministry of Education or Council of Higher Education or Special Joint programs of Saudi Boards.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓ 0.01 < 0.15 achievement
Level 2	✓ 0.15 < 0.30 achievement
Level 3	✓ 0.30 < 0.45 achievement
Level 4	✓ 0.45 < 0.60 achievement
Level 5	✓ 0.60 < 0.80 achievement
Level 6	✓ 0.80 < 1.00 achievement

4.12.1 Students' competency score index as per NQF (Means average and Level achieved)

1. KPI Processing Environment



2. KPI Data required for computation

The Student Competency Index measure is a standardized evaluation of the Students' competency score index as per NQF of each course as based on the SLOs (Student Learning Outcomes) that directly assess the students' achievements based on widely accepted best practices of assessment methodologies matched with the SLOs. These assessment methodologies cover most of the generic assessment methodologies like examinations, case studies, practical, quizzes, oral presentation, field studies, laboratories tests, etc., used to determine the levels of proficiencies of the students learning outcomes achievements. These are automatically computed and aggregated from the Student Assessment Component of the Curriculum Mapping Module. The aim of this KPI is to ensure that the minimum competency sets of the students as defined in the NQF of KSA are met and to deliver beyond the minimum qualification and competency sets to ensure a total and competent graduate. The key areas of coverage or parameters for the development of the Competency Score Index normally covers key learning domains of:

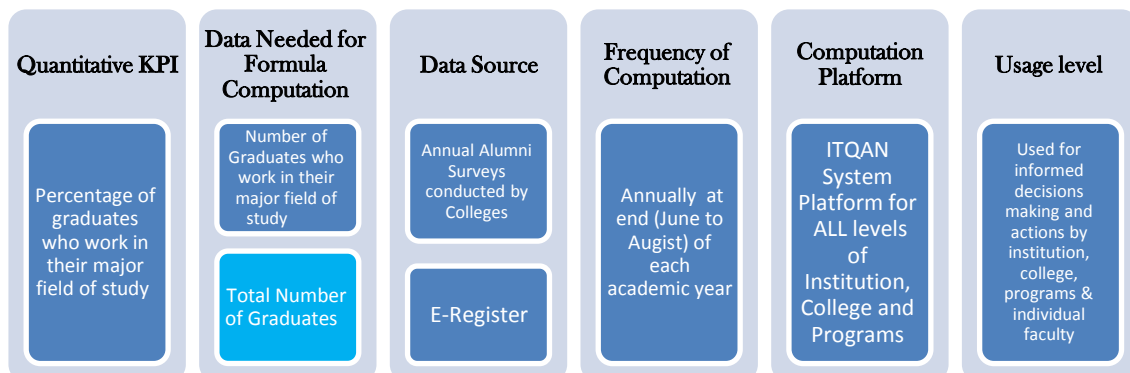
- Subject knowledge and skills
- critical thinking and analytical skills
- professional Ethics, Moral and Values skills
- information literacy skills
- cognitive (conscious intellectual activity of thinking, reasoning, remembering, imagining) skills
- communication and interpersonal skills

3. KPI Criteria (Levels {Le} equivalence based on Means Average of Survey or Score Index)

Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

4.12.2 Percentage of graduates who work in their major field of study (% and Level achieved)

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of Graduates who work in their major field of study}}{\text{Total Number of Graduates}} \times 100$$

3. KPI Data required for Formulae computation

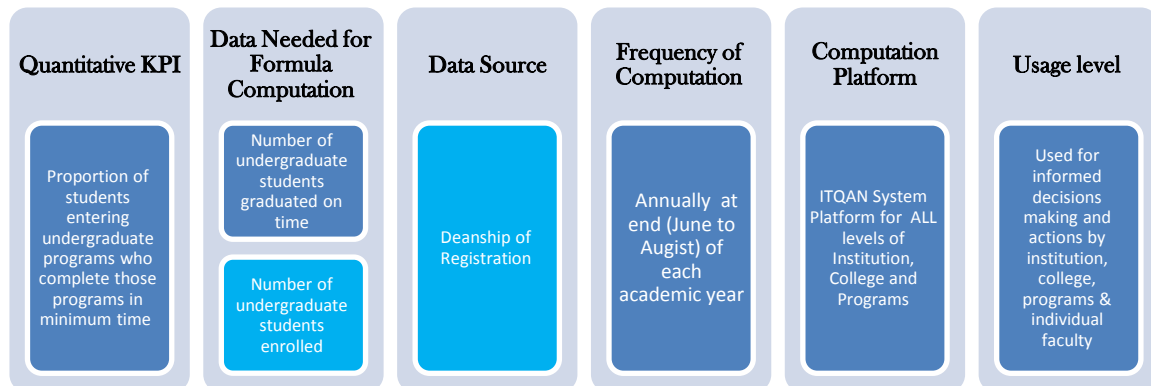
- The Number of Graduates who work in their major field of study upon completion of all institutional, college or programs requirements are those who work in areas utilizing their major area of study or specialization. Work here considers only a full time status with a monthly salaried job or a steady traceable source of income, if self-employed, as part-time jobs assignments and taking leaves for further studies are not included. A full time job status in the family operated firm that utilizes the areas of study can be included.
- The Total Number of Graduates includes all those who have graduated with a Baccalaureate and/or Masters and/or Doctoral degree and only those who have graduated within one year are included.

4. KPI Criteria (Levels {Le} equivalence based on Means Average of Percentage)

Level 1	✓ 0 % < 30 % achievement
Level 2	✓ 30 % < 45 % achievement
Level 3	✓ 45 % < 65 % achievement
Level 4	✓ 65 % < 75 % achievement
Level 5	✓ 75 % < 90 % achievement
Level 6	✓ 90 % - 100 % achievement

4.12.3 EEC-NCAAA S4.5 (Graduation Rate for Undergraduate Students) – Proportion of students entering undergraduate programs who complete those programs in minimum time

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of undergraduate students graduated on time}}{\text{Number of undergraduate students enrolled}}$$

3. Data required for Formulae computation

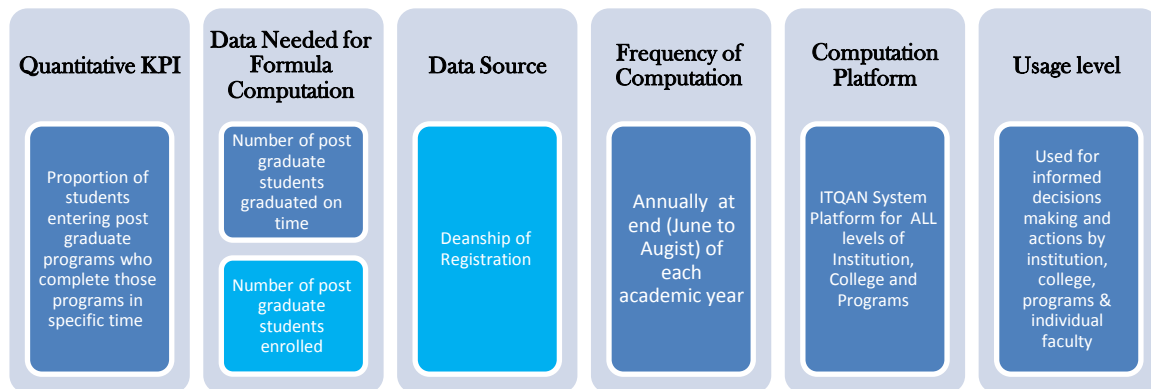
- The number of undergraduate students graduated on time is those who successfully succeed in all courses required to get their academic degree, in the minimum allowed period of the levels of the undergraduate program as approved by the Ministry of Education or Higher Education Council.
- The total number of enrolled students is all students who are registered and have active enrolment in the undergraduate program for any academic year.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓ 0.01 < 0.15 achievement
Level 2	✓ 0.15 < 0.30 achievement
Level 3	✓ 0.30 < 0.45 achievement
Level 4	✓ 0.45 < 0.60 achievement
Level 5	✓ 0.60 < 0.80 achievement
Level 6	✓ 0.80 < 1.00 achievement

4.12.4 EEC-NCAAA S4.6 (Graduation Rate for Post graduate Students) - Proportion of students entering post graduate programs who complete those programs in specified time

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of post graduate students graduated on time}}{\text{Number of post graduate students enrolled}}$$

3. Data required for Formulae computation

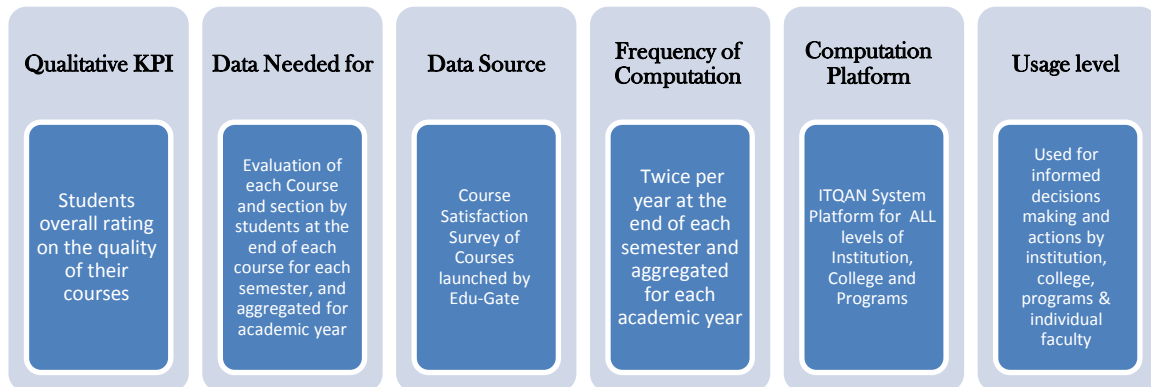
- The number of post graduate students graduated on time is those who successfully succeed in all course work, passed thesis / dissertation, passed comprehensive examinations required to get their academic degree, in the specified period of the levels of the post graduate program, as approved by the Ministry of Education or Higher Education Council.
- The total number of enrolled students is all students who are registered and have active enrolment in the post graduate program.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓	0.01 < 0.15	achievement
Level 2	✓	0.15 < 0.30	achievement
Level 3	✓	0.30 < 0.45	achievement
Level 4	✓	0.45 < 0.60	achievement
Level 5	✓	0.60 < 0.80	achievement
Level 6	✓	0.80 < 1.00	achievement

4.12.5 EEC-NCAAA S4.2 - Students overall rating on the quality of their courses (Average rating of students on a 5 point scale overall evaluation of courses)

1. KPI Processing Environment



2. KPI Data required for Means Average computation

The Course Satisfaction Survey is a KSU mandated standardized perception survey of the degree of agreement with certain attributes of the courses or the degree of satisfaction with the perceived quality of each course as perceived by the students. This is normally scaled on a 5-point Likert Scale to get the means average score of the students' perception. The aim of this KPI is to ensure that the teaching and learning mechanisms, resources and systems are efficient and effective in the systematic creation and delivery of educational values to the students. The key areas of coverage or parameters for the development of the survey instrument normally contain:

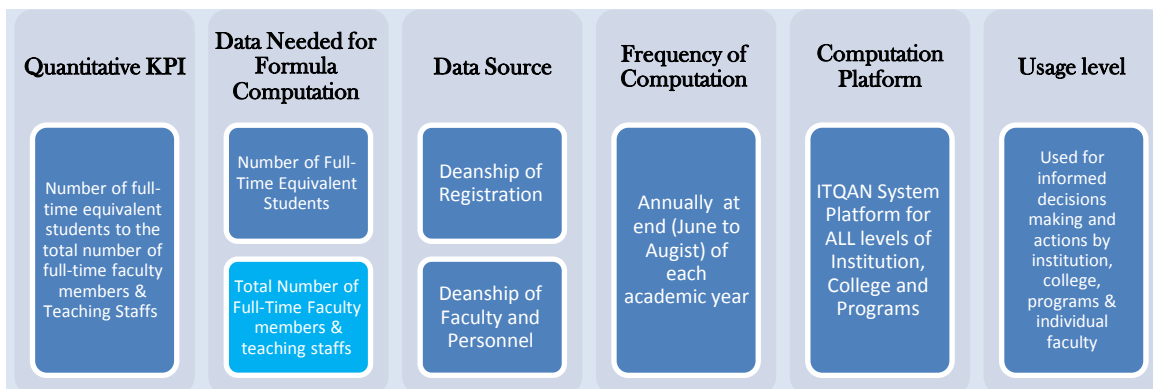
- **Course Goals** with aims and purpose of course identified and measured with appropriate assessment methodologies for the level of competencies as intended
- **Course work** covering Context Relevance to market needs and Content of Course and Organization
- **Course Initiatives** of students including Availability of Instructor for consultation.
- **Course Delivery** covering Teaching Methods and Quality of Delivery, Teaching materials,
- **Course Assessment** covering Student Learning Outcomes definition and achievements and Teaching and Learning Assessment,
- Course learning environment covering Learning Resources, Learning and classroom environment and facilities
- **Course Outcomes** covering Competency of Instructor in developing student's Learning as intended and SLOs achievements of students,

3. KPI Criteria (Levels {Le} equivalence based on Means Average of Survey)

Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

4.12.6 EEC-NCAAA S4.1 – Ratio of students to teaching staff. (Based on full time equivalents)

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of Full-Time Equivalent Students}}{\text{Total Number of Full-Time equivalent Faculty members and Teaching Staffs}}$$

3. KPI Data required for Formulae computation

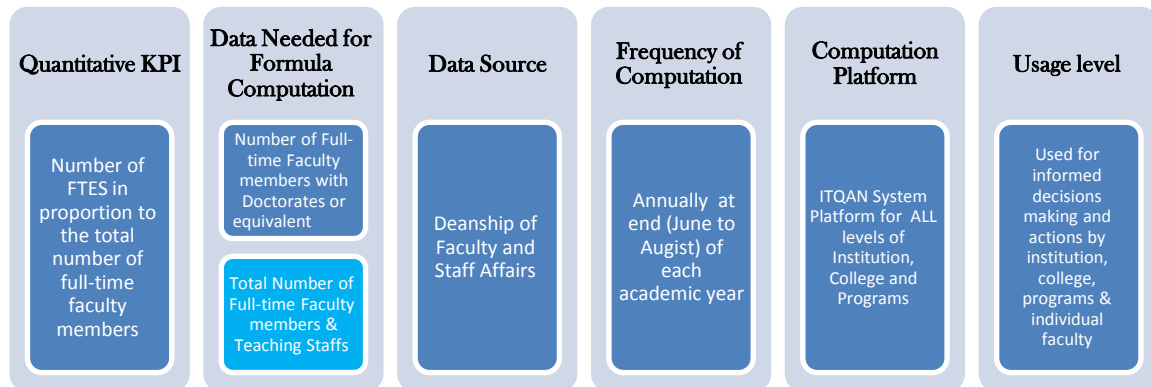
- The number of Full-time equivalent students (FTES) is all the students who are regular enrolments in a 4 year Baccalaureate degree program except those that requires five year program and an additional year of internship. Those who are in the Part – time program are not included in this count. This does not include programs that offer certificate or diplomas. Part – time students, students registered in certificate or diploma programs are not included in the computation of the FTES.
- The faculty members and teaching staffs are all those who have a full time status with the institution, college, programs or administrative units. This can include the researchers in the administrative unit who have a faculty member status, or are attached to a college or program even though they could be working actively in research centers elsewhere. This does not include those who are study leaves or academic leaves for pursuing their advance studies.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓	100 : 1
Level 2	✓	80 : 1
Level 3	✓	60 : 1
Level 4	✓	40 : 1
Level 5	✓	20 : 1
Level 6	✓	10 : 1

4.12.7 EEC-NCAAA S4.3 - Proportion of teaching staff with verified doctoral qualifications

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of Full-time Faculty members \& Teaching Staffs with Doctoral degree or equivalent}}{\text{Total Number of Full-time Faculty members \& Teaching Staffs}} \times 100$$

3. KPI Data required for Formulae computation

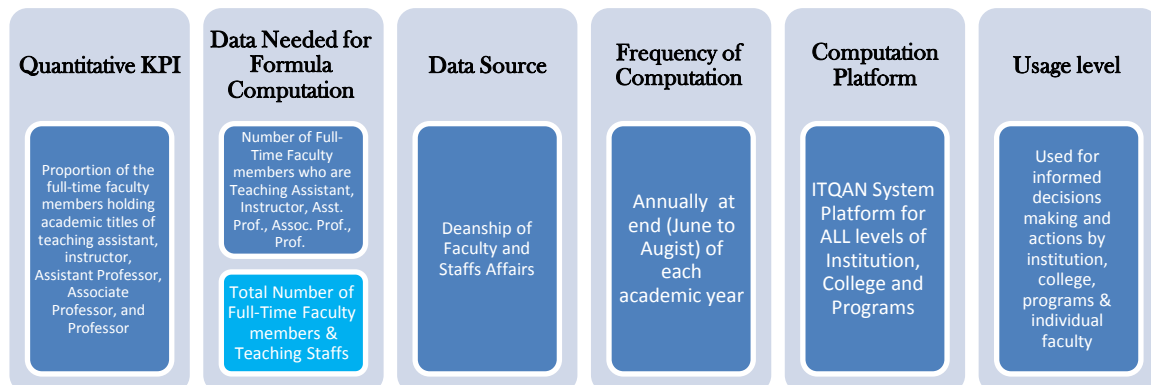
- The Number of Full-Time Faculty members and teaching staffs with a Doctoral degree are those faculty members and teaching staffs who have a full time status with the institution, college, programs or an academic assigned to administrative units and have a doctoral degree as issued by a recognized higher education institution or a professional body accepted as an equivalent to a doctoral degree. This can include the researchers in the administrative unit who have a faculty member status and a doctoral degree, or are attached to a college or program even though they could be working actively in research centers elsewhere. This does not include those who are on study leaves or academic leaves for pursuing their advance studies.
- The faculty members and teaching staffs are all those who have a full time status with the institution, college, programs or administrative units. This can include the researchers or academic assigned to administrative unit who have a faculty member status, or are attached to a college or program even though they could be working actively in research centers or administrative units elsewhere. This does not include those who are study leaves or academic leaves for pursuing their advance studies.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓ 0 % < 30 % achievement
Level 2	✓ 30 % < 45 % achievement
Level 3	✓ 45 % < 65 % achievement
Level 4	✓ 65 % < 75 % achievement
Level 5	✓ 75 % < 90 % achievement
Level 6	✓ 90 % - 100 % achievement

4.12.8 Proportion of the full-time faculty members and teaching staffs holding academic titles of teaching assistant, instructor, Assistant Professor, Associate Professor, and Professor.

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of Full-Time Faculty members WORKING AS Teaching Assistant/Instructor/ Ass Prof./ Assoc. Prof./ Prof.}}{\text{Total Number of Full-Time Faculty members \& Teaching Staffs}}$$

3. KPI Data required for Formulae computation

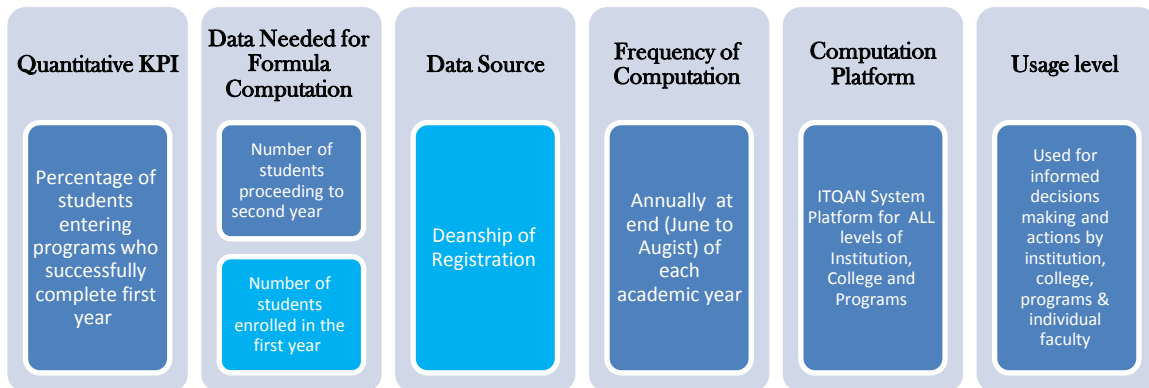
- The Number of Full-Time Faculty members & Teaching Staffs who are Teaching Assistant, Instructor, Assistant Professor, Associate Professor, and Professor are those faculty members who have a full time status with the institution, college, programs or academic assigned to administrative units and have achieved these academic ranks or status. This can include the researchers in the administrative unit who have a faculty member status, or are attached to a college or program even though they could be working actively in research centers or administrative units elsewhere. This does not include those who are on study leaves or academic leaves for pursuing their advance studies.
- The faculty members & teaching staffs are all those who have a full time status with the institution, college, programs or administrative units that include the researchers in the administrative unit who have a faculty member status as defined above.

4. KPI Criteria (Levels {Le} equivalence based on Ratio)

Level 1	✓	10 : 60 : 35 : 5 : 0
Level 2	✓	10 : 50 : 30 : 10 : 0
Level 3	✓	5 : 40 : 30 : 20 : 5
Level 4	✓	5 : 35 : 35 : 20 : 5
Level 5	✓	5 : 30 : 35 : 25 : 10
Level 6	✓	0 : 30 : 30 : 30 : 10

4.12.9 EEC-NCAAA S4.4 - (Retention Rate) Percentage of students entering programs who successfully complete first year

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of students proceeding to second year}}{\text{Number of students enrolled in the first year}} \times 100$$

3. KPI Data required for Formulae computation

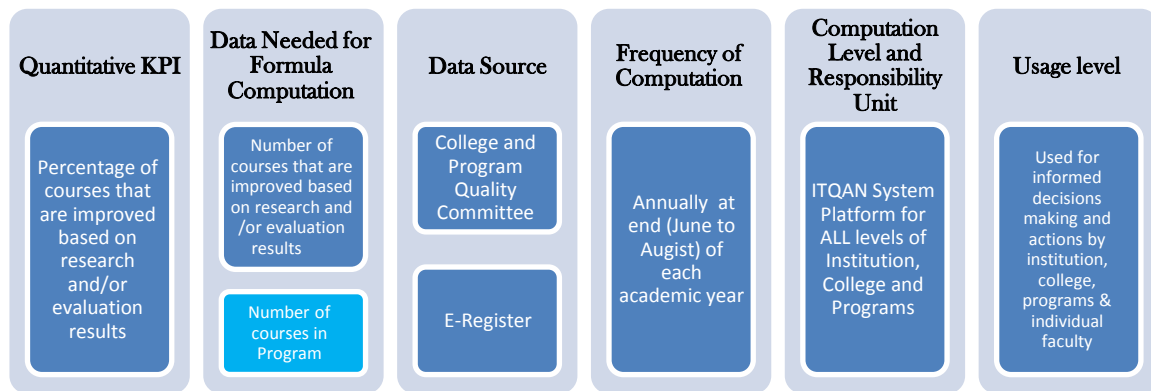
- The number of students proceeding to the second year is those who successfully succeed in all courses at the two semesters of the first year of studies of the program (after their enrollment in the academic programs at the colleges).
- The total number of enrolled students in the first year is all students who are registered and actually started the first year of the program in the College of First Year Studies.

4. KPI Criteria (Levels {Le} equivalence based on Means Average of Percentage)

Level 1	✓ 1 % < 10 % achievement
Level 2	✓ 10 % < 20 % achievement
Level 3	✓ 20 % < 30 % achievement
Level 4	✓ 30 % < 55 % achievement
Level 5	✓ 55 % < 75 % achievement
Level 6	✓ 75 % to 100 % achievement

4.12.10 Percentage of courses that are improved based on research and/or evaluation results. (Means average and Level achieved)

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of courses that are improved based on research and/or evaluation results}}{\text{Number of courses in Program}} \times 100$$

3. KPI Data required for Formulae computation

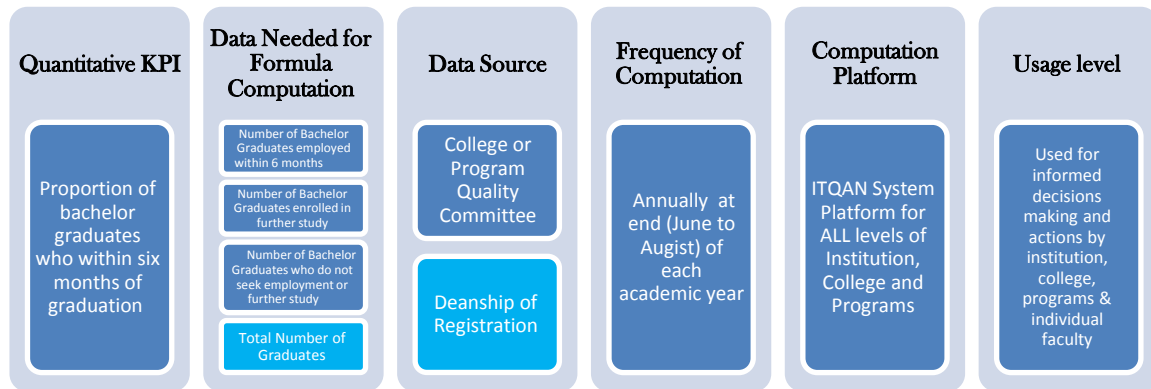
- The number of courses that are improved based on research and/or evaluation results is those which were improved as a response to action or empirical based research results or evaluation results conducted by teaching staff and/or specialized centers and units in the university. This is applied to the courses that have registered students for each of the program, college and institution levels.
- The total number of courses are the courses that have active registered students for each of the program, college and institution levels

4. KPI Criteria (Levels {Le} equivalence based on Means Average of Percentage)

Level 1	✓ 1 % < 5 % achievement
Level 2	✓ 5 % < 10 % achievement
Level 3	✓ 10 % < 20 % achievement
Level 4	✓ 20 % < 30 % achievement
Level 5	✓ 30 % < 40 % achievement
Level 6	✓ 40 % - 100 % achievement

4.12.11 EEC-NCAAA S4.7 - Proportion of graduates from undergraduate programs who within six months of graduation are:
 (a) employed
 (b) enrolled in further study
 (c) not seeking employment or further study

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of Bachelor Graduates employed within 6 months}}{\text{Total Number of Graduates in an undergraduate program}}$$

$$\frac{\text{Number of Bachelor Graduates enrolled in further study}}{\text{Total Number of Graduates in an undergraduate program}}$$

$$\frac{\text{Number of Bachelor Graduates who do not seek employment or further study}}{\text{Total Number of Graduates in an undergraduate program}}$$

3. KPI Data required for Formulae computation

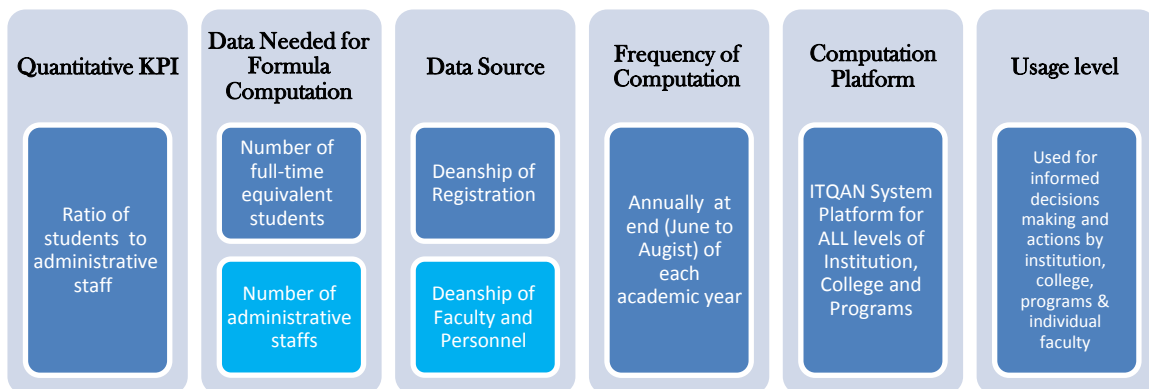
- The Number of Bachelor Graduates employed within 6 months of graduation includes only the Baccalaureate degree students who have graduated within 6 months from the date of their completion of all institutional, college or programs requirements.
- Employment here considers only a full time status with a monthly salaried job, as part-time jobs assignments and taking leaves for further studies are not included. A full time job status in the family operated firm can be included.
- Further studies here consider only a full time status study in higher degree or baccalaureate degree in other specializations.
- Not seeking employment or further study are those who do not desire to find work or plan to continue their study. This does not include those who are actively seeking employment or planning to study but are awaiting confirmation or in the process of applications.
- The Total Number of Bachelor Graduates includes all those who have graduated with a Baccalaureate degree and only those who have graduated within 6 months are included.

4. KPI Criteria (Levels {Le} equivalence based on Ratio)

Level 1	✓ 0.01 < 0.15 achievement
Level 2	✓ 0.15 < 0.30 achievement
Level 3	✓ 0.30 < 0.45 achievement
Level 4	✓ 0.45 < 0.60 achievement
Level 5	✓ 0.60 < 0.80 achievement
Level 6	✓ 0.80 < 1.00 achievement

5.7.1 EEC-NCAAA S5.1 – Ratio of students to administrative staff

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of full-time equivalent students}}{\text{Number of administrative staff}}$$

3. KPI Data required for Formulae computation

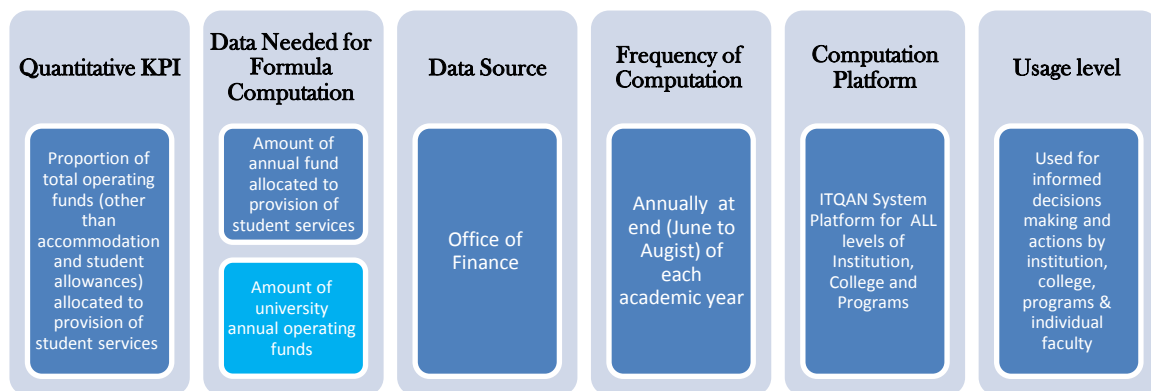
- The number of Full-time equivalent students (FTES) is all the students who are regular enrolments in a 4 year Baccalaureate degree program except those that requires a five year program and an additional year of internship. Those who are in the Part - time program are not included in this count. Part - time students, students registered in certificate or diploma programs are not included in the computation of the FTES.
- The number of administrative staff is those whose core job responsibilities are in administrative work. Academic or researchers in the administrative unit who have a faculty member status, or are attached research centers elsewhere are excluded. This does not include those administrative staffs that are on study leaves or academic leaves for pursuing their advance studies.

4. KPI Criteria (Levels {Le} equivalence based on Ratio)

Level 1	✓ 0.01 < 0.15 achievement
Level 2	✓ 0.15 < 0.30 achievement
Level 3	✓ 0.30 < 0.45 achievement
Level 4	✓ 0.45 < 0.60 achievement
Level 5	✓ 0.60 < 0.80 achievement
Level 6	✓ 0.80 < 1.00 achievement

5.7.2 EEC-NCAAA S5.2 - Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Amount of annual fund allocated to provision of student services}}{\text{Amount of university annual operating funds}}$$

3. KPI Data required for Formulae computation

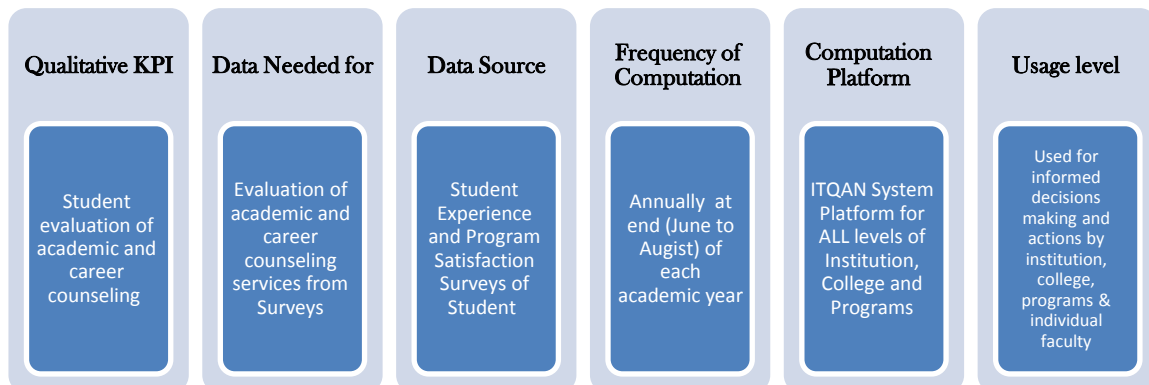
- The amount of annual fund allocated to provision of student services comprises all annual expenditures on student services including clubs, sports, social events, extra-curricular activities, photocopying and printing instruments,...etc. This does not include accommodation and student allowances.
- The amount of university annual operating expenditure includes all types of annual expenditures by the university whether on teaching and learning, research, community services, administration, support and service infrastructure and maintenance, etc. This does not include expenditure on value of physical fixed assets and plants or facilities.

4. KPI Criteria (Levels {Le} equivalence based on Ratio)

Level 1	✓ 0.00 < 0.015 achievement
Level 2	✓ 0.015 < 0.030 achievement
Level 3	✓ 0.030 < 0.045 achievement
Level 4	✓ 0.045 < 0.060 achievement
Level 5	✓ 0.060 < 0.080 achievement
Level 6	✓ 0.080 and above achievement

5.7.3 EEC-NCAAA S5.3 – Student evaluation of academic and career counseling (Average rating on the adequacy of academic and career counseling on a five point scale in an annual survey of final year students)

1. KPI Processing Environment



2. KPI Data required for Means Average computation

The academic and career counseling services evaluation is part of the perception surveys of the Student Experience Survey that is a standardized perception evaluation of degree of

satisfaction from academic and career counseling services as perceived by the students of the college or program. This is normally scaled on a 5-point Likert Scale to get the means average score of the students' perception. The aim of this KPI is to ensure that the students are supported efficiently and effectively with a systematic counseling system that supports and supplement their academic endeavors. The key areas of coverage or parameters for the development of the survey components normally contain:

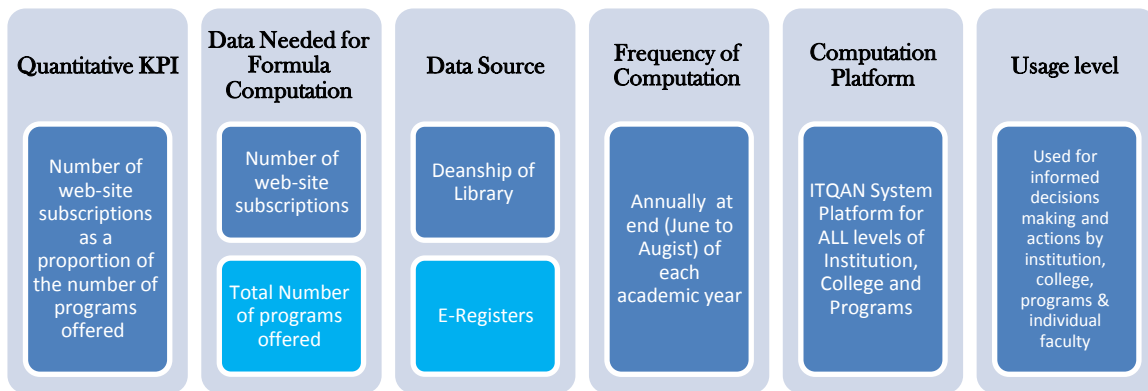
- Availability and desired value of services,
- Effectiveness and efficiency,
- Utility (usefulness, helpfulness,
- Individual Experience (with further sub-heads),
- Desired results and traits in advisor.

3. KPI Criteria (Levels {Le} equivalence based on Means Average of Survey)

Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

6.5.1 EEC-NCAAA S6.2 – Number of web-site subscriptions and journal as a proportion of the number of programs offered

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of web-site subscriptions}}{\text{Total Number of programs offered}}$$

3. KPI Data required for Formulae computation

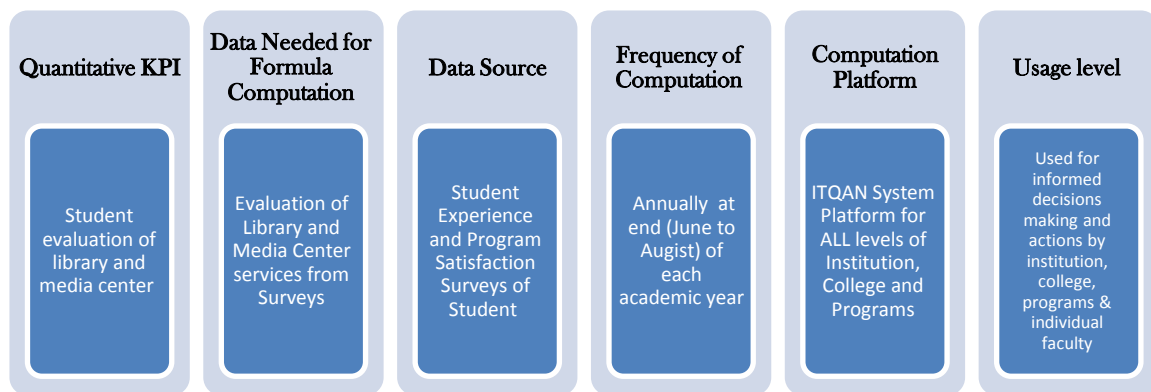
- Number of web-site subscriptions comprises of all web-site subscriptions of the university, colleges or programs levels as maintained by the central library. This includes most of the main databases for research or access to e-books from the national databases or library resources or inter-libraries agreements and online periodical subscriptions of the university, colleges and programs in the university. When the computation is carried out on the program or college level, only subscriptions in the student specialization specific to a program or college are considered.
- The number of programs offered covers all the undergraduate and postgraduate programs of the institution, colleges and programs as approved by the Ministry of Education or Higher Education Councils or Special Saudi Boards.

4. KPI Criteria (Levels {Le} equivalence based on Ratio)

Level 1	✓ 0.00 < 5 achievement
Level 2	✓ 5 < 10 achievement
Level 3	✓ 10 < 15 achievement
Level 4	✓ 15 < 20 achievement
Level 5	✓ 20 < 25 achievement
Level 6	✓ 25 and above achievement

6.5.2 EEC-NCAAA S6.1 – Student evaluation of library and media center (Average rating on adequacy of library and media center including Staff assistance; Current and up-to-date; copy & print facilities; functionality of equipment; atmosphere or climate for studying; availability of study sites and any other quality of indicators on a five point scale in an annual survey)

1. KPI Processing Environment



2. KPI Data required for Survey

The library and media center services evaluation is part of the perception surveys of the Student Experience Survey that is a standardized perception evaluation of degree of satisfaction from library and media center services as perceived by the students of the college or program. This is normally scaled on a 5-point Likert Scale to get the means average score of the students’

perception. The aim of this KPI is to ensure that the students are supported efficiently and effectively with systematic library and media center services that supports and supplement their academic endeavors. The key areas of coverage or parameters for the development of the survey components normally contain:

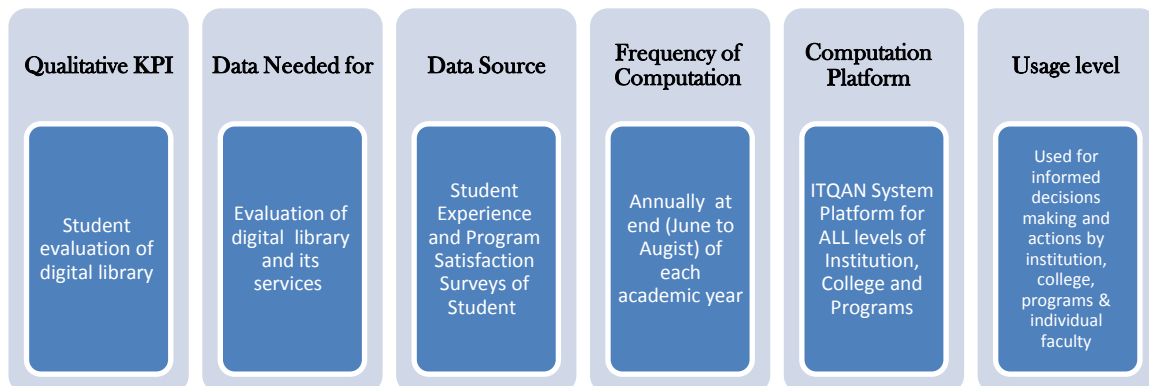
- Availability and desired value of services,
- Utility (usefulness, helpfulness) Effectiveness and efficiency of Current and up-to-date; copy & print facilities; functionality of equipment; atmosphere or climate for studying; availability of study sites,
- Individual Experience.

3. KPI Criteria (Levels {Le} equivalence based on Means average of survey)

Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

6.5.3 EEC-NCAAA S6.3 – Student evaluation of digital library (Average rating on adequacy of the digital library including User friendly website; Availability of the digital databases; Accessibility for users; Library skill training and any other quality of indicators on a five point scale in an annual survey)

1. KPI Processing Environment



2. KPI Data required for Means Average computation

The dimensions of evaluation of the digital library services is a part standardized performance evaluation of library services in the Student Experience and Program Satisfaction as perceived by the students of the college or program. This is normally scaled on a 5-point Likert Scale to get the means average score of the students' perception. The aim of this KPI is to ensure that the students are supported in their learning with adequate and appropriate digital learning resources to achieve their academic endeavors. The key areas of coverage or parameters for the development of the survey instrument normally contain:

- Availability, updated and accessibility of the digital learning resources,

- Individual Experience with the accessibility of the digital learning resources and training needs

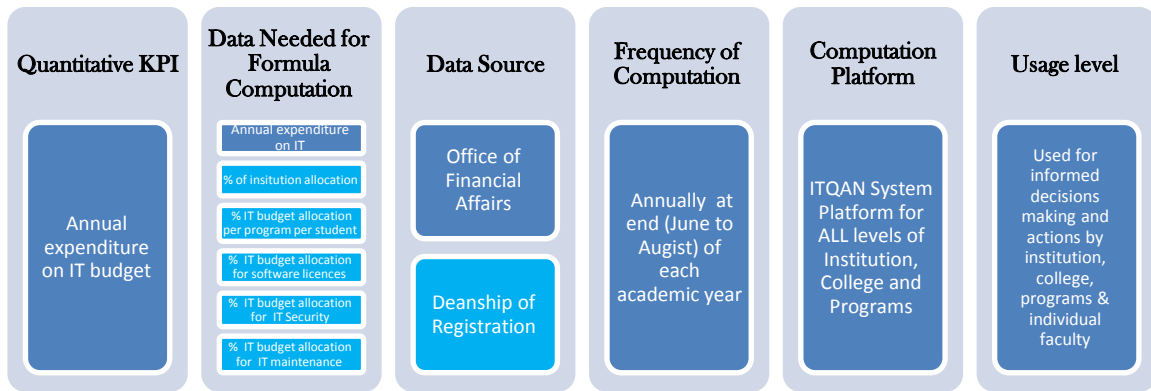
3. KPI Criteria (Levels {Le} equivalence based on Means Average of Survey)

Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

7.6.4 EEC-NCAAA S7.1 - Annual expenditure on IT budget, including:

- a) Percentage of the total Institution, or College, or Program budget allocated for IT;
- b) Percentage of IT budget allocated per program for institutional or per student for programmatic;
- c) Percentage of IT budget allocated for software licences;
- d) Percentage of IT budget allocated for IT security;
- e) Percentage of IT budget allocated for IT maintenance.

1. KPI Processing Environment



2. KPI Formulae Computation

- a) Percentage of the total Institution, or College, or Program budget allocated for IT;

$$\frac{\text{Amount of expenditure of IT budget allocation}}{\text{Annual Budget of Institution; College; Program}}$$

- b) Percentage of IT budget allocated per program for institutional or per student for programmatic;

$$\frac{\text{Amount of IT budget allocation for institution; program}}{\text{Total Number of Students in Institution; Program}}$$

c) Percentage of IT budget allocated for software licences;

$$\frac{\text{Amount of IT budget allocated for software licences}}{\text{Total IT Budget for institution}}$$

d) Percentage of IT budget allocated for IT security;

$$\frac{\text{Amount of IT budget allocated for software licences}}{\text{Total IT Budget for institution}}$$

e) Percentage of IT budget allocated for IT maintenance.

$$\frac{\text{Amount of IT budget allocated for IT Maintenance}}{\text{Total IT Budget for institution}}$$

3. KPI Data required for Formulae computation

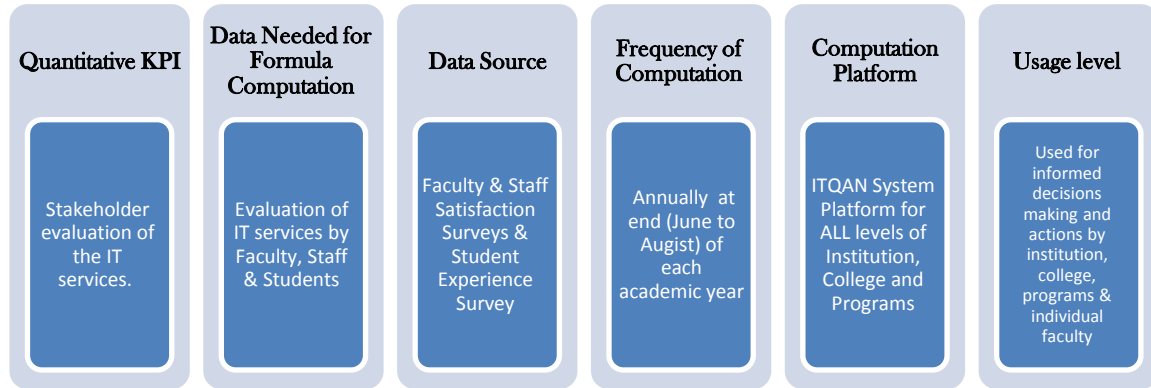
- Annual expenditure on IT or IT Budget allocated includes all annual expenditures on new purchases computers, network constructions, and software development or licensing, etc., maintenance, servicing, upgrades, all of which exclude new physical infrastructure (e.g. rooms and furnishing) which is a one-off fixed asset allocation.
- The number of Full-time equivalent students (FTES) is all the students who are regular enrolments in a 4 year Baccalaureate degree program except those that requires a five year program and an additional year of internship. The FTES is normally computed on a per credit count with the Office of Registrar. This does not include programs that offer certificate or diplomas. Part - time students, students registered in certificate or diploma programs are not included in the computation of the FTES.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓	0.01 < 0.05 achievement
Level 2	✓	0.05 < 0.10 achievement
Level 3	✓	0.10 < 0.15 achievement
Level 4	✓	0.15 < 0.20 achievement
Level 5	✓	0.20 < 0.25 achievement
Level 6	✓	0.25 < 0.30 achievement

7.6.5 EEC-NCAAA S7.2 – Stakeholder evaluation of the IT services. (Average overall rating of the adequacy of IT availability; Security; Maintenance; Accessibility; Support systems; Software and up-dates; Age of hardware, and other viable indicators of service on a five- point scale of an annual survey.)

1. KPI Processing Environment



2. KPI Data required for Survey

The Stakeholder evaluation of the IT Services is part of the perception surveys of the Student Experience Survey and Faculty & Staff Satisfaction Surveys that is a standardized perception evaluation of degree of satisfaction from IT services as perceived by the students of the college or program, and faculty and staffs. This is normally scaled on a 5-point Likert Scale to get the means average score of the students’ and faculty’s & staffs’ perception. The aim of this KPI is to ensure that the students are supported efficiently and effectively with systematic IT services that supports and supplement their academic endeavors. For the academic and administrative staffs, this is to ensure that they are effectively and efficiently supported with systematic IT services to complement and supplement their academic or administrative educational values endeavors. The key areas of coverage or parameters for the development of the survey components normally contain:

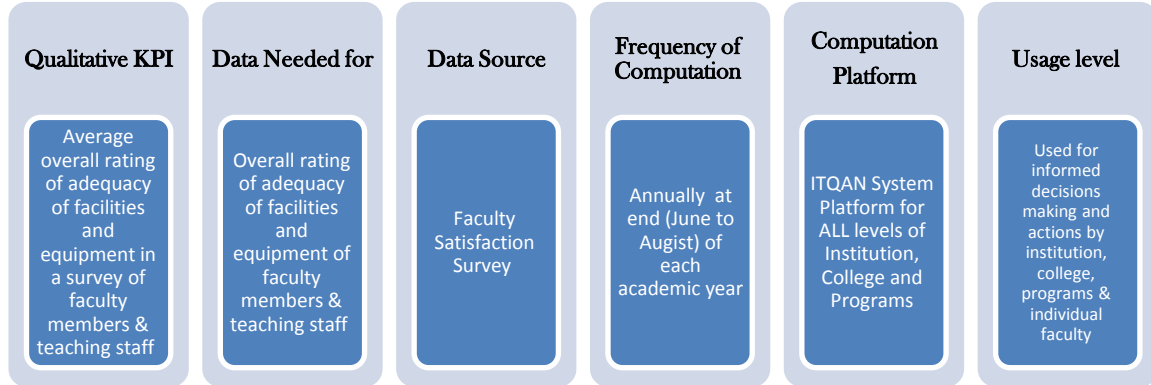
- Availability and desired value of IT services,
- Utility (usefulness, helpfulness) Effectiveness and efficiency of Current and up-to-date IT services and supports, availability and access of IT,
- Up-to date software and hardware and cyber security
- Individual Experience.

3. KPI Criteria (Levels {Le} equivalence based on Means average of survey)

Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

7.6.6 Average overall rating of adequacy of facilities and equipment in a survey of faculty members and teaching staff

1. KPI Processing Environment



2. KPI Data required for Means Average computation

The adequacy of facilities and equipment components of the Faculty Satisfaction Survey is a standardized overall rating of adequacy of facilities and equipment in a survey of faculty members and teaching staff as perceived by the faculty members and teaching staffs of the college or program. This is normally scaled on a 5-point Likert Scale to get the means average score of the faculty members’ and teaching staffs’ perception. The aim of this KPI is to ensure that the faculty members and teaching staffs accomplish their academic endeavors within a set of conducive environment and adequate and appropriate facilities. The key areas of coverage or parameters for the development of the survey instrument normally contain:

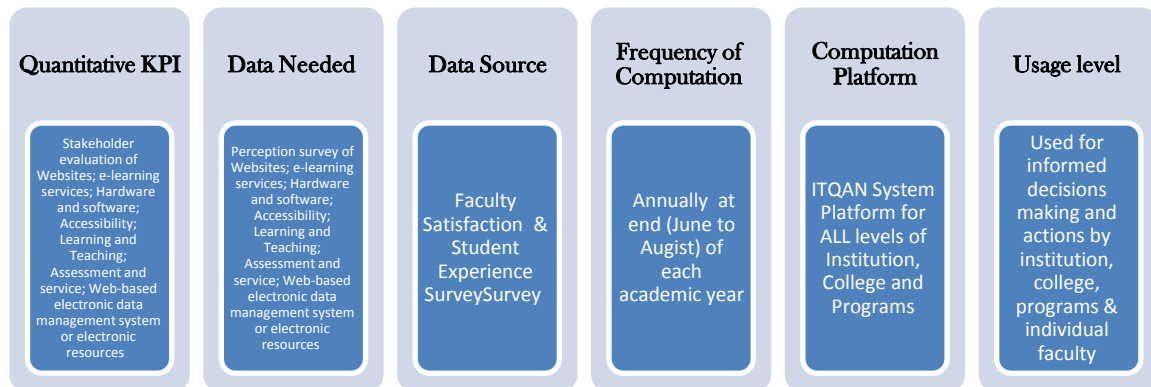
- **In the Office:** Availability of IT equipment, Access to Digital Library, Sufficient Stationery, Internet and Communication Facilities, Communication channels,
- **In Classroom:** Availability and accessibility of Audio Visual aids, Efficacy of Audio Visual aids, upkeep of classroom conditions.

3. KPI Criteria (Levels {Le} equivalence based on Means Average of Survey)

Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

7.6.7 EEC-NCAAA S7.3 - Stakeholder evaluation of Websites; e-learning services; Hardware and software; Accessibility; Learning and Teaching; Assessment and service; 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).

1. KPI Processing Environment



2. KPI data required of Survey

The Websites; e-learning services; Hardware and software; Accessibility; Learning and Teaching; Assessment and service; Web-based electronic data management system or electronic resources services evaluation is part of the perception surveys of the Student Experience Survey and Faculty & Staff Satisfaction Surveys that are standardized perception evaluation of degree of satisfaction from of Websites; e-learning services; Hardware and software; Accessibility; Learning and Teaching; Assessment and service; Web-based electronic data management system or electronic resources as perceived by the students of the college or program and the faculty members, teaching staffs and administrative staffs. This is normally scaled on a 5-point Likert Scale to get the means average score of the students' perception. The aim of this KPI is to ensure that the students, faculty, teaching staffs and administrative staffs are supported efficiently and effectively with systematic of Websites; e-learning services; Hardware and software; Accessibility; Learning and Teaching; Assessment and service; Web-based electronic data management system or electronic resources that supports and supplement their academic endeavors. The key areas of coverage or parameters for the development of the survey components normally contain:

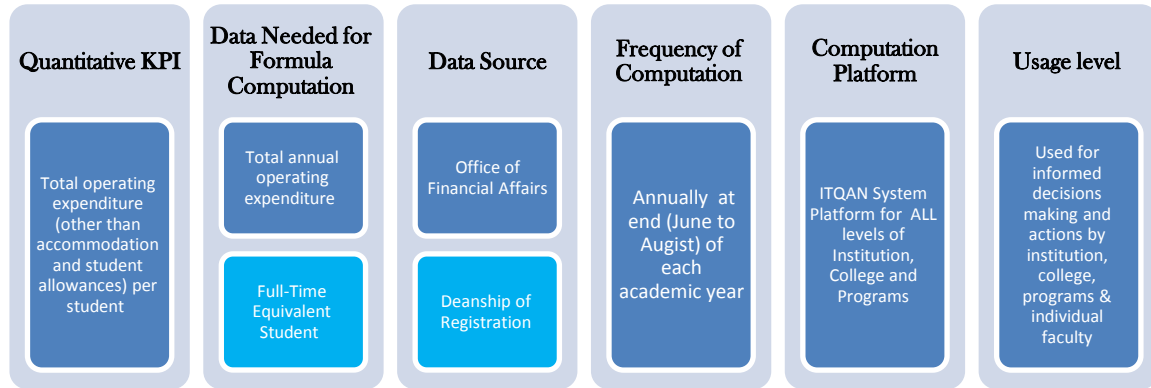
- Availability and desired value of services,
- Utility (usefulness, helpfulness) Effectiveness and efficiency of Current and up-to-date of Websites; e-learning services; Hardware and software; Accessibility; Learning and Teaching; Assessment and service; Web-based electronic data management system or electronic resources, functionality of equipment;
- Individual Experience.

3. KPI Criteria (Levels {Le} equivalence based on Means average of survey)

Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

8.4.1 EEC-NCAAA S8.1 - Total operating expenditure (other than accommodation and student allowances) per student

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Total annual operating expenditure}}{\text{Total Number of Full-time equivalent students}} \times 100$$

3. KPI Data required for Formulae computation

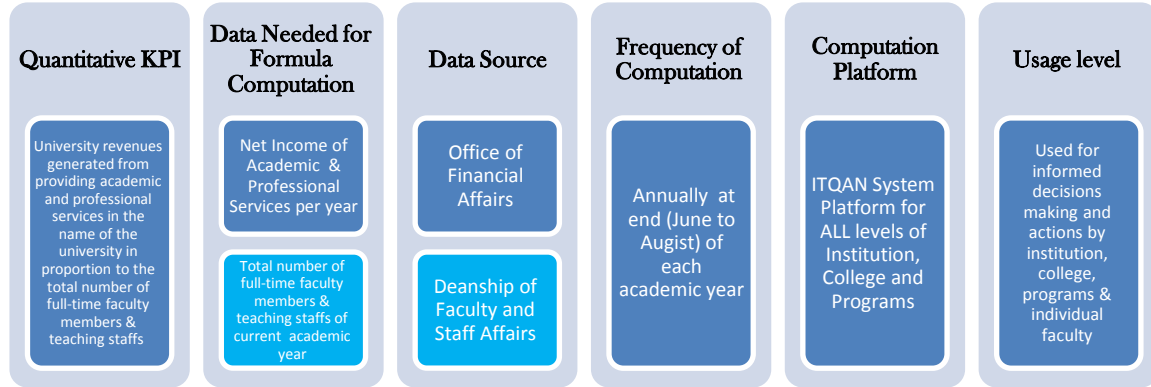
- The total annual operating expenditure includes all types of annual expenditures by the university whether on teaching and learning, research, community services, administration, support and service infrastructure, etc. This does not include expenditure on fixed physical assets and plants or facilities as they are one-off expenditures.
- The number of Full-time equivalent students (FTES) is all the students who are regular enrolments in a 4 year Baccalaureate degree program except those that requires a five year program and an additional year of internship. Those who are in the Part - time program are not included in this count. The FTES is normally computed on a per credit count with the Deanship of Registration. Part - time students, students registered in certificate or diploma programs are not included in the computation of the FTES.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓	0.00 < 3% achievement
Level 2	✓	3% < 6% achievement
Level 3	✓	6% < 9% achievement
Level 4	✓	9% < 12% achievement
Level 5	✓	12% < 16% achievement
Level 6	✓	16% and above achievement

8.4.2 University revenues generated from providing academic and professional services in the name of the university in proportion to the total number of full-time faculty members and teaching staffs (Ratio and Level achieved)

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Net Income of Academic Services per Year}}{\text{Total Number of full - time faculty members \& teaching staffs of current academic year}}$$

3. KPI Data required for Formulae computation

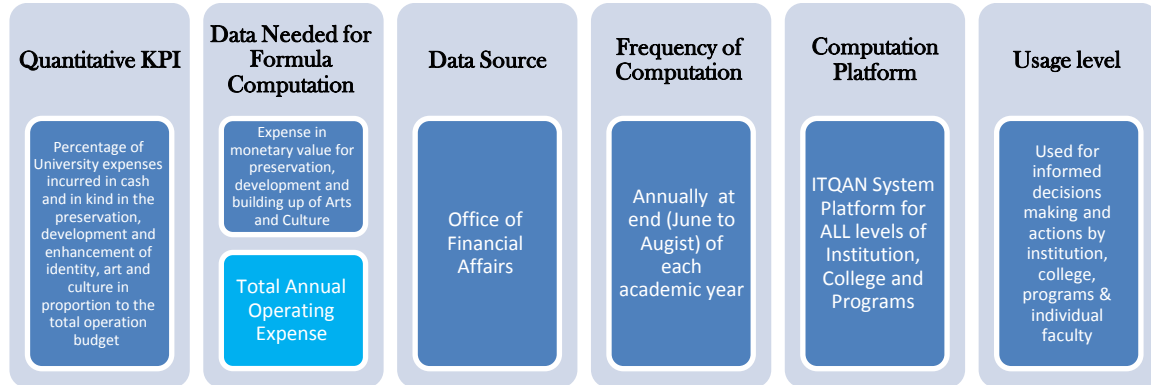
- The net incomes of academic services of the institution, college or programs include those services offered to other external stakeholders at a fee. These academic services can include consultation, service fees, or fees paid for academic services like training, being members of external committees, etc., etc).
- The faculty members and teaching staffs are all those who have a full time status with the institution, college, programs or administrative units. This can include the researchers in the administrative unit who have a faculty member status, or are attached to a college or program even though they could be working actively in research centers or administrative units elsewhere. This does not include those who are on study or academic leaves for pursuing their advance studies.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓ 0 SAR < 10,000 SAR achievement
Level 2	✓ 10,000 SAR < 20,000 SAR achievement
Level 3	✓ 20,000 SAR < 30,000 SAR achievement
Level 4	✓ 30,000 SAR < 40,000 SAR achievement
Level 5	✓ 40,000 SAR < 50,000 SAR achievement
Level 6	✓ ≥ 50,000 SAR achievement

8.4.3 Percentage of University expenses incurred in cash and in kind in the preservation, development and enhancement of identity, art and culture in proportion to the total operation budget (% and Level achieved)

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Expense in monetary value for the preservation, Development, and Building up of Arts and Culture}}{\text{Total Annual Operating Expense}} \times 100$$

3. KPI Data required for Formulae computation

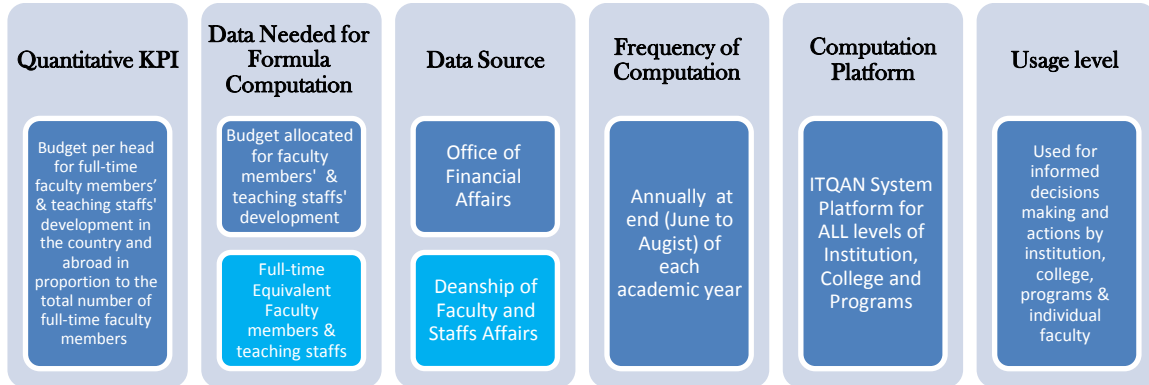
- The total expenditure in monetary terms is the estimation in cash and kind that have been expended for the preservation, development and the continuation of arts and culture. This does not include those cash or kinds that have been received by the donations or endowments from external sources.
- The total annual operating expenditure includes all types of annual expenditures by the university whether on teaching and learning, research, community services, administration, support and service infrastructure, etc. This does not include expenditure on fixed physical assets and plants or facilities as they are one off expenditures on fixed assets.

4. KPI Criteria (Levels {Le} equivalence based on Means Average of Percentage)

Level 1	✓ 0.01 % < 0.50 % achievement
Level 2	✓ 0.50 % < 1.00 % achievement
Level 3	✓ 1.00 % < 1.50 % achievement
Level 4	✓ 1.50 % < 2.00 % achievement
Level 5	✓ 2.00 % < 2.50 % achievement
Level 6	✓ ≥ 2.50 % achievement

8.4.4 Budget per head for full-time faculty members' and teaching staffs' development in the country and abroad in proportion to the total number of full-time faculty members and teaching staffs (SAR per capita and Level achieved)

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Budget allocated for Faculty Members' \& Teaching Staffs' Development}}{\text{Number of Full Time Faculty members \& Teaching Staffs of that Academic Year}}$$

3. KPI Data required for Formulae computation

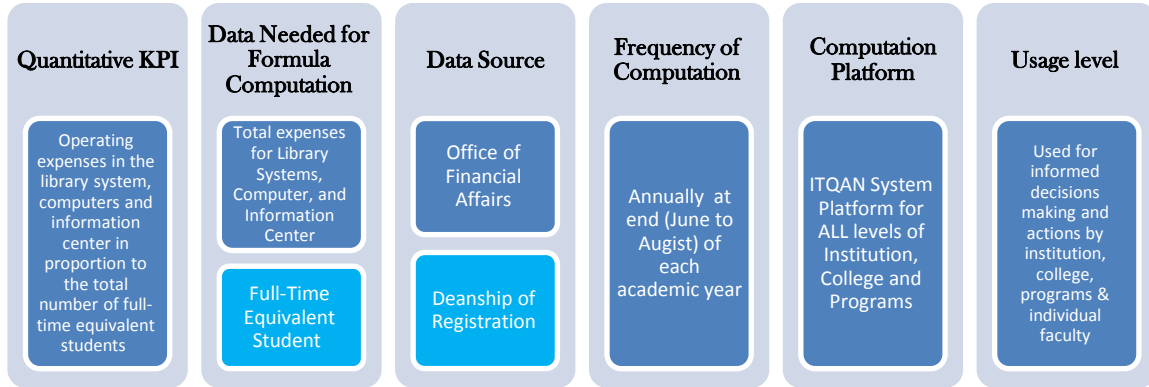
- The Number of Full-Time faculty members and teaching staffs are those faculty members and teaching staffs that have a full time status with the institution, college, programs or administrative units. This can include the researchers in the administrative unit who have a faculty member & teaching staff's status, or are attached to a college or program even though they could be working actively in research centers or administrative units elsewhere. This does not include those who are on study leaves or academic leaves for pursuing their advance studies.
- The faculty members development include the expenses for the pursuit of developmental programs like short-term professional courses, seminars or attending conferences or presenting academic papers or research papers locally and internationally. This does not include the scholarship for pursuit of advanced degree at the Masters or doctoral level that if needed as additional evidence can be computed as a separate set of KPI.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓ 0 SAR < 10,000 SAR achievement
Level 2	✓ 10,000 SAR < 20,000 SAR achievement
Level 3	✓ 20,000 SAR < 30,000 SAR achievement
Level 4	✓ 30,000 SAR < 40,000 SAR achievement
Level 5	✓ 40,000 SAR < 50,000 SAR achievement
Level 6	✓ ≥ 50,000 SAR achievement

8.4.5 Operating expenses in the library system, computers and information center in proportion to the total number of full-time equivalent students (SAR per capita and Level achieved)

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Total Expenses for Library Systems, Computer, and Information Center}}{\text{FTES for that Academic Year}}$$

3. KPI Data required for Formulae computation

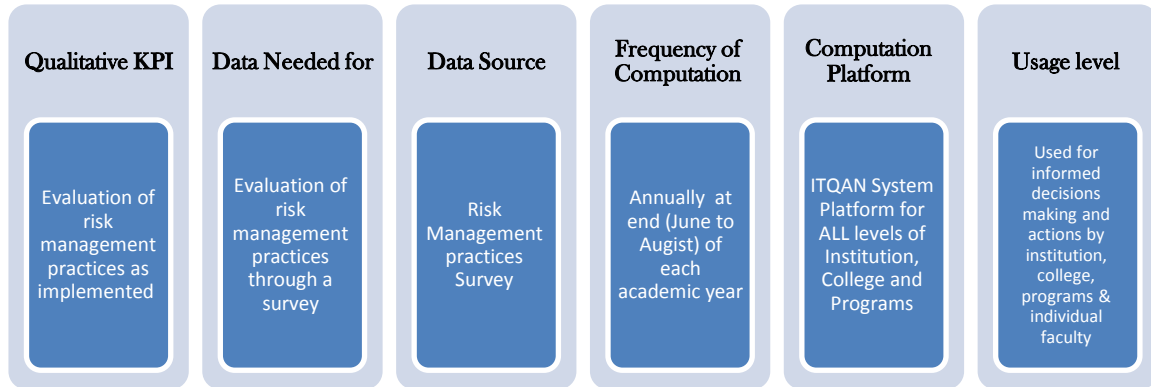
- The total expenses for library systems, computer and information center will consider only the SAR investment in the hardware (physical equipment and facilities) and the software (books, manuals, programs, or instructional materials, documents), and do not include the people ware (the human resources expenses in staffing the learning or ICT resources) for a specific academic year. If the investment is spread out over a few years, the total investment expenses should be prorated based on actual investment of a specific academic year.
- The number of Full-time equivalent students (FTES) is all the students who are regular enrolments in a 4 year Baccalaureate degree program except those that require a five year program and an additional year of internship. Those who are in the Part - time program are not included in this count. The FTES is normally computed on a per credit count with the Deanship of Registration. Part - time students, students registered in certificate or diploma programs are not included in the computation of the FTES.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓ 0 SAR < 10,000 SAR achievement
Level 2	✓ 10,000 SAR < 20,000 SAR achievement
Level 3	✓ 20,000 SAR < 30,000 SAR achievement
Level 4	✓ 30,000 SAR < 40,000 SAR achievement
Level 5	✓ 40,000 SAR < 50,000 SAR achievement
Level 6	✓ ≥ 50,000 SAR achievement

8.4.6 Evaluation of risk management practices as implemented (Means average and Level achieved based on survey)

1. KPI Processing Environment



2. KPI Data required for Means Average computation

The risk management evaluation survey is a standardized Evaluation of risk management practices as implemented as perceived by the faculty members and teaching staffs of the college or program. This is normally scaled on a 5-point Likert Scale to get the means average score of the faculty members' and teaching staffs' perceptions. The aim of this KPI is to ensure that the college or programs recognizes and addresses potential risk areas that can affect the total teaching and learning environment that supports the creation and delivery of education value and societal development. The key areas of coverage or parameters for the development of the survey instrument normally contain:

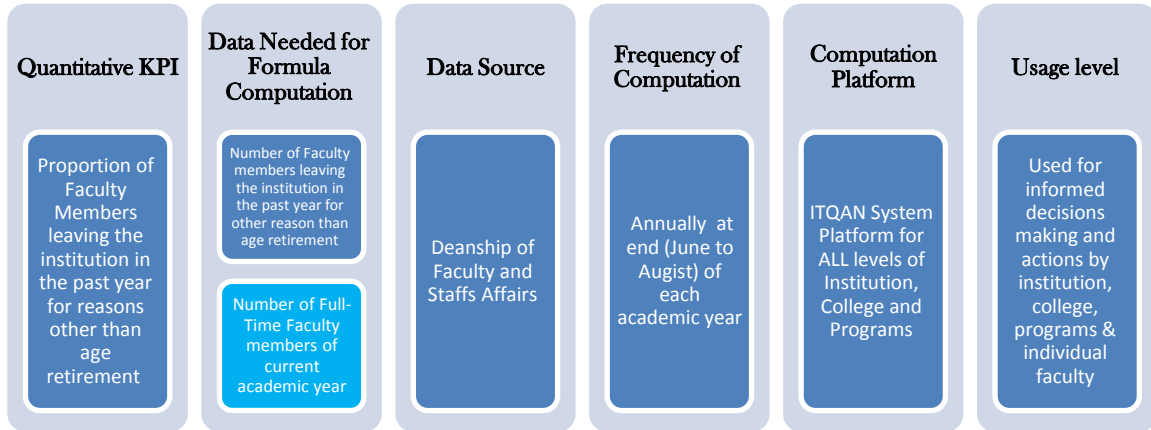
- **Risk Areas:** Infrastructure, Academic Activities, Academic Administration, Finance, Transportation, Accommodation, IT infrastructure and Cyber security, Fire and general security, Documentation.
- **Risk Implementation:** Preparation, Availability of Resources, Awareness, Engagement and Commitment of Staff and faculty, Readiness Status. Managerial capacity and capability

3. KPI Criteria (Levels {Le} equivalence based on Means Average of Survey)

Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

9.5.1 EEC-NCAAA S9.1 – Proportion of Faculty Members leaving the institution in the past year for reasons other than age retirement

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{\# of Faculty Members \& Teaching Staffs leaving institution in the past year for other reasons than age retirement}}{\text{Number of Full Time Faculty Members \& Teaching Staffs of the Academic Year}}$$

3. KPI Data required for Formulae computation

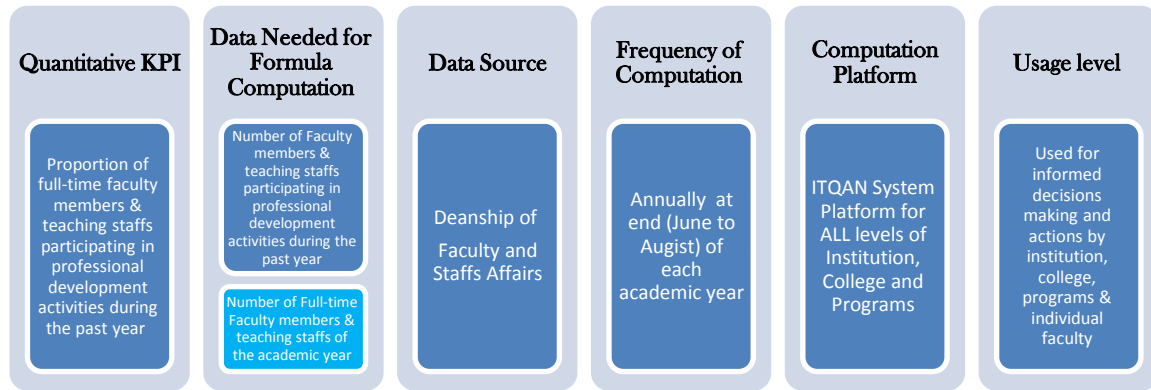
- The number of Faculty Members and teaching staffs leaving the institution in the past academic year for reasons other than age retirement is those who have resigned, transferred to other institutions, dismissed, left for personal or health reasons, etc.
- The faculty members are all those who have a full time status with the institution, college, programs or administrative units. This can include the researchers in the administrative unit who have a faculty member status, or are attached to a college or program even though they could be working actively in research centers elsewhere. This does not include those who are study leaves or academic leaves for pursuing their advance studies.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓	0.60 < 1.00 achievement
Level 2	✓	0.50 < 0.60 achievement
Level 3	✓	0.40 < 0.50 achievement
Level 4	✓	0.30 < 0.20 achievement
Level 5	✓	0.20 < 0.10 achievement
Level 6	✓	0.10 < 0.01 achievement

9.5.2 EEC-NCAAA S9.2 – Proportion of teaching staff participating in professional development activities during the past year

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{\# Faculty Members \& Teaching Staffs Participating in professional development activities during the past year}}{\text{Number of Full Time Faculty Members \& Teaching Staffs of the Academic Year}} \times 100$$

3. KPI Data required for Formulae computation

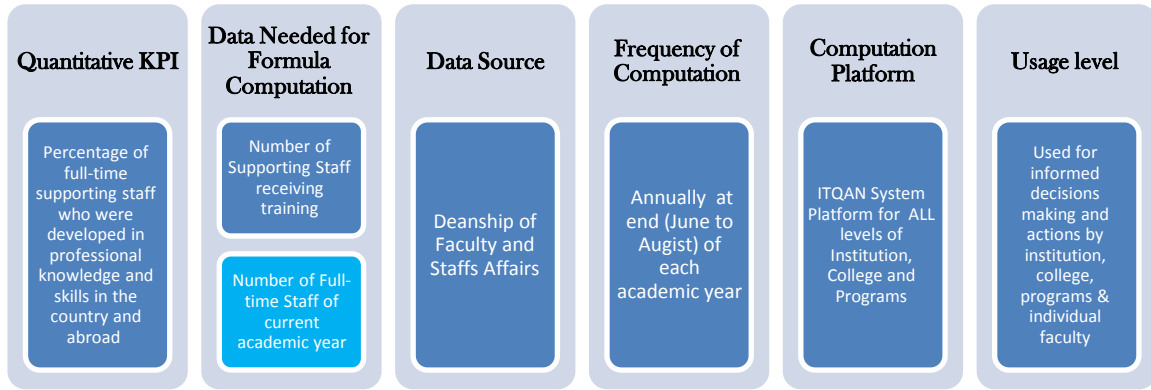
- The faculty members and teaching staffs’ development include the pursuit of developmental programs like short-term professional courses, seminars or attending conferences or presenting academic papers or research papers locally and internationally. This does not include the scholarship for pursuit of advanced degree at the Masters or doctoral level.
- The faculty members are all those who have a full time status with the institution, college, programs or administrative units. This can include the researchers in the administrative unit who have a faculty member status, or are attached to a college or program even though they could be working actively in research centers elsewhere. This does not include those who are study leaves or academic leaves for pursuing their advance studies.

4. KPI Criteria (Levels {Le} equivalence based on Means Average of Percentage)

Level 1	✓ 0 % < 5 % range
Level 2	✓ 5 % < 10 % range
Level 3	✓ 10 % < 15 % range
Level 4	✓ 15 % < 20 % range
Level 5	✓ 20 % < 25 % range
Level 6	✓ 25 % - 50 % range

9.5.3 Percentage of full-time supporting staff who were developed in professional knowledge and skills in the country and abroad (% and Level achieved)

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of Supporting Staff Receiving Training}}{\text{Number of Full Time Staff of the Academic Year}} \times 100$$

3. KPI Data required for Formulae computation

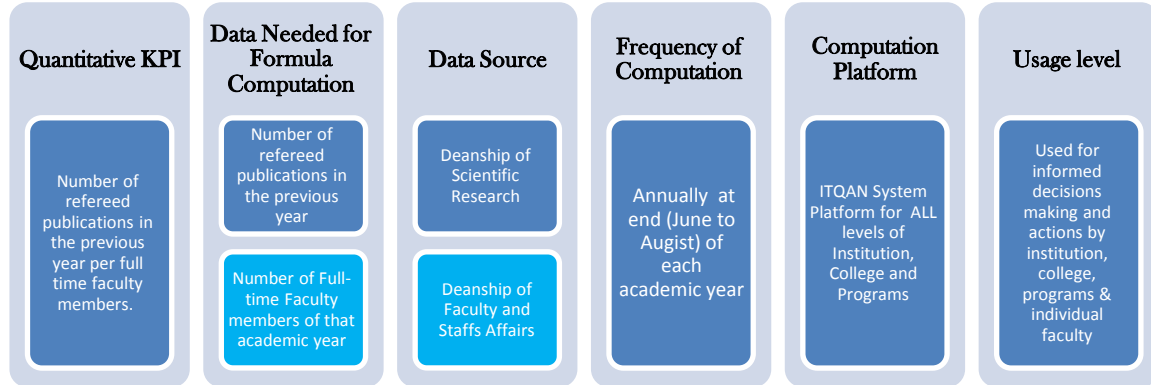
- The number of full-time supporting staffs participating in workshops, seminars or conferences or developmental trainings to improve their professional knowledge and skills locally or internationally is taken into the consideration as having undergone professional development through their participation in the workshops, seminars or conferences for personal and work-related developmental purposes.
- The full-time supporting staffs are all those have a full time status with the institution, college, programs or administrative units but are not considered as having an academic status. This can include the researchers in the administrative unit who do not have a faculty member status, and can be attached to a college or program as part of the administrative function of that unit. This does not include those who are study leaves or academic leaves for pursuing their advance studies.

4. KPI Criteria (Levels {Le} equivalence based on Means Average of Percentage)

Level 1	✓ 0 % < 10 % achievement
Level 2	✓ 10 % < 20 % achievement
Level 3	✓ 20 % < 30 % achievement
Level 4	✓ 30 % < 50 % achievement
Level 5	✓ 50 % < 70 % achievement
Level 6	✓ 70 % - 100 % achievement

10.5.1 EEC-NCAAA S10.1 – Number of refereed publications in the previous year per full time equivalent member of teaching staff. (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of refereed publications in the previous year}}{\text{Number of Full Time Faculty Members of that Academic Year}}$$

3. KPI Data required for Formulae computation

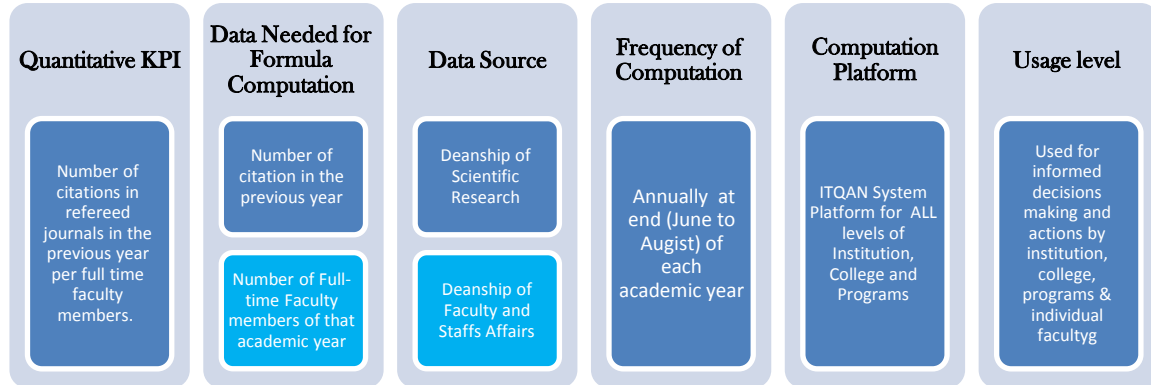
- The number of refereed publications includes those empirical researches, academic research and creative or innovative academic works that are published in a peer reviewed journal or proceeding at the national or international. These must be published within the academic internal audit and assessment cycle. Those that been counted in the previous cycle will not be counted again. The year here refers to the academic year and not the fiscal year. The date accepted for inclusion is the date of publication in the journal or proceedings, and not date of acceptance or reviews.
- The faculty members are all those who have a full time status with the institution, college, programs or administrative units. This can include the researchers in the administrative unit who have a faculty member status, or are attached to a college or program even though they could be working actively in research centers elsewhere. This does not include those who are study leaves or academic leaves for pursuing their advance studies.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓ 0.0 < 0.1 achievement
Level 2	✓ 0.1 < 0.2 achievement
Level 3	✓ 0.2 < 0.3 achievement
Level 4	✓ 0.3 < 0.4 achievement
Level 5	✓ 0.4 < 0.5 achievement
Level 6	✓ 0.5 - 1.0 achievement

10.5.2 EEC-NCAAA S10.2 - Number of citations in refereed journals in the previous year per full time equivalent teaching staff.

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of citations in the previous year}}{\text{Number of Full Time Faculty Members of that Academic Year}}$$

3. KPI Data required for Formulae computation

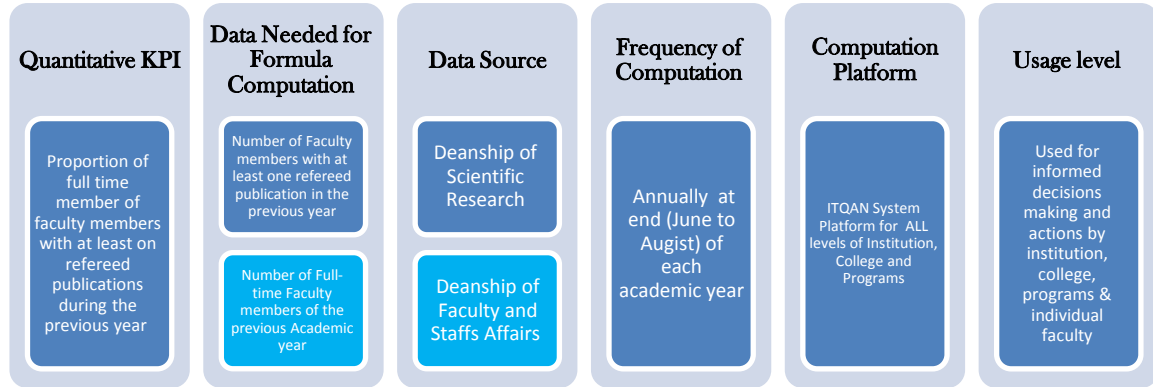
- The number of citations in refereed publications includes those empirical researches, academic research and creative or innovative academic works that are published in a peer reviewed journal or proceeding at the national or international that are used as references in the same year of assessment. These must be published within the academic internal audit and assessment cycle. Those that been counted in the previous cycle will not be counted again. The year here refers to the academic year and not the fiscal year. The date accepted for inclusion is the date of publication in the journal or proceedings, and not date of acceptance or reviews.
- The faculty members are all those who have a full time status with the institution, college, programs or administrative units. This can include the researchers in the administrative unit who have a faculty member status, or are attached to a college or program even though they could be working actively in research centers elsewhere. This does not include those who are study leaves or academic leaves for pursuing their advance studies.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓ 0.0 < 5 achievement
Level 2	✓ 5 < 10 achievement
Level 3	✓ 10 < 15 achievement
Level 4	✓ 15 < 20 achievement
Level 5	✓ 20 < 25 achievement
Level 6	✓ 25 and above achievement

10.5.3 EEC-NCAAA S10.3 – Proportion of full time member of teaching staff with at least on refereed publications during the previous year

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of faculty members with at least one refereed publications in the previous year}}{\text{Number of Full Time Faculty Members of that Academic Year}}$$

3. KPI Data required for Formulae computation

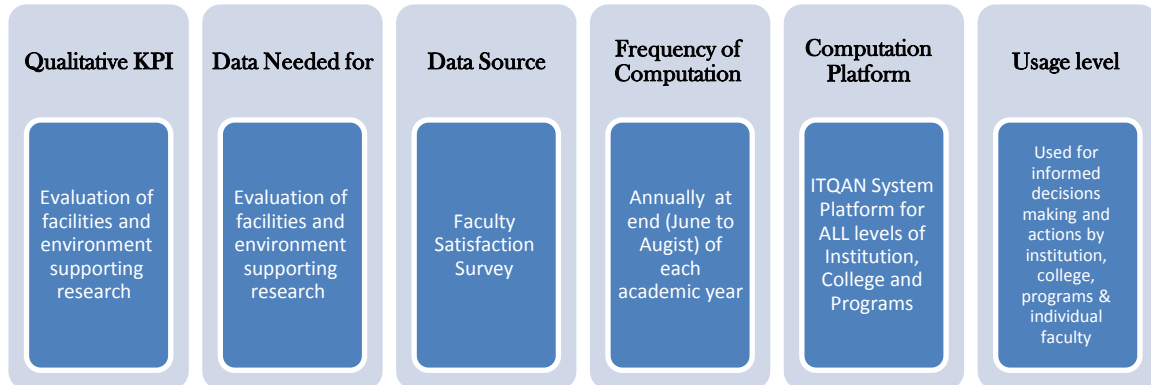
- The number of refereed publications includes those empirical researches, academic research and creative or innovative academic works that are published in a peer reviewed journal or proceeding at the national or international. These must be published within the academic internal audit and assessment cycle. Those that been counted in the previous cycle will not be counted again. The year here refers to the academic year and not the fiscal year. The date accepted for inclusion is the date of publication in the journal or proceedings, and not date of acceptance or reviews. A statistics should be carried out to clustering the faculty members based on their research productivity.
- The faculty members are all those who have a full time status with the institution, college, programs or administrative units. This can include the researchers in the administrative unit who have a faculty member status, or are attached to a college or program even though they could be working actively in research centers elsewhere. This does not include those who are study leaves or academic leaves for pursuing their advance studies.

4. KPI Criteria (Levels {Le} equivalence based on Ratio)

Level 1	✓	0.0 < 0.1 achievement
Level 2	✓	0.1 < 0.2 achievement
Level 3	✓	0.2 < 0.3 achievement
Level 4	✓	0.3 < 0.4 achievement
Level 5	✓	0.4 < 0.5 achievement
Level 6	✓	0.5 – 1.0 achievement

10.5.4 Evaluation of facilities and environment supporting research (Means average and Level achieved based on survey)

1. KPI Processing Environment



2. KPI Data required for Means Average computation

The research support evaluation survey is a standardized Evaluation of facilities and environment supporting research as perceived by the faculty members of the college or program. This is normally scaled on a 5-point Likert Scale to get the means average score of the faculty members' perception. The aim of this KPI is to ensure that there is adequate and appropriate support within a conducive academic environment that promotes and achieves research aims of faculty members of the college or programs. The key areas of coverage or parameters for the development of the survey instrument normally contain:

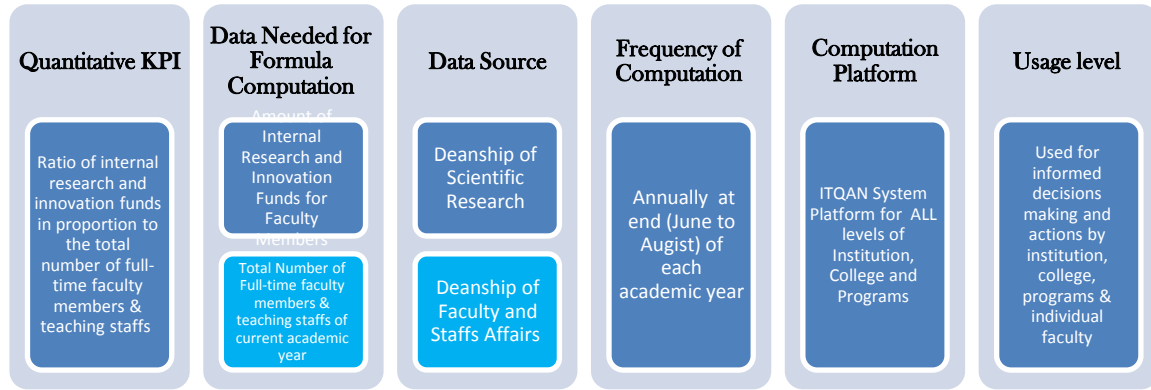
- Availability and access to journals and subscriptions,
- Access to digital library,
- Balanced research and teaching workload,
- Assistance for research work (administrative-Academic),
- Availability of funds for research and publication,

3. KPI Criteria (Levels {Le} equivalence based on Means Average of Survey)

Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

10.5.5 Ratio of internal research and innovation funds in proportion to the total number of full-time faculty members and teaching staffs (Ratio and Level achieved)

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Amount of Internal Research and Innovation Funds for Faculty Members}}{\text{Total Number full - time faculty members of that academic year}}$$

3. KPI Data required for Formulae computation

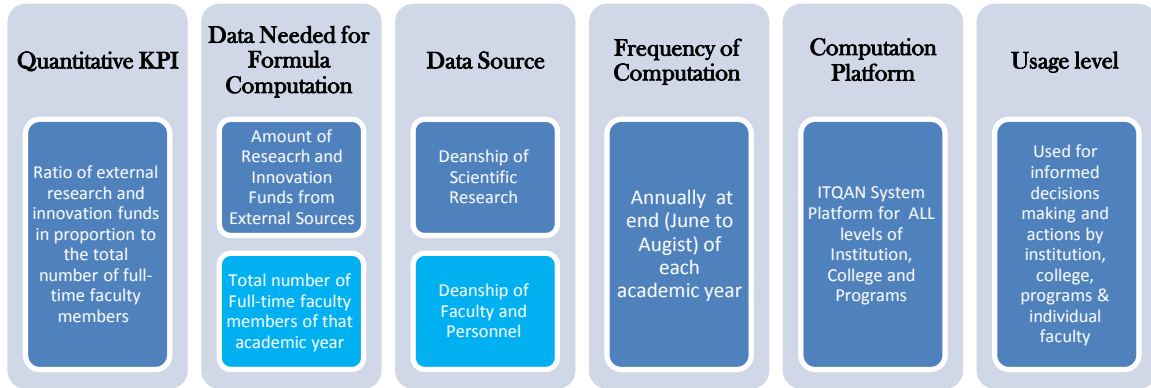
- The amount internal research and innovations funds include those empirical research, academic research and creative or innovative academic works that are funded in cash or kinds from inside of the institution, college or programs. These internal funds are available to all full-time faculty members.
- The faculty members are all those who have a full time status with the institution, college, programs or administrative units. This can include the researchers in the administrative unit who have a faculty member status, or are attached to a college or program even though they could be working actively in research centers elsewhere. This does not include those who are study leaves or academic leaves for pursuing their advance studies.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓ 0.00 < 10000 SR achievement
Level 2	✓ 0.10000 < 20000 SR achievement
Level 3	✓ 20000 < 30000 SR achievement
Level 4	✓ 30000 < 40000 SR achievement
Level 5	✓ 40000 < 50000 SR achievement
Level 6	✓ 50000 and above SR achievement

10.5.6 EEC-NCAAA S10.5 – Research Income from external sources in the past year per full-time equivalent faculty members

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Amount of Research and Innovation Funds from External Sources}}{\text{Total Number of full - time faculty members of that academic year}}$$

3. KPI Data required for Formulae Computation

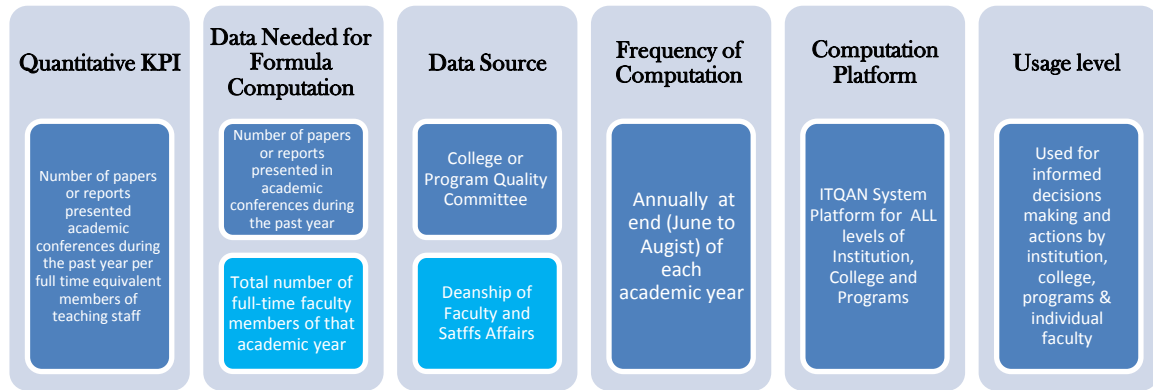
- The number of faculty members receiving external research and innovations funds includes those empirical research, academic research and creative or innovative academic works that are funded in cash or kinds nationally or internationally from outside of the institution, college or programs.
- The faculty members are all those who have a full time status with the institution, college, programs or administrative units. This can include the researchers in the administrative unit who have a faculty member status, or are attached to a college or program even though they could be working actively in research centers elsewhere. This does not include those who are study leaves or academic leaves for pursuing their advance studies.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓ 0.00 < 10000 SR achievement
Level 2	✓ 0.10000 < 20000 SR achievement
Level 3	✓ 20000 < 30000 SR achievement
Level 4	✓ 30000 < 40000 SR achievement
Level 5	✓ 40000 < 50000 SR achievement
Level 6	✓ 50000 and above SR achievement

10.5.7 EEC-NCAAA S10.4 – Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty member

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of papers or reports presented in academic conferences during the past year}}{\text{Total Number of full - time faculty members of that academic year}}$$

3. KPI Data required for Formulae computation

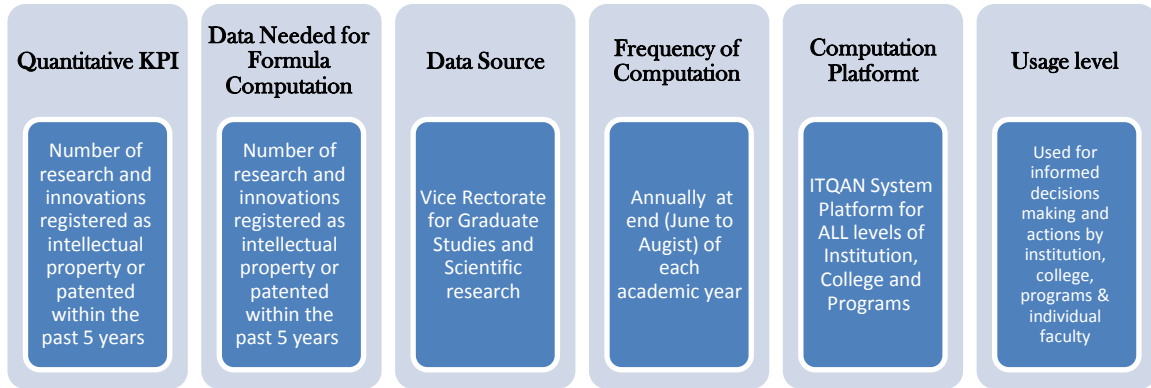
- The number of papers and reports includes those empirical research, academic research and creative or innovative academic works that are accepted to be presented in national or international conferences.
- The faculty members are all those who have a full time status with the institution, college, programs or administrative units. This can include the researchers in the administrative unit who have a faculty member status, or are attached to a college or program even though they could be working actively in research centers elsewhere. This does not include those who are study leaves or academic leaves for pursuing their advance studies.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓ 0.00 < 0.05 achievement
Level 2	✓ 0.05 < 0.10 achievement
Level 3	✓ 0.10 < 0.15 achievement
Level 4	✓ 0.15 < 0.20 achievement
Level 5	✓ 0.20 < 0.25 achievement
Level 6	✓ 0.25 and above achievement

10.5.8 Number of research and innovations registered as intellectual property or patented within the past 5 years (Number and Level achieved)

1. KPI Processing Environment



2. KPI Data required for Formulae computation

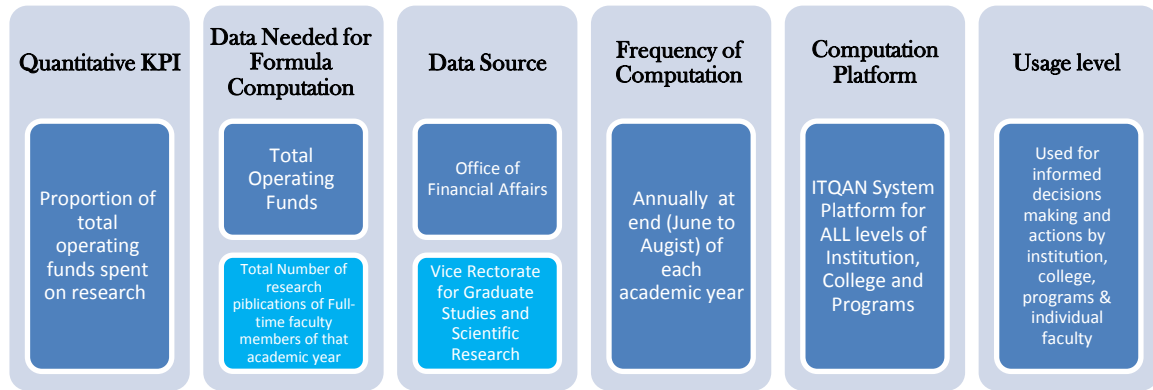
- The number of researches and innovations registered as intellectual property or patented includes those empirical research, academic research models or frameworks and creative or innovative academic works or inventions that are registered as intellectual property or patented nationally or internationally. The academic works here can be the empirical research or academic papers that are built from a foundation of major literature reviews leading to the development of a working model or framework without any empirical testing, or any creative works that are of artistic or innovative as accepted by the peers in the same profession. These must be academic works or research or innovations registered within the last 5 years of an academic year annual audit and assessment.

3. KPI Criteria (Levels {Le} equivalence based on Number)

Level 1	✓ 0 < 5 achievement
Level 2	✓ 5 < 10 achievement
Level 3	✓ 10 < 15 achievement
Level 4	✓ 15 < 20 achievement
Level 5	✓ 20 < 25 achievement
Level 6	✓ 25 and above achievement

10.5.9 EEC-NCAAA S10.6 - Proportion of total annual operating budgets dedicated to research

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Amount spent on Research}}{\text{Total operating funds}}$$

3. KPI Data required for Formulae computation

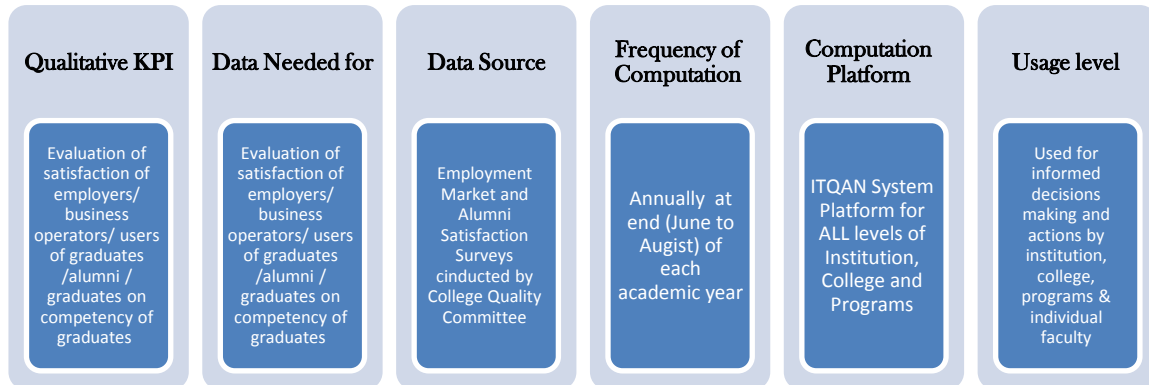
- The number of research publications of faculty includes those empirical research, academic research and creative or innovative academic works that are funded in cash or kinds nationally or internationally from outside of the institution, college or programs.
- The total annual operating expenditure includes all types of annual expenditures by the university whether on teaching and learning, research, community services, administration, support and service infrastructure, etc. This does not include expenditure on physical assets and plants or facilities.
- The faculty members are all those who have a full time status with the institution, college, programs or administrative units. This can include the researchers in the administrative unit who have a faculty member status, or are attached to a college or program even though they could be working actively in research centers elsewhere. This does not include those who are study leaves or academic leaves for pursuing their advance studies.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓	0.00 < 0.05 achievement
Level 2	✓	0.05 < 0.10 achievement
Level 3	✓	0.010 < 0.015 achievement
Level 4	✓	0.015 < 0.020 achievement
Level 5	✓	0.020 < 0.025 achievement
Level 6	✓	0.025 and above achievement

11.4.1 Evaluation of satisfaction of employers/ business operators/ users of graduates /alumni / graduates on competency of graduates (Means average and Level achieved based on survey)

1. KPI Processing Environment



2. KPI Data required for Means Average computation

The satisfaction of competency of graduates' evaluation survey is a standardized evaluation of the quality of the program as perceived by the stakeholders who are the employers, alumni, parents and graduates. This is normally scaled on a 5-point Likert Scale to get the means average score of the stakeholders' perception. The aim of this KPI is to ensure that the stakeholders are satisfied with the capability and capacity that is desired of a competent graduate who can contribute to the success and well-being of society. The key areas of coverage or parameters for the development of the survey instruments based on the type of stakeholders normally contain:

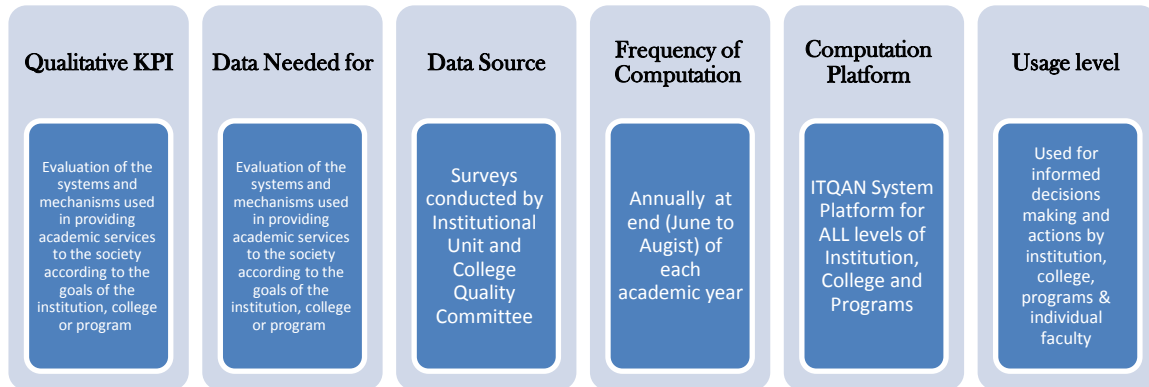
- **Employers:** Knowledge of subject, problem solving skills, Professional Competence, Work Attributes, Attitude, Interpersonal Communication, Leadership Skills, Comparative attributes with other employees from different institution.
- **Alumni:**
 - **About Graduate:** Cognitive Domain, (knowledge & Skill), Communication Skills, Management Skills, Leadership traits, Interpersonal Skills as per NQF of KSA.
 - **About Program:** Organization, Structure, Delivery, Assessment, Academic and Administrative Services from department.
- **Parents:**
 - **About Graduate:** Competence, Values , Attitude, Interpersonal Communication, Social Interaction
 - **About Program:** Outcomes, Delivery, Communication with Parents.
- **Graduates:**
 - **About Graduate:** Cognitive Domain, (knowledge & Skill), Communication Skills, Management Skills, Leadership traits, Interpersonal Skills as per NQF of KSA.
 - **About Program:** Organization, Structure, Delivery, Assessment, Academic and Administrative Services from department.

3. KPI Criteria (Levels {Le} equivalence based on Means Average of Survey)

Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

11.4.2 Evaluation of the systems and mechanisms used in providing academic services to the society according to the goals of the institution, college or program (Means average and Level achieved based on survey)

1. KPI Processing Environment



2. KPI Data required for Means Average computation

The provision of academic services evaluation survey is a standardized Evaluation of the systems and mechanisms used in providing academic services to the society according to the goals of the institution, college or program as perceived by the faculty members of the college or program. This is normally scaled on a 5-point Likert Scale to get the means average score of the faculty members' perception. The aim of this KPI is to ensure that there is a set of systematic approach and mechanisms that contributes to the societal responsibility of the college or programs. The key areas of coverage or parameters for the development of the survey instrument normally contain:

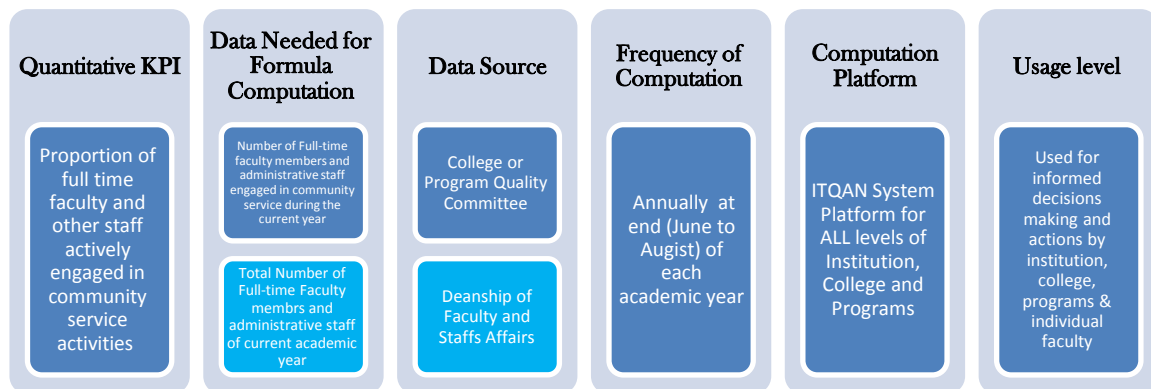
- Academic Services Development,
- Involvement of Stakeholders,
- Relevance of academic services with society needs,
- Creation and delivery of value to develop society

3. KPI Criteria (Levels {Le} equivalence based on Means Average of Survey)

Level 1	✓ Below 2.49
Level 2	✓ 2.5 – 2.99
Level 3	✓ 3.0 – 3.49
Level 4	✓ 3.5 – 3.99
Level 5	✓ 4.0 – 4.49
Level 6	✓ 4.5 – 5.0

11.4.3 EEC-NCAAA S11.1 – Proportion of full time teaching and other staff actively engaged in community service activities

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of full time faculty members and administrative staff engaged in community service during the past year}}{\text{Total Number of full - time faculty members and administrative staff of that academic year}}$$

3. KPI Data required for Formulae computation

- The number of full time faculty and administrative staff actively engaged in community service activities are those who participate in projects serving communities, providing communities services, participate in Media programs, provide volunteer work, ... etc., for free (without payment). This excludes consultation or academic services or provision of services with payments in cash and kinds.
- The faculty members are all those who have a full time status with the institution, college, programs or administrative units. This can include the researchers in the administrative unit who have a faculty member status, or are attached to a college or program even though they could be working actively in research centers elsewhere. This does not include those who are study leaves or academic leaves for pursuing their advance studies.
- The full-time supporting staffs are all those have a full time status with the institution, college, programs or administrative units but are not considered as having an academic status. This can include the researchers in the administrative unit who do not have a faculty member status, and can be attached to a college or

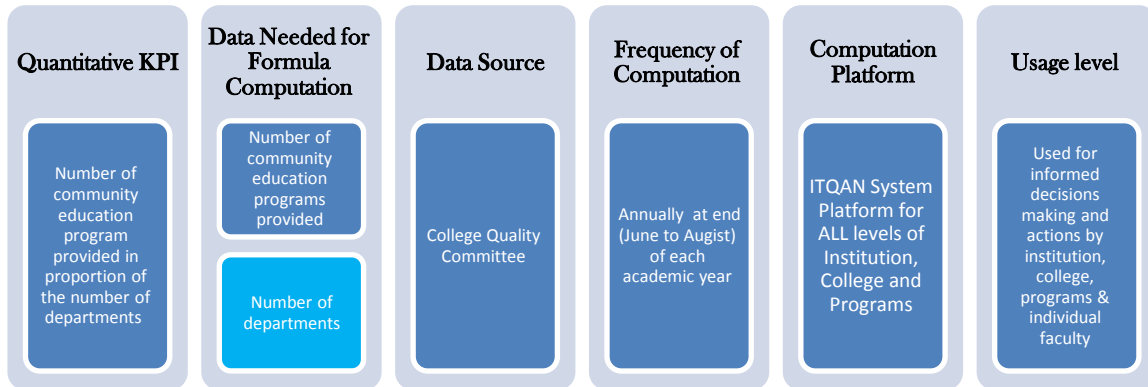
program as part of the administrative function of that unit. This does not include those who are study leaves or academic leaves for pursuing their advance studies.

4. KPI Criteria (Levels {Le} equivalence based on Ratio)

Level 1	✓ 0.00 < 0.05 achievement
Level 2	✓ 0.05 < 0.10 achievement
Level 3	✓ 0.10 < 0.15 achievement
Level 4	✓ 0.15 < 0.20 achievement
Level 5	✓ 0.20 < 0.25 achievement
Level 6	✓ 0.25 and above achievement

11.4.4 EEC-NCAAA S11.2 - Number of community education program provided in proportion of the number of departments

1. KPI Processing Environment



2. KPI Formulae Computation

$$\frac{\text{Number of community education programs provided}}{\text{Number of departments}}$$

3. KPI Data required for Formulae computation

- The number of community education programs provided comprises of the educational programs provided to the community for society development.
- The departments comprises of the total number of programs offered by the university.

4. KPI Criteria (Levels {Le} equivalence based on Ratio and Level Achieved)

Level 1	✓ 0.00 < 0.05 achievement
Level 2	✓ 0.05 < 0.10 achievement
Level 3	✓ 0.10 < 0.15 achievement
Level 4	✓ 0.15 < 0.20 achievement
Level 5	✓ 0.20 < 0.25 achievement
Level 6	✓ 0.25 and above achievement

