

ITQAN 2020 KSU - QMS

(QUALITY MANAGEMENT SYSTEM)

AN INTRODUCTORY SYNOPSIS

(4th Edition, January 2018)

Development and Quality Culture Series

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ





Introduction

Dear Fellow KSUians,

The never ending journey for continuous improvements in quality and accreditation is still evolving with the update of the KSU-QMS Handbooks 1 & 2 (4th Edition, May 2017) and the development of the Phase 2 ITQAN 2020: KSU Performance Management System (KSU-PMS). This update has led to the revision and update of the KSU – QMS (Quality Management System): Introductory synopsis (4th Edition, January 2018)

This synopsis provides the overall snapshot of the main components of KSU – QMS as:

- I. Rubrics of the KSU – IQA (Internal Quality Assurance) System
- II. Aims of the KSU – QMS (Quality Management System)
- III. 3 Stages of ITQAN 2020 KSU-QMS © 2015
- IV. Rubrics of KSU – QMS
- V. KSU – QMS Quality Excellence Model
- VI. Performance Assessment and Scoring Fundamentals

We hope that this synopsis will provide better and more comprehensive grounding of the basic WHATs and HOWs of the KSU-QMS encapsulated here before venturing into the full-fledged detailed and descriptive functional and operational aspects in the KSU-QMS Handbooks 1 and 2.

Once again, we thank everyone for all the continuous improvements and innovations efforts on the “Together towards Excellence” journey in many more fruitful and successful years to come. With your full cooperation and support KSU can and will strengthen and sustain its strives towards quality-planning-information excellence of the KSU 2030 “Towards Excellence”.

Thank you.

Prof. Yousif Abdu Asiri, M.S., Ph.D.

Vice - Rector for Planning and Development



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ITQAN 2020 KSU – QMS: An Introductory Synopsis

Introduction

Since 2009, when King Saud University kick started the never ending but pervasive quality journey for institutional and programmatic quality and accreditation management through the development of the KSU - QMS (Quality Management System), it has since evolved into the ITQAN KSU-QMS, the de facto integrated electronic platform quality and accreditation management system of KSU. The journey towards achievement of excellence was guided by the KSU Strategic Plan 2030 “Towards Excellence”, the NTP 2020 and KSA Vision 2030. To manage quality and accreditation, the structured and systematic approach is still based on the same holistic principles where:

1. Quality is the role and responsibility of all members of the KSU Family as Quality is a single holistic and unified entity that creates and delivers educational values to the students, society and community.
2. Quality cuts across the boundaries of all academic units contributing and committing to the same quality standard with the administrative units supporting and servicing the direct quality actions affecting performance excellence of the institution, colleges and programs. → *Quality Management*

3. Quality brings about and enhances data, information and knowledge sharing for informed decision making as well as mutual learning that promotes KSU as a learning organization. → *Information Management*
4. Quality is a seamless set of actions and activities that synergizes the policies, processes, procedures and people of the institution as a single holistic entity with a unified set of mission and goals that streamlines the institution's, colleges' and programs' commitment to students, other internal & external stakeholders and society. → *Planning Management*

This KSU – QMS Introductory Synopsis (4th Edition, January 2018) is divided in 6 main sections as follows:

Part 1: Rubrics of the KSU – IQA (Internal Quality Assurance) System

Part 2: Aims of the KSU – QMS (Quality Management System)

Part 3: 3 Stages of ITQAN 2020 KSU-QMS © 2015

Part 4: Rubrics of KSU – QMS

Part 5: KSU – QMS Quality Excellence Model

Part 6: Performance Assessment and Scoring Fundamentals

The KSU – QMS is designed to benefit the institution, the colleges and the programs in striving to achieve quality management and improvement underpinning academic performance excellence through:

1. **SYSTEMATIC APPROACH** to quality management leading to accreditation and performance management of its educational offers and value creations.

2. *STANDARDS AND CRITERIA* that reflect national quality and accreditation best practices and in compliance with EEC-NCAAA.
3. *INTERNATIONALLY ACCEPTED PERFORMANCE SCORING SYSTEM* that assess and provides a full picture of quality performance underpinning an internal quality assurance and performance management system of the institution, colleges and programs.
4. *DEVELOPMENTAL SYSTEM* to identify potential strengths and opportunities for improvements leading to developmental planning for continuous improvement based on bi-annual performance analysis and assessment.
5. *CONTINUOUS IMPROVEMENT SYSTEM* that continuously assures quality and performance assessment of its Processes and Results underpinning excellence.

Part 1: Rubrics of the KSU - IQA (Internal Quality Assurance) System

The three components underscoring the KSU - IQA in accomplishing and achieving its performance excellence mission and objectives of KSU, collegial and programmatic endeavors towards its KSU 2030 Vision and Mission, NTP 2020 and KSA 2030 Vision are:

Component 1: Organization Profile - Firstly, the institution or program defines “who we are & what is important to us” as what the institution or program does is based on why, what and how the institution or program exists, and what are the capabilities and resources that it can use to achieve its ends means in terms of:

- Vision, Mission, Goals and Objectives
- Core capabilities and competencies

- Educational products offers, customers and stakeholders
- Workforce, facilities and infrastructures
- Competitors, strategic challenges/advantages

(Performance Audit and Assessment is normally referenced to these key profiles)

Component 2: How does the institution or program run itself? – Secondly, this would mean identifying the key processes and its criteria. So the key question that needs to be addressed is “What are the KEY or CORE processes that create and deliver on educational value?” in terms of its:

- Leadership and Governance
- Strategic Plan (development, deployment and accomplishments & achievements)
- Customer and Stakeholders (engagement, voice of customer, educational value created and delivered)
- Measurement, Analysis and Knowledge Management (organizational performance measurement, analysis & assessment, information and knowledge management)
- Workforce (engagement, enrichment, development and assessment, capability and capacity and climate)
- Education Process Management (work systems design, key work processes, processes management and improvement)

(Processes Audit and Assessment are evaluated in terms ADLI - Approach, Deployment, Learning and Integration)

Component 3: What are the results that the institution or program intends to achieve? – Thirdly, the key measures that measure the processes efficiencies and effectiveness and what they are supposed to measure in terms of KPIs (Key Performance Indicators) and statistical results are measured and analyzed for performance achievements.

- What are the key measures for the processes outputs and outcomes?
- Are you measuring what you should be measuring of the Processes in relation to the Organizational Profile?

(Results Audit and Assessment are evaluated in terms of the LeTCI – Level, Trend, Comparison and Integration)

Part 2: Aims of KSU - QMS

EEC-NCAAA requires that all academic institutions, colleges and programs have an IQA (Internal Quality Assurance) system which in KSU is the KSU - QMS (Quality Management System) (4th Edition, January 2018). A snapshot of the KSU-QMS is summarized in Appendix

1. Based on the IQA fundamentals above, the KSU - QMS has two volumes of:

- **Handbook 1** - provides a synopsis of the EEC-NCAAA requirements, KSU - QMS scope of quality assurance, practices and audit and assessment mechanisms and the details of the Processes and Results Criteria and Items requirements.
- **Handbook 2** - provides the SID (Statistics, Information and Documentation) with an emphasis on the evidence based approach and the KPIs and its appending mechanisms.

The main aim of quality assurance enshrined in the KSU - QMS is to audit and assess the quality performance of the institution or programs to provide a comparative summative and formative performance progress report of:

- **BI-ANNUAL PERFORMANCE ASSESSMENT** (Figures 1 & 2) of the institution or programs based on the KSU - QMS's EEC-NCAAA compliant Standards and Criteria through the use of an internationally accepted scoring methodology (MBNQA - Malcolm Baldrige National Quality Award) on a scale of 1000.
- **COMPARATIVE PERFORMANCE PICTURE** (Figures 1 & 2) across the 11 standards or 58 processes Criteria and 55 QMS KPIs (inclusive of EEC-NCAAA 33 KPIs) across the years for the same program or across different programs or colleges.
- **DEVELOPMENTAL PLANNING** by determining the Strengths or Opportunities for improvements bi-annually for progressive continuous improvements over the years of the college or programs of a 5-year accreditation cycle.

Figure 1: Standards Comparison of Performance of 2010 and 2016

Performance Scoring		Weights and Performance Achievement		
Standards		Weights	2010	2016
o	STANDARD 1: MISSION AND OBJECTIVES	40	8.52	21.29
o	STANDARD 2: GOVERNANCE AND ADMINISTRATION	50	10.41	21.53
o	Standard 3: Management of quality assurance and improvement	70	12.2	26.77
o	STANDARD 4: LEARNING AND TEACHING	250	48.32	104.07
o	Standard 5: Student administration and support services	70	36.87	44.11
o	STANDARD 6: LEARNING RESOURCES	60	26.42	32.45
o	Standard 7: Facilities and equipment	60	22.0	35.34
o	STANDARD 8: FINANCIAL PLANNING AND MANAGEMENT	40	15.78	19.91
o	Standard 9: Employment processes	80	28.4	46.87
o	STANDARD 10: RESEARCH	200	61.60	107.97
o	Standard 11: Institutional relationships with the community	80	8.84	11.37
Standards Overall Performance Score		1000	257.64	471.57

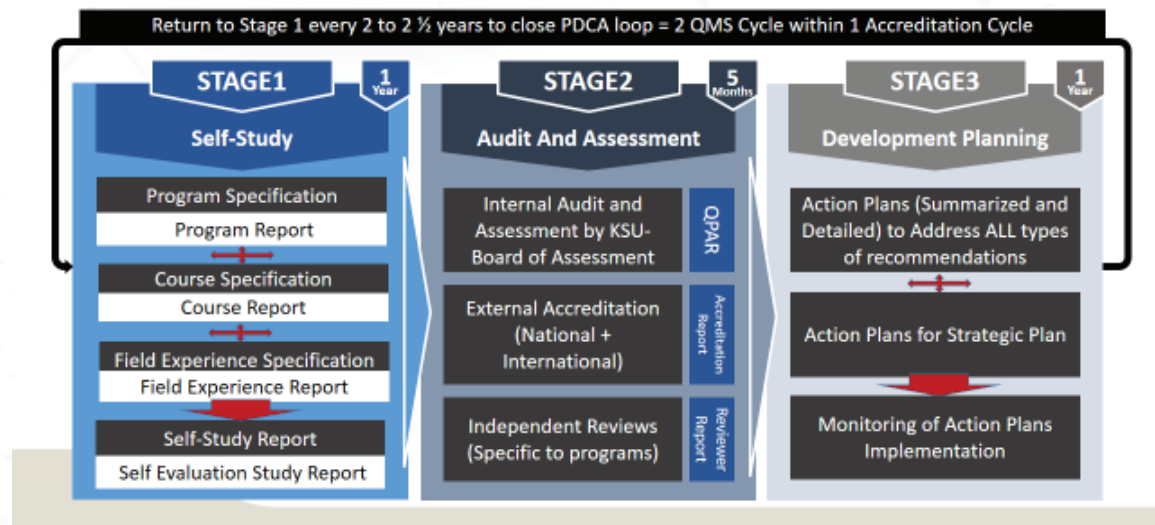
Figure 2: Criteria Comparison of Performance of 2010 and 2016

Scaled Scoring Performance Standards, Criteria and KPI	Weights and Performance Achievement		
	Weights	2010	2016
o STANDARD 1: MISSION AND OBJECTIVES			
1.1 Appropriateness of the Mission	6	1.92	3.6
1.2 Usefulness of the Mission Statement	4	2.24	3.97
1.3 Development and Review of the Mission	4	1.08	2.05
1.4 Use of the Mission Statement	6	1.6	3.2
1.5 Relationship Between Mission, Goals and Objectives	10	1.68	4.65
1.6 Institution specified Key Performance Indicators	6	0	3.72
1.7 College or Programs specified KPI	4	0	0
STANDARD 1 AVERAGE PERFORMANCE SCORE	40	8.52	21.29

Part 3: 3 Stages of ITQAN 2020 KSU-QMS © 2015

The ITQAN 2020 KSU-QMS is the main integrated electronic component of the strategic quality-information-planning trio that underscores quality and accreditation management of KSU, colleges and programs. The basic principles of the ITQAN 2020 KSU-QMS is that the basic EEC-NCAAA fundamentals and standards & best practices requirements, templates and tables, KPIs (Key Performance Indicators) and statistics, are maintained and used “as is” without modifications.

Figure 3: 3 Stages of KSU performance Management System



This basic principle has led to KSU to identify a 3 staged QMS approach (Figure 3) as follows:

1. **Stage 1 “Self-Study”** - This stage is normally started by the programs with the intention of applying for EEC-NCAAA accreditation where the program develops the

SSRP (Self-Study Report for Program) and SESR (Self-evaluation Study Report). All these are supported by the required CS (Course Specifications) and CR (Course Report) which must be prepared on a semester basis for each course section and an aggregated CR, PS (Program Specifications) and PR (Program Report) which must be prepared on an annual basis to record and assess the program’s annual performance, FES (Field Experience Specifications) and FER (Field Experience Report) that is used to manage the 3 credit field experience. All these are key evidences in support of the 5-year cycle EEC-NCAAA accreditation or the bi-annual IAA (Internal Audit and Assessment). All these include the statistical tables and KPIs and other supporting documentary evidences as part of the total self-study package. The main templates used for the quality management are based on the same templates provided by EEC-NCAAA (Table 1).

Table 1: Key EEC-NCAAA Templates used for accreditation and ITQAN 2020: KSU-QMS

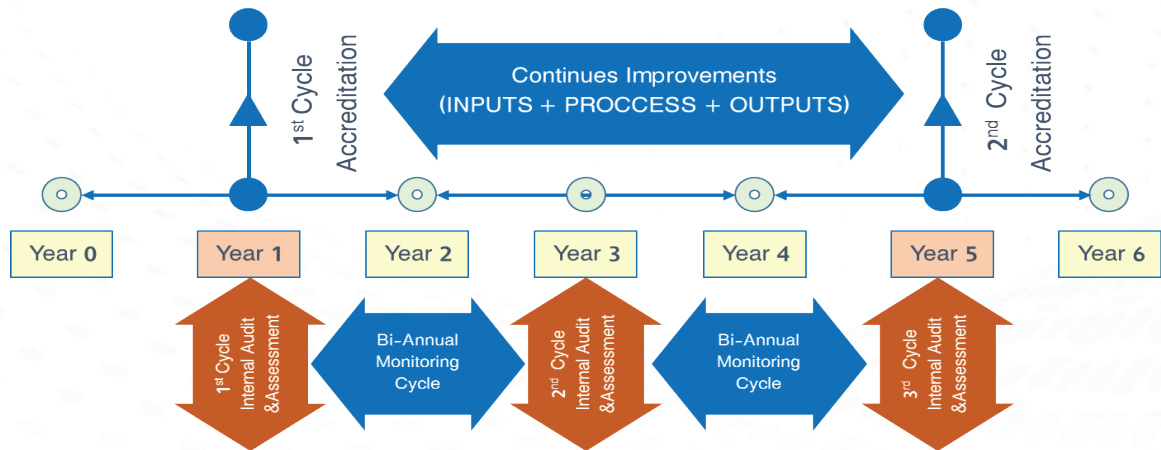
Document # and Name (as per EEC-NCAAA)
D4. EEC-NCAAA Key Performance Indicators
T4. Program Specifications
T3. Annual Program Report
T6. Course Specifications
T5. Course Report
T7. Field Experience Report
T8. Field Experience Specifications
T12. Self-Study Report for Programs (SSRP)
T11. Self-Study Report for Institutions (SSRI)
Self-Evaluation Scales for Higher Education Institutions, V3, Muharram 1437H, October 2015.
Self-Evaluation Scales for Higher Education Programs, V3, Muharram 1437H, October 2015

Source: EEC-NCAAA Handbook for Quality Assurance and Accreditation Part 2, Version 3, Muharram 1437H, October 2015.

2. **Stage 2 “Audit and Assessment”** – Once the Self-study is completed, it is submitted to EEC-NCAAA for accreditation or re-accreditation purposes. The same SSRP and SESR are used for the mandatory bi-annual IAA (Internal Audit & Assessment) (Figure 4) exercise by the university appointed KSU-BOAs (Board of Assessors). The IAA provides both the fundamentals of an IQA and requisite continuous improvements cycles done through the IAA processes. This IAA is conducted before the College or programs go for their every 5 years mandatory NCAAA accreditation, and are interspersed with the bi-annual IAA cycle. Stage 2 can also be performed by independent reviewers external to the units and as appointed by the academic units themselves for External Reviews purposes. The key outputs are the accreditation reports from accreditation agencies, the QPAR (Quality Performance Assessment Report) from IAA and the reviewer’s report from the independent reviewers.

Figure 4: Internal Audit and Assessment Cycles of KSU

Principle of Internal Audit and Assessment with Accreditation Cycles



3. **Stage 3 “Developmental Planning”** - After the accreditation (national or international), the IAA or the internal reviews by external experts, the key reports outputs are used as a consolidated set of strengths and opportunities for improvements as the basis to prepare the developmental plan. This developmental plan is part of the overall action plans in support of the academic units’ strategic plans. This is to ensure that all actions plans are synchronized and synthesized for the singular intent of the accomplishment of the units’ mission, goals and objectives. An annual monitoring process aimed at capturing the quality feedback loop is conducted to ensure that the quality drives is maintained and sustained through continuous improvements from once accreditation cycle to another.

Part 4: Rubrics of KSU - QMS

To ensure compliance with the NCAAA, the NCAAA 11 Standards and 58 Sub-Standards and 415 Sub-sub-standards are used as the blueprint (Figure 4) for the Standards, Criteria and Items of the KSU - QMS Quality Excellence Model (Figure 6). As such the KSU - QMS has a set of 58 process based criteria, which are based on NCAAA. These are enshrined in the KSU - QMS Handbooks 1 and 2 (King Saud University Quality Management System Handbooks 1 and 2, 4th Edition, May 2017).

Figure 5: Explanation of Standard, Criteria and Item requirement

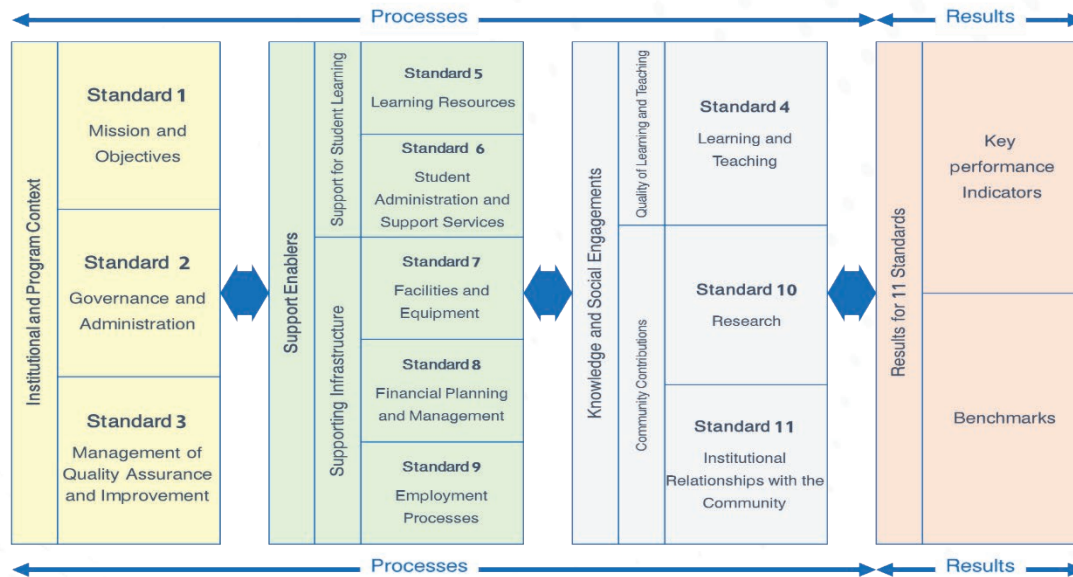
KSU – QMS Standards, Criteria and Items		Explanations	
<ul style="list-style-type: none"> ○ Standard 1: Mission and Objectives 		STANDARD Requirement	BASIC
1.1 Appropriateness of the Mission		1.1 CRITERIA Requirement	OVERA
1.1.1	The mission is consistent with the establishment charter of the institution.(including any objectives or purposes in by-laws, company objectives or comparable documents)	1.1.1 ITEM details Requirement	MULTIPLE REQUIREMENTS
1.1.2	The mission statement is appropriate for an institution of its type. (E.g. a small private college, a research university, a girl’s college in a regional community, etc.)	1.1.2 ITEM details Requirement	
1.1.3	The mission statement is consistent with Islamic beliefs and values.	1.1.3 ITEM details Requirement	
1.1.4	The mission is relevant to needs of the community or communities served by the institution	1.1.4 ITEM details Requirement	
1.1.5	The mission is consistent with the economic and cultural requirements of the Kingdom of Saudi Arabia.	1.1.5 ITEM details Requirement	
1.1.6	The appropriateness of the mission is explained to stakeholders in an accompanying statement commenting on significant aspects of the environment within which it operates. (which may relate to local, national or international issues)	1.1.6 ITEM details Requirement	

The sample Standard 1, Criteria 1.1 and Items 1.1.1 to 1.1.6 illustrated above in Figure 6 shows the depth levels used in each of the standard with its explanation as discussed below:

- **Standard** – This defines one of the key categorical areas in the academic performance audit and assessment, of which there are 11 key standards used to audit and assess the performance and achievements of the institution or programs. This represents the **BASIC STANDARD REQUIREMENT**. Satisfying this requirement does not mean that the entire criteria requirements had been met or achieved, of which only a partial set might have been accomplished leading to the overall performance scoring to be reduced.
- **Criteria** – This defines the main sub-components of each of Standard. This means that in evaluating the Standards performance, there are areas of emphasis that would comprehensively covers the key sub-components of each standard. This represents the **OVERALL CRITERIA REQUIREMENT**. The achievement of the overall requirement is based on fulfilling the entire set of criteria requirements which means that all the sub-components must be addressed. Satisfying some Criteria requirement does not mean that the entire Standard requirements had been met or achieved. Partial criteria accomplishment will lead to each overall criteria performance scoring to be reduced, thus reducing each basic Standard performance.
- **Items** – This defines the intricate details or item requirements of each of the Criterion detailing the elaborate mechanisms that need to be established and implemented or addressed in order to achieve each Criterion. This represents the **MULTIPLE ITEM REQUIREMENT**. In the KSU – QMS, assessment is done at the Criterion level and the full achievement of the performance of each Criterion is the comprehensive achievement of each and every item in each Criterion that leads to the accomplishments of the entire Criterion set.

Part 5: KSU - QMS Quality Excellence Model

Figure 6: KSU-QMS Quality Model © 2010 King Saud University



As shown in Figure. 6, in the KSU - QMS Quality Excellence Model is based on the internationally accepted MBNQA. There are two groups of Criteria: 11 sets of Process-based Criteria based on the NCAAA Standards and Results-based Criteria based on the KPI as developed by the university.

There are four main groupings of the KSU - QMS Standards and KPI (details are shown in Appendix 2 and 3) of:

1. **Institutional and Program Context (Process-based Criteria)** - This is the main “umbrella” or supra components that tie together the strategic directions to the other operational components. Leadership is needed to spearhead the commitment to quality improvements and innovations that affects performance excellence throughout the whole institution governance and administration, supported by the omnipotent and pervasive Quality Management System. As such, Standards 1, 2 and 3 are put under this institutional and program context.
2. **Support Enablers (Process-based Criteria)** - A set of key competencies and capabilities that support the success of the academic elements are the key support enablers. These would consist of the support infrastructure of facilities and equipment to support a conducive teaching and learning environment, financial management needed for all elements of the institutional operations, human resources focus of engaging and empowering the “human capitals” through development and motivational efforts to push forward the frontiers of performance excellence. This also includes the support for student learning of the learning resources and students services which are critical and central to the success of the student learning experiences.
3. **Knowledge and Societal Engagements (Process-based Criteria)** - This represents the core of the institution of quality teaching and learning by the human capital to push forward the frontiers of teaching, learning, research and societal contributions through knowledge development, creation and sharing for the benefits of societal development.

4. **Results (Results-based Criteria)** – This is based on the concept of “management through measurement” in the beliefs that measurements of performance of the key educational processes in the Standards 1 to 11 can support better management of the educational values and commitment to the stakeholders based on the institution’s strategic intent, its vision, mission and values. These are shown by their KPIs and Benchmarks for comparative performance. Based on the KSU – QMS Performance Excellence Model, there 2 sets of KPI (Appendix 5) defined as:
- 1 Generic set of KSU prescribed KPI for the 11 standards that are applicable across the institution or programs. There are 42 quantitative KPI and 13 qualitative KPI totaling 55 KPI. These are inclusive of the EEC-NCAAA’s 33 KPIs.
 - 1 set of College or program defined KPI for each Standard unique to the operations of the college or program.

Part 6: Performance Assessment and Scoring Fundamentals

As per the Quality Excellence Model of KSU, there are two main sets of fundamentals underlying all areas of operation, the key PROCESSES used in achieving the mission of the organization and the outputs and outcomes in terms of a specific set of RESULTS. Performance assessment must be determined of the processes and the results. The evaluative factors for performance excellence assessment uses the ADLI for the process – based criteria and LeTCI for the assessment of results – based criteria as defined in Figure 7.

Figure 7: Assessment fundamentals of the Standards and KPI using the ADLI and LeTCI approach

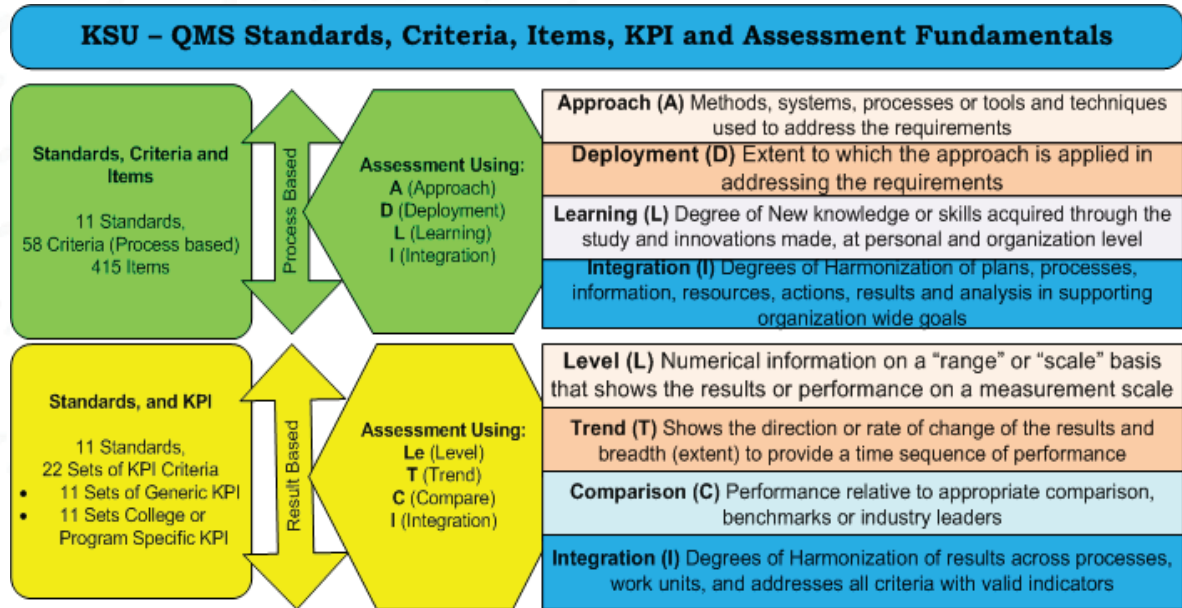


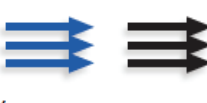



Figure 8: Philosophy of Assessment of Process and Results Criteria

Assessing Processes and Results Performances based on different levels of MATURITY

DESCRIPTOR	PROCESS	RESULTS
<p>Reactive</p> <p>0 to 25%</p>  <p>Strategic and Operational Goals</p>	<ul style="list-style-type: none"> Operations are characterized by activities rather than by processes, and they are largely responsive to immediate needs or problems. Goals are poorly defined. 	<ul style="list-style-type: none"> Results that are important to the organization's ongoing success are missing, not used, or randomly reported.
<p>Early</p> <p>30 to 45%</p>  <p>Strategic and Operational Goals</p>	<ul style="list-style-type: none"> The organization is beginning to carry out operations with repeatable processes, evaluation, and improvement, and there is some early coordination among organizational units. Strategy and quantitative goals are being defined. 	<ul style="list-style-type: none"> Results that are important to the organization's ongoing success are reported, tracked over time, and improving.
<p>Mature</p> <p>50 to 65%</p>  <p>Strategic and Operational Goals</p>	<ul style="list-style-type: none"> Operations are characterized by repeatable processes that are regularly evaluated for improvement. Learnings are shared, and there is coordination among organizational units. Processes address key strategies and goals. 	<ul style="list-style-type: none"> Results that are important to the organization's ongoing success are tending in the right direction and doing well relative to competitors or other relevant organizations.
<p>Role Model</p> <p>70 to 100%</p>  <p>Strategic and Operational Goals</p>	<ul style="list-style-type: none"> Operations are characterized by repeatable processes that are regularly evaluated for change and improvement in collaboration with other affected units. The organization seeks and achieves efficiencies across units through analysis, innovation, and the sharing of information and knowledge. Processes and measures track progress on key strategic and operational goals. 	<ul style="list-style-type: none"> The full array of results that are important to the organization's ongoing success are reported and trended over time, indicating top performance relative to other organizations.

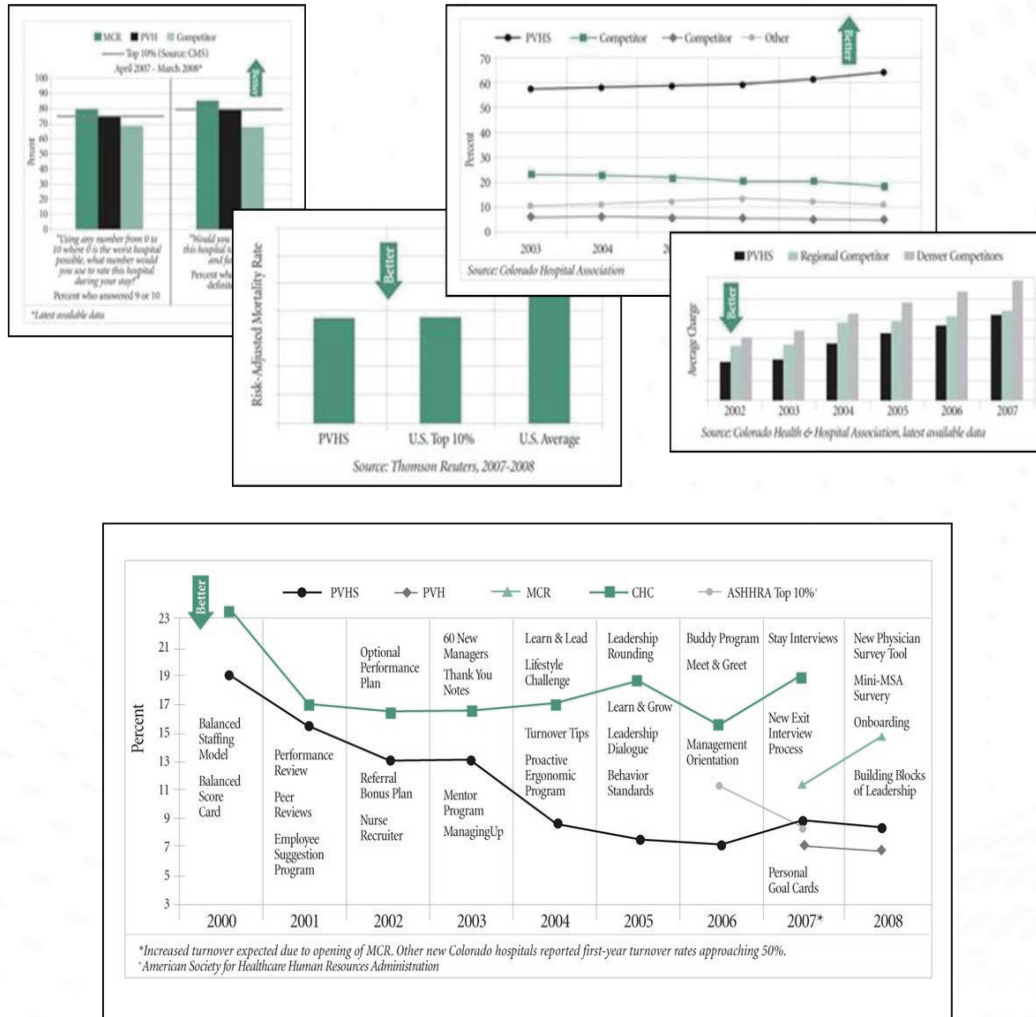
Based on the philosophy of performance excellence assessment of the processes and results degree of maturity as shown above (Figure 8), the Process and Result evaluative factors of

ADLI & LeTCI respectively for performance excellence are aimed at determining the following:

- **The PROCESS based criteria ADLI are aimed at:**
 - **APPROACH:** How do you do it? What are the steps in your process? How repeatable is it?
 - **DEPLOYMENT:** Is your approach consistently applied across your institution, college or program? How do you implement it? Who uses it?
 - **LEARNING:** Do you refine your approach through systematic evaluation and improvement? Any improvements or innovations?
 - **INTEGRATION:** Is your approach aligned with your organizational needs? How is it linked to other approaches/processes?

- **The RESULTS based criteria of LeTCI as demonstrated graphically (Figure 8) is aimed at :**
 - **LEVELS:** What is your current performance? (**PERFORMANCE ANALYSIS**)
 - **TRENDS:** How have you performed over time? (**TREND ANALYSIS**)
 - **COMPARISONS:** How does your performance compare to other organizations? (**BENCHMARKING**)
 - **INTEGRATION:** Do you segment your results? Do you show results for important customers, products/services, markets, processes? How is it linked to other results in other key areas?

Figure 9: Results based criteria Performance depicted graphically for trend analysis



The Performance Excellence assessment rubrics of the Process and results Criteria are divided into 6 Bands with an incremental of 5% increase (Table 2) from 0% to 100%. The details of the official rubrics for Process Criteria and Result Criteria are shown in Appendix 3 and 4 respectively.

Table 2: Performance Bands Rubric of KSU-QMS Performance Excellence

Performance Band	SCORE	EEC-NCAAA Stars
Band 1	0% or 5%	0 stars
Band 2	10%, 15%, 20%, or 25%	1 star
Band 3	30%, 35%, 40%, or 45%	2 stars
Band 4	50%, 55%, 60%, or 65%	3 stars
Band 6	70%,75%, 80%, or 85%	4 stars
Band 6	90%,95%,or 100%	5 stars

The performance assessment for the 11 sets of Standards and KPIs are based on 1000 points, of which different weights are allocated to the Standards, Criteria and KPIs based on the institution's mission and context (Appendix 2). The scoring is based on a 100 % for each Criterion assessed multiplied by the weight to arrive at a weighted score for the Criterion and each of the criteria summing to the overall performance of the Standard. The scores for all the Standards and KPI are summated to 1000 points.

Figure 10: Performance Scoring Sample of a full Standard 1 and its Criteria 1.1 to 1.7

1 st Column	2 nd Column	3 rd Column	4 th Column	5 th Column	6 th Column	7 th Column	8 th Column	9 th Column	10 th Column
KSU - QMS Performance Scoring Worksheet	Weights	Score (%)	Weighted Score	Goals Set	Goals Achv.	Develop.	Effective	Previous Perf.	Overall Perf.
Overall Institution / College / Program Score	1000	35%	350.00						316.14
Standard 1 Mission, Goals and Objectives	40	52%	20.8					10.6	16.14
1.1 Appropriateness of the Mission	6	60%	3.6	0.5	0.60	1	1	1.6	3.6
1.2 Usefulness of the Mission Statement	4	60%	2.4	0.6	0.60	1	1	1.8	2.4
1.3 Development and Review of the Mission	4	50%	2	0.5	0.50	1	1	1.6	2.0
1.4 Use Made of the Mission	6	60%	3.6	0.5	0.60	1	1	2.1	3.6
1.5 Relationship Between Mission, Goals and Objectives	10	30%	3	0.5	0.30	0	0	2.5	2.9
1.6 Institution specified Key Performance Indicators	6	30%	1.8	0.5	0.30	0	0	1.0	1.64
1.7 College or Programs specified KPI	4	0%	0	0.5	0.00	0	0	0	0

Figure 10 shows a worked example of the performance scoring of Standard 1 which has a weight of 40 out of the 1000 points for the 11 Standards. As noted earlier, the weight for each Standard is assigned based on the vision and mission of the institution. Key highlights:

- ⊕ As shown in the 10th Column, the overall performance for the academic year 2016 for all the Standards is 316.14/1000. This means that the institution has systematic approaches for all of its Standards 1 to 11. This indicates the early stages of a systematic approach and deployment throughout the whole university system and its colleges and programs. It also shows the result performances that do show some reports of KPI performance level and the beginning of some trends performance at the institution level, but are not evident for all the college or program levels.

- ⊕ For Standard 1, the institution performance 16.14 (10th Column) as compared to the previous performance of 10.6 (9th Column). This means that there has been an improvement of 5.54 points from the previous performance.
- ⊕ The “goals set” (5th Column) which is set at default of 50% at the beginning of the year is used to compare to the “goals achieved” (6th Column) accomplished at the end of the year. Criteria 1.1 to 1.4 shows relatively better performance for all with the exception of Criteria 1.5 and 1.6 and no performance improvements recorded for Criteria 1.7. All these are factored towards performance as shown in (10th Column).
- ⊕ Overall, it can be said that there are improvements made from 2016 as compared to the previous year performance.
- ⊕ The next step is to identify the strengths and opportunities for improvements and put them into the next academic year action plans for continuous development and improvements.

References

- EEC-NCAAA Handbook for Quality Assurance and Accreditation Part 1, Version 3, Muharram 1437H, October 2015.
- EEC-NCAAA Handbook for Quality Assurance and Accreditation Part 2, Version 3, Muharram 1437H, October 2015.
- EEC-NCAAA Handbook for Quality Assurance and Accreditation Part 3, Version 3, Muharram 1437H, October 2015.
- KSU-QMS (Quality Management System) Handbook 1, 4th edition, May 2017, Deanship of Quality and Development, King Saud University, Riyadh
- KSU-QMS Statistics, Information & Documents (SID) Handbook 2, 4th edition, May 2017, Deanship of Quality and Development, King Saud University, Riyadh
- NIST (2015), *Malcolm Baldrige National Quality Award 2015/2016 Item for Performance Excellence*. National Institute of Standards and Technology, US Department of Commerce, Washington, D.C., Available at: www.nist.gov/



APPENDIXES

Appendix 1: Key Features of the KSU - QMS Quality Performance Excellence System

Standards, Criteria and Items:

- A comprehensive set of EEC-NCAAA compliant Standards, Criteria and Items applicable for the institution and program, as the performance of the programs aggregates and summates into the college and ultimately the institution performance.
- There are 11 Standards and 58 Criteria based on the NCAAA institution set which are classified as **Process-Based Criteria**.
- The KPI and Benchmark are classified as the **Results-Based Criteria**.

KPI (Key Performance Indicators):

- KSU-QMS has two sets of KPI (inclusive of the 33 EEC-NCAAA KPIs):
 - A generic set defined by the institution for all programs and the institution as a whole
 - A set to be defined by the institution or colleges and programs
- The generic set of KPI are applicable across board to all programs which are aggregated and summated into the overall college and institution performance:
 - 2 sets of KPI are used, 13 Qualitative and 42 Quantitative KPI
 - The Qualitative set uses survey instruments with defined parameters to determine the performance level criteria
 - The Quantitative set uses the normal percentage, ratios or numeric to determine the performance ranges

Bi-Annual Internal Audit & Assessment (IAA) and Annual Monitoring:

- The institution and program conduct a self-assessment and prepare a self-study report (SSR). The bi-annually updated SSR is assessed by the institution appointed KSU-Board of Assessors for the two bi-annual internal audit and assessment conducted for each 5-year cyclical accreditation cycle.

- After the institution or programs have attained the accreditation, the period between the next accreditation cycle will be the annual monitoring and IAA whereby the institution or programs have to maintain and sustain their progressive annual quality continuous improvements as planned.
- The outcome of the IAA is the QPAR (Quality Performance Assessment Report) developed by the KSU-BOAs assessing the programs.

Developmental Planning Management:

- For Developmental Planning, the QPAR and other accreditation and external reviews report will be used action plans which are the basis of the institution or college annual operation plan for continuous improvement and innovation by the institution or program.
- The annual operation plan is linked to the performance management of the institution or program accomplishment and achievements based on the strategic plan.

Performance Excellence Assessment Approach:

- The overall performance is based on the weighted scoring for both the Process-based and Results-based Criteria leading to a 1000 points scale system for institution and 850 for programs.
- The overall performance of the institution or program is the aggregation of both the Process-based Standards & Criteria and the Results-based KPI performance assessment.
- A 6 levels Performance Scoring System using a weighted score approach is used to determine the performance of each Process-Based Criteria and Result-Based Criteria contributing to 80% of the overall performance achievement score.
- The performance of each criteria also takes into account the “goals set” and “goals achieved” leading to “development” and “effectiveness” being measured contributing to remaining 20% of the performance achievement score.

Assessment Time Frame:

- The annual monitoring is done on an annual basis that coincides with the annual academic planning cycle.
- The bi-annual internal audit and assessment means that there are two IAA cycles within a typical 5 – year accreditation cycle.

Reports:

- Have a generic context and content format for the self-study and assessment report for the institution or program called the Self - Study Report (SSR).
- Have an independent and impartial QPAR (Quality Performance Assessment Report) prepared by the Board of Assessors after the internal audit and assessment.
- The SSR and QPAR of each of the program aggregate and summate into the annual College Performance Report all of which will aggregate and summate into the Institution Performance Report.

Source: KSU-QMS (Quality Management System) Handbook 1, 4th edition, May 2017, Deanship of Quality and Development, King Saud University, Riyadh

Appendix 2: KSU - QMS Standards, Criteria and Weights

KSU - QMS Standards and Criteria		Weights (1000 points)	
		Institution	Program
○	Standards and Criteria		
○	Standard 1: Mission and Objectives	40 points	40 points
1.1	Appropriateness of the Mission	6	6
1.2	Usefulness of the Mission Statement	4	4
1.3	Development and Review of the Mission	4	4
1.4	Use of the Mission Statement	6	6
1.5	Relationship Between Mission, Goals and Objectives	10	10
1.6	Key Performance Indicators	8	8
1.7	Additional KPIs of Colleges	2	2
○	Standard 2: Governance and Administration	50 points	36 points
2.1	Governing Body	5	NA
2.2	Leadership	5	5
2.3	Planning Processes	5	5
2.4	Relationship Between Sections for Male and Female Students	4	4
2.5	Integrity	4	4
2.6	Policies and Regulations	5	5
2.7	Organizational Climate	5	NA
2.8	Associated Centers and Controlled Entities	4	NA

KSU – QMS Standards and Criteria		Weights (1000 points)	
○ Standards and Criteria		Institution	Program
2.9	Key Performance Indicators	9	9
2.10	Additional KPIs of Colleges	4	4
○ Standard 3: Management of Quality Assurance and Improvement		75 points	75 points
3.1	Institutional Commitment to Quality Improvement	7	7
3.2	Scope of Quality Assurance Processes	7	7
3.3	Administration of Quality Assurance Processes	18	18
3.4	Use of Indicators and Benchmarks	6	6
3.5	Independent Verification of Standards	6	6
3.6	Key Performance Indicators	27	27
3.7	Additional KPIs of Colleges	4	4
○ Standard 4: Learning and Teaching		250 points	226 points
4.1	Oversight of Quality of Learning and Teaching	24	NA
4.2	Student Learning Outcomes	20	20
4.3	Program Development Processes	18	18
4.4	Program Evaluation and Review Processes	24	24
4.5	Student Assessment	15	15
4.6	Educational Assistance for Students	18	18
4.7	Quality of Teaching	24	24
4.8	Support for Improvements in Quality of Teaching	15	15
4.9	Qualifications and Experience of Teaching Staff	15	15
4.10	Field Experience Activities	24	24
4.11	Partnership Arrangements with Other Institutions	17	16
4.12	Key Performance Indicators	33	33
4.13	Additional KPIs of Colleges	4	4
○ Standard 5: Student Administration and Support Services		70 points	59 points
5.1	Student Admissions	12	12
5.2	Student Records	8	5
5.3	Student Management	8	8
5.4	Planning and Evaluation of Student Services	7	NA
5.5	Medical and Counseling Services	6	7
5.6	Extra-Curricular Activities for Students	5	NA
5.7	Key Performance Indicators	12	12
5.8	Additional KPIs of Colleges	12	12
○ Standard 6: Learning Resources		56 points	56 points
6.1	Planning and Evaluation	16	16
6.2	Organization	8	8
6.3	Support for Users	7	7

KSU – QMS Standards and Criteria		Weights (1000 points)	
		Institution	Program
○	Standards and Criteria		
6.4	Resources and Facilities	9	9
6.5	Key Performance Indicators	9	9
6.6	Additional KPIs of Colleges	8	8
○	Standard 7: Facilities and Equipment	58 points	52 points
7.1	Policy and Planning	6	8
7.2	Quality of and Adequacy of Facilities	9	9
7.3	Management and Administration	8	88
7.4	Information Technology	11	11
7.5	Student Residences	8	NA
7.6	Key Performance Indicators	12	12
7.7	Additional KPIs of Colleges	4	4
○	Standard 8: Financial Planning and Management	38 points	36 points
8.1	Financial Planning and Budgeting	9	11
8.2	Financial Management	9	9
8.3	Auditing and Risk Management	4	NA
8.4	Key Performance Indicators	12	12
8.5	Additional KPIs of Colleges	4	4
○	Standard 9: Faculty and Staff Employment Processes	80 points	50 points
9.1	Policy and Administration	20	NA
9.2	Recruitment	18	18
9.3	Personal and Career Development	22	22
9.4	Discipline, Complaints and Dispute Resolution	10	NA
9.5	Key Performance Indicators	6	6
9.6	Additional KPIs of Colleges	4	4
○	Standard 10: Research	200 points	140 points
10.1	Institutional Research Policies	45	NA
10.2	Faculty and Student Involvement	40	40
10.3	Commercialization of Research	15	NA
10.4	Facilities and Equipment	25	25
10.5	Key Performance Indicators	45	45
10.6	Additional KPIs of Colleges	30	30
○	Standard 11: Institutional Relationships with the Community	83 points	58 points
11.1	Institutional Policies on Community Relationships	12	12
11.2	Interactions With the Community	24	24
11.3	Institutional Reputation	24	NA
11.4	Key Performance Indicators	16	16
11.5	Additional KPIs of Colleges	7	7

KSU – QMS Standards and Criteria	Weights (1000 points)	
	Institution	Program
○ Standards and Criteria		
Total of 11 Standards, 58 Process and 22 Results Criteria (INSTITUTION)	1000 points	
Total of 11 Standards, 45 Process and 22 Results Criteria (PROGRAM) with 13 NA (Not applicable processes in Program)		828 points

Source: KSU-QMS Statistics, Information & Documents (SID) Handbook 2, 4th edition, May 2017, Deanship of Quality and Development, King Saud University, Riyadh

Appendix 3: Performance Scoring Guideline for PROCESS - based Standards and Criteria

SCORE	PROCESS – based Performance Scoring Guidelines
0% or 5% OR No Star (EEC-NCAAA)	<ul style="list-style-type: none"> No SYSTEMATIC APPROACH (methodical, orderly, regular and organize) to Item requirements is evident; information is ANECDOTAL. (A) Little or no DEPLOYMENT of any SYSTEMATIC APPROACH is evident. (D) An improvement orientation is not evident; improvement is achieved through reacting to problems. (L) No Institution, College or Program ALIGNMENT is evident; individual areas or work units operate independently. (I)
10%, 15%, 20% or 25% OR 1 Star (EEC-NCAAA)	<ul style="list-style-type: none"> The beginning of a SYSTEMATIC APPROACH to the BASIC REQUIREMENTS of the item is evident. (A) The APPROACH is in the early stages of DEPLOYMENT in most standards or work units, inhibiting progress in achieving the BASIC REQUIREMENTS of the Item. (D) Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) The APPROACH is ALIGNED with other standards, areas or work units largely through joint problem solving. (I)
30%, 35%, 40% or 45% OR 2 Stars (EEC-NCAAA)	<ul style="list-style-type: none"> An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC REQUIREMENTS of the Item, is evident. (A) The APPROACH is DEPLOYED, although some areas or work units are in early stages of DEPLOYMENT. (D) The beginning of a SYSTEMATIC APPROACH to evaluation and improvement of KEY PROCESSES is evident. (L) The APPROACH is in the early stages of ALIGNMENT with the basic Institution, College or Program needs identified in response to the Institution, College or Program Profile and other Process Standards. (I)

SCORE	PROCESS – based Performance Scoring Guidelines
50%, 55%, 60% or 65% OR 3 Stars (EEC-NCAAA)	<ul style="list-style-type: none"> • An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the OVERALL REQUIREMENTS of the Item is evident. (A) • The APPROACH is well DEPLOYED, although DEPLOYMENT may vary in some Item, areas or work units. (D) • A fact-based, SYSTEMATIC evaluation and improvement PROCESS and some organizational LEARNING, including INNOVATION are in place for improving the efficiency and EFFECTIVENESS of KEY PROCESSES. (L) • The APPROACH is ALIGNED with the Institution, College or Program needs identified in response to the Institution, College or Program Profile and other Process Item. (I)
70%, 75%, 80%, or 85% OR 4 Stars (EEC-NCAAA)	<ul style="list-style-type: none"> • An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the MULTIPLE REQUIREMENTS of the Item is evident. (A) • The APPROACH is well DEPLOYED, with no significant gaps. (D) • Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING including INNOVATION are KEY management tools; there is clear evidence of refinement as a result of organizational-level ANALYSIS and sharing. (L) • The APPROACH is INTEGRATED with the Institution, College or Program needs identified in response to the Institution, College or Program Profile and other Process Item. (I)
90%, 95% or 100% OR 5 Stars (EEC-NCAAA)	<ul style="list-style-type: none"> • An EFFECTIVE, SYSTEMATIC APPROACH, fully responsive to the MULTIPLE REQUIREMENTS of the Item is evident. (A) • The APPROACH is fully DEPLOYED without significant weaknesses or gaps in any areas or work units. (D) • Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING through INNOVATION are KEY organization-wide tools; refinement and INNOVATION, backed by ANALYSIS and sharing, are evident throughout the organization. (L) • The APPROACH is well INTEGRATED with the Institution, College or Program needs identified in response to the Institution, College or Program Profile and other Item. (I)

Source: Adapted from NIST (2015), *Malcolm Baldrige National Quality Award 2015/2016 Item for Performance Excellence*. National Institute of Standards and Technology, US Department of Commerce, Washington, D.C., Available at: www.nist.gov/

Appendix 4: Performance Scoring Guidelines for RESULTS - based KPI Criteria

SCORE	RESULTS – based Performance Scoring Guidelines
0% or 5%	<ul style="list-style-type: none"> ✓ There are no organizational PERFORMANCE RESULTS or the RESULTS reported are poor. (Le) ✓ TREND data are either not reported or show mainly adverse TRENDS. (T) ✓ Comparative information is not reported. (C). ✓ RESULTS are not reported for any areas of importance to the Institution, College or Program KEY MISSION. (I)
10%, 15%, 20%, or 25%	<ul style="list-style-type: none"> ✓ A few organizational PERFORMANCE RESULTS are reported, responsive to the BASIC requirements of the items and early good PERFORMANCE LEVELS. (Le) ✓ Some TREND data are reported, with some adverse TRENDS evident. (T) ✓ Little or no comparative information is reported. (C). ✓ RESULTS are reported for a few areas of importance to the accomplishment of the Institution, College or Program KEY MISSION. (I)
30%, 35%, 40%, or 45%	<ul style="list-style-type: none"> ✓ Improvements and/or good PERFORMANCE LEVELS are reported in many standards or areas addressed in the Standards requirements. (le) ✓ Early stages of developing TRENDS are evident. (T) ✓ Early stages of obtaining comparative information are evident. (C) ✓ RESULTS are reported for many areas of importance to the Institution, College or Program KEY MISSION. (I)
50%, 55%, 60%, or 65%	<ul style="list-style-type: none"> ✓ Good organizational PERFORMANCE LEVELS are reported, responsive to the OVERALL requirements of the item. (Le) ✓ Beneficial TRENDS are evident in most areas of importance to the accomplishment of the Institution, College or Program MISSION. (T) ✓ Some current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARK and show areas of good relative PERFORMANCE. (C) ✓ Institution, College or Program PERFORMANCE RESULTS are reported for most KEY student, STAKEHOLDER, and PROCESS requirements. (I)
70%,75%, 80%, or 85%	<ul style="list-style-type: none"> ✓ Good to excellent organizational PERFORMANCE LEVELS are reported, responsive to MULTIPLE REQUIREMENTS of the item. (Le) ✓ Beneficial TRENDS have been sustained overt time in most areas of importance to the accomplishment of the Institution, College or Program MISSION. (T) ✓ Many to most reported TRENDS and current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of leadership and very good relative PERFORMANCE. (C) ✓ Institution, College or Program PERFORMANCE RESULTS are reported for most KEY student, STAKEHOLDER, PROCESS, and ACTION PLAN requirements.

SCORE	RESULTS – based Performance Scoring Guidelines
90%,95%,or 100%	<ul style="list-style-type: none"> ✓ Excellent organizational PERFORMANCE LEVELS are reported that are fully responsive to the MULTIPLE REQUIREMENTS of the item. (Le) ✓ Beneficial TRENDS have been sustained over time in all areas of importance to the accomplishment of the Institution, College or Program MISSION. (T) ✓ Industry and BENCHMARK leadership is demonstrated in many items. (C) ✓ Institution, College or Program PERFORMANCE RESULTS are reported for most KEY student, STAKEHOLDER, PROCESS, and ACTION PLAN requirements. (I)

Source: Adapted from NIST (2015), *Malcolm Baldrige National Quality Award 2015/2016 Criteria for Performance Excellence*. National Institute of Standards and Technology, US Department of Commerce, Washington, D.C., Available at: www.nist.gov/

Appendix 5: ITQAN 2020 KSU – QMS and EEC-NCAAA Categorization and KPIs

(1) Categorization of ITQAN 2020 KSU – QMS and EEC-NCAAA Standards and Criteria

The ITQAN 2020 KSU – QMS ensures full compliance with EEC-NCAAA by using the EEC-NCAAA Standards, Sub – Standards and Sub – Sub – standards or best practices as the blueprint in developing the ITQAN 2020: KSU-QMS Standards, Criteria and Items respectively.

Institutional Context

- Standard 1: Mission and Objectives
- Standard 2: Governance and Administration
- Standard 3: Management of Quality Assurance and Improvement

Quality of Learning and Teaching

- Standard 4: Learning and Teaching

Community Contributions

- Standard 10: Research
- Standard 11: Institutional Relationships with the Community

Support for Student Learning

- Standard 5: Student Administration and Support Services
- Standard 6: Learning Resources

Supporting Infrastructure

- Standard 7: Facilities and Equipment
- Standard 8: Financial Planning and Management
- Standard 9: Faculty and Staff Employment Processes

(2) ITQAN 2020 KSU - QMS and EEC-NCAAA KPIs

The ITQAN 2020 KSU-QMS has 80 Criteria where the 58 PROCESS criteria and 11 sets of Institution specified KPIs and 11 sets of College or Program specified KPIs which are the Result - based Criteria are fully compliant with EEC-NCAAA 58 Sub-Standards and are inclusive of the 33 EEC-NCAAA KPIs as follows:

(1) Process Criteria:

- Institution has 58 Process Criteria
- Programs have 45 Process Criteria

(2) Result Criteria

- *Institution level* - There is 11 sets of institution specified KPIs (42 Quantitative KPIs and 13 Qualitative KPIs) that are the minimum requirements of for quality and accreditation management.
- *Programs level* - There is 11 sets of institution specified KPIs of which there are 42 are Quantitative KPIs and 13 Qualitative KPIs. The “Additional KPIs of College” are developed and managed by the College or Program themselves but needs to be defined collectively in the Performance Metrics that are computed as part of the Results Criteria performance.

Institutional Context		
Institution Standards & Criteria	Program Standards & Criteria	Key Performance Indicators
<ul style="list-style-type: none"> ○ Standard 1: Mission and Objectives 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 1.5 Relationship Between Mission, Goals and Objectives 1.6 Key Performance Indicators 1.7 Additional KPI of College 	<ul style="list-style-type: none"> ○ Standard 1: Mission and Objectives 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 1.5 Relationship Between Mission, Goals and Objectives 1.6 Key Performance Indicators 1.7 Additional KPI of College 	<p>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).</p> <p>1.6.2 Percentage of objectives accomplished of:</p> <ul style="list-style-type: none"> (a) The approved Annual Action Plan and budget requisitioned (%) (b) As % accumulation of the unit's 5-Years Strategic Plan performance achievements (%)
Number of Criteria = 5 Process + 2 Result	Number of Criteria = 5 Process + 2 Result	Number of KPI = 2 (1 Quantitative, 1 Qualitative)
<ul style="list-style-type: none"> ○ Standard 2: Governance and Administration 2.1 Governing Body 2.2 Leadership 2.3 Planning Processes 2.4 Relationship Between Sections for Male and Female Students 2.5 Integrity 2.6 Policies and Regulations 2.7 Organizational Climate 2.8 Associated Centers and Controlled Entities 2.9 Key Performance Indicators 2.10 Additional KPI of College 	<ul style="list-style-type: none"> ○ Standard 2: Governance and Administration 2.1 Leadership 2.2 Planning Processes 2.3 Relationship Between Sections for Male and Female Students 2.4 Integrity 2.5 Policies and Regulations 2.6 Key Performance Indicators 2.7 Additional KPI of College 	<p>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>).</p> <p>2.9.2 Evaluation of Organization Climate (Means average and Level achieved based on survey)</p> <p>2.9.3 Evaluation of Management and Administration overall performance (Means average and Level achieved based on survey)</p>
Number of Criteria = 8 Process + 2 Result	Number of Criteria = 5 Process + 2 Result	Number of KPI = 3 (3 Qualitative)

Institutional Context

Institution Standards & Criteria	Program Standards & Criteria	Key Performance Indicators
<ul style="list-style-type: none"> ○ Standard 3: Management of Quality Assurance and Improvement 3.1 Institutional Commitment to Quality Improvement 3.2 Scope of Quality Assurance Processes 3.3 Administration of Quality Assurance Processes 3.4 Use of Indicators and Benchmarks 3.5 Independent Verification of Standards 3.6 Key Performance Indicators 3.7 Additional KPI of College 	<ul style="list-style-type: none"> ○ Standard 3: Management of Quality Assurance and Improvement 3.1 Institutional Commitment to Quality Improvement 3.2 Scope of Quality Assurance Processes 3.3 Administration of Quality Assurance Processes 3.4 Use of Indicators and Benchmarks 3.5 Independent Verification of Standards 3.6 Key Performance Indicators 3.7 Additional KPI of College 	<ul style="list-style-type: none"> 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 (%) 3.6.2 Percentage of the full-time faculty members and teaching staffs obtaining academic or professional awards at the national or international level. (%) 3.6.3 EEC-NCAAAA 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) 3.6.4 EEC-NCAAAA S3.2 – Proportion of courses in which student evaluations were conducted during the year 3.6.5 EEC-NCAAAA S3.3 – Proportion of programs in which there was independent verifications within the institution of standards of student achievement during the year 3.6.6 EEC-NCAAAA 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. 3.6.7 Percentage of academic programs accomplishment in current academic year and accomplishment of internal audit and assessment (IAA) on bi-annual basis of: <ul style="list-style-type: none"> (a) undergraduate programs attained national accreditation (b) undergraduate programs attained

Institutional Context		
Institution Standards & Criteria	Program Standards & Criteria	Key Performance Indicators
		international accreditation (c) post graduate programs attained national accreditation (d) post graduate programs attained international accreditation (e) undergraduate programs IAA bi-annually under KSU – QMS (f) post graduate programs IAA bi-annually under KSU – QMS
Number of Criteria = 5 Process + 2 Result	Number of Criteria = 5 Process + 2 Result	Number of KPI = 7 (6 Quantitative, 1 Qualitative)

Quality of Learning and Teaching		
Institution Standards & Criteria	Program Standards & Criteria	Key Performance Indicators
<ul style="list-style-type: none"> o Standard 4 Learning and Teaching 4.1 Oversight of Quality of Learning and Teaching 4.2 Student Learning Outcomes 4.3 Program Development Processes 4.4 Program Evaluation and Review Processes 4.5 Student Assessment 4.6 Educational Assistance for Students 4.7 Quality of Teaching 4.8 Support for Improvements in Quality of Teaching 4.9 Qualifications and Experience of Teaching Staff 4.10 Field Experience Activities 4.11 Partnership Arrangements with Other Institutions 	<ul style="list-style-type: none"> o Standard 4 Learning and Teaching 4.1 Student Learning Outcomes 4.2 Program Development Processes 4.3 Program Evaluation and Review Processes 4.4 Student Assessment 4.5 Educational Assistance for Students 4.6 Quality of Teaching 4.7 Support for Improvements in Quality of Teaching 4.8 Qualifications and Experience of Teaching Staff 4.9 Field Experience Activities 4.10 Partnership Arrangements with Other Institutions 4.11 Key Performance Indicators 4.12 Additional KPI of College 	<ul style="list-style-type: none"> 4.12.1 Students' competency score index as per NQF (Means average and Level achieved) 4.12.2 Percentage of graduates who work in their major field of study 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 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 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) 4.12.6 EEC-NCAAA S4.1 – Ratio of students to

Quality of Learning and Teaching

Institution Standards & Criteria	Program Standards & Criteria	Key Performance Indicators
4.12 Key Performance Indicators 4.13 Additional KPI of College		teaching staff. (Based on full time equivalents) 4.12.7 EEC-NCAAAA S4.3 – Proportion of teaching staff with verified doctoral qualifications 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. 4.12.9 EEC-NCAAAA S4.4 – (Retention Rate) Percentage of students entering programs who successfully complete first year 4.12.10 Percentage of courses that are improved based on research and/or evaluation results. (Means average and Level achieved) 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
Number of Criteria = 11 Process + 2 Result	Number of Criteria = 10 Process + 2 Result	Number of KPI = 11 (10 Quantitative, 1 Qualitative)

Community Contributions

Institution Standards & Criteria	Program Standards & Criteria	Key Performance Indicators
<ul style="list-style-type: none"> ○ Standard 10: Research 10.1 Institutional Research Policies 10.2 Faculty and Student Involvement 10.3 Commercialization of Research 10.4 Facilities and Equipment 10.5 Key Performance Indicators 10.6 Additional KPI of College 	<ul style="list-style-type: none"> ○ Standard 10: Research 10.1 Faculty and Student Involvement 10.2 Facilities and Equipment 10.3 Key Performance Indicators 10.4 Additional KPI of College 	<ul style="list-style-type: none"> 10.4.1 EEC-NCAAAA §10.1 – 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) 10.4.2 EEC-NCAAAA §10.2 – Number of citations in refereed journals in the previous year per full time equivalent teaching staff. 10.4.3 EEC-NCAAAA §10.3 – Proportion of full time member of teaching staff with at least on refereed publications during the previous year 10.4.4 Evaluation of facilities and environment supporting research (Means average and Level achieved based on survey) 10.4.5 Ratio of internal research and innovation funds in proportion to the total number of full-time faculty members and teaching staffs 10.4.6 EEC-NCAAAA §10.5 – Research Income from external sources in the past year per full-time equivalent faculty members 10.4.7 EEC-NCAAAA §10.4 – Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty member 10.4.8 Number of research and innovations registered as intellectual property or patented within the past 5 years 10.4.9 EEC-NCAAAA §10.6 – Proportion of total annual operating budgets dedicated to research
Number of Criteria = 4 Process + 2 Result	Number of Criteria = 2 Process + 2 Result	Number of KPI = 9 (8 Quantitative, 1 Qualitative)

Community Contributions

Institution Standards & Criteria	Program Standards & Criteria	Key Performance Indicators
<ul style="list-style-type: none"> ○ Standard 11: Institutional Relationships with the Community 11.1 Institutional Policies on Community Relationships 11.2 Interactions With the Community 11.3 Institutional Reputation 11.4 Key Performance Indicators 11.5 Additional KPI of College 	<ul style="list-style-type: none"> ○ Standard 11: Institutional Relationships with the Community 11.1 Institutional Policies on Community Relationships 11.2 Interactions With the Community 11.3 Key Performance Indicators 11.4 Additional KPI of College 	<ul style="list-style-type: none"> 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) 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) 11.4.3 EEC-NCAAAA S11.1 – Proportion of full time teaching and other staff actively engaged in community service activities 11.4.4 EEC-NCAAAA S11.2 – Number of community education program provided in proportion of the number of departments
Number of Criteria = 3 Process + 2 Result	Number of Criteria = 2 Process + 2 Result	Number of KPI = 4 (2 Quantitative, 2 Qualitative)

Support for Student Learning

Institution Standards & Criteria	Program Standards & Criteria	Key Performance Indicators
<ul style="list-style-type: none"> ○ Standard 5: Student Administration and Support Services 5.1 Student Admissions 5.2 Student Records 5.3 Student Management 5.4 Planning and Evaluation of Student Services 5.5 Medical and Counseling Services 5.6 Extra-Curricular Activities for Students 	<ul style="list-style-type: none"> ○ Standard 5: Student Administration and Support Services 5.1 Student Admissions 5.2 Student Records 5.3 Student Management 5.4 Medical and Counseling Services 5.5 Key Performance Indicators 5.6 Additional KPI of College 	<ul style="list-style-type: none"> 5.7.1 EEC-NCAAAA S5.1 – Ratio of students to administrative staff 5.7.2 EEC-NCAAAA S5.2 – Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services 5.7.3 EEC-NCAAAA S5.3 – Student evaluation of academic and career counselling (Average rating on the adequacy of academic and career counselling on a five point scale in an annual survey of final year students)

Support for Student Learning

Institution Standards & Criteria	Program Standards & Criteria	Key Performance Indicators
5.7 Key Performance Indicators 5.8 Additional KPI of College		
Number of Criteria = 6 Process + 2 Result	Number of Criteria = 4 Process + 2 Result	Number of KPI = 3 (2 Quantitative, 1 Qualitative)
<ul style="list-style-type: none"> ○ Standard 6: Learning Resources 6.1 Planning and Evaluation 6.2 Organization 6.3 Support for Users 6.4 Resources and Facilities 6.5 Key Performance Indicators 6.6 Additional KPI of College 	<ul style="list-style-type: none"> ○ Standard 6: Learning Resources 6.1 Planning and Evaluation 6.2 Organization 6.3 Support for Users 6.4 Resources and Facilities 6.5 Key Performance Indicators 6.6 Additional KPI of College 	<p>6.5.1 EEC-NCAAAA S6.2 – Number of web-site subscriptions and journal as a proportion of the number of programs offered</p> <p>6.5.2 EEC-NCAAAA 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)</p> <p>6.5.3 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)</p>
Number of Criteria = 4 Process + 2 Result	Number of Criteria = 4 Process + 2 Result	Number of KPI = 3 (2 Quantitative, 1 Qualitative)

Supporting Infrastructure

Institution Standards & Criteria	Program Standards & Criteria	Key Performance Indicators
<ul style="list-style-type: none"> ○ Standard 7: Facilities and Equipment 7.1 Policy and Planning 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 7.7 Additional KPI of College 	<ul style="list-style-type: none"> ○ Standard 7: Facilities and Equipment 7.1 Policy and Planning 7.2 Quality of and Adequacy of Facilities 7.3 Management and Administration 7.4 Information Technology 7.5 Key Performance Indicators 7.6 Additional KPI of College 	<p>7.6.1 EEC-NCAAAA S7.1 – Annual expenditure on IT budget, including:</p> <ul style="list-style-type: none"> 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. <p>7.6.2 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 up-dates; Age of hardware, and other viable indicators of service on a five- point scale of an annual survey.)</p> <p>7.6.3 Average overall rating of adequacy of facilities and equipment in a survey of faculty members and teaching staffs.</p> <p>7.6.4 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).</p>
Number of Criteria = 5 Process + 2 Result	Number of Criteria = 4 Process + 2 Result	Number of KPI = 4 (3 Quantitative, 1 Qualitative)

Supporting Infrastructure

Institution Standards & Criteria	Program Standards & Criteria	Key Performance Indicators
<ul style="list-style-type: none"> ○ Standard 8: Financial Planning and Management 8.1 Financial Planning and Budgeting 8.2 Financial Management 8.3 Auditing and Risk Management 8.4 Key Performance Indicators 8.5 Additional KPI of College 	<ul style="list-style-type: none"> ○ Standard 8: Financial Planning and Management 8.1 Financial Planning and Budgeting 8.2 Financial Management 8.3 Key Performance Indicators 8.4 Additional KPI of College 	<ul style="list-style-type: none"> 8.4.1 EEC-NCAAAA S8.1 – Total operating expenditure (other than accommodation and student allowances) per student 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 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 8.4.4 Budget per head for full-time faculty members' development in the country and abroad in proportion to the total number of full-time faculty members (SR per capita) 8.4.5 Operating expenses in the library system, computers and information center in proportion to the total number of full-time students (SR per capita) 8.4.6 Evaluation of risk management practices as implemented (Means average and Level achieved based on survey)
Number of Criteria = 3 Process + 2 Result	Number of Criteria = 2 Process + 2 Result	Number of KPI = 6 (5 Quantitative, 1 Qualitative)
<ul style="list-style-type: none"> ○ Standard 9: Employment Processes 9.1 Policy and Administration 9.2 Recruitment 9.3 Personal and Career Development 9.4 Discipline, Complaints and Dispute Resolution 9.5 Key Performance Indicators 9.6 Additional KPI of College 	<ul style="list-style-type: none"> ○ Standard 9: Employment Processes 9.1 Recruitment 9.2 Personal and Career Development 9.3 Key Performance Indicators 9.4 Additional KPI of College 	<ul style="list-style-type: none"> 9.5.1 EEC-NCAAAA S9.1 – Proportion of Faculty Members leaving the institution in the past year for reasons other than age retirement 9.5.2 EEC-NCAAAA S9.2 – Proportion of teaching staff participating in professional development activities during the past year) 9.5.3 Percentage of full-time supporting staff participating in professional development activities during the past year
Number of Criteria =	Number of Criteria = 2 Process +	Number of KPI = 3 (3 Quantitative)

Supporting Infrastructure

Institution Standards & Criteria	Program Standards & Criteria	Key Performance Indicators
4 Process + 2 Result	2 Result	
Total Number of Criteria = 58 Process + 22 Result = 80 Process and Result based Criteria	Total Number of Criteria = 45 Process + 22 Result = 67 Process and Result based Criteria	Number of KPI = 55 (42 Quantitative, 13 Qualitative)

Note: Unless otherwise specified or as sourced by the program itself, all the KPIs will be collated and computed at the level of the institution, college and program by the ITQAN 2020 KSU-QMS electronic system. They will be provided to the programs for the SSR development, discussion and analysis of performance and achievements to arrive at a common data set that are used for internal benchmarking purposes for comparative performance across programs and colleges.

King Saud University



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