

Key Performance Indicators (KPIs) for QU Academic Programs

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2019**

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1- Introduction

Based on the commitment of the Qassim University to adopt the standards of the Center for Education Evaluation and Academic Accreditation, or NCAAA for short (formerly the National Authority for Academic Accreditation and Accreditation), and it's keenness to work to apply them to its various programs, and also in support of its programs that seek to obtain national accreditation, the Deanship of Quality Assurance and Accreditation develops a set of manuals to provide technical support for programs at the university level with the aim of ensuring the proper performance according to the Center's standards in a manner that achieves the university's mission and strategic objectives, and to qualify advanced programs for national accreditation. Based on this, these guides have been prepared for the purpose of highlighting this scientific discourse that has high importance, and includes a set of manuals as we include the current manual "**Key Performance Indicators Guide in Qassim University** ", in pursuit of the Deanship of Development and Quality in Qassim University to activate mechanisms for measuring these indicators periodically. This guide has been prepared to provide a detailed explanation of all the indicators approved the internal quality system in the Qassim University, according to specific timetables that clarify the measurement courses, in addition to a unified mechanism for determining the target values in light of the objectives of the university's strategic plan and the Ministry of Education's plans "Afaak".

1.1 Related Terminology

Saudi Qualifications Framework: A document outlining the nature, quantity, levels or standards of learning required for academic or professional degrees.

Accreditation: official certificates granted by a recognized body confirming that the educational program or educational institution meets the required standards.

Program accreditation: Adopting an educational program for study by granting it a certificate that shows that it has met the criteria required to provide an educational program in this field at the required level.

Objectives: These are specific phrases that apply the mission and objectives of the institution to specific areas of learning activities, and indicate the desired results.

Program: It is an organized study program that students pursue in an academic field, or that leads to professional qualification, so that success in completing it qualifies them to obtain an academic degree.

Quality improvement: A change in the inputs, processes, and results that work to improve the quality of performance, usually across the entire set of organization activities. The term may be used to describe strategies used by another entity or organization to effect these changes, and to verify their results.

Evaluation: The process of estimating and giving value to a particular facility or activity.

The external evaluation: an independent review to verify the reports that represent the record of real and correct activity and that the recognized standards have been achieved.

Quality: The value, quantity, or level awarded to an educational institution or educational program compared to generally accepted standards for an educational institution or educational program of its kind.

Performance indicators: specific forms of evidence (usually pre-selected) that the institution or any other agency uses to provide evidence of quality of performance.

Key performance indicators: Selected performance indicators that are of particular importance for the purposes of evaluating performance (and that can be qualitative or quantitative).

1.2 The concept of KPIs

Key Performance indicators: specific forms of evidence used by the institution or any other agency to provide evidence of quality performance. The basic performance indicators are one of the most important tools for assessing the quality of academic programs according to the criteria and rules of the National Center for Academic Assessment and Accreditation, and are among the most prominent practices that contribute to decision-making and follow-up processes and continuous development and improvement.

There is a wide range of diverse evidence that can be used, but for a large part of the evidence to be used one must make decisions regarding items of information that can be expressed in quantitative terms and used as indicators of performance. These indicators should be identified in advance as part of the planning process. For example, when setting basic goals and objectives, certain indicators must be set so that the achievement of these goals and objectives can be monitored on an ongoing basis. Also, it is important for the scientific establishment to set performance indicators for application in its colleges and departments to monitor and track its operations and performance, and to make comparisons between its various colleges in order to allow the scientific institution's committees and administrative leaderships to control and monitor the quality of performance in the organization continuously. Data on these indicators should be collected in a standardized framework and kept in a central database.

The use and reliance on these indicators require a continuous assessment/evaluation of these indicators and determining their suitability, the appropriateness and effectiveness of collecting and preserving the data necessary to calculate these indicators and then using them to judge the quality of the institution's performance and future planning.

2. The proposed performance indicators by the National Center for Assessment and Accreditation

Defining indicators according to the NCAAA Documents

The National Center for Academic Accreditation and Evaluation has” identified 17 key performance indicators at the program level. All of which are in line with the evolving program accreditation standards. These indicators are the minimum to be periodically measured, and the academic program can use additional performance indicators if it believes they are necessary to ensure the quality of the program

It is expected that the academic program measures the key performance indicators with benchmarking using the appropriate tools, such as (Surveys Statistical data, etc.) according to the nature and objective of each indicator, as well as determining the following levels for each indicator

Actual performance

Targeted performance level

(Internal reference (Internal benchmark

(External reference (External benchmark

New target performance level

(Reference: Program KPIs document (NCAAA

Furthermore, NCAAA affirms that “a report describing and analyzing the results of each indicator (including: performance changes and comparisons according to sites and gender) is expected with a precise and objective identification of strengths and aspects that need improvement”.

Table No. 1 shows the KPIs divided according to the programmatic quality standards established by the Center with their symbols and description. While Table 2 shows the objectives, polarity, measurement time, rate of measurement, and the target value for these indicators.

Table No. 1: KPIs

Standard	Code	Key Performance Indicators	Description
--1 Mission and Objectives	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year

--3 Teaching and Learning	KPI-P-02	Students' Evaluation of quality of learning experience in the program	Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey
	KPI-P-03	Students' evaluation of the quality of the courses	Average students overall rating for the quality of courses on a five-point scale in an annual survey
	KPI-P-04	Completion rate	Proportion of undergraduate students who completed the program in minimum time in each cohort
	KPI-P-05	First-year students retention rate	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year
	KPI-P-06	Students' performance in the professional and/or national examinations	Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any)
	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	Percentage of graduates from the program :who within a year of graduation were a. employed b. enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year
	KPI-P-08	Average number of students in the class	Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session)
	KPI-P-09	Employers' evaluation of the program graduates proficiency	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey
--4 Students	KPI-P-10	Students' satisfaction with the offered services	Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising, ...) on a five-point scale in an annual survey

--5 Teaching Staff	KPI-P-11	Ratio of students to teaching staff	Ratio of the total number of students to the total number of full-time and full-time equivalent teaching staff in the program
	KPI-P-12	Percentage of teaching staff distribution	Percentage of teaching staff distribution :based on a. Gender b. Branches c. Academic Ranking
	KPI-P-13	Proportion of teaching staff leaving the program	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff
	KPI-P-14	Percentage of publications of faculty members	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program
	KPI-P-15	Rate of published research per faculty member	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty (members during the year
	KPI-P-16	Citations rate in refereed journals per faculty member	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty (members to the total research published
--6 Learning Resources, Facilities, and Equipment	KPI-P-17	Satisfaction of beneficiaries with the learning resources	Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases... etc.) on a five-point scale in an annual survey

Table No. 2: Objectives, Polarity, and Method of Measuring Indicators and the Target

Code	The indicator	Goal	*Polarity	Measurement time	Measurement Tools	Target
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KPI-P-01	The percentage of achieved indicators of the objectives of the program's operational plan	Measuring the quality of program performance in all axes	Positive	Annually (end of academic year)	Statistical data and analysis Questionnaires	<p>The target is determined based on:</p> <p>Future plan for higher education (Horizons),</p> <p>College strategic plan, indicators' values in distinct similar programs.</p> <p>Graduation in the target value is applied whenever the current values are far from the strategic targets</p>
KPI-P-02	Students' evaluation of the quality of learning experiences in the program	Measuring the educational quality of the program	Positive	Annually (end of academic year)	Questionnaires: - Program evaluation questionnaire A questionnaire - evaluating the student's experience	
KPI-P-03	Students' evaluation of the quality of the courses	Measuring the educational quality of the program	Positive	Annually (end of academic year)	Questionnaires	
KPI-P-04	Apparent completion rate	Measuring the educational quality of the program	Positive	Annually (end of academic year)	Statistical data and analysis	
KPI-P-05	Retention rate for first year students	Measuring the educational quality of the program	Positive	Annually (end of academic year)	Statistical data and analysis	
KPI-P-06	Student performance in professional and / or national tests	Measuring the educational quality of the program	Positive	Annually (end of academic year)	Statistical data and analysis	
KPI-P-07	Employment of graduates and their enrollment in graduate programs	Measuring the quality of graduates' characteristics, and the extent of employers' satisfaction, and the labor market's need for them	Positive	Annually (beginning of academic year)	Statistical data and analysis	
KPI-P-08	Average number of students in a class	Measuring the quality of educational facilities	Negative	Annually (beginning of academic year)	Statistical data and analysis	
KPI-P-09	employment agencies evaluation of the efficiency of graduates program	Measuring the quality of graduates' characteristics and employers' satisfaction with them	Positive	Annually (end of academic year)	Questionnaires	
KPI-P-10	Student satisfaction with the services provided	Measuring the quality of support for students	Positive	Annually (end of academic year)	Questionnaires: Alumni questionnaire Program evaluation questionnaire	

Code	The indicator	Goal	Polarity	Measurement time	Measurement Tools	Target
KPI-P-11	The ratio of students to faculty	Measuring the quality of education elements	Negative	Annually (beginning of academic year)	Statistical data	<p>The target is determined based on:</p> <p>Future plan for higher education (Horizons),</p> <p>College strategic plan, indicators' values in distinct similar programs.</p> <p>Graduation in the target value is applied whenever the current values are far from the strategic targets</p>
KPI-P-12	The percentage of faculty distribution	Measuring the quality of education elements	Even	Annually (beginning of academic year)	Statistical data	
KPI-P-13	The percentage of faculty dropout from the program	Measuring faculty's satisfaction with the educational environment	Negative	Annually (beginning of academic year)	Statistical data	
KPI-P-14	The percentage of academic publication of faculty members	Measuring the quality of the axis of scientific research	Positive	Annually (end of academic year)	Statistical data	
KPI-P-15	The published research rate for each faculty member	Measuring the quality of the axis of scientific research	Positive	Annually (end of academic year)	Statistical data	
KPI-P-16	The rate of quotations in the refereed journals per faculty member	Measuring the quality of the axis of scientific research	Positive	Annually (end of academic year)	Statistical data Google Scholar and similar	
KPI-P-17	Percentage of beneficiaries from learning resources	Measuring the quality of learning resources	Positive	Annually (end of academic year)	<p>Questionnaires:</p> <p>Alumni questionnaire</p> <p>Program evaluation questionnaire</p> <p>Library - services resolution</p>	

* a KPI's polarity indicates its preferable direction. A positive KPI (e.g. KPI-P-17) means higher values are preferable and vice versa. A negative KPI (e.g. KPI-P-11) means lower values are preferable and vice versa.

Table 3: KPIs associated with quality criteria and the mechanism of calculating the new target

	The Indicator	Criteria Associated With The Indicator
KPI-P-01	The percentage of achieved indicators of the objectives of the program's operational plan	All the following criteria
KPI-P-02	Students' evaluation of the quality of learning experiences in the program	<p>The curriculum takes into account the achievement of the objectives of the program, its educational outputs, scientific, technical and professional developments in the field of specialization, and reviews it periodically.</p> <p>Teaching and learning strategies and assessment methods used are consistent with targeted learning outcomes of the program at curricular and program levels</p>
KPI-P-03	Students' evaluation of the quality of the courses	The learning outcomes in the courses are related to the program's learning outcomes (Matrix for mapping/distributing the program's learning outcomes to the courses).
KPI-P-04	Apparent completion rate	<p>The curriculum takes into account the achievement of the objectives of the program, its educational outputs, scientific, technical and professional developments in the field of specialization, and reviews it periodically.</p> <p>Teaching and learning strategies and assessment methods used are consistent with targeted learning outcomes of the program at curricular and program levels</p>
KPI-P-05	Retention rate for first year students	<p>The curriculum takes into account the achievement of the objectives of the program, its educational outputs, scientific, technical and professional developments in the field of specialization, and reviews it periodically.</p> <p>Teaching and learning strategies and evaluation methods in the program vary in proportion to its nature and level, it enhances the ability to conduct scientific research, and ensures that students acquire higher-order thinking and self-learning skills</p>
KPI-P-06	Student performance in professional and / or national tests	<p>The curriculum takes into account the achievement of the objectives of the program, its educational outputs, scientific, technical and professional developments in the field of specialization, and reviews it periodically.</p> <p>Teaching and learning strategies and evaluation methods in the program vary in proportion to its nature and level, it enhances the ability to conduct scientific research, and ensures that students acquire higher-order thinking and self-learning skills</p>

KPI-P-07	Employment of graduates and their enrollment in graduate programs	<p>The curriculum takes into account the achievement of the objectives of the program, its educational outputs, scientific, technical and professional developments in the field of specialization, and reviews it periodically.</p> <p>Teaching and learning strategies and evaluation methods in the program vary in proportion to its nature and level, it enhances the ability to conduct scientific research, and ensures that students acquire higher-order thinking and self-learning skills</p>
KPI-P-08	Average number of students in a class	The numbers of students admitted to the program are compatible with the resources available to it (such as: the educational staff - classrooms - laboratories – equipment)
KPI-P-09	Evaluation of employment agencies for the efficiency of program graduates	<p>Program students and alumni have additional activities to develop them professionally, in line with targeted learning outcomes and labor market developments.</p> <p>The program applies effective procedures to track student progress and ensure that they meet graduation requirements</p>
KPI-P-10	Student satisfaction with the services provided	<p>The program offers a comprehensive configuration for new students, ensuring their full understanding of the types of services and capabilities available to them</p> <p>The program introduces students to their rights, duties, codes of conduct, complaints, complaints and disciplinary procedures, in a variety of ways, and applies them fairly.</p> <p>Students in the program are provided with effective services for academic, professional, psychological and social counseling and guidance, through qualified and sufficient cadres.</p> <p>Students of the program have extracurricular activities in many fields to develop their abilities and skills, and the program takes appropriate measures to support and stimulate their participation.</p> <p>The program takes into account the special needs of its students (such as: people with special needs, international students)</p>

Code	The Indicator	Criteria Associated With The Indicator
KPI-P-11	The ratio of students to faculty	The number of students admitted to the program are compatible/commensurate with the resources available to it (such as: the educational staff - classrooms - laboratories – equipment)
KPI-P-12	The percentage of faculty distribution	<p>The program applies appropriate policies and procedures for selecting faculty members in the program and retaining .the distinguished ones</p> <p>The program has a sufficient number of faculty members, in all locations where it is offered (such as: male and female halves, branches)</p> <p>The faculty members have the necessary competence (such as: qualifications, certificates, professional licenses and experience required), teaching effectiveness, and appropriate mechanisms are applied to verify them</p>
KPI-P-13	The percentage of faculty dropout from the program	<p>The program applies appropriate policies and procedures for selecting faculty members in the program and retaining .the distinguished ones</p> <p>The program has a sufficient number of faculty members, in all locations where it is offered (such as: male and female halves, branches)</p> <p>The faculty members have the necessary competence (such as: qualifications, certificates, professional licenses and experience required), teaching effectiveness, and appropriate mechanisms are applied to verify them</p>
KPI-P-14	The percentage of academic publication of faculty members	The faculty members participate efficiently in research and scientific production activities, and their participation in these activities is one of the criteria for their evaluation and .promotion
KPI-P-15	The published research rate for each faculty member	The faculty members participate efficiently in research and scientific production activities, and their participation in these activities is one of the criteria for their evaluation and .promotion
KPI-P-16	The rate of quotations in the refereed journals per faculty member	The faculty members participate efficiently in research and scientific production activities, and their participation in these activities is one of the criteria for their evaluation and .promotion

KPI-P-17	Percentage of beneficiaries from learning resources	<p>The library has a sufficient number of diverse resources that are easily accessible, commensurate with the needs of the program and the numbers of students, and are available to both male and female students at sufficient and appropriate times, and are updated periodically</p> <p>The program has specialized electronic sources (such as: digital references, multimedia, software), and appropriate databases and electronic systems that allow beneficiaries to access information, research materials and scientific journals from within or outside the organization</p> <p>The program is provided with laboratories, computer and technical equipment, and appropriate materials for specialization and sufficient to conduct scientific research and studies in accordance with its objectives, and appropriate mechanisms are in place to maintain and update them</p> <p>The faculty, students, and staff of the program have the appropriate preparation and technical support for the efficient use of learning resources and means</p>
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3. Method of Calculation of the Indicators

Method of calculating indicator No. 1: the percentage of achieved indicators of the objectives of the program's operational plan.

The percentage of performance indicators for the objectives of the operational plan of the program that achieved the annual target level to the total number of indicators targeted for these objectives in the same year.

KPI-P-1 =

Method of calculating indicator No. 2: Students' evaluation of the quality of learning experiences in the program.

Average overall evaluation for final year students of the quality of learning experiences in the program, on a five-level scale in an annual survey.

KPI-P-2 =

Method of calculating indicator No. 3: Student assessment of the quality of courses.

Students average their overall assessment of course quality on a five-point scale in an annual survey.

KPI-P-3 =

Method of calculating indicator number 4: the apparent completion rate.

The percentage of undergraduate students who completed the program in the minimum prescribed period for the program from each batch.

KPI-P-4 =

Method of calculating indicator number 5: retention rate for first year students.

The percentage of first year students in the program who continue in the program for the following year to the total number of first year students in the same year.

KPI-P-5 =

Method of calculating indicator number 6: Student performance in professional and / or national tests.

The percentage of students or graduates who passed the professional and/or national exams, or their average and median scores (if any).

KPI-P-6 =

Method of calculating indicator number 7: Employment of graduates and their enrollment in postgraduate programs.

The percentage of graduates of the program who:

A- Got Employed.

KPI-P-7-A =

B- Got enrolled in graduate studies programs.

KPI-P-7-B =

During the first year of their graduation to the total number of graduates in the same year.

Method of calculating the indicator number 8: the average number of students in a class.

Average number of students in the class (in each meeting / teaching activity: lecture - small group - seminars - laboratory or clinical lessons)

KPI-P-8 -

Method of calculating the indicator number 9: evaluation of employment agencies for the efficiency of program graduates

Average overall estimate by employers of the program's graduate competence, on a five-level scale, in an annual survey.

KPI-P-9 =

Method of calculating the indicator number 10: student satisfaction with the services provided.

The average estimate of student satisfaction with the various services provided by the program (restaurants - transportation - sports facilities - restaurants - academic guidance) on a five-level scale in an annual survey.

KPI-P-10 =

Method of calculating the indicator No. 11: the ratio of students to faculty.

The ratio of the total number of students to the total number of full-time faculty or its equivalent in the program.

KPI-P-11 =

Method of calculating the indicator No. 12: the percentage of teaching staff distribution

Percentage distribution of teaching staff categories in terms of:

A- Gender

Percentage of the male faculty =

Percentage of the female faculty =

B – Branches

% of faculty in the main campus =

% of faculty in branches =

C- Academic rank

% of full-professor faculty =

% of the associate-professor faculty =

% of the assistant-professor faculty =

Method for calculating indicator No. 13: the percentage of faculty dropout from the program.

Annual ratio of faculty members who leave the program for reasons other than reaching retirement age to the total number of faculty.

KPI-P-13 =

Method of calculating indicator No. 14: the percentage of scientific publication of faculty members.

The percentage of full-time faculty who published at least one research during the academic year to the total faculty members in the program.

KPI-P-13 =

Method of calculating the indicator number 15: the published research rate for each faculty member.

The average number of refereed and/or published research papers per faculty member during the academic year (total number of refereed and/or published research to total number of full-time faculty members or equivalent during the year.)

KPI_P-15 =

Method of calculating the indicator number 16: the rate of quotations in the refereed journals for each faculty member.

The average number of quotes in the refereed journals from the published scientific research for each faculty member in the program (the total number of quotations in the refereed journals from published scientific research for the full-time faculty receptor or its equivalent to the total published research.)

KPI-P-16 =

Method of calculating the Indicator No. 17: The percentage of beneficiaries from learning resources.

The average estimate of beneficiaries' satisfaction with the adequacy and diversity of learning resources (references - periodicals - databases etc) on a scale of five levels in an annual survey.

KPI-P-17 =

4. Analysis of Performance Indicators

Performance indicators are analyzed by determining the values of the indicators with respect to the different elements, such as the values for male students and those for female students and the average, as well as for faculty members of both genders, then comparing the indicators if they apply to students and faculty and benefit from the presence of contrast or congruence.

The trend of the indicator from one year to the other (internal benchmarking), in

addition to external benchmarks.

The analysis includes linking and comparing the values of the indicator to the target, and then judging the quality of performance according to this indicator, and linking this to the performance by considering the criteria and objectives related to that indicator or a set of indicators.

Also from the objectives of the analysis, and based on the current indicator value and trend over the years, new target values are identified or the existing values are established.

Example of Analyzing the Results of KPI

KPI-P-2: Students' Evaluation of quality of learning experience in the program

Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey

Targeted value: 5.0

Results:

	Academic Year			
	1436/1437	1437/1438	1448/1439	1439/1440
Male			3.2	
3.5		3.7		3.8
Female		2.4		3.1
3.5		3.5		

Head Branch		3.3		3.6
3.7		3.6		
Branches		2.7		3.2
3.6		3.8		

Last year average result: 3.7 (male: 3.8 Female: 3.5)

Last year average result: 3.7 (Main campus: 3.6 Branches: 3.8)

Analysis:

The results indicates that the actual value of the indicator rises in the last year to the value of 3.8, but it did not reach the targeted value.

The value of the indicator in the Head site has risen from year to year, and it also increased in the branches. However, it still below the targeted value.

The value of the indicator for both male and female increases by time, and its rate of increase is high for female. Also, it still below the targeted value.

Investigating the status and trend of the indicator, it has been decided to re-established the targeted value at 4.0

New Targeted Value: 4.0

5. Identify Strengths and Opportunities for Improvement

The mechanism for identifying strengths is as follows:

- Comparing the indicator values in relation to the quantitative indicators with the index values in the distinguished programs that correspond to the program under study. The test associated with that indicator is considered a strength when the index values converge with those values in distinguished programs, and this must be supported by the availability of evidence and other evidence supporting this opinion.

Study the descriptive indicator (qualitative) and determine its significance with other evidence and evidence to judge the level of the criterion associated with that indicator, then it can be determined those criteria that reflect strengths.

On the other hand, the opportunities for improvement emanating from the analysis are identified as follows:

- Comparing the indicator values in relation to the quantitative indicators with the index values in the distinguished programs that correspond to the program under study, and the test associated with that indicator is considered one of the possible opportunities for improvement when the indicator values are far from those values in the distinguished programs, and in this case it is ensured that the available evidence and evidence does not It supports or is not available at all.

Examine the descriptive indicator (qualitative) and determine its significance with other evidence and evidence to judge the level of the criterion associated with that indicator, then it can be determined those criteria that reflect the opportunities for improvement.

An example of a Strength point:

In one of the programs, performance indicators (KPI-P-14, KPI-P-15 & KPI-P-16) were calculated for three consecutive years, and the results were as shown in Table (4.1). Evidence was also provided of the quality of scientific research activities, including the signing of two contracts for international cooperation research projects, several projects supported by the university, and two research supported by community institutions.

It is clear from the values of the indicators presented in the table, the high rates of scientific publishing and the quotation ratios in the refereed journals from the research of faculty members. The table shows that the values of the indicators have achieved and exceeded the target, which confirms that the scientific research activities in the program are a visible strength point, and this supports the available evidence about scientific research projects mentioned in the previous paragraph.

Table 4.1: Results of Performance Indicators (KPI-P-14, KPI-P-15 & KPI-P-16)

Indicator Code	The Indicator	First Year		Second Year		Third Year	
		Current Value	Target	Current Value	Target	Current Value	Target
KPI-P-14	The percentage of academic publication of faculty members	90%	100%	100%	100%	100%	100%
KPI-P-15	The published research rate for each faculty member	150%	160%	170%	180%	220%	200%
KPI-P-16	The rate of quotations in the refereed journals per faculty member	3.2	3	3.4	3	3.5	3.3

An example of an opportunity to improve:

In one theoretical program, the two performance indicators (KPI-P-11 & KPI-P-12) were calculated for three consecutive years, and the result was as shown in Table 4.2.

Table 4.2: Results of the performance indicators (KPI-P-11 & KPI-P-12)

The Indicator Code	The Indicator	First Year		Second Year		Third Year	
		Current Value	Target	Current Value	Target	Current Value	Target
KPI-P-11	The ratio of students to faculty	1:30	1:22	1:32	1:22	1:31	1:22
KPI-P-12	The percentage of faculty distribution	5%:Professor Associate :Professor 10% Assistant Professor:85%	:Professor 20% Associate Professor: % 30 Assistant % Professor:50	Professor: 2.5% Associate Professor: 15% Assistant Professor:82.5%	Professor: 20% Associate Professor: % 30 Assistant % Professor:50	Professor:5% Associate Professor: 10% Assistant Professor:85%	Professor: 20% Associate Professor: % 30 Assistant % Professor:50

It is clear from the previous table that the ratio of students to faculty members is far from the international proportions in theoretical programs (1:22), and also the distance from the distribution of faculty members from the target, which was set from the distribution of that ratio in distinct and peer programs. It is also clear from the table that there is no tangible improvement in these percentages from year to year, and since there is no evidence of taking measures that promise the prospect of improvement in the near future, this point “The availability of a sufficient number of faculty members and the diversity of their academic ranks to suit the needs of the program” is considered an opportunity for improvement.

6. Formulating improvement recommendations and implementing implementation plans

After identifying the points that have opportunities for improvement, as explained in the previous paragraph, recommendations are made to improve performance in these criteria, and accordingly an executive plan is drawn up that includes specific steps for

treatment by following the following steps:

- 1- Careful and deep analysis of the opportunities for improvement (poor performance points) with the aim of identifying all the factors that affect the results associated with this test of inputs and practices.
- 2- Determine the reasons that led to the poor performance and the shortcomings in the test.
- 3- Suggesting improvement recommendations (treatment steps) necessary to address the defects in these criteria
- 4- Determine who is responsible for implementing those recommendations (steps) and the expected time period for implementation.

Example of the indicator (completion rate):

After an appropriate period has passed on the measurement of the indicator (three consecutive measurements), the followers work to follow on it by preparing a report on the status of the indicator, in order to evaluate the procedures and operations and make the required improvement. One of the examples of these reports is the following:

Sample of one of the detailed tables of the apparent completion rate indicator reports (KPI-P-04) in a student college program:

The Value of the Indicator Third Year	Target Third Year	The Value of the Indicator Second Year	Target Second Year	The Value of the Indicator First Year	Target First Year	Target After three Years
60%	80%	53%	65%	30%	50%	80%

The target was not achieved, as it reached 60% in the third year, while the target was 80%.

Reasons for not achieving the target:

After closer examination, it was found that the reasons are due to

1. The lack of desire of registered students in the programs in which they are registered.
2. The number of hours required to graduate in some programs is many compared to those in other institutions.

3. Lack of careful following-up and reviewing of ongoing programs; as in some programs there are some courses that students keep failing in and delay their graduation without finding adequate solutions.

Recommendations for improvement to achieve the target

1. Provide appropriate procedures for the enrollment of female students in the majors they desire.
- 2.Reduce the number of hours required for graduation based on reliable and appropriate reference comparisons.
3. Review program reports and make appropriate improvements.
4. Implement a quality management system.

After that, executive steps are put in place to implement these recommendations within the executive program plan, so that the plan specifies those responsible for implementation and the date for completion of implementation.

7. Upload indicators data on Daman platform

DAMAN platform can be accessed here:

daman.ncaaa.org.sa

Then the login screen appears where you enter your username and password from the National Accreditation Authority. Then you will see the main screen as shown in Figure 1.7. From this screen, several screens branch to facilitate all operations available to you through the platform. For example, Figure 2.7 shows the screen for the introduction of performance indicators, Figure 3.7 shows the user guide for national accreditation.

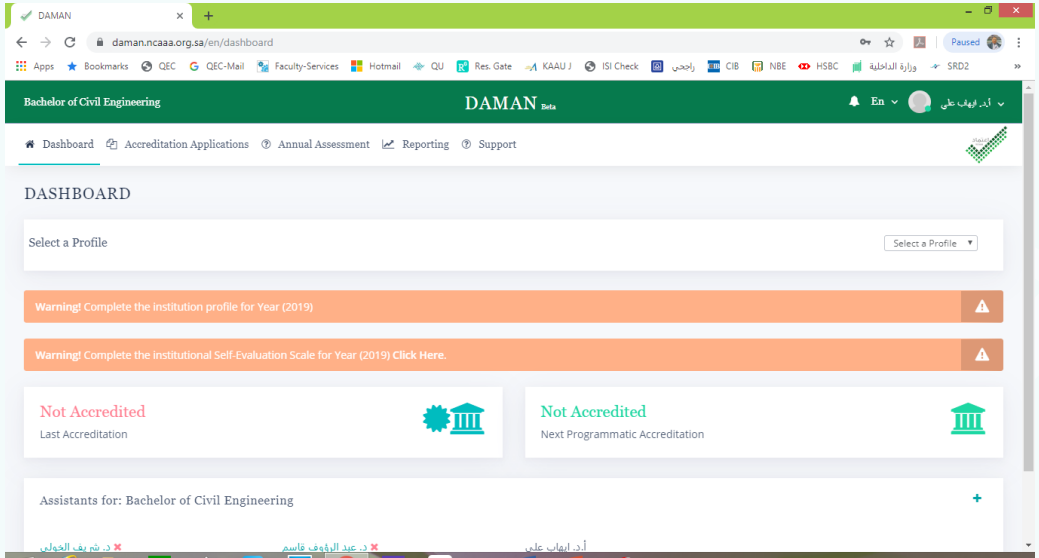


Figure 1.7: The Main screen of Daman.

KEY PERFORMANCE INDICATORS - MAIN LIST

Select a Profile 2018

KPIs need to be completed for
Year: 2018 - Bachelor of Civil Engineering

Code	Name	Completion	Actions
KPI-P-01	Percentage of achieved target level of KPI of program operational plan	✗	Manage
KPI-P-03	Students' evaluation of the quality of the courses	✗	Manage
KPI-P-04	Completion Rate	✗	Manage
KPI-P-05	First-year students retention rate	✗	Manage

Figure 2.7: KPIs

NCAAA Accreditation System User Manual!

Welcome to NCAAA system user manual, in this manual you will find a complete description of how to use the system for all any user type who has an access to this system.

University Account

For only the institutions users account (for both institution and program level)

NCAAA Account

For all of NCAAA users with any role (System Admins, Domain Managers and Executive Users)

Figure 3.7: The user guide for DAMAN platform



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Key Performance Indicators Manual