

المركز الوطني للتقويم والاعتماد الأكاديمي  
National Center for Academic Accreditation and Evaluation

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation &  
Assessment**

**Self-Evaluation Scales for Higher Education Institutions  
Najran University**

## Standard 1 Mission, Goals and Objectives

<b>The institution's mission statement must clearly and appropriately define its principal purposes and priorities and be influential in guiding planning and action within the institution.</b>		
<i>The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions</i>		
	Is this true? Y/No/N A	How well is this done? (enter stars)
<b>1.1 Appropriateness of the Mission</b>		
<b>The mission statement must be appropriate for the institution in the community in which it is operating.</b>		
The level of compliance with this standard is judged by the extent to which the following good practices are followed.		
1.1.1 The mission statement is consistent with the establishment charter of the institution.(including any objectives or purposes in by-laws, company objectives or comparable documents)	<input type="checkbox" value="Y"/>	<input type="text" value="****"/>
1.1.2 The mission statement is appropriate for an institution of its type. (eg a small private college, a research university, a girls college in a regional community, etc.)	<input type="checkbox" value="Y"/>	<input type="text" value="****"/>
1.1.3 The mission statement is consistent with Islamic beliefs and values.	<input type="checkbox" value="Y"/>	<input type="text" value="****"/>
1.1.4 The mission is relevant to needs of the community or communities served by the institution	<input type="checkbox" value="Y"/>	<input type="text" value="*****"/>
1.1.5 The mission is consistent with the economic and cultural requirements of the Kingdom of Saudi Arabia.	<input type="checkbox" value="Y"/>	<input type="text" value="****"/>
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)	<input type="checkbox" value="Y"/>	<input type="text" value="****"/>
<b>Overall Assessment</b>		
Comment:		
<ul style="list-style-type: none"> <li>- The University mission was set according to the approved planning criteria of the strategic planning and the benchmarking of national and international higher education institutions.</li> <li>- The mission is based on values. It is set according to the planning criteria that align with all stakeholders inside and outside the University.</li> <li>- The mission statement is consistent with the University's establishment decree and conditions as well as with the Islamic values and beliefs, and cultural and economic requirements when seeking to achieve the educational, research and community objectives.</li> <li>- A presentation of the University mission was done and distributed to all employees and the stakeholders outside the university.</li> </ul>		
Priorities for improvement _____		
<b>Independent Opinion</b>		
<b>Comment : NU mission is appropriate for the institution and its community</b>		
<b>1.2 Usefulness of the Mission Statement</b>		
<b>The mission statement must be useful in guiding planning and decision making in the institution.</b>		
The level of compliance with this standard is judged by the extent to which the following good practices are followed.		

<p>1.2.1 The mission statement is sufficiently specific to provide-an effective guide to decision-making and choices among alternative planning strategies.</p>	<p>Y</p>	<p>****</p>
<p>1.2.2 The mission statement is relevant to all of the institution’s important activities.</p>	<p>Y</p>	<p>****</p>
<p>1.2.3 The mission is achievable through effective strategies within the level of resources expected to be available.</p>	<p>Y</p>	<p>****</p>
<p>1.2.4 The mission statement is clear enough to provide criteria for evaluation of the institution’s progress towards its goals and objectives.</p>	<p>Y</p>	<p>****</p>
<p><b>Overall Assessment</b></p>		<p>****</p>
<p>Comment:</p> <ul style="list-style-type: none"> <li>- The team of making the University strategic plan extracted goals and strategic objectives from the University mission, on which the operational plan of the University strategic plan was set. After reviewing, it is clearly relevant to all university activities.</li> <li>- All academic and administrative units in the University implement the strategic plan projects according to a schedule relevant to the University priorities, with regard to its available resources.</li> <li>- The mission achievement is measured through the percentage of accomplishing the strategic plan projects in the various stages by the General Secretariat for Implementing and Following-up the Strategic Plan with a direct supervision from the Standing Committee for Implementing and Following-up the Strategic Plan.</li> </ul> <p>Priorities for improvement</p>		
<p><b>Independent Opinion</b></p>		<p>****</p>
<p>Comment <b>NU mission was used effectively in guiding planning decisions across the university</b></p>		
<p><b>1.3 Development and Review of the Mission</b></p>		
<p><b>The mission statement must be developed through consultative processes and formally adopted and periodically reviewed.</b></p>		
<p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p>		
<p>1.3.1 Major stakeholders within the institution and the communities it serves have been consulted and support the mission.</p>	<p>Y</p>	<p>****</p>
<p>1.3.2 The governing body of the institution formally approved the mission statement.</p>	<p>Y</p>	<p>****</p>
<p>1.3.3 The governing body periodically reviews the mission statement and confirms or amends it in the light of changing circumstances.</p>	<p>Y</p>	<p>****</p>
<p>1.3.4 Stakeholders are kept informed about the mission and any changes in it.</p>	<p>Y</p>	<p>****</p>
<p><b>Overall Assessment</b></p>		<p>****</p>
<p>Comment</p> <ul style="list-style-type: none"> <li>- The University has an authentic and approved mission by the University Council and supported by questionnaires that justify the support of direct and indirect stakeholders and was published on the University website as well as various means according to an approved plan.</li> <li>- A mechanism was approved to periodically review the mission and the strategic objectives.</li> <li>- The mission, goals, strategic objectives and development projects have been reviewed and the reviewing mechanism has been updated.</li> <li>- Working by the University mission was extended to Muharram 1440 H. and goals and strategic objectives were maintained to be consistent with the tenth development plan of SAK. The mission is to be reconsidered according to NCAAA proposal in the evaluative development project 1436 H. and the aspirations of SAK with the next plan.</li> </ul>		

Priorities for improvement _____		
<b>Independent Opinion</b>		
Comment : <b>NU provided evidence that it involved stakeholders in developing and reviewing its mission</b> _____		****
<b>1.4 Use Made of the Mission</b>		
<b>The mission must be used consistently as a basis for planning and major policy decisions within the institution.</b>		
The level of compliance with this standard is judged by the extent to which the following good practices are followed.		
1.4.1 The mission is used as a basis for a strategic plan over a medium term planning period. (eg. five years)	Y	****
1.4.2 The mission is widely publicised, known about and supported by teaching and other staff and students.	Y	****
1.4.3 The mission is used consistently as a guide in resource allocations and consideration of major program and project proposals and policy decisions.	Y	***
<b>Overall Assessment</b>		
Comment:		
The mission is the basis of the planning process at Najran University via its strategic plan and the development plan (1436-1440 H). The external reviewers of NCAAA praised the university mission that guides the University activities during the visit paid on 22-28/1436 H.		
The mission was publicised in all units of the University and supported by teaching and administrative staff and students through linking the missions of the academic programs, supporting deanships and departments to the University mission.		
The mission is used as a basis of achieving the strategic plan (long-term).		
The University annual budget is prepared by using the mission and strategic plan through the participation of the Vice-Rectorship of Development and Quality and the General Secretariat for Implementing and Following-up the Strategic Plan in its preparation.		****
Priorities for improvement _____		
<ul style="list-style-type: none"> <li>- Increasing contact with the Ministry of Finance to support the strategic plan projects in a better way, especially after the new instructions of decreasing the government budget, in general, and of universities, in particular.</li> </ul>		****
<b>Independent Opinion</b>		
Comment_ <b>NU mission is publicized widely and was used effectively in planning</b> _____		
<b>1.5 Relationship Between Mission, Goals and Objectives</b>		
<b>The mission must be used as a basis for establishment of goals and objectives for development of the institution and organizational units within it.</b>		
The level of compliance with this standard is judged by the extent to which the following good practices are followed.		
1.5.1 Medium and long term goals for the development of the institution and its programs and organizational units are consistent with and support the mission.	Y	****
1.5.2 Goals are stated with sufficient clarity to effectively guide planning and decision-making in ways that are consistent with the mission.	Y	****
1.5.3 Goals and objectives are periodically reviewed and reaffirmed or modified as necessary in the light of changing circumstances to ensure they continue to support-the mission.	Y	****
1.5.4 Specific objectives for total institutional initiatives and for internal organizational units are consistent with the mission and broad goals for development.	Y	****
1.5.5 Statements of major objectives are accompanied by specification of clearly defined and measurable indicators that are used to judge the extent to which objectives and the mission are being achieved.	Y	****
<b>Overall Assessment</b>		****

<p>Comment:</p> <ul style="list-style-type: none"> <li>- There is an approved matrix to illustrate the relationship between the University mission and strategic goals that was evaluated by an external evaluator (Brunel University) to assure its appropriateness and relation to the mission and strategic objectives projects.</li> <li>- Goals are used to effectively guide the planning and decision-making processes in the University and there is an approved mechanism to continually review the University goals and objectives.</li> <li>- There is an approved indicators performance document linked to the strategic objectives (Chapter VI of the strategic plan). It is measurable and is actually used to investigate the achievement of goals. Measurement processes were conducted by the end of the third phase of the strategic plan objectives and a report was submitted to the Standing Committee for Implementing and Following-up the Strategic Plan and Deans' Council.</li> </ul> <p>Priorities for improvement _____</p> <p style="text-align: center;"><b>Independent Opinion</b></p> <p>Comment: <b>NU established its strategic plan and goals aligned with its mission. Goals and objectives are reviewed and assessed using specific indicators.</b></p>	
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### Overall Assessment of Mission, Goals 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 Made of the Mission	****
1.5. Relationship Between Mission, Goals and Objectives	****
Combined Assessment	****

Comment:

**The quality level of this standard is high because:**

- There is an approved mission consistent with the decree of the University establishment and with the Islamic values and requirements of cultural and economic development of KSA.
- The mission was phrased in consultation with the stakeholders and achieved a high consistency degree.
- The mission is used as a guide in the decision-making processes.
- The mission was publicized in all units of the University, as all academic units and the academic program linked their missions to the University mission.
- The mission is realistic, achievable and supported by the teaching and administrative staff and students.
- The mission guides the University's academic and administrative activities.
- The mission guides the planning and work through the University's strategic plan (1433/1440 H). The mission statement was approved by the University Council at its second meeting for the academic year 1432/1433 H. (decision No. 10-2-1432/1433 H).
- Mission statement is subjected to periodic review, evaluation and development through an approved mechanism. Stakeholders are to be notified with any modifications in the mission statement.
- The General Secretariat for Implementing and Following-up the Strategic Plan submits an annual report about the achievement of the University mission and objectives to the Standing Committee for Implementing and Following-up the Strategic Plan, Deans, and supporting deanships.

Comment NU institution's mission is clear and appropriate and guided planning and action in the institution. Goals are used to effectively guide the planning and decision-making processes in the University. Even with Southern border crisis, NU continued its projects and activities and overcome challenges. Aspects of partnership and cooperation at local and international levels need to be addressed.

#### Indicators Considered

NU mission is clear and appropriate and guided planning and action in the institution. NU mission involved commitment to modern technologies in the field of teaching and learning, commitment to activate partnerships and cooperation at local, regional and global levels for the university to open up to the world and to exchange experience and information in all areas, which had a positive impact on all the activities of the University. The mission is the basis for the planning process in NU via its strategic plan. The mission was formulated in consultation with the stakeholders and was used as a guide in the decision-making processes. It was publicized and guided the University's academic and administrative activities. Goals were used effectively to guide the planning and decision-making processes in the University. Even with Southern border crisis, NU continued its projects and activities and overcome challenges. NU continued implementation of the fourth stage of strategic plan. There was some delay in some projects, however the general achievement is good. Moreover, NU has connected all its plans and developmental projects to KSA Vision 2030 and the National Transformation Program 2020. NU has a strong system that involved all NU units and leaders in implementing the strategic plan, and a good follow up for projects, and achievement reports are provided. The University vision, mission and strategic objectives were evaluated \_\_\_\_\_

#### Priorities for Improvement \_\_\_\_\_

- NU needs to address how it will increase its funds for projects, and how it will deal with new coming changes such as privatization and independence of universities in the near future.
- Aspects of partnership and cooperation at local and international levels need to be addressed.

## Standard 2 Governance and Administration

**The governing body must provide effective leadership in the interests of the institution as a whole and its clients through policy development and processes for accountability. Senior administrators must lead the activities of the institution effectively within a clearly defined governance structure. Their activities must be consistent with high standards of integrity and ethical practice. In sections for male and female students resources must be comparable in both sections, there must be effective communication between them, and full involvement in planning and decision making processes. Planning and management must occur within a framework of sound policies and regulations that ensure financial and administrative accountability, and provide an appropriate balance between coordinated planning and local initiative.**

*The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions*

	Is this done? Y/No/NA	How well is this done? (enter stars)
<p>○ <b>Governing Body</b></p> <p><b>The governing body must operate effectively in the interests of the institution as a whole and the communities it serves.</b></p> <p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p> <p>2.1.1 The governing body has as its primary objective the effective development of the institution in the interests of its students and the communities it serves.</p> <p>2.1.2 Membership of the governing body provides for the range of perspectives and expertise needed to guide the educational policies of the institution</p> <p>2.1.3 Members of the governing body are familiar with the range of activities within the institution and the needs of the communities it serves.</p> <p>2.1.4 New members of the governing body are thoroughly inducted into their role with information about the institution and about the role and processes of the governing body itself.</p> <p>2.1.5 The governing body periodically reviews the mission, goals and objectives of the institution.</p> <p>2.1.6 The governing body ensures that the mission goals and objectives of the institution are reflected in detailed planning and activities.</p> <p>2.1.7 The governing body monitors and accepts responsibility for the total operations of the institution, but avoids interference in management or academic affairs. If there are concerns about detailed academic matters these are referred back for further consideration but not changed by the governing body itself.</p> <p>2.1.8 Sub committees of the governing body (including members of the governing body, senior faculty and staff, and outside persons as appropriate) are established to give detailed consideration to major responsibilities such as finance and budget, staffing policies and remuneration, strategic planning, and facilities.</p> <p>2.1.9 Responsibilities are defined in such a way that the respective roles and responsibilities of the governing body for overall policy and accountability, the senior administration for management, and the academic decision making structures for academic program development, are clearly differentiated, defined, and followed in practice.</p> <p>2.1.10 In a private institution the relative responsibilities of the owners or company directors and the governing body are clearly specified and avoid interference in academic matters.</p> <p>2.1.11 In their role as members of the governing body members who are also members of staff of the institution act in the interests of the institution as a whole rather than as representatives of sectional interests.</p> <p>2.1.12 The governing body regularly reviews its own effectiveness and develops plans for improvement in the way it operates.</p> <p style="text-align: center;"><b>Overall Assessment</b></p>	<div style="margin-bottom: 5px;"><input type="checkbox"/> Y</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Y</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Y</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Y</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Y</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Y</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Y</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Y</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Y</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Y</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> NA</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Y</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Y</div>	<div style="margin-bottom: 5px;"><input type="text" value="****"/></div> <div style="margin-bottom: 5px;"><input type="text" value="****"/></div> <div style="margin-bottom: 5px;"><input type="text" value="****"/></div> <div style="margin-bottom: 5px;"><input type="text" value="****"/></div> <div style="margin-bottom: 5px;"><input type="text" value="***"/></div> <div style="margin-bottom: 5px;"><input type="text" value="***"/></div> <div style="margin-bottom: 5px;"><input type="text" value="****"/></div> <div style="margin-bottom: 5px;"><input type="text" value="****"/></div> <div style="margin-bottom: 5px;"><input 5px;"="" margin-bottom:="" type="text" value="---&lt;/input&gt;&lt;/div&gt; &lt;div style="/><input type="text" value="*****"/></div> <div style="margin-bottom: 5px;"><input type="text" value="***"/></div> <div style="background-color: #FFD700; margin-bottom: 5px;"><input type="text" value="****"/></div>

### Comment

- NU has a higher governing body (University Council) at the top of its organizational structure. It has clear terms of reference according to the Regulations of the Higher Education Council. It comprises members with various experience and competencies.
- According to the recommendations of NCAAA, NU council approved the establishment of the Deanship of University Studies for Girls that will be managed by a female staff. On the approval of Ministry of Education, a female dean will be appointed. Accordingly, she will participate in NU council according to the law. This guarantees a female representation in the council.
- According to the recommendations of NCAAA, a unit for following-up colleges and deanships outside the main campus was established under the Vice Rector. The University Advisory Committee, chaired by the Rector and the membership of all Vice-Rectors, approved a system of regular visit to Sharoura and Ahbuna campuses every semester.
- The Council has (45) standing subcommittees with the membership of senior officials and faculty members and members of the NU Council. These committees report periodically to the UC.
- According to the recommendations of NCAAA, a mechanism to measure the effectiveness of NU council has been designed and approved.
- A mechanism to qualify new members of NU council has been approved.

### Priorities for improvement

In pursuit of excellence, NU will prepare an evaluative study on the role of the standing committees to improve performance.

### Independent Opinion

### Comment

**More evidence is required to address that governing body regularly reviews its effectiveness and develops plans for improvement in the way it operates \_\_\_\_**

- o **Leadership**

**The institution's administrators must provide effective and responsible leadership for the development and improvement of the institution.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

**2.2.1** The responsibilities of administrators are clearly defined in position descriptions.

**2.2.2** Senior administrators (including the Rector or Dean and others throughout the institution) anticipate emerging issues and opportunities and exercise initiative in response.

**2.2.3** Administrators ensure that action needed in their area of responsibility is taken in an effective and timely manner.

**2.2.4** The levels of supervision and approval for academic affairs provide for monitoring of quality and approval of major changes by senior administrators and the senior academic committee while allowing appropriate flexibility at course and program levels. (eg. Departments have delegated authority to change text and reference lists, modify planned teaching strategies, details of assessment tasks and updating of course content as far as possible subject to conditions set by the university council or other appropriate authority.) (see also section 4.1.3)

**2.2.5** Administrators encourage teamwork and cooperation in achievement of institutional goals and objectives within their area of responsibility.

**2.2.6** Administrators at all levels in the institution work cooperatively with colleagues in other sections of the institution to ensure effective overall functioning of the total institution.

**2.2.7** Administrators at all levels accept responsibility for the quality and effectiveness of activities within their area of responsibility regardless of whether those activities are undertaken by them personally or by others responsible to them.

**2.2.8** When responsibilities are delegated to others this is done appropriately within a clearly defined reporting and accountability framework.

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Y	****
Y	***
Y	***
Y	***
Y	***
Y	***
Y	****
Y	****
Y	****



<p><b>2.2.9</b> Delegations are formally specified in documents signed by the person delegating and the person given delegated authority, and that describe clearly the limits of delegated responsibility and responsibility for reporting on decisions made.</p>	<input type="text" value="Y"/>	<input type="text" value="****"/>
<p><b>2.2.10</b> Regulations governing delegations of authority are established for the institution and approved by the governing board. These regulations indicate key functions that cannot be delegated, and specify that delegation of authority to another person or organization does not remove responsibility for consequences of decisions made from the person giving the delegation.</p>	<input type="text" value="Y"/>	<input type="text" value="****"/>
<p><b>2.2.11</b> Administrators provide leadership and encourage and reward initiative on the part of subordinates within clear policy guidelines</p>	<input type="text" value="Y"/>	<input type="text" value="***"/>
<p><b>2.2.12</b> Regular and constructive feedback is given on performance of subordinates in a manner that contributes to their personal and professional development</p>	<input type="text" value="Y"/>	<input type="text" value="***"/>
<p><b>2.2.13</b> Senior administrators ensure that submissions to the governing body are fully documented and presented in a form that clearly identifies the policy issues for decision and the consequences of alternatives.</p>	<input type="text" value="Y"/>	<input type="text" value="****"/>
<p><b>Overall Assessment</b></p>		<input type="text" value="***"/>
<p><b>Comment</b></p>		
<ul style="list-style-type: none"> <li>- There is an organizational structure with clear specifications and a manual to organize all specifications and tasks of all academic and administrative staff and the administrative units in Arabic and English published on NU website.</li> <li>- NU completed the update of all organizational structures and the organizational manual of all academic and administrative units by implementing the projects of NU strategic plan.</li> <li>- According to the recommendations of NCAAA, NU has established a Standing Committee for Crises and Risks to expect and manage crises and risks, as NU lies within the crisis of the Southern border, in particular.</li> <li>- NU has implemented the recommendation of NCAAA stating that, "NU should assign no more than one position of leadership to any individual" after discussions with the Panel.</li> <li>- The Standing Committee for Reviewing Internal Policies, Regulations, Procedures and Scope of Responsibility has approved (Bader) to motivate NU employees to take initiatives and set an organizational structure for them.</li> <li>- Academic leaderships encourage teamwork by forming the various committees at colleges or supporting deanships where male and female sections collaborate.</li> <li>- NU approved a standard system to evaluate the performance of faculty. It guarantees providing feedback for professional and personal development.</li> <li>- NU applied the implementing regulation of job performance approved by Civil Service.</li> <li>- NU has an effective e-system to document the administrative operations to be reported to NU councils and governing body.</li> <li>- NU approves a clear system of authority delegation that defines the benchmarking and responsibilities.</li> <li>- NU achieved a good level of indicators regarding leadership pattern concerning encouraging innovation and positively handling initiatives and suggestions according to the measures of the Unit of Performance Measurement in the University.</li> </ul>		
<p><b>Priorities for improvement</b></p>		
<p>In pursuit of excellence, NU studies transforming the plan of risks to an e-system to manage risks.</p>		
<p><b>Independent Opinion</b></p>		
<p><b>Comment :</b> The responsibilities of administrators are clearly defined, and administrators provide leadership and encourage participation in development of institution</p>		
<p>○ <b>Planning Processes</b></p>		
<p><b>Planning processes must be managed effectively to achieve the mission and goals through cooperative action across the institution. Planning must combine coordinated strategic planning with flexibility to adapt to results achieved and changing circumstances.</b></p>		
<p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p>		
<p><b>2.3.1</b> A comprehensive strategic plan has been developed and provides a planning framework for all sections within the institution should be developed for the institution as a whole.</p>	<input type="text" value="Y"/>	<input type="text" value="*****"/>

<p>2.3.2 Planning is strategic, incorporating priorities for development and appropriate sequencing of action to produce the most effective short-term and long term-results.</p>	Y	****
<p>2.3.3 Plans take full and realistic account of aspects of the external environment affecting development of the institution.</p>	Y	****
<p>2.3.4 The processes for developing major plans for the institution provide for involvement and understanding with stakeholders throughout the institutional community.</p>	Y	***
<p>2.3.5 When major planning decisions are announced they are effectively communicated to all concerned with impacts and requirements for different constituencies made clear.</p>	Y	***
<p>2.3.6 Implementation of plans is monitored in relation to short term and medium term targets and outcomes evaluated.</p>	Y	***
<p>2.3.7 Plans are reviewed, adapted and modified, and corrective action taken as required in response to operational developments, formative evaluation, and changing circumstances.</p>	Y	****
<p>2.3.8 Information management systems provide regular feedback on both ongoing routine activities and progress in strategic initiatives through key performance indicators and other information as required..</p>	Y	***
<p>2.3.9 Risk management is included as an integral component of planning strategies with appropriate mechanisms developed for risk assessment and minimization.</p>	Y	***
<p>2.3.10 Strategic planning is integrated with annual and longer term budget processes with capacity for medium term adjustments as required.</p>	Y	***
<b>Overall Assessment</b>		
<b>Comment</b>		***
<ul style="list-style-type: none"> <li>- NU has approved a comprehensive strategic plan for the educational institution from 1433 to 1438 AH. The Standing Committee for the implementation and follow-up of the Strategic Plan approved extending it to 1440 AH in order to complete the implementation of the strategic plan projects in accordance with of Tenth Development Plan Saudi Arabia that ends in 1440 AH.</li> <li>- While developing the plan, NU fully and really considered the internal and external environmental factors that affect the University development (environmental analysis). It was also keen on the participation of the individuals who are in/directly related to all NU units.</li> <li>- To ensure the University control to implement the strategic plan and to verify accomplishing short- and long-term objectives as well as evaluating results, NU has established the Standing Committee of Implementing and Following-up the Strategic Plan, headed by the Rector and the membership of NU council and representatives of the related administrative and academic leaderships.</li> <li>- NU intended to establish a Unit for Risks Management and Following-Up as a key component in its planning strategies management that is concerned with setting-up the appropriate mechanisms to estimate risks and reduce their impacts. It is also keen on listing the projects of the strategic plan within its budget.</li> <li>- NU designed a plan for risks management including the description and categorization of all potential risks: Health and medical laboratory risks/ scientific and engineering laboratory risks/ risks of documentation and information security/ legal risks/ financial risks/ media and mental image risks/ human resources risks/ natural risks/ and institutions and facilities risks.</li> </ul>		
<b>Priorities for improvement</b>		
<p>Adopting an informational software to manage the information of strategic plan projects to participate more effectively in controlling performance and NU electronic advancement towards its objectives in all the academic and administrative units.</p>		
<b>Independent Opinion</b>		
<p><b>Comment:</b> A comprehensive strategic plan has been developed and it provided a planning framework for all sections within the institution, but it needs a stronger electronic management system to monitor progress performance levels.</p>		***
<b>Relationship Between Sections for Male and Female Students</b>		
<p><b>In sections for male and female students, the leaders of both sections must participate in institutional governance and be fully involved in strategic planning, decision making, and senior management with effective and continuing communication between sections.</b></p>		

<p><b>Strategic planning should ensure equitable distribution of resources and facilities to meet the requirements of program delivery, research, and associated services in each section as well as for the institution as a whole.</b></p> <p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p> <p><b>2.4.1</b> Male and female sections are adequately represented in the membership of relevant committees and councils through processes that are consistent with bylaws and regulations of the Higher Council of Education.</p> <p><b>2.4.2</b> There is effective communication between members of committees and councils and between individuals in the different sections carrying out related activities.</p> <p><b>2.4.3</b> Programs, facilities and services are planned and resources provided that ensure comparable standards are achieved in each section, while taking account of variations appropriate for different needs.</p> <p><b>2.4.4</b> Quality indicators, evaluations and reports show results for both sections indicating similarities and differences as well as overall performance.</p> <p style="text-align: center;"><b>Overall Assessment</b></p> <p><b>Comment</b></p> <ul style="list-style-type: none"> <li>- NU adheres to evenly represent male and female sections at all the administrative levels through membership of the related committees and councils in the meetings of department councils.</li> <li>- According to the recommendations of NCAAA, NU investigated the percentage of female faculty, according to their academic qualification, to the female students, comparing them to the male section. The gap was estimated and a five-year plan was approved to bridge the gap. Accordingly, the first stage of vacancies in the female section was announced.</li> <li>- According to the recommendations of NCAAA, NU recruited some female staff with experience and competence to the position of Vice-College/Deanship to all NU administrative and academic units.</li> <li>- NU has a higher administration to supervise girls' colleges represented by the General Supervisor of Girls' Colleges. It directly reports to the Vice- Rector.</li> <li>- Both sections participate in designing and developing the plans, whether strategic or developmental. They totally participate in the processes of evaluation and decision making through procedures that match the Statutes and Regulations of the Higher Education Council.</li> <li>- NU Performance Measurement Unit is obliged to monitor all performance indicators across male and female student sections and highlight the gap between them (if any).</li> <li>- According to the recommendations of NCAAA, NU conducted a study on the problems of the female faculty in Najran and Sharoura campuses. The study team comprised members from the female section only, headed by the General Supervisor of girls' colleges. It made some recommendations, most of which were implemented.</li> </ul> <p><b>Priorities for improvement</b></p> <p style="text-align: center;"><b>Independent Opinion</b></p> <p><b>Comment:</b></p> <p style="color: purple;"><b>There should be more representation for females in all committees and more leaders at upper levels of management.</b></p> <ul style="list-style-type: none"> <li>o <b>Integrity</b></li> </ul> <p><b>The institution must meet high ethical standards of honesty and integrity including avoidance of conflicts of interest and avoidance of plagiarism in its teaching, research and service functions and take action to ensure that these standards are met by staff and students. These standards must be maintained in all of the institution's dealings with its students and teaching and other staff, and its relationships with external agencies including both government and non-government organizations.</b></p> <p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p>	<input type="text" value="Y"/>  <input type="text" value="Y"/>  <input type="text" value="Y"/>  <input type="text" value="Y"/>	<input type="text" value="***"/>  <input type="text" value="***"/>  <input type="text" value="***"/>  <input type="text" value="***"/>  <input style="background-color: #FFD700;" type="text" value="***"/>  <input style="background-color: #ADD8E6;" type="text" value="***"/>
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<p><b>2.5.1</b> Codes of practice for ethical and responsible behaviour have been developed that require that teaching and other staff and students, and all committees and organizations, act consistently with high standards of ethical conduct and avoidance of plagiarism in the conduct and reporting of research, in teaching, performance evaluation and assessment, and in the conduct of administrative and service activities.</p>	Y	****
<p><b>2.5.2</b> The institution regularly reviews and modifies its policies and procedures as necessary to ensure continuing high standards of ethical conduct.</p>	Y	***
<p><b>2.5.3</b> Administrators and others speaking on behalf of the institution represent it honestly and accurately to both internal and external agencies. (Advertising and promotional material is always be truthful, avoids any actual or implied misrepresentations or exaggerated claims, or negative comments about other institutions.)</p>	Y	***
<p><b>2.5.4</b> Regulations are established and are consistently followed dealing with declarations of pecuniary interest or conflict of interest for faculty and staff at all levels of the institution . (The regulations apply to all staff, the governing board and to all committees and other decision making bodies in the institution.)</p>	Y	****
<p><b>2.5.5</b> Hiring, disciplinary and dismissal practices are clearly documented and administered in a way that ensures fair treatment for all Saudi Arabian and expatriate teaching and other staff, whether appointed on a full time or part time basis.</p>	Y	****
<p><b>Overall Assessment</b></p>		<p>***</p>
<p><b>Comment</b></p>		
<ul style="list-style-type: none"> <li>- NU works on maintaining its integrity by adhering to the applicable rules and regulations of Civil Service laws, policies of Ministry of Higher Education, internal financial regulations, academic student regulation, the administrative and organizational authorities and other regulations and guidelines.</li> <li>- NU adopted special rules of the ethical practice and behaviour by issuing and approving Faculty and Administrators Ethical Charter.</li> <li>- There is an effective system of integrity and clarity regarding recruitment and discipline practices. There are approved documents in this regard.</li> </ul>		
<p><b>Priorities for improvement</b></p>		
<p><b>Independent Opinion</b></p>		
<p><b>Comment</b> NU established and implemented ethical standards of honesty and integrity. Handbooks that details codes of ethics need to be more comprehensive.</p>		<p>***</p>
<ul style="list-style-type: none"> <li>o <b>Internal Policies and Regulations</b></li> </ul>		
<p><b>The institution must have a comprehensive and widely accessible set of policies and regulations establishing the terms of reference and operating procedures for major committees, administrative units and positions within the institution.</b></p>		
<p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p>		
<p><b>2.6.1</b> A policy and procedures manual has been prepared setting out internal regulations and procedures for dealing with major areas of activity within the institution..</p>	Y	***
<p><b>2.6.2</b> Terms of reference or statements of responsibility have been specified for major committees and administrative and academic positions and included in the policy and procedures manual.</p>	Y	***
<p><b>2.6.3</b> Policies and regulations are accessible to teaching and other staff and students including new members of staff, and members of committees.</p>	Y	***
<p><b>2.6.4</b> Student responsibilities, codes of conduct, and regulations affecting their behaviour are defined and made known to students when they begin studies at the institution.</p>	Y	****
<p><b>2.6.5</b> The institution has a program for the periodic review and amendment of all its policies and regulations over specified time periods</p>	Y	***
<p><b>Overall Assessment</b></p>		<p>***</p>

<p><b>Comment</b></p> <ul style="list-style-type: none"> <li>- NU has an approved organizational manual (in Arabic and English) that illustrates terms of reference and tasks of all academic and administrative units. It clearly states such policies including the scope of authorities, action procedures of main and standing committees, administrative units, and leadership jobs.</li> <li>- NU has an approved regulation of its policies that covers all academic and administrative policies. It was designed according to the administrative and academic principles of the standards of NCAAA.</li> <li>- According to the recommendations of NCAAA, the Standing Committee for Reviewing Internal Policies, Regulations, Procedures, and Scope of Responsibility was formed. It began work by making an action plan that prioritized simplifying the procedures of Deanship of Faculty and Personnel Affairs, suggesting training the employees of the Deanship on specifying the service and its procedures, adopting a mechanism to measure the effectiveness of NU delegation system, and inventory of specifying service to NU financial affairs.</li> <li>- NU Colleges were informed to apply plagiarism software to detect fraud and plagiarism of students' works.</li> <li>- There is a precise identification of student responsibilities. NU benefited from its electronic systems to contact male and female students on Blackboard system and its forums and notifying them of the rules and regulations, whether in an electronic or paper forms.</li> </ul> <p><b>Priorities for improvement</b> Completing the refinement of decision 1/1 of NU delegation system.</p> <p style="text-align: center;"><b>Independent Opinion</b></p> <p><b>Comment</b> Policy and procedures manual has been prepared setting out internal regulations and procedures for dealing with major areas of activity within the institution. Evidence of conflict of interest policies and their implementation needs to be provided.</p> <ul style="list-style-type: none"> <li>○ <b>Organizational Climate</b> <b>The institution must implement systems to maintain a positive organizational climate. (defined as one that is characterized by a sense of involvement in decision making, capacity to take initiative and pursue career goals, and a belief among teaching and other staff that their contributions are valued.)</b></li> </ul> <p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p> <p><b>2.7.1</b> A systematic approach is adopted by senior managers to develop and maintain a positive organizational climate.</p> <p><b>2.7.2</b> Opinions of staff on major initiatives are sought and information is provided on how those opinions have been considered and responded to.</p> <p><b>2.7.3</b> Significant achievements and contributions to the institution and the community by staff or students are recognized and appropriately acknowledged.</p> <p><b>2.7.4</b> Information about issues, plans and developments at the institution are regularly communicated to teaching and other staff through means such as newsletters, internal publications or electronic communications.</p> <p><b>2.7.5</b> Responsibility is given to a senior administrator or central unit to conduct periodic surveys dealing with issues relevant to organizational climate including such matters as job satisfaction, confidence in future development, sense of involvement in planning and development.</p> <p style="text-align: center;"><b>Overall Assessment</b></p> <p><b>Comment</b></p> <ul style="list-style-type: none"> <li>- According to the recommendations of NCAAA, NU formed a higher committee to improve the job satisfaction of the employees. It adopted a comprehensive mechanism to measure job satisfaction of all employees by forming three committees:</li> <li>- Administrative Excellence Committee headed by the Vice-Rector of Development and Quality to be concerned with introducing a number of incentive and merit rewards for NU employees.</li> <li>- A committee to establish the social club for NU employees headed by the Dean of Student Affairs to allow utilizing sports and entertainment facilities in the University City by NU employees and their families.</li> </ul>	<div style="text-align: center; background-color: #4a7ebb; color: white; padding: 5px; margin-bottom: 10px;">***</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 30px;">Y</td> <td style="text-align: center; width: 30px;">***</td> </tr> <tr> <td style="text-align: center;">Y</td> <td style="text-align: center;">***</td> </tr> <tr> <td style="text-align: center;">Y</td> <td style="text-align: center;">***</td> </tr> <tr> <td style="text-align: center;">Y</td> <td style="text-align: center;">****</td> </tr> <tr> <td style="text-align: center;">Y</td> <td style="text-align: center;">****</td> </tr> </table> <div style="text-align: center; background-color: #ffc107; color: black; padding: 5px; margin-top: 10px;">***</div>	Y	***	Y	***	Y	***	Y	****	Y	****
Y	***										
Y	***										
Y	***										
Y	****										
Y	****										

- Mazaya (Privileges) Committee headed by the General Supervisor of Public Relations and University Media to be concerned with contracting collaboration agreements with local business, sports, and economic enterprises to get merits for NU employees.
- According to the recommendations of NCAAA, a female team was formed to study the problems of female faculty members in Najran and Sharoura and recommend actions that help improvement work environment and job satisfaction in the female section. Most of the recommendations have been implemented.
- The reports of monitoring the reality of NU leadership pattern showed positive aspects that affirm creating a positive and sound organizational climate by the academic and administrative leadership within the scope of administrative responsibilities.
- NU established a unit to measure performance supervised by the Vice-Dean of Development and Quality. It regularly gets the opinions of faculty and personnel, measures job satisfaction, and reports the results of measurement to senior leaders and concerned leaderships to conduct the required improvements and notify them of the aspired indicator.
- NU adopted many means (E-correspondences, Echo magazine- website) to notify the employees of topics, plans, and updates of the University.

### Priorities for improvement

In pursuit of excellence, NU will support Performance Measurement Unit in the electronic program of information systems to manage performance indicators.

### Independent Opinion

**Comment Although staff satisfaction has improved, but it still not high and NU should take steps to create more positive environment and address concerns across campuses.**

\*\*\*

### Companies and Controlled Entities

#### Special Note

The term Controlled Entity is intended to include all arrangements where an institution has established a company, institute or other organization to provide services, academic or technical programs or carry out other activities. It includes, for example, a campus elsewhere in Saudi Arabia or in another country, one or more community colleges, an institute to provide a preparatory year program, companies established to undertake commercial development of patents or research findings, or companies established to provide services such as student or faculty housing or food or IT services.

In all such cases the parent institution (the college or university) must accept ultimate responsibility for what is done and have effective mechanisms for oversight of the quality of activities. Educational organizations such as a community college or a preparatory year program might also undergo separate accreditation, but a self-study of the parent institution and an external review of it for accreditation will consider whether the details of standard 2.8 are met and the extent to which the quality of the controlled entity is maintained and effectively supervised.

**2.8 If institutions establish or control subsidiary corporations for matters such as service provision, publications, or development of intellectual property the institution must maintain effective policy oversight, accountability and risk management processes.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

**2.8.1** The functions of the controlled entities are appropriate for and consistent with the charter and mission of the institution.

Y

\*\*\*\*

**2.8.2** The administrative and financial relationship between the controlled entities and the institution are clearly specified.

Y

\*\*\*\*

**2.8.3** Reporting mechanisms are established that ensure that the governing body has effective oversight of the purposes, functions, and activities of the controlled entities

Y

\*\*\*\*

**2.8.4** Audited financial reports on the financial affairs of the controlled entities are reviewed regularly by the relevant committee of the governing body.

Y

\*\*\*\*

**2.8.5** Administrative arrangements and planning mechanisms for activities of the controlled entity should provide for adequate risk assessment including protection for the institution against financial or legal liabilities.

Y

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<p><b>2.8.6</b> In any arrangement under which an institution contracts out to another organization the provision of services to students or to future students (eg. a preparatory year program) the service contract should include requirements to meet all relevant quality standards. (The institution will be held responsible for ensuring the standards are met.)</p>	Y	****	
<b>Overall Assessment</b>			
<b>Comment</b>			
<ul style="list-style-type: none"> <li>- A database of the companies contracted with NU has been created on the homepage of Vice-Rectorship for Development &amp; Quality on NU website. It included:</li> <li>- All NU departments, concerned with contracting and following-up companies and other entities contracted with university, have access to insert the data of these companies, details of agreements as well as completion rates.</li> <li>- It provides the competent personnel in the University with data and statistics of the companies that contracted with NU to help them examine the current situation, completion rate, and weakness (if any). They also help overcome obstacles and solve problems.</li> <li>- It helps the competent bodies make right decisions based on real and stage data of completion rate of the contracted companies and institutions.</li> <li>- It provides important reports concerning risks of the companies' performance and continuity and alternatives in case of agreement termination.</li> <li>- Legal and financial affairs (comptroller) in the University performs reviewing and accountability of these bodies as well as service contracts made by the university with some companies. They guarantee NU's rights and responsibilities towards fulfilling quality standards provided by these companies.</li> </ul>		****	
<b>Priorities for improvement</b>			
<b>Independent Opinion</b>			
<p><b>Comment</b> NU needs to provide more evidence about the implemented arrangement to assure quality of provision of contracted services to students (eg. the preparatory year program).</p>			***

<b>Overall Assessment of Governance and Administration</b>	
2.1 Governing Body	****
2.2 Leadership	***
2.3 Planning Processes	***
2.4 Relationships Between Sections for Male and Female Students	***
2.5 Integrity	***
2.6 Policies and Regulations	***
2.7. Organizational Climate	***
2.8 Associated Companies and Controlled Entities	****
<b>Combined Assessment</b>	
<b>Comment</b>	
<ul style="list-style-type: none"> <li>- NU has a higher governing body, UC, at the top of its organizational structure with clear terms of reference, in accordance with the Regulations of the Higher Education Council, including members with diverse experience and competencies.</li> <li>- According to the recommendations of NCAAA, NU council approved the establishment of the Deanship of University Studies for Girls that will be managed by a female staff. On the approval of Ministry of Education, a female dean will be appointed. Accordingly, she will participate in NU council according to the law. This</li> </ul>	

guarantees a female representation in the council.

- According to the recommendations of NCAAA, a unit to follow-up colleges and deanships outside NU headquarter has been established. It reports directly to the Vice-Rector. A system has been approved by NU Advisory Commission (headed by his excellency University Rector and the membership of all Vice-Rectors) to pay regular visits each semester to Sharoura and Ahbuna campuses.
- The Council has (45) standing subcommittees with the membership of senior officials, faculty members and members of the NU Council. These committees report periodically to the UC.
- According to the recommendations of NCAAA, a mechanism to measure the effectiveness of NU council has been designed and approved.
- According to the recommendations of NCAAA, NU has established a standing committee for crises and risks to expect and manage crises and risks, as NU lies within the crisis of the Southern border, in particular.
- NU designed a plan for risks management including the description and categorization of all potential risks
- NU has an effective e-system to document the administrative operations to be reported to NU councils and the governing body.
- NU has approved a comprehensive strategic plan for the educational institution from 1433 to 1438 AH. The Standing Committee for the implementation and follow-up of the Strategic Plan approved extending it to 1440 AH in order to complete the implementation of the strategic plan projects in accordance with of Tenth Development Plan Saudi Arabia that ends in 1440 AH.
- To ensure the University control to implement the strategic plan and to verify accomplishing short- and long-term objectives as well as evaluating results, NU has established the Standing Committee of Implementing and Following-up the Strategic Plan, headed by the Rector and the membership of NU council and representatives of the related administrative and academic leaderships.
- NU has an approved organizational manual (in Arabic and English) that illustrates authorities and tasks of all academic and administrative units. It clearly states such policies including the scope of authorities, action procedures of main and standing committees, administrative units, and leadership jobs.
- NU has an approved regulation of its policies that covers all academic and administrative policies. It was designed according to the administrative and academic principles of the standards of NCAAA.
- According to the recommendations of NCAAA, the Standing Committee for Reviewing Internal Policies, Regulations, Procedures, and Scope of Responsibility was formed.
- It was circulated to NU Colleges to apply plagiarism software to detect fraud and plagiarism of students' works.
- There is a precise identification of student responsibilities. NU benefited from its electronic systems to contact male and female students on Blackboard system and its forums and notifying them of the rules and regulations, whether in an electronic or paper forms.
- NU works on maintaining its integrity by adhering to the applicable rules and regulations of Civil Service laws, policies of Ministry of Higher Education, internal financial regulations, academic student regulation, the administrative and organizational authorities and other regulations and guidelines.
- According to the recommendations of NCAAA, NU formed a higher committee to improve the job satisfaction of the employees. It adopted a comprehensive mechanism to measure job satisfaction of all employees.
- According to the recommendations of NCAAA, a female team was formed to study the problems of female faculty members in Najran and Sharoura and recommend actions that help improvement work environment and job satisfaction in the female section.
- NU established a unit to measure performance supervised by the Vice-Dean of Development and Quality. It regularly gets the opinions of faculty and personnel, measures job satisfaction, and reports the results of measurement to the higher leaders and concerned leaderships to conduct the required improvements and notify them of the aspired indicator.
- NU adopted many means (E-correspondences, Echo magazine- website) to notify the employees of topics, plans, and updates of the University.
- A database of the companies contracted with NU has been created on the homepage of Vice-Rectorship for Development & Quality on NU website.
- Legal and financial affairs (comptroller) in the University performs reviewing and accountability of these bodies as well as service contracts made by the university with some companies. They guarantee NU's rights and responsibilities towards fulfilling quality standards provided by these companies.



Comment

NU needs to work on two issues: increasing the representation for females in all committees and allocating female leaders at upper levels of management; and increasing the faculty and staff satisfaction rates by addressing concerns across campuses.

Indicators Considered

NU has a Higher Governing Body within its organizational structure with clear terms of reference. NU has a comprehensive strategic plan and established a Standing Committee of the Strategic Plan and budget. A mechanism for measuring the effectiveness of the University Council was implemented, and risk management plan was done. NU has an approved organizational handbook that outlines the terms of reference and tasks for all the academic and administrative units. NU has policies and regulations. Policies define the scope of authorities and work actions of the standing committees, administrative units, and leadership positions. More efforts are put towards improving faculty and staff satisfaction rates and representation of females.

Priorities for Improvement

- An electronic system to manage the strategic plan projects and identify performance level and progress across objectives and goals is needed.
- There should be more representation for females in all higher committees and more leaders at upper levels of management.
- Although staff satisfaction has improved, but it is still not high and NU should take steps to create more positive environment and address concerns across campuses.
- There are good risk management handbook and plans, but they need to be implemented, with more detailed plans on how to deal with possible crisis.

## Standard 3 Management of Quality Assurance and Improvement

**Quality assurance processes must involve all sections of the institution and be effectively integrated into normal planning and administrative processes. Criteria for assessment of quality must include inputs, processes and outcomes with a particular focus on outcomes. Processes must be established to ensure that teaching and other staff and students are committed to improvement and regularly evaluate their own performance. Quality must be assessed by reference to evidence based on indicators of performance and challenging external benchmarks. Specific requirements in the institution's quality assurance system should be periodically reviewed to ensure that unnecessary requirements are not included and that data that is provided is actually used in an effective way.**

*The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions.*

	Is this true? Y/No/ NA	How well is this done? (enter stars)
<b>3.1 Institutional Commitment to Quality Improvement</b>		
<b>An institution must be committed to maintaining and improving quality through effective leadership and active involvement of teaching and other staff.</b>		
The level of compliance with this standard is judged by the extent to which the following good practices are followed.		
<b>3.1.1</b> The Rector or Dean strongly supports involvement in quality assurance processes.	Y	****
<b>3.1.2</b> Adequate resources are provided for the leadership and management of quality assurance processes, and provision of assistance where it is needed.	Y	****
<b>3.1.3</b> All teaching and other staff participate in self-assessments and cooperate with reporting and improvement processes in their sphere of activity.	Y	****
<b>3.1.4</b> Creativity and innovation combined with clear guidelines and accountability processes are actively encouraged at all levels.	Y	***
<b>3.1.5</b> Mistakes and weaknesses are recognized and used as a basis for planning for improvement.	Y	****
<b>3.1.6</b> Improvements in performance and outstanding achievements are recognized and appropriately acknowledged.	Y	***
<b>3.1.7</b> Evaluation and planning for quality improvement are integrated into normal administrative processes.	Y	***
<b>Overall Assessment</b>		****
<b>Comment</b>		
<ul style="list-style-type: none"> <li>• NU governing body leads the development and quality processes as the Rector chairs the Standing Committee for Quality and Academic Accreditation that consists of the University Vice-Rectors, deans of colleges, supporting deanships, and some administrative leaders. The Rector also chairs the Standing Committee for the Implementation and Follow up of the Strategic plan, including all Vice-Rectors, the Dean of Development and Quality, the General Supervisor of Financial and Administrative affairs and the General Supervisor of the Girls' Colleges.</li> <li>• The Vice-Rectorship also provides the academic and administrative units with the financial resources and awards necessary for activating the internal quality system..</li> <li>• Quality and self-evaluation teams are formed from the teaching and administrative staff within the various work groups.</li> <li>• The Deanship for Development and Quality submits periodic reports on the quality of the performance of these units according to its plan. Such reports are committed to explaining weaknesses and strengths as well as improvement priorities. The academic</li> </ul>		

<p>units, in turn, are committed to submitting such reports to specialized councils for taking the necessary actions. Relevant decisions will be incorporated in the planning and development processes.</p> <ul style="list-style-type: none"> <li>The Deanship for Development and Quality has a website through which it receives the entire quality documents from colleges, quality units and academic programs according to its plans and NCAAA standards. It reviews reports according to the mechanism adopted by the electronic system and gives feedback to colleges, emphasizing the necessity of including all strengths, weaknesses and improvement recommendations in all the academic programs' reports.</li> </ul>		
<p>Priorities for improvement</p> <ul style="list-style-type: none"> <li>Activating the training plan (Emkan) for training new administrative leaders at the University to acquaint themselves with the quality and follow-up systems at the University through the skills development unit.</li> </ul>		
<p style="text-align: center;"><b>Independent Opinion</b></p> <p>Comment_ <b>There is high commitment for improving quality by leadership and teaching and other staff are actively involved</b></p>		***
<p><b>3.2 Scope of Quality Assurance Processes</b></p>		
<p><b>Quality assurance activities that are necessary to ensure good quality must apply to all functions carried out in the institution and involve teaching and other staff in all parts of the institution in performance evaluations and planning for improvement.</b></p>		
<p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p>		
<p>3.2.1 All academic and administrative units within the institution (including the governing body, and senior management) participate in the processes of quality assurance and improvement.</p>	Y	***
<p>3.2.2 Regular evaluations are carried out and reports prepared to provide an overview of performance for the institution as a whole, and for organizational units and functions within it.</p>	Y Y	*** ***
<p>3.2.3 Quality evaluations consider inputs, processes and outcomes, with particular attention to quality of outcomes.</p>		
<p>3.2.4 Evaluations are carried out for both routine activities and for strategic priorities for improvement.</p>	Y	***
<p>3.2.5 Quality assurance processes are designed to ensure both that acceptable standards are met, and that there is continuing improvement in performance.</p>	Y	***
<p>3.2.6 A program of institutional research on quality issues is carried out to investigate and report to the Rector or Dean and the governing body, and inform the institution as a whole on the quality of the institution's activities and achievement of its objectives.</p>	Y	***
<p>3.2.7 In sections for male and female students detailed evaluations in relation to all standards should be carried out in a consistent way in both sections and quality reports on those standards should note any significant differences found and make appropriate recommendations for action in response to what is found.</p>	Y	***
<p>Overall Assessment</p>		***

<p>Comment</p> <ul style="list-style-type: none"> <li>• The University has a quality handbook that includes policies and procedures of the quality of inputs and processes. The handbook was activated within the framework of the University's quality strategic plan.</li> <li>• The Deanship for Development and Quality, through its various units, carries out regular evaluations for the quality improvement plans at the University programs and submits the results of such evaluations to the University leaders.</li> <li>• The University supports the research field in development and quality through research projects financed by the budget of the scientific research. The number of projects increased in recent years, which indicates the University's adoption of a scientific approach in the evaluation and development processes of its quality systems. Such various evaluations are used in the report on the progress of achieving the University's strategic goals.</li> <li>• The Deanship for Development and Quality carries out evaluations for the male and female sections and submits reports to the leaders of programs and colleges.</li> </ul>	
<p>Priorities for improvement</p> <ul style="list-style-type: none"> <li>○ Developing the website for quality and academic accreditation at the Deanship for Development and Quality so that the reviewing team can provide reviews in the program itself. Feedback is provided through a report sent via the University's E-correspondence program.</li> </ul>	
<p><b>Independent Opinion</b></p> <p>Comment: <b>Quality assurance activities cover all functions and units. Evidence needs to be provided regarding quality of all standards for males vs. females.</b></p>	<p>***</p>
<hr/>	
<p><b>3.3 Administration of Quality Assurance Processes</b></p>	
<p><b>The institution must make adequate arrangements for the leadership and administrative support for quality assurance processes throughout the organization.</b></p>	
<p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p>	
<p>A senior member of faculty is assigned responsibility and given a sufficient time allowance to provide guidance and support for the quality processes within the institution.</p>	<p style="text-align: center;">Y</p> <p style="text-align: center;">****</p>
<p>3.4.2 A quality center is established within the institution's central administration and given sufficient staff and resources to operate effectively.</p>	<p style="text-align: center;">Y</p> <p style="text-align: center;">****</p>
<p>3.4.3 A quality committee is formed with members drawn from all major sections of the institution. As a general guideline this might involve 12 to 15 members and in a large</p>	<p style="text-align: center;">Y</p> <p style="text-align: center;">****</p>
<p>3.4.4 institution might require representatives from groups of colleges in similar fields rather than from each college.</p>	
<p>3.4.5 The committee is chaired by a member of the institution's senior administration who works closely with the director of the quality center in guiding and supporting quality initiatives throughout the institution.</p>	<p style="text-align: center;">Y</p> <p style="text-align: center;">****</p>
<p>3.4.6 The roles and responsibilities of the head of the quality centre, the centre itself, and the quality committee are formally defined and their relationship with other planning and administrative units made clear.</p>	<p style="text-align: center;">Y</p> <p style="text-align: center;">****</p>
<p>3.4.7 If quality assurance functions are managed by more than one organizational unit, the activities of these units are effectively coordinated under the supervision of a senior</p>	<p style="text-align: center;">Y</p> <p style="text-align: center;">****</p>

<p>administrator.</p> <p>3.4.8 The institution's quality assurance system is fully integrated into normal planning and development strategies in a defined cycle of planning, implementation, assessment and review</p> <p>3.4.9 Evaluations are (i) based on evidence, (ii) linked to appropriate standards, (iii) include consideration of predetermined indicators, and (iv) take account of independent verification of interpretations.</p> <p>3.4.10 Common forms and survey instruments are prepared for use for similar activities across the institution (eg. programs, courses, libraries etc.) and responses used in independent analyses of results including trends over time. (This does not preclude additional questions relevant to different programs or special instruments dealing with particular functions eg. specialized libraries or student services)</p> <p>3.4.11 Statistical data (including pass rates, progression and completion rates and other</p> <p>3.4.12 data required for indicators) are retained in a central data base and provided routinely and</p> <p>3.4.13 promptly to colleges and departments (normally each semester or at least annually)</p> <p>3.4.14 for their use in preparation of reports on indicators and other tasks in monitoring quality.</p> <p>3.4.15 3.3.11The administrative arrangements and processes used for quality assurance in the institution are evaluated and reported on in a way that is comparable to the quality assurance processes for other functions and organizational units.</p> <p>3.4.16 Processes for evaluation of quality should be transparent with criteria for judgments and evidence considered made clear.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>***</p> <p>***</p> <p>***</p> <p>***</p> <p>***</p> <p>***</p> <p>***</p>
<b>Overall Assessment</b>		
<p>Comment</p> <ul style="list-style-type: none"> <li>Quality assurance activities and processes are managed by the support provided by the Vice-Rectorship for Development and Quality, supporting deanships for development and quality, and its various units including all the University's academic and administrative posts, according a clear organizational framework. Unified samples and questionnaires are used to ensure the success of the benchmarking processes among the University's units.</li> <li>The Deanship for Development and Quality provides technical support to all colleges, programs, supporting deanships at the University according to an approved mechanism. The Deanship also includes a distinguished team of technical support officials from the male and female sections, which provides technical support to all colleges and supporting deanships on a weekly basis.</li> <li>The Vice-Rectorship for Development and Quality has an advisory council with male and female representation.</li> <li>There is a unified strategy for the questionnaires of the Unit for Performance Measurement, including an advisory council for the unit that consists of specialists in measurement and evaluation. The Unit has questionnaires and evaluated measurement tools that include all academic, research and administrative aspects, besides evaluating services by beneficiary students and representatives of external community.</li> <li>Evaluation processes are based on finding documents and evidence. This is indicated through the samples used in evaluations. The Deanship for Development and Quality respond to any applications related to re-evaluation in order to ensure the highest level of transparency.</li> </ul>		
<p>Priorities for improvement</p> <ul style="list-style-type: none"> <li>Urging the University administration to accelerate purchasing the (business intelligence) program so that the Deanship for Development and Quality ensures the inflow of information to its beneficiaries, in addition to monitoring performance, self-evaluation</li> </ul>		

<p>processes and benchmarking processes.</p>		
<p><b>Independent Opinion</b></p>		***
<p>Comment <b>NU has adequate arrangements for the administrative support for quality assurance processes</b></p>		
<p><b>3.3 Use of Indicators and Benchmarks</b></p>		
<p><b>Specific indicators must be identified for monitoring performance and appropriate benchmarks selected for evaluation of the achievement of goals and objectives and for the quality of major institutional functions.</b></p>		
<p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p>		
<p>3.4.17 A limited number of key performance indicators that are capable of objective measurement have been identified and provide clear objective evidence of quality of performance for sections within the institution (including colleges and departments) and for the institution as a whole.</p>	Y	****
<p>3.4.18 Additional indicators that provide clear evidence of quality of performance in achieving their objectives are selected by or for each academic and administrative unit within the institution.</p>	Y	****
<p>3.4.19 When functions that are carried out by different organizational units (eg. teaching, research, community service) some common indicators are selected for all such units as measures of quality and to provide for comparisons of performance.</p>	Y	***
<p>3.4.20 Benchmarks for comparing quality of performance (including past performance and at least some comparisons with other institutions) are established and achievements in relation to those benchmarks is regularly monitored.</p>	Y	***
<p>3.4.21 3.4.5 Key performance indicators and benchmarks for major organizational units or functions are approved by the appropriate committee or council within the institution (eg. senior academic committee, university council)</p>	Y	****
<p>3.4.22 3.4.6 The format for indicators and benchmarks is consistent across the institution and provides specific evidence relating to important objectives.</p>	Y	****
<p><b>Overall Assessment</b></p>		****
<p>Comment</p> <ul style="list-style-type: none"> <li>• There is an approved comprehensive matrix for the University's performance indicators that was designed in its strategic plan on benchmarks of several national, regional and global universities.</li> <li>• The University council approved a matrix for performance indicators within the framework of the University's strategic plan.</li> <li>• The Deanship for Development and Quality identified a limited number of performance indicators relevant to the quality of performance in the academic programs. Such indicators were inspired by NCAAA's indicators and their unified formula was agreed upon by the University's academic programs.</li> <li>• The University's programs prepared an additional list of the performance indicators relevant to measuring learning outcomes and some educational activities.</li> <li>• All programs send performance indicators reports to the Vice-Rectorship for Academic Affairs on an annual basis.</li> <li>• All academic programs designed matrices for additional performance indicators relevant the program objectives and their learning outcomes.</li> <li>• Specific formulas from the performance indicators were unified in addition to identifying</li> </ul>		

<p>benchmarks in line with the University's mission and objectives to facilitate internal benchmarking processes between the performance of units in the fields of scientific research, community service and some teaching aspects.</p>	
<p>Priorities for improvement</p> <ul style="list-style-type: none"> <li>Providing feedback to academic programs by the Vice-Rectorship for Academic Affairs.</li> </ul>	
<p style="text-align: center;"><b>Independent Opinion</b></p> <p>Comment: <b>NU needs to report KPIs total, by gender and campuses and trend data need to be provided.</b></p>	***
<p><b>3.5 Independent Verification of Standards</b></p> <p><b>Evaluations of performance must be based on evidence (including but not restricted to predetermined performance indicators and benchmarks) and conclusions based on that evidence must be independently verified.</b></p>	
<p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p>	
<p>3.5.1 Self-evaluations of quality of performance are based on several related sources of evidence including feedback through user surveys and opinions of stakeholders such as students and teaching staff, graduates and employers.</p>	Y
<p>3.5.2 Interpretations of evidence of quality of performance are verified through independent advice from persons familiar with the type of activity concerned and impartial mechanisms are used to reconcile differing opinions.</p>	Y
<p>3.5.3 Institutional policies and procedures have been established for the verification of standards of achievement by students in relation to other institutions and the requirements of the National Qualifications Framework.</p>	Y
<p style="text-align: center;"><b>Overall Assessment</b></p>	***
<p>Comment</p> <ul style="list-style-type: none"> <li>The Deanship for Development and Quality has a group of advisors and experts responsible for conducting internal reviewing processes and ensuring quality at the University's academic and administrative units through documents and evidence.</li> <li>There are certified systems that ensure effective communication between academic programs, students, and the labor market to evaluate performance.</li> <li>The University's programs approved the external reviewer system to review their academic programs and study plans.</li> <li>Seeking consultations and independent opinions to evaluate the outcomes of the performance evaluation processes according to the program evaluation standards.</li> </ul>	
<p>Priorities for improvement</p> <ul style="list-style-type: none"> <li>Activating external benchmarking, especially with regard to the outcomes of students' achievement and their progress rates. The University agreed with several regional universities to exchange performance indicators and the agreement was implemented on the institutional level.</li> </ul>	
<p style="text-align: center;"><b>Independent Opinion</b></p> <p>Comment: <b>Verification of student achievement standards needs to include comparing the work of the students with their peers in other similar institutions and the verifying grades.</b></p>	***

## Overall Assessment of Quality Assurance and Improvement Processes

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	****
<b>Combined Assessment</b>	<b>****</b>

### Comment

- There is an institutional commitment to improve quality at the institution through the Standing Committee for Quality and Academic Accreditation chaired by the University Rector and his attendance of quality-the supporting events at the University and provision of financial and moral support.
- There is a governing body concerned with quality affairs and represented in the Vice-Rectorship for Development and Quality and its supporting deanships for development and quality.
- Quality assurance processes include all academic and administrative tasks at the institution through an effective system relevant to inputs, processes and outcomes.
- The Deanship for Development and Quality has a website via which it receives the entire quality related documents from colleges, quality units and academic programs according to its plans and NCAAA standards. It reviews reports according to the mechanism adopted by the electronic system and gives feedback to colleges emphasizing the necessity of including all strengths, weaknesses and improvement recommendations in the reports on academic programs.
- Through the Deanship for Development and Quality, the Vice-Rectorship for Development and Quality coordinates the quality assurance processes according to a specific system, real performance indicators and clear organizational framework.
- The University developed main KPI to measure the performance of the whole institution and a set of performance indicators that measures the performance quality of each unit of the institution's units.
- Dedicated qualified cadres represented in a team of female and male advisors and experts in the field of development and quality provide technical support and carry out evaluation processes.
- The University carries out self-evaluation processes to ensure the quality of its performance depending on several resources, documents, and evidence. This is in addition to the independent verification of the outcomes of the performance evaluation processes through seeking consultations, and internal and external independent opinions.

### Independent Opinion

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### Comment

**NU has support from its leaders in all quality assurance and improvement activities. There is an institutional commitment to improving quality at the institution. Quality is assessed by reference to evidence based on indicators of performance and external standards. However, NU needs to report KPIs total, by gender and campuses and trend data need to be provided. Evidence needs to be provided regarding quality of all standards for males vs. females. More evidence is required regarding closing the loops at all levels.**

### Indicators Considered

**NU has support from its leaders in all quality assurance and improvement activities. There is an institutional commitment to improve quality at the institution. There is a governing body concerned with quality affairs represented in the Vice-Rectorship for Development and Quality and Deanships for Development and Quality. Quality assurance processes in NU include all academic and administrative tasks at the institution through an effective system related to inputs, processes and outcomes. The University carries out self-evaluation processes to ensure the quality of its performance depending on several sources and evidence.**



Quality is assessed by reference to evidence based on indicators of performance and external standards. Different KPIs were established to cover NCAAA requirements, AFAQ requirements, and NU strategic plan projects. NU covers the view of all stakeholders and the different standards in its surveys.

#### **Priorities for Improvement**

- More evidence is required regarding closing the loops at all levels.
- Even though quality assurance activities cover all functions and units, evidence needs to be provided regarding quality of all standards for males vs. females.
- NU should review the way measurement is conducted for ILOs because it is simplified and is based mainly on student grades of courses plus surveys.
- NU should provide enough evidence regarding closing the loops at all levels.
- 
- Verification of student achievement standards needs to include comparing the work of the students with their peers in other similar institutions and verifying grades.

## Standard 4 Learning and Teaching

The institution must have an effective system for ensuring that all programs meet high standards of learning and teaching through initial approvals, monitoring of performance, and provision of institution-wide support services. In all programs student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and (for professional programs) requirements for employment or professional practice. Standards of learning must be assessed through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes, and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys, with feedback used as a basis for plans for improvement. In different sections for male and female students required standards must be the same, equivalent resources must be provided, and evaluations must include data for each section.

*Note: Good practices related to the institutions responsibility for oversight of quality of programs throughout an institution are described under standard 4.1. Standards and good practices applicable to all individual programs and that should be monitored and overseen by the relevant institutional committees and administrative units are described in standards 4.2 to 4.11.*

*The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions*

	Is this true? Y/No/NA	How well is this done? (enter stars)
<p><b>4.1. Institutional Oversight of Quality of Learning and Teaching</b></p> <p>The institution must have effective systems for ensuring that high standards of learning and teaching are achieved in all programs offered, and for supporting their improvement. Institutional processes must be in place to monitor and report on the extent to which the requirements included in the standard for learning and teaching are met for all the programs across the institution. Appropriate action must be taken by the institution to deal with problems and support improvements through general institutional strategies or support for initiatives within particular organizational units where they are needed.</p> <p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p> <p>4.1.1 New program proposals and proposals for major changes in programs are thoroughly evaluated and approved by the institution’s senior academic committee.</p> <p>4.1.2 The evaluation of new programs or major changes in programs by the senior academic committee includes consideration of the matters described in the standard for learning and teaching, including any special requirements applicable to the field of study concerned and requirements for graduates in that field in Saudi Arabia.</p> <p>4.1.3 Guidelines are established defining the levels for reviewing indicators and reports on courses and programs. (for example a head of department might consider course reports for all courses and a departmental committee approve minor changes to keep courses up to date. A dean might consider program reports that include summary information about courses. The vice rector responsible for academic affairs, the quality committee and the senior academic committee might consider a general summary of program reports and data on key performance indicators, and approve more significant changes in programs.) (See also section 2.2.4)</p> <p>4.1.4 Guidelines have been established defining the levels for approval of changes in courses and programs. Minor changes required to keep programs up to date and respond to course and program evaluations should be made flexibly and rapidly at departmental level and more substantial changes referred to the relevant senior committees for approval. (Note that these approvals for changes in courses and programs in sections 4.1.3 and 4.1.4 are under delegations from the university council or other responsible authority and are subject to conditions and constraints that may be set by that council or authority.)</p> <p>4.1.5 Data on key performance indicators for all programs are reviewed at least annually by senior administrators responsible for academic affairs, the institution’s quality committee</p>	<div style="display: flex; flex-direction: column; align-items: center; justify-content: center;"> <div style="margin-bottom: 10px;"><input type="checkbox"/> Y</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Y</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Y</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Y</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Y</div> </div>	<div style="display: flex; flex-direction: column; align-items: center; justify-content: center;"> <div style="margin-bottom: 10px;"><input type="text" value="****"/></div> <div style="margin-bottom: 10px;"><input type="text" value="****"/></div> <div style="margin-bottom: 10px;"><input type="text" value="****"/></div> <div style="margin-bottom: 10px;"><input type="text" value="****"/></div> <div style="margin-bottom: 10px;"><input type="text" value="***"/></div> </div>

and the institution's senior academic committee, with overall institutional performance reported to the governing board.

4.1.6 Annual reports are prepared for all programs, and reviewed by department/college committees, with appropriate action taken in response to recommendations in those reports.

4.1.7 Self evaluations using the self evaluation scales for higher education programs are undertaken periodically (eg. every two or three years) for each program and reports prepared for consideration by the quality committee and the relevant academic committees.

4.1.8 Reports on the overall quality of teaching and learning for the institution as a whole are prepared periodically (eg. every three years) indicating common strengths and weaknesses, and significant variations in quality between programs/departments and sections.

4.1.9 Reports by departments to their college, or by departments or colleges to the central administration, are acknowledged with responses made to any queries or proposals made.

4.1.10 The senior administrator responsible for academic affairs takes responsibility, in cooperation with the quality committee and deans/heads of department, for developing and implementing strategies for improvement to deal with common issues affecting programs across the institution.

4.1.11 Colleges/departments cooperate with and participate in general institutional strategies for improvement, and arrange complementary further initiatives to deal with quality issues found in their own programs.

4.1.12 If programs are offered in different sections, including sections for male and female students, or in branch campuses, the standards of learning outcomes, the resources provided (including learning resources and staffing provisions and resources to undertake research) should be comparable in all sections. Data used for evaluations and performance indicators should be provided for all sections as well as for the programs in total.

**Overall Assessment = 45**

Comment \_\_\_\_\_

- NU has a framework for the follow-up of teaching and learning at the university level, supervised by the Vice-Rectorship for Academic Affairs, which includes the regulations and mechanisms related to teaching and learning processes, standard templates, periodic reports and KPI reports.
- The Executive Committee for Following-up Teaching and Learning standard has been formed at the institutional level and supervised by the Vice-Rectorship for Academic Affairs by decision No. 9/36-37 dated 1/11/1437 AH.
- There is an internal quality system applied to all academic programs at the University Colleges. Reports of programs and courses specifications are prepared according to NCAAA templates.
- There are KPIs at the level of the University programs. They have been monitored in all University programs in addition to conducting some internal benchmarking.
- New program proposals and substantive amendments are presented to the Study Plans and Planning Committee. The minor and non-substantive changes that come in response to programs and courses reports are approved by the department councils and the relevant College Councils.
- The programs' annual reports are prepared and presented to the department councils and the college councils, and then sent to the Deanship of Development and Quality for evaluation. Finally, they are submitted to the Vice-Rectorship for Development and Quality to take the necessary corrective or developmental action.
- The Vice-Rectorship for Development and Quality, represented in the Deanship of Development and Quality and its various units supervises the implementation of programs improvement plans at all Colleges. Moreover, a central plan is set to support the quality of all programs at colleges.
- There is an E-Correspondence Tracking System through which academic programs, colleges and Vice-Rectors respond to all requests, reports or support requests.
- Learning outcomes are the same in programs that have male and female sections. There is a female representation in the department councils. Facilities, equipment and scientific research requirements are fairly consistent.
- Programs self-evaluation is done every three years. The first self-evaluation was carried out in 1432H. It was also done in the framework of the evaluative development

Y	****
Y	****
Y	***
Y	****
Y	****
Y	****
Y	***
****	

<p>project in 1435H. Moreover, in 1438H, a self-evaluation for all the university programs was conducted.</p> <ul style="list-style-type: none"> <li>- Libraries at the female section as well as at Sharoura are equipped. Thus, there is equality in the availability of learning resources.</li> </ul> <p><b>Priorities for improvement</b></p> <p>External benchmarking of academic programs' performance indicators.</p> <p style="text-align: center;"><b>Independent Opinion</b></p> <p>Comment : <b>NU has systems to monitor and report on the extent to which the requirements included in the standard for learning and teaching are met for programs across the institution. More evidence is needed about improving problems that are found.</b></p>	<div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; width: 40px; margin: 0 auto;">***</div>
<p><b>4.2 Student Learning Outcomes</b></p> <p><b>Intended student learning outcomes must be consistent with the National Qualifications Framework, and with generally accepted standards for the field of study concerned, including requirements for any professions for which students are being prepared. Programs must be planned in a way that ensures that all courses contribute to program learning outcomes in a coordinated way.</b></p> <p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p> <p>4.2.1. Intended learning outcomes are specified after consideration of relevant academic and professional advice.</p> <p>4.2.2. Intended learning outcomes are consistent with the Qualifications Framework. (covering all of the domains of learning at the standards required).</p> <p>4.2.3. Intended learning outcomes are consistent with requirements for professional practice in Saudi Arabia in the fields concerned. (These requirements should include local accreditation requirements and also take account of international accreditation requirements for that field of study, and any Saudi Arabian regulations or regional needs)</p> <p>4.2.4. If an institution has identified special attributes to be developed in students graduating from the institution comprehensive strategies are established for these to be developed. (This means that the attributes to be developed in students are clearly defined, strategies for developing them planned and implemented across all programs, and mechanisms for assessing and reporting on the extent to which graduating students have developed them are in place.)</p> <p>4.2.5. Appropriate program evaluation mechanisms, including graduating student surveys, employment outcome data, employer feedback and subsequent performance of graduates, are used to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved. (see also sections 4.3 and 4.5.2 dealing with processes for program evaluation and verification of standards of student achievement)</p> <p style="text-align: center;"><b>Overall Assessment = 18</b></p> <p>Comment</p> <ul style="list-style-type: none"> <li>- The intended learning outcomes of academic programs and courses are determined after surveying the opinion of academic and professional experts by specialization. The outcomes shall be consistent with the NQF and cover cognitive, knowledge, communication, information technology and numerical skills. Psychomotor skills are also met in some programs and courses according to the field of specialization.</li> <li>- Learning outcomes meet the requirements of professional practice in Saudi Arabia in fields of specialization as well as the NCAAA requirements in all vocational programs. In addition, the outcomes shall fulfil the requirements of the global accreditation bodies such as ABET for the programs of the Colleges of Engineering and Computer Science and the German commission AHGPS for the programs of the Colleges of Applied Medical Sciences and Nursing.</li> <li>- Most programs include some student characteristics for its graduates and are covered in courses and student activities as shown in the program specification.</li> <li>- Programs are evaluated using more than one appropriate mechanism, including the external reviewer, advisory committees, and graduates, employers and faculty members student surveys. In addition, the learning outcomes of all university programs are</li> </ul>	<div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">Y</div> <div style="border: 1px solid black; padding: 2px 5px;">****</div> </div> <div style="border: 1px solid black; padding: 2px 5px;">Y</div> <div style="border: 1px solid black; padding: 2px 5px;">****</div> <div style="border: 1px solid black; padding: 2px 5px;">Y</div> <div style="border: 1px solid black; padding: 2px 5px;">****</div> <div style="border: 1px solid black; padding: 2px 5px;">Y</div> <div style="border: 1px solid black; padding: 2px 5px;">***</div> <div style="border: 1px solid black; padding: 2px 5px;">Y</div> <div style="border: 1px solid black; padding: 2px 5px;">***</div> <div style="border: 1px solid black; background-color: #FFD700; padding: 5px; margin-top: 10px;">****</div> </div>

measured using an electronic program designed for this purpose.

- Measures have been taken at the university level to ensure the quality of programs and courses learning outcomes through the internal audit committees of the academic programs as well as through external reviewers who provide technical support under the Deanship of Development and Quality.
- The standardized system for the quality procedures of programs and courses specification at the level of NU academic programs has been developed and implemented through the Vice-Rectorship for Development and Quality.

Priorities for improvement  
Internal benchmarking of academic programs evaluation results at the university level.

#### Independent opinion

Comment: **NU should review program and course specifications to ensure that their learning outcomes are appropriate, cover required skills at their level, measured appropriately, and that teaching learning and assessment strategies match each LO domain.**

#### 4.3. Program Development Processes

**Programs must be planned as coherent packages of learning experiences in which all courses contribute in planned ways to the intended learning outcomes for the program.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.3.1 Plans for the delivery of programs and for their evaluation are set out in detailed program specifications. (These should include knowledge and skills to be acquired, and strategies for teaching and assessment for the progressive development of learning in all the domains of learning.)

4.3.2 Plans for courses are set out in course specifications that include knowledge and skills to be acquired and strategies for teaching and assessment for the domains of learning to be addressed in each course.

4.3.3 The content and strategies set out in course specifications are coordinated to ensure effective progressive development of learning for the total program in all the domains of learning.

4.3.4 Planning includes any actions necessary to ensure that teaching staff are familiar with and are able to use the strategies included in the program and course specifications.

4.3.5 The academic or professional fields for which students are being prepared are monitored on a continuing basis with necessary adjustments made in programs and in text and reference materials to ensure continuing relevance and quality.

4.3.6 In professional programs practitioners from the relevant occupations or professions are included in continuing advisory committees that monitor and advise on content and quality of programs.

4.3.7 New program proposals are assessed and approved or rejected by the institution's senior academic committee using criteria that ensure thorough and appropriate consultation in planning and capacity for effective implementation.

#### Overall Assessment = 28

#### Comment

- Programs and courses are planned in the form of integrated packages of educational experiences in a detailed and clear manner that included knowledge and skills to be acquired, teaching strategies and assessment methods of academic programs and courses specification. The faculty members are trained on modern university teaching strategies, effective teaching skills, examination systems, student assessment and learning outcomes measurement. Study plans are developed in the light of developments in the field of specialization or professional fields.
- All University professional programs and disciplines constantly use advisory teams with outstanding practitioners in professions and jobs related to programs to follow up and advise on the content and quality of programs.
- NU has a system for the modification or establishment of new programs that requires

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Y	****
Y	****
Y	****
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Y	****
Y	****
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compliance with the approved templates (the study plan, the program specification mechanism, the program specification template, the information survey report for the corresponding programs and the specialization developments, the social and labor market requirements report, and the external reviewer report) before being presented to the Teaching and Learning Unit at the Deanship of Development and Quality in preparation for presentation to the Study Plans and Planning Committee at the University.

**Priorities for improvement**

- Follow-up the results of the advisory committees' meetings at the Colleges and programs in the context of evaluating the quality of the programs and the appropriateness and achievement degree of the learning outcomes.

**Independent opinion**

Comment: **Program and course specifications need to be reviewed to make sure they are approved, do not differ across campuses, use the same forms, and in English.**

**4.4. Program Evaluation and Review Processes**

**The quality of all courses and of programs as a whole must be monitored regularly through appropriate evaluation mechanisms and amended as required, with more extensive quality reviews conducted periodically.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.4.1 Courses and programs are evaluated and reported on annually and reports include information about the effectiveness of planned strategies and the extent to which intended learning outcomes are being achieved.

4.4.2 When changes are made as a result of evaluations details of those changes and the reasons for them should be retained in course and program portfolios.

4.4.3 Quality indicators that include learning outcome measures are used for all courses and programs.

4.4.4 Records of student completion rates are kept for all courses and for programs as a whole and included among quality indicators.

4.4.5 Reports on programs are reviewed annually by senior administrators and quality committees. (See also item 4.1 3 relating to the level of detail for these reports at different levels of academic administration)

4.4.6 Systems have been established for central recording and analysis of course completion and program progression and completion rates and student course and program evaluations, with summaries and comparative data distributed automatically to departments, colleges, senior administrators and relevant committees at least once each year.

4.4.7 If problems are found through program evaluations appropriate action is taken to make improvements, either within the program concerned or through institutional action as appropriate.

4.4.8 In addition to annual evaluations a comprehensive reassessment of every program is conducted at least once every five years.

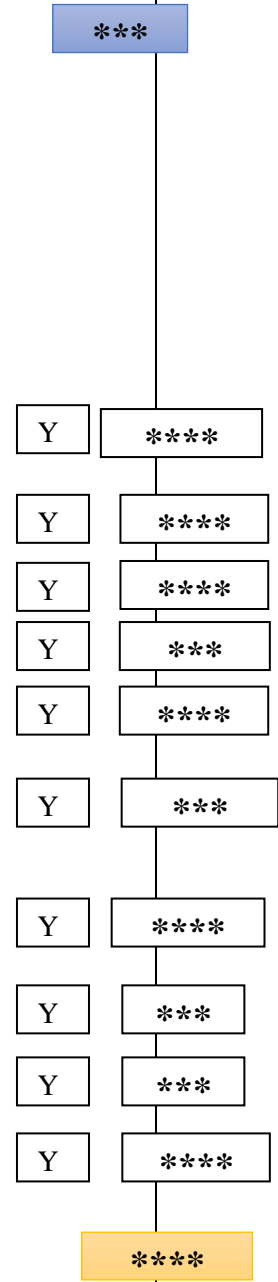
4.4.9 Program reviews involve experienced people from relevant industries and professions, and experienced teaching staff from other institutions.

4.4.10 In program reviews opinions about the quality of the program including the extent to which intended learning outcomes are achieved is sought from students and graduates through surveys and interviews, discussions with teaching staff, and other stakeholders such as employers.

**Overall Assessment = 36**

**Comment**

- Courses and programs are periodically evaluated and reported at the end of each semester and appropriate corrective actions are taken. The courses reports are prepared separately at each site where the course is presented, especially if the course is presented at the male and female sections. Another standardized course report is prepared, as well.
- The quality of each of the program's courses is monitored annually through the course file and program documents.



- All University programs use program quality indicators, as well as programs and all courses indicators of the intended learning outcomes.
- Admission and registration databases keep records of student completion rates in all courses and programs at the University Colleges.
- Programs are also reviewed through surveys of students, graduates, employers and faculty members.
- The opinion of academic and professional experts is used to evaluate programs through advisory committees.
- Program reports and performance indicator reports are submitted to the Executive Committee for Teaching and Learning, the Vice-Rectorship for Academic Affairs for review and recommendation for the necessary operational actions.
- Every three years, a periodic program self-evaluation is carried out on the star scale.

#### Priorities for improvement

- Annual comparisons of student completion rates of programs at the University level carried out centrally and distributed to programs.

#### Independent opinion

Comment: **Survey data need to be reported particularly on standard 4 with some comparisons across programs, colleges, campuses, females and males, etc.**

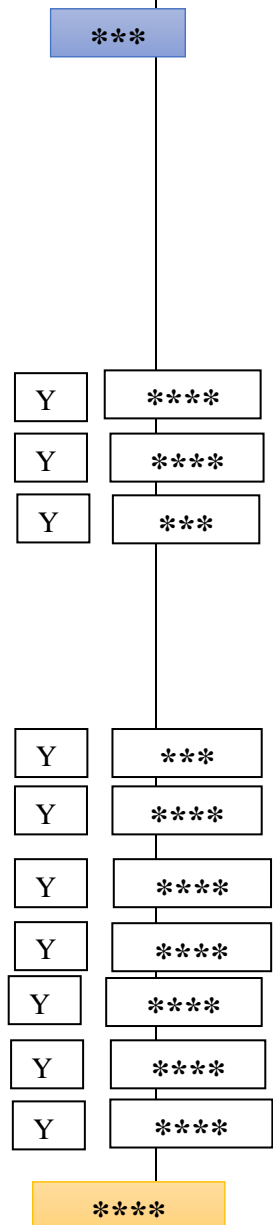
#### 4.5. Student Assessment

**Student assessment processes must be appropriate for the intended learning outcomes and effectively and fairly administered with independent verification of standards achieved.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

- 4.5.1 Student assessment mechanisms are appropriate for the forms of learning sought.
- 4.5.2 Assessment processes are clearly communicated to students at the beginning of courses.
- 4.5.3 Appropriate, valid and reliable mechanisms are used in programs throughout the institution for verifying standards of student achievement in relation to relevant internal and external benchmarks. The standard of work required for different grades should be consistent over time, comparable in courses offered within a program and college and the institution as a whole, and in comparison with other highly regarded institutions. (Arrangements for verifying standards may include measures such as check marking of random samples of student work by teaching staff at other institutions, and independent comparisons of standards achieved with other comparable institutions within Saudi Arabia, and internationally.)
- 4.5.4 Grading of students tests, assignments and projects is assisted by the use of matrices or other means to ensure that the planned range of domains of student learning outcomes are addressed.
- 4.5.5 Arrangements are made within the institution for training of teaching staff in the theory and practice of student assessment.
- 4.5.6 Appropriate procedures are followed to deal with situations where standards of student achievement are inadequate or inconsistently assessed.
- 4.5.7 Effective procedures are followed that ensure that work submitted by students is actually done by the students concerned.
- 4.5.8 Feedback to students on their performance and results of assessments during each semester is given promptly and accompanied by mechanisms for assistance if needed.
- 4.5.9 Assessments of students work are conducted fairly and objectively.
- 4.5.10 Criteria and processes for academic appeals are made known to students and administered equitably (see also item 5.3)

**Overall Assessment = 38**



**Comment**

- Student assessments are appropriate to the intended learning outcomes. Students are informed of their performance assessment procedures at the beginning of teaching the courses. Effective procedures (seminars - discussions) are utilized to verify that student assignments are done by themselves and that evaluation processes are fair and subjective.
- The University training matrix of the teaching staff is annually developed, including training in the theoretical and practical aspects of student assessment.
- The tables of specifications are used to prepare the tests and distribute the grades in the University programs.
- Feedback is provided to students on a regular basis in the University programs.
- There are clear and declared mechanisms for student academic grievance.
- There are institutionalized and programmatic mechanisms for low-achievers, as well as mechanisms to deal with student grievances, including grievances of assessment methods and results.
- A student assessment system has been developed that includes consistency of controls and procedures at the University level. It also includes the controls of preparing the test paper, correcting a random sample from a peer member, and using rubrics to correct student assignments.
- A random sample of student assignments from a peer member within the program is corrected in some University programs.
- An electronic system for measuring learning outcomes has been developed in all courses at the University level.
- Benchmarking of student achievement levels (external comparison of indicators) are conducted with the corresponding national and global programs.

**Priorities for improvement**

- Verification of student achievement levels utilizing external counterpart programs to correct a random sample of student assignments.

**Independent opinion**

Comment: **Comment: More evidence is needed for procedures followed to deal with situations where standards of student achievement are inadequate.**

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**4.6. Educational Assistance for Students**

**Effective systems must be in place for assisting student learning through academic advice, study facilities, monitoring student progress, encouraging high performing students and provision of assistance when needed by individuals.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.6.1 Teaching staff are available at sufficient scheduled times for consultation and advice to students. (this is confirmed, not simply scheduled, and if there are part time as well as full time students the scheduled times provide for access by both groups)

Y \*\*\*\*

4.6.2 Teaching resources (including staffing, learning resources and equipment, and clinical or other field placements) should be sufficient to ensure achievement of the intended learning outcomes.

Y \*\*\*\*

4.6.3 If arrangements for student academic counselling and advice include electronic communications through email or other means the effectiveness of those processes is evaluated through means such as analysis of response times and student evaluations.

Y \*\*\*\*

4.6.4 Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.

Y \*\*\*\*

4.6.5 Appropriate preparatory and orientation mechanisms are used to prepare students for study in a higher education environment. Particular attention is given to preparation for the language of instruction, self directed learning, and transition programs if necessary for students transferring to the institution with credit for previous studies.

Y \*\*\*\*

4.6.6 Preparatory studies are not counted within the credit hours for the programs that follow.

Y \*\*\*



4.6.7 For any programs in which the language of instruction is not Arabic, action is taken to ensure that language skills are adequate for instruction in that language before students begin their higher education studies. (This may be done through language training prior to admission to the program. Language skills expected on entry should be benchmarked against other highly regarded institutions with the objective of skills at least comparable to minimum requirements for admission of international students in universities in countries where that language is the native language. (Verification of standards should involve testing of at least a representative sample of students on a major recognized language test.)

4.6.8 If preparatory programs are required but outsourced to other providers the institution accepts responsibility for ensuring the quality of these programs and ensures that required standards for entry are met.

4.6.9 Systems are in place within each program throughout the institution for monitoring and coordinating student workload across courses.

4.6.10 Systems are in place for monitoring the progress of individual students and assistance and/or counselling is provided to those facing difficulties.

4.6.11 Year to year progression rates and program completion rates are monitored, and action taken to help any categories or types of students needing help.

4.6.12 Adequate facilities are available for private study with access to computer terminals and other necessary equipment.

4.6.13 Teaching staff are familiar with the range of support services available in the institution for students, and refer them to appropriate sources of assistance when required.

4.6.14 The adequacy of arrangements for assistance to students should be periodically assessed through processes that include, but are not restricted to, feedback from students.

**Overall Assessment = 54**

**Comment**

- The University has an academic guidance system for students. There is a system of office hours that regulates the presence of faculty members to provide assistance to students at specific and sufficient times, especially to those who have difficulties.
- There are systems used in each academic program at the university through the Deanship of Admission and Registration to monitor and coordinate student academic burden.
- Students are prepared for university study, environment and language of teaching. The hours of preparation are not included within the programs credit hours.
- The University provides sufficient learning resources, including staff, libraries, devices, clinics and training places at both male and female sections to achieve program learning outcomes.
- The University is responsible for the quality of the preparatory year through the establishment of the Deanship for Preparatory Year that supervises all its operations. The admissions process is conducted through the Deanship of Admission and Registration despite the use of an outside company to provide the technical support.
- Programs monitor student progression rates from year to year through annual program reports and take the necessary action.
- Academic guidance and student services are evaluated through a student survey of all University programs.
- A central academic guidance unit has been set up at the University level to coordinate among Colleges academic guidance programs as well as to figure out how to overcome academic challenges.

**Priorities for improvement**

A student sample passing in the international language tests in case of programs being taught in English.

**Independent opinion**

Comment: **NU should study the reasons for low graduation and completion rates and deal with the root cause of the problem. NU should review NCAAA conditions for counting preparatory year courses within program credit hours.**

Y	***
Y	****
Y	****
Y	****
Y	****
Y	****
Y	****
Y	****
Y	****
	****

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#### 4.7. Quality of Teaching

**Teaching must be of high quality with appropriate strategies used for different categories of learning outcomes.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

- 4.7.1 Effective orientation and training programs are provided for new, short term and part time staff. (To be effective these programs should ensure that faculty are fully briefed on required learning outcomes, on planned teaching strategies, and the contribution of their course to the program as a whole.)
- 4.7.2 Teaching strategies are appropriate for the different types of learning outcomes programs are intended to develop.
- 4.7.3 Strategies of teaching and assessment set out in program and course specifications are followed by teaching staff with flexibility to meet the needs of different groups of students.
- 4.7.4 Students are fully informed about course requirements in advance through course descriptions that include knowledge and skills to be developed, work requirements and assessment processes.
- 4.7.5 The conduct of courses is consistent with the outlines provided to students and with the course specifications.
- 4.7.6 Textbooks and reference materials are up to date with latest developments in the field of study.
- 4.7.7 Textbooks and other required materials are available in sufficient quantities before classes commence.
- 4.7.8 Student attendance requirements in classes are made clear in student orientations, attendance is monitored, and regulations rigorously enforced.
- 4.7.9 A comprehensive system, (including but not limited to student surveys) is in place for evaluation of teaching effectiveness in all courses.
- 4.7.10 The effectiveness of planned teaching strategies in developing learning outcomes is regularly assessed, and adjustments made in response to evidence about their effectiveness.
- 4.7.11 Regular (at least annual) reports are provided to program administrators on the delivery of each course including any material that could not be covered and any difficulties found in using planned strategies.
- 4.7.12. Appropriate adjustments made in plans for teaching as a result of course reports.

**Overall Assessment = 47**

**Comment**

- The University has developed policies and strategies for teaching and learning from which programs draw their strategies for teaching and learning.
- Teaching is done with a high degree of quality through the use of appropriate strategies. Faculty members are trained on these strategies through the Skill Development Unit at the Deanship of Development and Quality.
- The faculty members are committed to the teaching and learning strategies that have been identified by programs and courses specification. It is reflected in the course reports. The faculty members inform students of these strategies as well as the requirements of the courses and attendance at the beginning of the classes.
- Specific teaching strategies are appropriate for each program and course with different learning outcomes.
- Meetings are held to prepare the fresh students of each program. Program handbook is distributed to them either on CDs or in the form of paper publications. Some programs have put its documents on its website.
- The Deanship of Library Affairs provides books and recent references in the field of program majors based on the request of programs and in an adequate number before the start of the study.
- The effectiveness of teaching is assessed through student assessment of courses and teaching performance at the end of each semester for all courses at the university and through the system of faculty member assessment and measurement of learning outcomes applied to some programs.
- Appropriate amendments are made to course plans after discussing the reports of the courses submitted to the department coordinators at the end of each semester.

Y	****
Y	****
Y	****
Y	****
Y	****
Y	****
Y	****
Y	****
Y	****
Y	***
Y	****
Y	****
Y	****

- A standardized central system has been developed to assess the performance of faculty members, including the teaching performance.
- Faculty members were required to attend an annual activity related to the development of teaching as part of the faculty assessment system.

Priorities for improvement

- Establishment of libraries in academic departments in addition to the central library.
- Making use of the results of faculty member assessment system in developing the faculty member training system.

**Independent Opinion**

Comment: **Program and course specifications need to be reviewed to make sure that teaching, learning and assessment strategies are adequate and match their domains, and not repeated.**

**4.8. Support for Improvements in Quality of Teaching**

**The institution must implement appropriate strategies to support continuing improvement in quality of teaching.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

- 4.8.1 Training programs in teaching skills are provided for both new and continuing teaching staff including those in part time positions.
- 4.8.2. Training programs in teaching should include effective use of new and emerging technology.
- 4.8.3. Adequate opportunities are provided for the professional and academic development of teaching staff with special assistance given to any who are facing difficulties.
- 4.8.4. The extent to which teaching staff are involved in professional development to improve quality of teaching is monitored.
- 4.8.5. Teaching staff develop strategies for improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.
- 4.8.6. Formal recognition is given to outstanding teaching, and encouragement given for innovation and creativity.
- 4.8.7. Strategies for improving quality of teaching include improving the quality of learning materials and the teaching strategies associated with them.

**Overall Assessment = 28**

Comment

- The University applies appropriate strategies to support constant teaching quality improvement through the provision and implementation of training programs aimed at developing effective teaching skills, using modern technology in teaching and measuring learning outcomes among faculty members.
- The University provides the appropriate learning tools for teaching strategies. Outstanding performance is appreciated through exceptional bonuses.
- The extent of faculty member participation in professional development to improve the quality of teaching and professional development is monitored through the annual report of the Skill Development Unit as well as the reports prepared by Colleges in this regard.
- The use of faculty assessment system to identify those who have troubles in their academic and professional fields with the development of a professional and academic development mechanism for them.
- Priorities for improvement
- The faculty members shall prepare a portfolio that includes the results of their assessment, professional and teaching development as well as plans to improve their performance.
- Developing a mechanism for encouraging teaching creativity and innovation.

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Y	****
Y	****
Y	****
Y	***
Y	***
Y	***
Y	****

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**Independent opinion**

Comment: **Faulty satisfaction with professional development is still moderate, and more evidence needs to be provided regarding providing equal opportunities for females and males**

**4.9. Qualifications and Experience of Teaching Staff**

**Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.9.1 Teaching staff have appropriate qualifications and experience for the courses they teach.

4.9.2 If part time teaching staff are needed there is an appropriate mix of full time and part time teaching staff. (As a general guideline at least 75 % of teaching staff should be employed on a full time basis.)

4.9.3 All teaching staff are involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments.

4.9.4 Full time staff teaching postgraduate courses, are themselves active in scholarship and research in the fields of study they teach.

4.9.5 In professional programs teaching teams include some experienced and highly skilled professionals in the field.

**Overall Assessment = 19**

Comment

- Faculty members have the required qualifications and experience to carry out their teaching tasks in each program.
- The majority of faculty members at all programs, by more than 95%, work full-time.
- Faculty members who participate in the supervision of post-graduate students participate in academic activities and research in their field of specialization.
- The teaching team of vocational programs includes some highly skilled and experienced professionals in these fields.
- The faculty members participate in the academic activities and conferences that ensure the latest developments in their fields of specialization.
- The faculty members supervise students' assignments, research and innovations presented at the annual conference for education development of in the Kingdom of Saudi Arabia.
- **Priorities for improvement**
- Preparing a mechanism to involve students in academic activities in the field of faculty specialties.

**Independent opinion**

Comment: **More PhD faculty needs to be hired. More evidence needs to be provided regarding the match between faculty specializations and courses they teach.**

**4.10. Field Experience Activities**

(Field experience includes any work based activity such as internships, cooperative training, practicums, clinical placements or other activities in a work or clinical setting under the supervision of staff employed in that work or professional setting)

**In programs that include field experience activities, the field experience activities must be planned and administered as fully integrated components of the program, with learning outcomes specified, supervising staff considered as members of teaching teams, and appropriate evaluation and course improvement strategies carried out.**

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Y

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Y

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Y

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Y

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Y

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The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.10.1 In programs that include field experience activities the student learning to be developed through that experience is clearly specified and appropriate steps taken to ensure that those learning outcomes and expected experiences to develop that learning are understood by students and supervising staff in the field setting

4.10.2 Supervising staff in field locations are thoroughly briefed on their role and the relationship of the field experience to the program as a whole.

4.10.3 Teaching staff from the institution should visit the field setting for observations and consultations with students and field supervisors often enough to provide proper oversight and support. (Normally at least twice during a field experience activity)

4.10.4 Students are thoroughly prepared through briefings and descriptive material for participation in the field experience.

4.10.5 Students should be required to prepare a report on their field experience that is appropriate for the nature of the activity and the learning outcomes expected.

4.10.6 Follow up meetings or classes are organized in which students can reflect on and generalize from their experience.

4.10.7 Field experience placements are selected because of their capacity to develop the learning outcomes sought and their effectiveness in doing so is evaluated.

4.10.8 In situations where the supervisors in the field setting and teaching staff from the institution are both involved in student assessments, criteria for assessment are clearly specified and explained, and procedures established for reconciling differing opinions.

4.10.9 Provision is made for evaluations of the field experience activity (i) by students, (ii) by supervising staff in the field setting, and (iii) by staff of the institution, and results of those evaluations considered in subsequent planning.

4.10.10 Preparation for the field experience includes thorough risk assessment for all parties involved, and planning to minimize and deal with those risks.

**Overall Assessment = 38**

**Comment**

- Field experience activities are planned and implemented as complementary components of the relevant program. Field supervisors are briefed on the nature of the tasks assigned to them and are informed of the relationship of field experience activities to the program as a whole.
- The academic programs specify the intended learning outcomes from field experience clearly in program specification and in the field experience specification covering all areas of learning outcomes. Students are prepared before field training begins and faculty members visit field training sites and follow up students. Field experience is also assessed by the students themselves through reports and opinion surveys.
- Faculty members pay field visits, twice at least during the field experience activity, to make observations and consultations with students and field supervisors.
- The location of appropriate field experience is selected to achieve learning outcomes by academic programs and to reduce the risk which students may face in their field of experience.
- Student assessment criteria are clear and specific to each faculty member and field supervisor.
- The Programs that provide field experience to their students are listed, including the date and duration of field experience. The Vice-Rectorship for Academic Affairs has addressed the colleges that do not provide field experience to their students since the field experience is important for improving student learning and their employment opportunities to modify the study plans by adding appropriate field experience courses.

**Priorities for improvement**

Developing a specific system with specific dates and models to evaluate field activities based on the assessment of academic supervisors and field supervisors, in addition to the current student assessment, and utilizing results in improvement planning.

**Independent opinion**

Comment: **Some programs do not apply field experience, and some have contradicting information. They need to review matching between field experience specifications and study plan in program specifications. Some programs**

Y	****
Y	****
Y	****
Y	****
Y	***
Y	****
Y	****
Y	****
Y	****
Y	***
Y	****

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**4.11.Partnership Arrangements with Other Institutions**

In situations in which local institutions deliver programs through cooperative arrangements with another institution the arrangements must be clearly specified, enforceable under Saudi Arabian law and all requirements for programs in the Kingdom of Saudi Arabia must be fully complied with.

Educational programs or courses offered by international organizations including on line or other distance education programs or courses, must not be used unless they have been accredited or otherwise quality assured and approved by the relevant government authorized educational quality assurance agency in the country of origin. Any such programs must be adapted as needed to suit the needs of students in this country, and must meet all Saudi Arabian requirements regardless of where and by whom materials are developed.

If institutions deliver programs using materials developed by another institution, the institution granting the academic award must accept full responsibility for the quality of all aspects of the program including the materials used and the teaching and other services provided.

An institution based in another country and delivering programs in Saudi Arabia through a Saudi Arabian agent or local institution, and for which it grants an academic award, must meet all Saudi Arabian requirements for standards of educational provision and for cross border provision of education into the country.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.11.1 Responsibilities of the local institution and the partner are clearly defined in formal agreements enforceable under the laws of Saudi Arabia.

4.11.2 The effectiveness of the partnership arrangements is regularly evaluated..

4.11.3 Briefings and consultations on course requirements are adequate, with mechanisms available for ongoing consultation on emerging issues.

4.11.4 Teaching staff from the partner institution who are familiar with the content of courses visit regularly for consultation about course details and standards of assessments.

4.11.5 If arrangements involve assessment of student work by the partner in addition to assessments within the institution, final assessments are completed promptly and results made available to students within the time specified for reporting results under Saudi Arabian regulations..

4.11.6 If programs are based on those of partner institutions, courses, assignments and examinations are adapted to the local environment, avoiding colloquial expressions, and using examples and illustrations relevant to the setting where the programs are to be offered.

4.11.7 Programs and courses are consistent with the requirements of the Qualifications Framework for Saudi Arabia, and when relevant include regulations and conventions relevant to the Saudi environment.

4.11.8 If courses or programs developed by a partner institution are delivered in Saudi Arabia adequate processes should be followed to ensure that standards of student achievement are at least equal to those achieved elsewhere by the partner institution as well as by other appropriate institutions selected for benchmarking purposes.

4.11.9 If an international institution or other organization is invited to provide programs, or to assist in the development of programs for use in Saudi Arabia full information should be provided in advance about relevant Ministry regulations and NCAAA requirements for the National Qualifications Framework and requirements for program and course specifications and reports.

NA	---
NA	---
NA	---
NA	---
NA	---
NA	---
NA	---
NA	---
NA	---

**Overall Assessment**

Comment

Lack of partnership (or twinning) agreements with other institutions

**Priorities for improvement**

Finding ways of partnership (or twinning) agreements with other institutions to create joint academic programs.

**Independent opinion**

Comment \_\_\_\_\_

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<b>Overall Assessment of Learning and Teaching</b>	
4.1 Institutional 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	NA
<b>Combined Assessment</b>	****
Comment :	

- The intended learning outcomes of academic programs and courses are determined after examining the opinion of academic and professional experts by specialization. The outcomes shall be consistent with the NQF and cover cognitive, knowledge, communication, information technology and numerical skills. Psychomotor skills are also met in some programs and courses according to the field of specialization. Learning outcomes meet the requirements of professional practice in Saudi Arabia in fields of specialization as well as the NCAAA requirements in all vocational programs. In addition, the outcomes shall fulfil the requirements of the global accreditation bodies such as ABET for the programs of the Colleges of Engineering and Computer Science and the German commission AHGPS for the programs of the Colleges of Applied Medical Sciences and Nursing.
- Most programs include some student characteristics for its graduates and are covered in courses and student activities as shown in the program specification.
- Programs are evaluated using more than one appropriate mechanism, including the external reviewer, advisory committees, and graduates, employers and faculty members student surveys. In addition, the learning outcomes of all university programs are measured. Courses and programs are periodically evaluated and reported at the end of each semester and appropriate corrective actions are taken. The courses' reports are prepared separately at each site where the course is presented and another standardized course report is prepared, as well.
- The faculty members are trained on modern university teaching strategies, effective teaching skills, examination systems, student assessment and learning outcomes measurement. Study plans are developed in the light of developments in the field of specialization or professional fields. The University training matrix of the faculty members is annually developed, including training in the theoretical and practical aspects of student assessment.
- All University professional programs and disciplines constantly use advisory teams with outstanding practitioners in professions and jobs related to programs to follow up and advise on the content and quality of programs.
- All University programs use program quality indicators, as well as programs and all courses indicators of the intended learning outcomes.
- Admission and registration databases keep records of student completion rates in all courses and programs at the University Colleges.

- Students are informed of their performance assessment procedures at the beginning of teaching the courses. Effective procedures (seminars - discussions) are utilized to verify that student assignments are done by themselves and that evaluation processes are fair and subjective.
- The tables of specifications are used to prepare the tests and distribute the grades in the University programs.
- There are institutionalized and programmatic mechanisms for low-achievers, as well as mechanisms to deal with student grievances, including grievances of assessment methods and results.
- The University has developed policies and strategies for teaching and learning from which programs draw their strategies for teaching and learning.
- Meetings are held to prepare the fresh students of each program. Program handbook is distributed to them either on CDs or in the form of paper publications. Some programs have put its documents on its website.
- The Deanship of Library Affairs provides books and recent references in the field of program majors based on the request of programs and in a sufficient number before the start of the study.
- The University applies appropriate strategies to support constant teaching quality improvement through the provision and implementation of training programs aimed at developing effective teaching skills, using modern technology in teaching and measuring learning outcomes among faculty members.
- The University provides the appropriate learning tools for teaching strategies. Outstanding performance is appreciated through exceptional bonuses.
- The majority of faculty members at all programs, by more than 95%, work full-time.
  
- NU is keen on communication with the national community. Field experience activities are planned and implemented as complementary components of the relevant program. Field supervisors are briefed on the nature of the tasks assigned to them and are informed of the relationship of field experience activities to the program as a whole.
- The academic programs specify the intended learning outcomes from field experience clearly in program specification and in the field experience specification covering all areas of learning outcomes. Students are prepared before field training begins and faculty members visit field training sites and follow up students. Field experience is also assessed by the students themselves through reports and opinion polls.
- A student assessment system has been developed that includes consistency of controls and procedures at the University level. It also includes the controls of preparing the test paper, correcting a random sample from a peer member, and using rubrics to correct student assignments.
- An electronic system for measuring learning outcomes has been developed in all courses at the University level.
- The University has an academic guidance system for students. There is a system of office hours that regulates the presence of faculty members to provide assistance to students at specific and sufficient times, especially to those who have difficulties.
- A central academic guidance unit has been set up at the University level to coordinate among Colleges academic guidance programs as well as to figure out how to overcome academic challenges.
- A standardized central system has been developed to assess the performance of faculty members, including the teaching performance.
- Faculty members were required to attend an annual activity related to the development of teaching as part of the faculty assessment system.
- The use of faculty assessment system to identify those who are having troubles in their academic and professional fields with the development of a professional and academic development mechanism for them.
- There is a list of the programs that provide field experience to their students, including the date and duration of field experience. The Vice-Rectorship for Academic Affairs has addressed the colleges that do not provide field experience to their students, since the field experience is important for improving student learning and their employment opportunities, to modify the study plans by adding appropriate field experience courses.

#### Independent Opinion

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#### Comment:

**Comment: NU should study the reasons for low graduation and completion rates and deal with the root cause of the problem. Program and course specifications need to be reviewed to make sure they are approved, do not differ across campuses, and use appropriate ILOs, and teaching and learning strategies. NU should consider eliminating some preparatory year courses from being accounted in credit hours. Survey data need to be reported particularly on standard 4 with some comparisons across programs, colleges, campuses, females and males, etc.**



**Indicators Considered:**

- 1- The NU framework to oversight the quality of learning and teaching at the University level.
- 2- The system of Program development and approval of changes.
- 3- Program specifications, study plans and course specifications, where Student learning outcomes are specified based on NQF
- 4- The programs and courses annual reports.
- 5- Training plan for Staff members' professional development.
- 6- Reports of Teaching and Learning unit to review and evaluate the study plans and program specifications.
- 7- Reports on the programs performance indicators, and institutional benchmarking.
- 8- Reports on students graduation rates for programs.
- 9- Reports on the surveys of students, graduates, employers and faculty members.
- 10- The uniform mechanism for the program specification at Najran University
- 11- The electronic software for assessment the learning outcomes.
- 12- The Reports of student evaluation of courses and teaching performance.
- 13- The system of the evaluation of the faculty performance.
- 14- NU system to monitor programs standards of learning and teaching and to monitor the institution and programs' performance on them.
- 15- College's advisory committees from various sectors to help develop the learning and teaching processes.
- 16- The system of academic counselling as well as dealing with low-achievers and outstanding students.
- 17- Self-assessment scales on standard 4 of the programs.

**Priorities for Improvement:**

- 1- NU should study the reasons for low graduation and completion rates and deal with the root cause of the problem.
- 2- NU should explain the system it has for entisab students (first and second year) and how it assure quality of learning and courses for them.
- 3- Survey data need to be reported particularly on standard 4 with some comparisons across programs, colleges, campuses, females and males, etc.
- 4- More evidence needs to be provided regarding the match between faculty specializations and courses they teach.
- 5- Review is needed for the match between field experience specifications and study plan in program specifications.

## Standard 5 Student Administration and Support Services

**Administration of admissions and student record systems must be reliable and responsive, with confidentiality of records maintained in keeping with stated policies. Students' rights and responsibilities must be clearly defined and understood, with transparent and fair procedures available for discipline and appeals. Mechanisms for academic advice, counselling and support services must be accessible and responsive to student needs. Support services for students must go beyond formal academic requirements and include extra curricular provisions for religious, cultural, sporting, and other activities relevant to the needs of the student body.**

*The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions.*

	Is this true? Y/No/NA	How well is this done? (enter stars)
<p><b>5.1 Student Admissions</b>  <b>udent admission processes must be reliable, efficient and simple for students to use.</b></p> <p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p> <p>5.1.1 The admission and student registration processes are efficient and simple for students to use.</p> <p>5.1.2 Computerized systems used for admission processes are linked to data recording and retrieval systems. (For example to fee payment requirements, the issue of student identity cards, program and course registrations, and statistical reporting requirements.)</p> <p>5.1.3 Admission requirements are clearly described, and appropriate for the institution and its programs.</p> <p>5.1.4 Admission requirements are consistently and fairly applied.</p> <p>5.1.5 If programs or courses include components offered by distance education, or use of e-learning in blended programs information is provided before enrolment about any special skills or resources needed to study in these modes. (For distance education programs a separate set of standards that include requirements for that mode of program delivery are set out in a different document, <i>Standards for Quality Assurance and Accreditation of Higher Education Programs Offered by Distance Education</i>.)</p> <p>5.1.6 Student fees, if required, are paid at the time of registration unless deferral has been approved in advance.</p> <p>5.1.7 If the institution's regulations provide for deferral of payments, the conditions and dates for payment are clearly specified in a formal agreement signed by the student and witnessed, and opportunities for financial counselling provided.</p> <p>5.1.8 Student advisors familiar with details of course requirements are available to provide assistance prior to and during the student registration process.</p> <p>5.1.9 Rules governing admission with credit for previous studies are clearly specified.</p> <p>5.1.10 Decisions on credit for previous studies are made known to students by qualified faculty or authorized staff before classes commence.</p> <p>5.1.11 Complete information about the institution, including the range of courses and programs, program requirements, costs, services and other relevant information is publicly available to potential students and families prior to applications for admission.</p> <p>5.1.12 A comprehensive orientation program is available for commencing students to ensure thorough understanding of the range of services and facilities available to them, and of their obligations and responsibilities.</p> <p style="text-align: center;"><b>Overall Assessment</b></p> <p>Comment            Najran University is characterized with an elaborate admission system on the Deanship of Admission and Registration's website with all the documents that are required for the admission process. The system is set up on clear, transparent and fair mechanisms, easily accessible (even from outside the University).            Students are accepted by Admission and Registration Deanship through an Edugate electronic system. It features many of the electronic services of admission including student records, issuing students' identity cards, registration and courses.            The study plans of all the colleges' courses are available on the university portal and that is</p>	<div style="display: flex; flex-direction: column; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Y</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Y</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Y</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Y</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Y</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Y</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Y</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Y</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Y</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Y</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Y</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Y</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Y</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Y</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Y</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">Y</div> </div>	<div style="display: flex; flex-direction: column; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">****</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">****</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">****</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">****</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">****</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">****</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">****</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">****</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">****</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">****</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">****</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">****</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">****</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">****</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">****</div> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">****</div> </div>

prior to the registration processes. The first registration process is available for the students with specific standards including the commitment to the study plan with a possibility of handling the schedule using the additional services that are available at the beginning of the semester. Academic Advisors of each scientific department undertake the follow-up of the student and advise them with the details of the requirements of the learning process. Each group of male/female students has its male/ female advisor.

Admission and Registration Deanship provides a guide for all the procedures of the electronic admission and registration under the name “Schedules and Mechanisms of the Electronic Admission”. The guide is also in a hard copy and there is a video, on the page, explains the way of submitting the request to Najran University. In addition to the instructions of admission and registration in the student guide and “regulations and executive rules of study and exams for undergraduate level”

Students are notified online with the course that they will study and its schedule. E- Learning Deanship and the colleges provide the required services to this kind of learning.

The fees are defined by the Community Service Deanship just for the affiliated students after delivering them their university number in accordance with “the organizational regulation for the affiliated students”.

Admission and Registration Deanship publicizes online “transferring and equation regulations for regular student” and also the related decisions which taken by academic program administration at the colleges before the beginning of the semester. Community Service Deanship also applies “Affiliated students’ regulation”

All information related to the programs, colleges and university are available in the program guide, the college guide and the student guide on the university portal.

Orientation programs for fresh students are held in the first week of each semester at the Preparatory Year Deanship. The academic advisors, the activities supervisors, Admission and Registration Deanship, Student Affairs Deanship and Student Activities Administration undertake the events of the orientation week for fresh students. Orientation program provides information about the services, activities and available resources for the students, duties and responsibilities, and the guidelines of study and exams to know about the college and its departments and courses.

### Priorities for improvement

Updating the posts of the courses on the university, colleges and supportive deanships websites.

### Independent Opinion

Comment:

**NU has reliable and effective central electronic system for admission and student record system with approved policies.**

### 5.2 Student Records

**Student records must be maintained in a secure and confidential location, with automated processes for generation of statistical data needed by the institution, external reporting requirements, and generation of reports on student progress and achievements. The confidentiality of individual student information should be protected.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

- 5.2.1 Effective security is provided for student records. (Central files containing cumulative records of each student’s enrolment and performance are maintained in a secure area with back up files kept in a different and secure location, preferably in a different building off campus)
- 5.2.2 Formal policies establish the content of permanent student records and their retention and disposal.
- 5.2.3 The student record system regularly provides statistical data they require for planning, reporting and quality assurance to departments, colleges, the quality center and senior managers.
- 5.2.4 Clear rules are established and maintained governing privacy of information and controlling access to individual student records.
- 5.2.5 Automated procedures are in place for monitoring student progress throughout their programs.

\*\*\*\*

Y	****
Y	****
Y	****
Y	****
Y	*****

<p>5.2.6 Timelines for reporting and recording results and updating records are clearly defined and adhered to.</p>	Y	*****
<p>5.2.7 Results are finalized, officially approved, and communicated to students within times specified in institutional and Ministry regulations.</p>	Y	*****
<p>5.2.8 Eligibility for graduation is formally verified in relation to program and course requirements.</p>	Y	****
<b>Overall Assessment</b>		
<p>Comment</p>		****
<p>- Admission and Registration Deanship is responsible of the student records that are electronically made by Edguate system and e-register systems that are connected and related.</p>		
<p>- Student records are electronically maintained in high-speed servers in a confidential security location, at the Deanship of Admission and Registration, with backup copies on CDs that are kept regularly and permanently.</p>		
<p>- The central electronic system of Admission and Registration is controlled by rules related to the confidential access to data through authorities to access certain data based on official commitments. Each student has his/ her own user name and password that determined by the page admin and enables the student to access his/her record which maintains the privacy of the information and controls access to individual student records.</p>		
<p>- Student records are regularly updated through the electronic system used in the Deanship of Admission and Registration. The system has programmed procedures to follow up the students' progress rates from enrolment till graduation, program completion rate, regression. It prepares them in the form of electronic records that regularly provide the statistical data that are required for the reports to assure the quality of programs and colleges. Reports and data are submitted by the end of each semester to program management, colleges, Deanship of Development and Quality as well as the University governing body.</p>		
<p>- The system monitors the student's right in graduation and this appears on the student's page. Student receives an announcement from the Deanship of Admission and Registration about their expected graduation time at the beginning of the semester he/ she register for all courses of the final level (according to the study plan of the program).</p>		
<p>Priorities for improvement</p>		
<b>Independent Opinion</b>		
<p><b>Comment:</b></p>		***
<p><b>Students' records backup copies needs to be more advanced and reliable.</b></p>		
<b>5.3 Student Management</b>		
<b>Policies and regulations must be established for fair and consistent processes of student management, with effective safeguards for independent consideration of disputes and appeals.</b>		
<p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p>		
<p>5.3.1 A code of behaviour is approved by the governing body and made widely available within the institution specifying rights and responsibilities of students.</p>	Y	****
<p>5.3.2 Regulations specify action to be taken for breaches of student discipline including the responsibilities of relevant officers and committees, and penalties, which may be imposed.</p>	Y	***
<p>5.3.3 Disciplinary action is taken promptly, and full documentation including details of evidence is retained in secure institutional records.</p>	Y	****
<p>5.3.4 Student appeal and grievance procedures are specified in regulations, published, and made widely known within the institution. The regulations make clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available.</p>	Y	***

<p>5.3.5 Appeal and grievance procedures protect against time wasting on trivial issues, but still provide adequate opportunity for matters of concern to students to be fairly dealt with and supported by student counselling provisions.</p>	Y	***
<p>5.3.6 Appeal and grievance procedures guarantee impartial consideration by persons or committees independent of the parties involved in the issue, or who made a decision or imposed a penalty that is being appealed against.</p>	Y	***
<p>5.3.7 Procedures have been developed to ensure that students are protected against subsequent punitive action or discrimination following consideration of a grievance or appeal.</p>	Y	***
<p>5.3.8 Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating.</p>	Y	****
<b>Overall Assessment</b>		
<b>Comment</b>		
<p>Student disciplinary system is specified by approved procedures in “regulation of student disciplinary” which consists of 17 articles which represent student disciplinary board regulation. The regulation is publicized among students during the induction meetings, orientation week and on the web page of the University, the colleges and Student Affairs Deanship. The regulation specifies appeal and grievance rules and procedures and activated by an approved committee with certain specifications. Forming and determining the responsibilities of the discipline, grievance and complaints committees in the colleges (boys- girls). The employees’ responsibilities were identified by the ethical framework of Najran University and also by the articles of regulation of universities of accountability and performance evaluation system. Disciplinary procedures are taken immediately and recorded in official records kept in Student Affairs Deanship. Policies and procedures for handling student misconduct from a scientific side and during the exams are recorded in the regulation of student disciplinary and the academic advising mechanism.</p>		
<b>Priorities for improvement</b>		
<p>- Publicizing the ethical framework among NU employees.</p>		
<b>Independent Opinion</b>		
Comment:		
<b>NU needs to produce compressive code of conduct for students approved by the university.</b>		
<b>5.4 Planning and Evaluation of Student Services</b>		
<b>Effective processes must be established for the planning, administrative oversight and evaluation of student services and activities.</b>		
<p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p>		
<p>5.4.1 The range of services provided and the resources devoted to them reflect the mission of the institution and any special requirements of the student population.</p>	Y	****
<p>5.4.2 Formal plans are developed for the provision and improvement of student services and the implementation and effectiveness of those plans is monitored on a regular basis.</p>	Y	***
<p>5.4.3 A senior member of teaching or other staff is assigned responsibility for oversight and development of student services.</p>	Y	****
<p>5.4.4 The effectiveness and relevance of services is regularly monitored through processes which include surveys of student usage and satisfaction. Services are modified in response to evaluation and feedback.</p>	Y	***
<p>5.4.5 Adequate facilities and financial support are provided for the services that are needed.</p>	Y	****
<p>5.4.6 If services are provided through student organizations, assistance is given in management and organization if required, and there is effective oversight of financial management and reporting.</p>	Y	****
<p>5.4.7 If student newspapers or other student documents are published there are clear guidelines defining publication standards and editorial policy and the extent and nature of oversight by the institution.</p>	Y	***

Overall Assessment		***
<p><b>Comment</b></p> <p>The University provides the adequate support for the planning, implementation and follow-up of student activities and services that meet the needs of the community in the light of the mission of the University. Central plans are made to provide Student Affairs Deanship with student activities and services. A special plan is made for each college with a follow-up on the execution by the supervisors and administration of the student activities in Student Affairs Deanship which is under the responsibility of a qualified employee.</p> <p>The University governing body is keen on increasing the methods of announcing student activities plans, the preparation of the gyms and providing the required equipment as well as the University stadium preparation.</p> <p>The University provides suitable places on the campus for some student activities and services and hires suitable places for some occasions and games. The effectiveness of these activities and services and the extent of their suitability are periodically monitored by students' polls for the needs, satisfaction and evaluation of the students.</p> <p>The organizational structure of Student Affairs Deanship features many administrations that provide all the administrative, organizational and supervision assistances for the multiple student clubs. The supervisor of student activities follows-up the execution of the policies and standards of publishing the printings that should be followed by the students and also supervise the student's newspapers.</p> <p>Priorities for improvement</p> <hr/> <p style="text-align: center;"><b>Independent Opinion</b></p> <p>Comment:</p> <ul style="list-style-type: none"> <li>• Evidence is required for effective and continuous improvement of student services and activities.</li> <li>• Review the overall assessment of substandard</li> </ul> <p><b>5.5 Medical and Counselling Services</b></p> <p><b>Medical and counselling services appropriate for the needs of the student population must be provided by individuals fully qualified for their responsibilities, with confidentiality maintained and effective follow up processes used for students in need.</b></p> <p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p> <p>5.5.1 Student medical services are staffed by people with the necessary professional qualifications.</p> <p>5.5.2 Medical services are readily accessible with provision made for emergency assistance when required. (Fees for services may be charged and they may be provided on a part time basis but emergency access must still be available)</p> <p>5.5.3 Provision is made for academic counselling and for career planning and employment advice in colleges, departments or other appropriate locations within the institution.</p> <p>5.5.4 Personal or psychological counselling services are made available with easy access for students from any part of the institution.</p> <p>5.5.5 Adequate protection is provided, and supported by regulation or a code of conduct, to protect the confidentiality of personal issues discussed with teaching or other staff or students.</p> <p>5.5.6 Effective mechanisms are established for follow up to ensure student welfare and to evaluate quality of service.</p> <p style="text-align: center;"><b>Overall Assessment</b></p> <p>Comment</p> <p>- Medical needs are provided for students/ employees/ teaching staff (men – women) by specialized physicians, assistants and professionally qualified employees at the equipped medical clinics at the University City. Medical services are provided at the campus without</p>	<p>***</p> <p>***</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>***</p> <p>***</p> <p>***</p> <p>***</p> <p>***</p> <p>***</p> <p>***</p> <p>***</p> <p>***</p>	

fees and with the emergency services. In addition to the medical services for the employees and their families and sons that provided in the equipped University hospital at the centre of Najran.

- Counselling services are provided in the Academic Advising Units along the working hours by qualified teaching staff. Also, the advising orientation week is held for the fresh student at the auditorium of the colleges and the Preparatory Year Deanship.
- A central unit for alumni follow-up was established at the University and the colleges to provide recruitment and professional services. A plan was set to increase these services.
- Psychological and personal counselling are available to students by the Academic and Psychological Counselling Unit at the College of Education. The services are provided by a team of specialized consultants with an action plan and a set of work mechanisms and ways of communication with the administration, consultants of the unit and students.
- The University defined behaviour rules for its employees in the ethical framework and code when providing the psychological and academic counselling. Confidentiality is provided on the University portal on the pages for the teaching staff, employees and students with a username and a password for each page admin that demanded to change periodically. The results of the personal and academic discussions are kept in a private room in the Student Affairs Deanship and Advising Units.
- The University is keen to periodically evaluate the quality of the provided academic and professional counselling services.

#### Priorities for improvement

#### Independent Opinion

##### Comment

- **Psychological and personal counselling services for students need to be improved.**

#### 5.6 Extra-curricular Activities for Students

Adequate provision must be made for extra curricula activities for students

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

5.6.1 Opportunities are provided for participation in religious observances consistent with Islamic beliefs and traditions.

5.6.2 Arrangements are made to organize and encourage student participation in cultural activities such as clubs and societies and in the arts and other fields appropriate to their interests and needs.

5.6.3 Opportunities are provided through appropriate facilities and organizational arrangements for informal social interaction among students.

5.6.4 Participation in sports is encouraged, both for skilled athletes and for others, and appropriate competitive and non-competitive physical activities in which they can be involved are arranged.

5.6.5 The extent of student participation in extra-curricular activities is monitored and benchmarked against other comparable institutions, and where necessary strategies developed to improve levels of participation.

#### Overall Assessment

##### Comment

- The University provides adequate support for students to participate in Hajj and Umrah services and also the competitions, seminars and religious lectures (the executive plan of the student activities). The schedule is done with breaks for prayer times as well as establishing mosques at all colleges, administrations and supportive deanships.
- The University organizes events and cultural and artistic competitions and also sports activities (competitive and non-competitive) through the academic year. The University encourages students to participate in the clubs through the administrations of the deanship and also presents awards, certificates and prizes for the winners. It hosts the finals of sports championship that organized by Saudi Universities Sports Federation. The University is also keen to organize events and social meetings to facilitate student informal interaction.
- Student Affairs Deanship follows-up the rate of the students' participation in the

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Y

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Y

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Y

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Y

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Y

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extracurricular activities from year to year and the colleges submit reports about the participation level. A reference comparison with other universities was made concerning the student's participation in the extracurricular activities.	
Priorities for improvement	
Comment: <b>NU should improve student satisfaction of extra-curricular activities</b>	<b>Independent Opinion</b>

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## Overall Assessment of Student Administration and Services

5.1 Student Admissions

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5.2 Student Records

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5.4 Student Management

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5.4 Planning and Evaluation of Student Services

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5.5 Medical and Counseling Services

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5.6 Extra-curricular Activities for Students

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### Combined Assessment

Comment

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- Najran University features an accurate admission system on the Deanship of Admission and Registration's website with all the documents that are required for the admission process. The system is set up on clear, transparent and fair mechanisms accessible to all (even from outside the University). Also, there is a video to demonstrate online admission at Najran University on the deanship's website as well as the electronic and paper guides. The system features many electronic services. Also, the announcement of all the activities, events, services and information related to the University and colleges by every mean to be available to everyone. The University holds events for advising and orientation programs in the first week of each semester. This makes the admission processes effective, reliable and easy.
- Student records are electronically maintained in high-speed servers in a confidential security location, at the Deanship of Admission and Registration, with backup copies on CDs that are kept in Communication and Information Technology Deanship. Each student has his/ her own user name and password, which enables the student to access his/her record, which maintains the privacy of the information and controls access to individual student records. The system provides the students results announcement and the permanent update of the records and accordingly follows-up the progress rates and achievement of the students which is prepared in the form of a statistical data in reports submitted to those of the authority from the academic programs administration, the colleges, Development and Quality Deanship and the University governing body.
- Student disciplinary system is specified by approved procedures in "regulation of student disciplinary" which specifies appeal and grievance rules and procedures and activated by an approved committee with certain specifications. Disciplinary procedures are taken immediately and recorded in official records kept in Student Affairs Deanship.
- The University provides an adequate support for the planning, implementation and follow-up of student activities and services that meet the needs of the community in the light of the mission of the University with suitable places for these activities and services. The University is keen on reinforcing the ways of announcing the student activities plans, the preparation of the gyms and providing the required equipment as well as the University stadium preparation. Also, the Deanship of Student Affairs provides all the administrative, organizational and supervision assistances for the multiple student clubs. The effectiveness of these activities and services and the extent of their suitability are monitored by students' polls for the needs, satisfaction and evaluation of the students.
- Medical services are provided directly to the students by specialized physicians in clinics at the campus and the university hospital at the center of Najran city with the shifts system and without fees. Academic



and counselling services are available by the academic advising units and their mechanisms as well as the psychological and educational counselling unit at the College of Education along the working hours by professionally qualified teaching staff. The central unit for alumni follow-up and alumni units pays attention to the recruitment and professional services. The University defined the behavioural rules for its employees in the ethical framework. The results of the personal and academic discussions are also kept in a private room in the Student Affairs Deanship and Academic Advising Units.

- Najran University is fully aware of the importance of supporting the extracurricular activities and their organization and planning to develop the students on the culture, social, ethical and physical level. As the activity is one of the sides of the educational mission that the Student Affairs Deanship and the colleges looking forward to. The University encourages students to participate in the clubs through the administrations of the deanship and also presents awards, certificates and prizes for the winners. Student Affairs Deanship follows-up the rate of the students' participation in the extracurricular activities from year to year and the colleges submit reports about the participation level. A benchmarking with other universities was made concerning student participation in the extracurricular activities.

### Independent Opinion

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#### Comment:

Evidence is required for effective and continuous improvement of student services and activities, particularly for extra-curricular activities. NU needs to improve psychological and personal counselling services for students and to activate the system for central academic counselling and forming student disciplinary, complaints and grievance committees in all male and female colleges. More compressive code of conduct for students need is needed. Students' records backup copies needs to be kept through more advanced system.

#### Indicators Considered:

1. Schedule, mechanism and requirements of electronic admission for high school graduates and Education Diplomas (post-bachelor).
2. Admission and Registration Electronic services guidelines
3. The regulatory guidelines for admission and registration.
4. The analysis of the results of inquiries of student satisfaction on admission and registration services.
5. Regulations of student disciplinary, forming and tasks of discipline committees and complaints and grievances in colleges.
6. Reports on NU attention to extra-curricular activities to improve students culturally, socially, ethically and physically.
7. Evaluate the student satisfaction with the extracurricular activities and services and identify the student actual needs.
8. Policy of Academic counselling and set up NU academic guidance and student support unit.
9. Policy of dealing with outstanding, struggling and creative students.
10. Evaluation of students' satisfaction with the services of academic, vocational, psychological counselling and medical services.
11. The vision, mission, organizational structure and functional guide for the employees of the central alumni unit.
12. The vision, mission, objectives, organizational structure, code of ethics and action plan of the psychological and educational consultations unit.
13. The annual report of the Deanship of Student Affairs.

#### Priorities for Improvement:

1. Produce compressive code of conduct for students approved by the university.
2. Introduce more evidences for effective and continuous improvement of student services and activities.
3. Improve psychological and personal counselling services for students.
4. Improve student satisfaction of extra-curricular activities

## Standard 6 Learning Resources

<b>Learning resources including libraries and provisions for access to electronic and other reference material must be planned to meet the particular requirements of the institution's programs and provided at an adequate level. Library and associated IT facilities must be accessible at times to support independent learning, with assistance provided in finding material required. Facilities must be provided for individual and group study in an environment conducive to effective investigations and research. The services must be evaluated and should be improved in response to systematic feedback from teaching staff and students.</b>		
<i>The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions.</i>		
	Is this true? Y/No/NA	How well is this done? (enter stars)
<b>6.1 Planning and Evaluation</b>  <b>Policies and procedures must be in place to ensure that resource materials and services needed to support student learning are adequate and appropriate for the programs offered at the institution, regularly evaluated, and kept up to date as required.</b>  The level of compliance with this standard is judged by the extent to which the following good practices are followed.		
6.1.1 Policies for the development of library and other learning resources and support services give special attention to the particular requirements for programs and research requirements at the institution.	<input type="checkbox"/> Y	<input type="text" value="****"/>
6.1.2 A learning resource strategy has been developed which is directly linked to strategic priorities for program development, and adjusted as required as new programs are introduced.	<input type="checkbox"/> Y	<input type="text" value="***"/>
6.1.3 The adequacy of library and resource center materials is formally evaluated at least once every two years.	<input type="checkbox"/> Y	<input type="text" value="***"/>
6.1.4 Evaluation procedures include user surveys dealing with teaching staff and student satisfaction, extent of usage, consistency with requirements of teaching and learning at the institution, range of services, and comparisons of provision and user satisfaction with other comparable institutions.	<input type="checkbox"/> Y	<input type="text" value="***"/>
6.1.5 Evaluation processes include gathering of information on the extent to which library and other learning resources are used and analysis of this data in relation to teaching and learning requirements for different programs in the institution.	<input type="checkbox"/> Y	<input type="text" value="***"/>
6.1.6 Teaching staff responsible for courses and programs regularly provide advice on materials required to support teaching and learning early enough for appropriate provision to be made.	<input type="checkbox"/> Y	<input type="text" value="***"/>
6.1.7 Reserve book and other reference materials are regularly reviewed with advice from teaching staff to ensure adequate access to necessary materials for courses on offer at any time.	<input type="checkbox"/> Y	<input type="text" value="***"/>
<b>Overall Assessment</b>		<input type="text" value="***"/>
<b>Comment</b> <ul style="list-style-type: none"> <li>The University is interested, within its strategic plan (1433-1438 AH), in developing learning resources and library services (paper and digital) via the fourth and fifth strategic objectives of the second strategic determinant (Supportive environment).</li> <li>Adopting a plan for improving the library services, policies and instructions to the Central Library. Creating a system to follow-up activating the plan of services and policies in the library.</li> <li>The Deanship of Library Affairs adopts standard benchmarks for the Central Library services.</li> <li>The Deanship of Library Affairs applies an approved mechanism to provide learning resources that is directly related to the priorities of program development.</li> <li>The Deanship of Library Affairs submits approved list of annual provisions including</li> </ul>		

the addition rate of information resources (i.e. references, books, and periodicals) in the library to the Vice-Rector for Post-Graduate Studies and Scientific Research and evaluates the adequacy of the library materials once each two years.

- The Deanship of Library Affairs annually submits approved list of the available information resources in the library to all the educational programmes in the University and what could be provided of their needs and the numbers of visitors to the digital library of Najran University staff.
- The Deanship of Library Affairs follows-up works, evaluates performance, develops services, and studies the satisfaction level of the faculty and students of information resources and ease of access to them in addition to the services provided by the library.

Priorities for Improvement \_\_\_\_\_

### Independent Opinion

Comment:

**NU established Central Libraries, and established specialized libraries in colleges in male and female sections. Even though student satisfaction level of library services increased, it is still is lower than target. Planning arrangements that ensure equality of services and information resources in the male and female sections need to be provided.**

### 6.2 Organization

**The library or resource center must be managed efficiently to provide required services in a secure environment conducive to effective study.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

- 6.2.1 Library and resource centers and associated facilities and services are available for sufficient extended hours to ensure access when required by users.
- 6.2.2 Collections are arranged appropriately and cataloged according to internationally recognized good practice.
- 6.2.3 Agreements are established for cooperation with other libraries and resource centers for interlibrary loans and sharing of resources and services.
- 6.2.4 Reliable systems are in place for recording of loans and returns, with efficient follow up for overdue material.
- 6.2.5 Heavy demand and required reading materials are held in reserve collections.
- 6.2.6 Ready access to on-line data-bases and research and journal material relevant to the institution's programs is provided
- 6.2.7 Rules for behavior within the library are established and enforced to ensure maintenance of an environment conducive to effective study and student and staff research.
- 6.2.8 Effective security systems are in place to prevent loss of materials and inappropriate use of the internet.

### Overall Assessment

Comment

- Working hours in the Library last from 8 am to 8 pm in study days.
- Scientific books and references are classified using the Dewey Decimal Classification System (Edition 21).
- The library uses the integrated "Symphony" system, which contains a special section on the registration of borrowed and returned books and provides a system of affective following-up of the books that the borrowing period ended. The organization structure of the Deanship of Library Affairs has a borrowing department that provides services to the beneficiaries.
- Entering into cooperation agreements with other libraries that would allow inter-library borrowing and sharing of resources and services (e.g. College of Technology in Najran).
- The Deanship of Library Affairs facilitates access to electronic databases and

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Y

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Y

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Y

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information resources via publishing a list of all available materials in the library. The University, represented in the Deanship of Library Affairs, participates in the Saudi Digital Library, which comprises many databases and books.

- Rules regulating conduct inside the library are publicized in the policies and instructions printed manual in panels and posters. Persons in charge at the deanship check if these regulations and guidelines are abided by.
- To maintain the contents of the library and prevent the misuse of the Internet, the library (in collaboration with the Deanship of Information Technology and Communication) follows an internal system. In addition, approved document identifying the regulations of Internet usage in the library was prepared and displayed (in banners).
- Establishing a section for reference materials that are more booked and required a lot, especially for University courses.

Priorities for Improvement \_\_\_\_\_

### Independent Opinion

Comment:

**Central libraries need to have more agreements with libraries at other universities for borrowings.**

### 6.3 Support for Users

**Adequate support must be provided to assist students and teaching staff to make effective use of library services and resources.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

- 6.3.1 Orientation and training programs are provided for new students and other users to prepare them to access facilities and services.
- 6.3.2 Assistance is available to assist users in conducting searches and locating and using information.
- 6.3.3 A reference service is available through which in-depth questions are answered by qualified librarians.
- 6.3.4 Electronic and/or other automated systems with search facilities are available to assist in locating resources within the institution and elsewhere.
- 6.3.5 Users are kept informed of library developments such as acquisition of new materials, training programs, or changes in services or opening hours.
- 6.3.6 Printed or electronic guides are provided to help users find materials for popular subject areas, compiling reference lists or using data bases.
- 6.3.7 The library and resource centers are staffed by a sufficient number of people qualified and skilled in relevant fields of librarianship and information technology.

### Overall Assessment

Comment

- The Deanship of Library Affairs periodically holds courses and training programs for faculty, students and staff on how to use the library catalogue and databases in the University colleges. The Deanship of Library Affairs organizes workshops on how to use the databases available in the library in collaboration with the Saudi Digital Library and publishers. It also provides technical support by specialists in the library to identify the most significant activities and services.
- A list of information resources divided according to their topics and the classification system of library books and references are displayed in boards and leaflets with numbers for the major and minor specializations (Dewey Classification).
- The structure of the Deanship of Library Affairs has a department of references.
- Deanship of Library Affairs offers a link on the page of the Deanship exhibits the Library Holdings index. It also allows access to information resources in the Saudi Digital Library (databases, e-books, and dissertations) or the available resources in other collections on the web.
- The library offers the service of briefing beneficiaries of the latest publications and

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Y	***
Y	***
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Y	***
Y	****
Y	***

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ongoing development. It also displays, at the entrance, on special carriers and closed glass boxes the titles of the latest holdings, training programs, new services, and working hours.

- There is an electronic board of the services provided by the library. The library issues lists of electronic databases available in different scientific disciplines (Arabic and foreign) and manuals of how to use the library catalogues and benefit from databases.
- A recruitment plan of the library for the next three years has been made to ensure providing specialized staff and achieving the national standard benchmark of the library staff.

Priorities for Improvement \_\_\_\_\_

#### Independent Opinion

Comment:

**NU provide support to assist students to make effective use of library services and resources, and high standard benchmarks are used for the services of Library. More evidence is required regarding achieving users satisfaction targets.**

#### 6.4 Resources and Facilities

**Resources and facilities must be adequate for the learning and research requirements of the institution.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

6.4.1 Adequate financial resources are provided for acquisitions, cataloguing, equipment, and for services and system development.

6.4.2 The availability of on line access and inter library loan facilities is not used to reduce commitment to providing adequate physical resources on site.

6.4.3 Adequate facilities are available to house collections in a way that makes them readily accessible.

6.4.4 Up to date computer equipment and software is available to support electronic access to resources and reference material.

6.4.5 Copying facilities supported by efficient payment mechanisms are available for users.

6.4.6 Adequate facilities are provided for use of personal laptop computers.

6.4.7 Books and journals and other materials are available in Arabic and English (or other languages) as required for the programs taught and research undertaken in the institution.

6.4.8 Sufficient facilities are provided for both individual and small group study and research.

6.4.9 The level of provision of facilities and resources (numbers of books, seats, group study facilities etc.) is benchmarked against provisions at similar good quality institutions and is adequate for the size of the institution and the programs offered.

#### Overall Assessment

Comment

- The annual budget allocated to the University Central Library covers all the needs, facilities and services.
- The library offers in-campus and off-campus Internet services and electronic databases through the library webpage.
- The library defined specifications and standards for building electronic libraries at the University colleges parallel to the provision of published information resources inside the library.
- The library at the new University campus has spaces more suitable for accommodating the collections of scientific books and journals mentioned in the standards of Library Services (Standards of space and number of books).

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Y \*\*\*\*

Y \*\*\*

Y \*\*\*

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Y \*\*\*\*

Y \*\*\*\*

Y \*\*\*

Y \*\*\*

Y \*\*\*

Y \*\*\*

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<ul style="list-style-type: none"> <li>There is available licensed software downloaded on modern computers to support electronic access to the resources. The library uses the "Symphony system", which is an integrated system for library management with research potentials that allow access to information resources available in the library and other groups on the Web.</li> <li>The library provides free photocopying services. The library management is committed to the photocopying regulations mentioned in the library general policies to protect intellectual property.</li> <li>The library at the new University building has adequate facilities for the use of Laptops, reading rooms, study rooms, and sufficient number of seats that are suitable for study and scientific research for individuals or small groups.</li> <li>A reference benchmark of the availability level of resources, facilities and equipment in the library has been prepared.</li> </ul> <p>Priorities for Improvement _____</p> <p style="text-align: center;"><b>Independent Opinion</b></p> <p>Comment:  <b>Facilities must be provided for individual and group study and books in library need to be renewed and provided with enough numbers.</b></p>	<div style="background-color: #4a7ebb; color: white; padding: 5px; border: 1px solid #4a7ebb; width: 40px; margin: auto;">***</div>
<b>Overall Assessment of Learning Resources</b>	
6.1 Planning and Evaluation	***
6.2 Organization	***
6.3 Support for Users	***
6.4 Resources and Facilities	***
<b>Combined Assessment</b>	
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Comment

The University, within its strategic plan, policies and actions, is interested in developing learning resources and the paper and digital services to ensure that the required learning resources and services to support students learning are adequate and sufficient to the programs at the University colleges through:

- Adopting standard benchmarks for the Central Library services
- Adopting a plan to develop and improve the effectiveness of the library services.
- Setting policies and instructions of the Central Library.
- Creating a system to follow-up activating the plan of services and policies in the library.
- Subscription to the Saudi Digital Library which comprises many databases, e-books and dissertations.
- Applying an approved mechanism for providing information resources that is directly related to the priorities of educational programs development.
- Establishing specialized minor libraries.
- Submitting approved list of annual provisions to the Vice-Rector for Post-Graduate Studies and Scientific Research.
- The Deanship presents an annual documented list of the information resources available in the library for all the educational programs of the University.
- Studying the satisfaction level of the faculty and students with information resources, ease of access to them and library services.
- The statistic of the ratio of visitors of the digital library and databases from the staff of Najran University as well as the ratio of borrowing at each college.

The Deanship of Library Affairs sets the following organizational controls:

- Working hours in the Library last from 8 a.m to 2 p.m.
- Following a global system in classifying, keeping, and arranging references.
- Using an integrated electronic system.
- Providing an affective following-up system to return the books that their borrowing period ended.

- Publishing a list of all available materials in the library including e-databases and information resources.
- Holding courses and training programs for the faculty, students and staff on how to use the library catalogue and databases.
- Organizing workshops on how to use the databases available in the library in collaboration with the Saudi Digital Library and publishers.
- Setting up rules that regulate conduct inside the library by publicizing the policies and instructions in printed manuals and boards.
- Publicizing the rules and instructions of conduct inside the library in panels and posters that are followed by persons in charge.
- To maintain the contents of the library and prevent the misuse of the Internet, the library (in collaboration with the Deanship of Information Technology and Communication) follows an internal system. In addition, approved document identifying the regulations of Internet usage in the library was prepared and displayed (in banners).

The Deanship of Library Affairs provides the appropriate support to help students and faculty to ensure their effective use of the library services and resources through:

- A list of information resources divided according to their topics, and the library classification system of books and references are displayed in boards and leaflets.
- There is a department of references.
- Providing technical support by specialists in the library.
- Offering a link on the page of the Deanship on the University website that exhibits the Library Index.
- Offering the service of briefing beneficiaries of the last publications and ongoing development in the library.
- Issuing lists of electronic databases available in different scientific disciplines (Arabic and foreign).
- Issuing manuals of how to use the library catalogues and benefit from databases.

The University offers the appropriate resources, facilities and equipment of learning and scientific research requirements through:

- The annual budget allocated to the University Central Library covers all the needs, facilities and services.
- Having appropriate spaces for accommodating the collections of scientific books and journals.
- Offering licensed software downloaded on modern computers to support electronic access to the resources.
- Providing free photocopying services and commitment to the photocopying regulations mentioned in the library general policies to protect intellectual property.
- Having adequate facilities for the use of Laptops, reading rooms, study rooms, and sufficient number of seats that are suitable for study and scientific research for individuals or small groups.

#### Independent Opinion

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#### Comment:

NU established Central Libraries, and established specialized libraries in colleges in male and female sections. Even though student satisfaction level of library services increased, it is still is lower than target. NU needs to provide individual and group study places, and books in library need to be renewed and provided with enough numbers. Central libraries need to have more agreements with libraries at other universities for borrowings.

#### Indicators Considered:

1. Standard benchmarks of NU Central Library services
2. library services improvement plan in the light of the adopted service standards
3. policies and regulations of NU Central Library
4. Mechanism of the Deanship of Library Affairs for providing and evaluating information resources.
5. Establishing and equipping the two central libraries and sub-libraries in male and female sections.
6. Assessment of the final-year students of library services for the second semester of 1437/1438.
7. Recruitment plan in the library for the next three years from 1438/1439 to 1440/1441.
8. List of information resources classified by their topics.
9. A guidebook of the students and faculty to benefit from the digital library and the library catalogue
10. A guidebook to apply Blackboard Drive

11. Report on developing the administrative and technical staff and establishing specialized departments and units at the Deanship of E-Learning
12. A report on the required facilities and equipment of e-learning in the University
13. The key specifications of designing the electronic courses and the standards of accreditation of the Deanship of E-learning

**Priorities for Improvement**

14. Preparing a mechanism to ensure equality of services and information resources in the male and female sections.
15. Increasing the student satisfaction level of library services and achieving users satisfaction targets.
16. Central libraries need to have more agreements with libraries at other universities for borrowings.
17. Increasing in support to assist students to make effective use of library services and resources.
18. Facilities must be provided for individual and group study.



## Standard 7: Facilities and Equipment

Sub-Standards:

- 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 Residence

## Standard 7: Facilities and Equipment

<b>Facilities must be designed or adapted to meet the particular requirements for teaching and learning in the programs offered by the college, and offer a safe and healthy environment for high quality education. Use of facilities must be monitored and user surveys used to assist in planning for improvement. Adequate provision must be made for classrooms and laboratories, use of computer technology and research equipment by teaching staff and students. Appropriate provision must be made for facilities for associated services such as food services, extra-curricular activities, and where relevant, student accommodation.</b>		
<i>The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions.</i>		
	<b>Is this true? Y/No/N A</b>	<b>How well is this done? (enter stars)</b>
<b>7.1 Policy and Planning</b> <b>The college must develop and effectively implement master plans for development and management of facilities and equipment to meet its needs. This planning must be carried out in consultation with stakeholders and be responsive to their requirements.</b>		
The level of compliance with this standard is judged by the extent to which the following good practices are followed.		
<ul style="list-style-type: none"> <li>▪ 7.1.1 The institution has a long-term master plan approved by the governing body that provides for capital developments and maintenance of facilities.</li> <li>▪ 7.1.2 Equipment planning processes include plans and schedules for major equipment acquisitions and for servicing and replacement following a planned schedule.</li> <li>▪ 7.1.3 Future users of facilities or major equipment are consulted prior to acquisitions or development to ensure that current and anticipated future needs are accurately met.</li> <li>▪ 7.1.4 The institution has an equipment policy designed to ensure to the greatest feasible extent, compatibility of equipment and systems across the institution.</li> <li>▪ 7.1.5 Business plans are prepared prior to major equipment acquisitions, with evaluation of alternatives of leasing or shared use with other agencies.</li> <li>▪ 7.1.6 Proposals for leasing of major facilities and for outsourced building and management of facilities are fully evaluated in the long-term interests of the institution and managed in a way that ensures effective quality control and financial benefits</li> </ul>	<input type="checkbox"/> Y  <input type="checkbox"/> Y  <input type="checkbox"/> Y  <input type="checkbox"/> Y  <input type="checkbox"/> Y  <input type="checkbox"/> Y	<input type="text" value="***"/>  <input type="text" value="****"/>  <input type="text" value="****"/>  <input type="text" value="****"/>  <input type="text" value="***"/>  <input type="text" value="***"/>
<p style="text-align: center;"><b>Overall Assessment</b></p> <p>Comment</p> <ul style="list-style-type: none"> <li>• In implementing its vision and mission, Najran University depends on three primary long-term plans:               <ol style="list-style-type: none"> <li>1- The strategic plan of NU: It is assigned in the time span (1433 - 1440 H), but it was extended in accordance with the 10<sup>th</sup> Development Plan in Saudi Arabia.</li> <li>2- The 10<sup>th</sup> Five-year Development Plan in Saudi Arabia: It is assigned in the time span (1435 - 1440 H); it greatly accords with the strategic plan of NU in order to prevent duplicity of implementing the executive projects of those plans.</li> </ol> </li> </ul>		<input type="text" value="****"/>

3- The Strategic Plan of Higher Education in Saudi Arabia (Aafaq): It is assigned until 1450 H (2029). Its accordance with the strategic plan of NU rated 97.5%.

Moreover, NU has connected all its plans and developmental projects to Vision 2030 and the National Transformation Program 2020 by approving the establishment of the Office of Vision Achievement following the senior administration.

The strategic plan was approved by the University Council. Its fourth strategic aim is dedicated to “enhancing and investing the university’s facilities and equipment and using modern technology”. It also includes multiple developmental projects.

The project of the university budget includes articles and items for providing financial resources and maintenance necessary for the university’s facilities and equipment. These article and items greatly accord with the 10<sup>th</sup> Development Plan in Saudi Arabia. The budget project observed the following points:

- Setting-up plans and schedules for essential equipment acquisitions and setting-up plans for maintenance and replacement following a planned schedule.
- Detailed consultation with stakeholders (colleges, programs, scientific departments and different departments) in order to ensure its appropriateness to the current and anticipated future needs.
- Equipment and regulations must meet the particular requirements of the University.
- Equipment acquisitions must meet the regulations of the Ministries of Finance and Education regarding this framework.
- The new University City is the biggest one in Saudi Arabia being established on an area of 18 km<sup>2</sup>. 52 projects were implemented there and all colleges and departments were relocated there and all leased buildings were dispensed with.

Priorities for Improvement

- Setting-up policies and taking actions in order to ensure the optimal and safe use of all the University’s facilities and equipment in the new University City.

**Independent Opinion**

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Comment: **Comment: New data needs should be presented, and more evidence need to be provided to show how results of user surveys are used to assist in planning for improvement.**

**7.2 Quality and Adequacy of Facilities and Equipment**

**Facilities and equipment must be of good quality with effective strategies used to evaluate their adequacy, their quality, and services associated with them.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

- 7.2.1 Buildings and grounds provide a clean attractive and well maintained physical environment.
- 7.2.2 Facilities fully meet health and safety requirements
- 7.2.3 Quality evaluation processes include both feedback from principal users about the adequacy and quality of facilities, and mechanisms for considering and responding to their views.
- 7.2.4 Standards of provision of teaching, laboratory and research facilities are benchmarked against equivalent provisions at other institutions (This includes such things as classroom space, laboratory facilities and equipment, access to computing facilities and associated software, private study facilities, and research equipment)
- 7.2.5 Adequate and accessible facilities are available for confidential consultation between teaching staff and students.
- 7.2.6 Appropriate facilities are provided for religious observances.
- 7.2.7 Food service facilities are adequate, and appropriate for the needs of staff and students.
- 7.2.8 Provision is made for students and staff with physical disabilities or other special needs.
- 7.2.9 Facilities appropriate for the needs of the students attending the institution are provided for cultural, sporting and other extracurricular activities.

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Y	***

<b>Overall Assessment</b>		***
<p>Comment</p> <ul style="list-style-type: none"> <li>The buildings, floors and toilets of Najran University are hygienic and clean. They enjoy good maintenance and there are adequate number of cleaners and cleaning works in all the academic and administrative buildings.</li> <li>All the University buildings are provided with requirements of security and safety measures (warning alarms, fire extinguishers, water hoses, and first-aid boxes).</li> <li>A questionnaire was designed and applied in order to assess the faculty and student satisfaction with the adequacy and efficiency of facilities and equipment.</li> <li>There are two mosques in the main building in addition to places for prayer in all University colleges.</li> <li>There is a central restaurant at the University and there is a restaurant in the university housing. In addition, there are cafeterias in all University buildings.</li> <li>All the entrances of the buildings are equipped so that they would easily and flexibly accommodate people with special needs.</li> <li>There are places, facilities and equipment necessary for all student activities.</li> <li>All buildings are provided with elevators and the new University buildings are provided with entrances for people with special needs. Also, there are parking lots for them.</li> </ul> <p>Priorities for improvement</p> <p style="text-align: center;"><b>Independent Opinion</b></p> <p>Comment: : <b>Data need to be updated, making sure to benchmark results with university who use same surveys</b></p> <p><b>7.3 Management and Administration</b></p> <p><b>Management and administration of facilities, equipment and associated services must be efficient and ensure maximum effective utilization of facilities provided.</b></p> <p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p> <p>7.3.1 A complete inventory is maintained of equipment owned or controlled by the institution including equipment assigned to individual staff for teaching and research.</p> <p>7.3.2 Services such as cleaning, waste disposal, minor maintenance, safety, and environmental management are efficiently and effectively carried out under the supervision of a senior administrative officer.</p> <p>7.3.3 Provision is made for regular condition assessments, preventative and corrective maintenance, and replacement.</p> <p>7.3.4 Effective security is provided for specialized facilities and equipment for teaching and research, with responsibility between individual faculty, departments or colleges, or central administration clearly defined.</p> <p>7.3.5 Effective systems are in place to ensure the personal security of teaching or other staff and students, with appropriate provisions for the security of their personal property.</p> <p>7.3.6 Space utilization is monitored and facilities reallocated in response to changing requirements.</p> <p>7.3.7 Scheduling of general-purpose facilities is managed through an electronic booking and reservation system, and the extent and efficiency of use is monitored and reported.</p> <p>7.3.8 Arrangements are made for shared use of underutilized facilities with adequate mechanisms for security of equipment.</p>	***	***
<b>Overall Assessment</b>		****
<p>Comment</p> <ul style="list-style-type: none"> <li>The electronic system of Najran University includes lists for all the University equipment (Assets Track Administration). The University has complete lists of personal custody of all the University faculty and employees. Each employee and faculty has access to the self-service gate at the University portal.</li> <li>The Department of Supportive Services and Maintenance falls hierarchically under the Vice-Rectorship which is responsible for the services and hygiene works, waste disposal and the management of environment. An experienced director was appointed for this department.</li> <li>The University also has maintenance contracts with specialized companies to conduct periodic maintenance of the buildings and equipment and to conduct preventive and corrective maintenance.</li> </ul>	****	****

- Moreover, there is a sub-department named “Department of University Safety and Security”; it falls hierarchically under the Department of Supportive Services and Maintenance. It provides guard and security for facilities and equipment in all the University buildings.
- There are safe parking places for faculty members, students and personnel.
- The mechanisms of the optimal use of facilities in all the University departments (elevators, Internet, safety and security guidelines and more) are announced.
- Periodic maintenance is regularly conducted for all the University facilities through the annual plan of the Department of Facilities and Maintenance at the University to ensure their appropriateness.

Priorities for improvement

**Independent Opinion**

Comment : **NU needs to work on safety procedures such as exit signs inside colleges.**

**7.4 Information Technology**

**Computing equipment and software and related support services must be adequate for the institutions needs and managed in ways that ensure secure, efficient and effective utilization.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

7.4.1 Adequate computing equipment is available and accessible for teaching and other staff and students throughout the institution.

7.4.2 The adequacy of provision of computer equipment and support services is regularly assessed (through surveys or other means and comparisons with other institutions).

7.4.3 Policies are established and effectively implemented governing the use of personal computers by students.

7.4.4 Technical support is available for staff and students using information and communications technology.

7.4.5 Opportunities are available for teaching staff input into plans for acquisition and replacement of IT equipment.

7.4.6 An institution-wide acquisitions and replacement policy is established for software and hardware to ensure that systems remain up to date and that compatibility is maintained as replacements are made.

7.4.7 Security systems are in place to protect privacy of sensitive personal and institutional information, and to protect against externally introduced viruses.

7.4.8 A code of conduct is established relating to inappropriate use of material on the Internet. Compliance with this code of conduct is checked and instances of inappropriate behavior dealt with appropriately.

7.4.9 Training programs are provided for teaching and other staff to ensure effective use of computing equipment and appropriate software for teaching, student assessment, and administration.

7.4.10 Effective use is made of information technology for administrative systems, reporting, and communications across the institution. Software systems are coordinated to ensure compatibility where relevant.

7.4.11 Internal information systems are compatible and integrated with external reporting requirements.

Y	****
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**Overall Assessment**

Comment

- The University website has been updated: the functional organizational structure was prepared, the sub-websites were translated, and an official of updating the University’s English and Arabic databases was appointed.
- Preparing a periodic plan for the website maintenance following a planned schedule and preparing a training plan for improving the efficiency of the officials of the major website and sub-websites.
- The Deanship of Information Technology and Communication appropriately and sufficiently provides computers for all faculty members, students and personnel. The University received Abha award for information technology (1433H) for the modern interactive services of the University website.
- The University utilizes modern software technology such as (LIFE Ray) which is easy to use.
- A questionnaire was applied in order to investigate the perspectives of the university employees

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about the Arabic and English versions of the website.

- There are information security systems to protect all the information and computers of the University against viruses. They are periodically updated.
- Multiple training courses were delivered to the faculty in modern software used in teaching, student evaluation and administrative affairs.
- The University adopted the slogan “Paperless University” which helped completely adopt the policy of information technology in its administrative systems, reports and communication through the program of "E-correspondence tracking system". Therefore, the University was one of the best three universities of Saudi Arabia in transition to e-government transactions (Yesser).
- Applications for jobs of demonstrator and applications for the training courses of the Deanship of Community Service are received electronically through the electronic gate. Also, applications for post-graduate studies are announced electronically.
- Establishing a website for each college and department and establishing websites for seminars, workshops, trainings and profession day at Najran University.
- The Deanship of E-Learning provided the electronic lectures for affiliated students through an integrated studio and it also provided the necessary software and devices. 500 lectures were electronically prepared in all the subjects of the first and second levels of affiliation.
- The Black Board system was connected to the University’s database of admission.
- Activating the systems of E-learning and transforming the subjects to electronic courses on the Black Board. These courses were amounted 118 courses and they were prepared by 116 faculty members. They are used by 3222 students.

Priorities for improvement

- Increasing the number of training programs for faculty members on modern teaching technology

#### Independent Opinion

Comment: **NU updated its website in Arabic and English. More evidence is needed to ensure continuous improvement and efficient and effective utilization of computing equipment and software.**

**Review overall assessment of substandard.**

#### 7.5 Student Residences

**If student residential accommodation is provided it should be a healthy and secure environment with all the facilities and services necessary for students studying at the institution.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

7.5.1 Residences are of appropriate standard, providing a healthy, safe and secure environment for students.

7.5.2 Adequate facilities are available for privacy and individual study.

7.5.3 Facilities that are adequate and appropriate for the students attending the institution are provided for social and cultural and physical activities.

7.5.4 Clearly defined codes of behaviour for student residences are established and formally agreed to by students.

7.5.5 The residences are effectively supervised by staff with the experience, expertise and authority to manage the facility as a secure and supportive learning environment.

7.5.6 Adequate food, service, and medical facilities are available or readily accessible.

7.5.7 Adequate and appropriate religious facilities are provided and maintained.

7.5.8 The residences are close to the campus or adequate transport facilities are provided to ensure easy access.

#### Overall Assessment

Comment

- Student residence is located inside the new University City and it is well-equipped. Its healthy environment provides appropriate facilities such as medical centers, Internet, food and laundry services.
- The University has got some appropriate places for cultural and sporting activities such as sport

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Y	****
Y	***
Y	***
Y	****
Y	****
Y	****
Y	***
Y	****

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<p>stadium and some sport halls.</p> <ul style="list-style-type: none"> <li>• The Deanship of Student Affairs approved a bylaw for the regulations of residence in student residence.</li> <li>• Student residence is supervised by a group of experienced officials. In addition, a decision was issued appointing the supervisor of the hygiene and maintenance works in the student residence. The decision also explained his tasks.</li> <li>• There is a restaurant providing meals for students and there are two mosques and an appropriate study room.</li> <li>• There are appropriate vehicles for transporting students twice daily from the residence to their colleges which all are located on campus.</li> <li>• The University projects of item no. 40 of the 10<sup>th</sup> Development Plan (1436/1437H– 1440/1441) (2015 -2019), included a project named “Signboards at the University”.</li> </ul> <p><b>Priorities for Improvement</b></p> <ul style="list-style-type: none"> <li>• Ending up the equipping of female student residence.</li> <li>• Increasing the number of study rooms.</li> </ul> <p style="text-align: center;"><b>Independent Opinion</b></p> <p>Comment: <b>NU worked on previous student complains and made noticeable improvements.</b></p>	<div style="border: 1px solid black; width: 40px; height: 20px; margin: auto; background-color: #4a7ebb; color: white; text-align: center; line-height: 20px;">****</div>
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## Overall Assessment of Facilities and Equipment

7.1 Policy and Planning	****
7.2 Quality and Adequacy of Facilities	***
7.3 Management and Administration	****
7.4 Information Technology	***
7.5 Student Residence	****
<b>Combined Assessment</b>	****

### Comment

- In implementing its vision and mission, Najran University depends on three primary long-term plans:
  - 1- The strategic plan of NU: It is assigned in the time span (1433 - 1440 H), but it was extended in accordance with the 10<sup>th</sup> Development Plan in Saudi Arabia.
  - 2- The 10<sup>th</sup> Five-year Development Plan in Saudi Arabia: It is assigned in the time span (1435 - 1440 H); it greatly accords with the strategic plan of NU in order to prevent duplicity of implementing the executive projects of those plans.
  - 3- The Strategic Plan of Higher Education in Saudi Arabia (Aafaq): It is assigned until 1450 H (2029). Its accordance with the strategic plan of NU rated 97.5%.
- Moreover, NU has connected all its plans and developmental projects to Vision 2030 and the National Transformation Program 2020 by approving the establishment of the office of Vision Achievement following the senior administration.
- The buildings, grounds and toilets of Najran University are hygienic and clean. They enjoy good maintenance and there are enough number of cleaners and cleaning works in all the academic and administrative buildings.
- The electronic system in Najran University includes lists for all the University equipment (Assets Track Administration). The University has completed lists of personal custody of all the University faculty and employees. Each employee and faculty has access to the self-service gate at the University portal.
- The University website has been updated: The functional organizational structure was prepared, the sub-websites were translated, and an official of updating the University’s English and Arabic databases and information was appointed.
- Student residence is located inside the new University City and it is well-established. Its healthy environment provides appropriate facilities such as medical centers, Internet, food and laundry services.

## Independent Opinion

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### Comment :

NU made improvements on student residence based on feedback. More evidence is needed to ensure continuous improvement and efficient and effective utilization of computing equipment and software. New data needs should be presented, and more evidence needs to be provided to show how results of user surveys are used to assist in planning and improvement.

### Indicators Considered:

NU facilities are designed to meet the teaching and learning needs with safe and healthy environment for education. A new University City was established recently with e-government system that provided all electronic services for the University employees and students, therefore, NU was one of the best Saudi universities in transition from paper to electronic based transactions. Appropriate provision is made for many services such as food services, extra-curricular activities, and student accommodation for males and females. NU made improvements on student residence based on feedback. In addition, NU updated its website in Arabic and English. The website provides student services as well as academic, administrative, and visitor services and each college and department at the University has its own website. NU provided a large number of training courses for faculty to use computers and modern technology in the field of teaching. NU surveys the stakeholders' perspectives about the efficiency and adequacy of facilities, equipment and technical staff.

### Priorities for Improvement:

- NU needs to show how results of user surveys are used to assist in planning for improvement.
- NU needs to work on safety procedures such as exit signs inside colleges.
- Provide transportation all the day between the colleges on campus.
- Data need to be updated, and full data of surveys provided, making sure to benchmark results with university who use same surveys.
- Review statistics used in reports to be give the full picture and accurate. Means are different that percentages, because agreement percentage exclude number 3 neutral response.

## Standard 8: Financial Planning and Management

### Sub-Standards:

- 8.1 Financial Planning and Budgeting
- 8.2 Financial Management
- 8.3 Auditing and Risk Management

### Standard 8 Financial Planning and Management

<b>Financial resources must be adequate for the programs and services offered and efficiently managed in keeping with program requirements and institutional priorities. Budgetary processes should allow for long term planning over at least a three year period. Effective systems must be used for budgeting and for financial delegations and accountability providing local flexibility, institutional oversight and effective risk management.</b>		
<i>The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions.</i>		
	Is this true? Y/No/N A	How well is this done? (enter stars)
<b>8.1 Financial Planning and Budgeting</b>  <b>Financial planning processes must be responsive to institutional goals and priorities, maintain viable revenue/expenditure relationships and take full account of long term and short term funding implications.</b>  The level of compliance with this standard is judged by the extent to which the following good practices are followed.		
<ul style="list-style-type: none"> <li>▪ 8.1.1 Budgeting and resource allocation are aligned with the mission and goals of the institution and strategic planning to achieve those goals.</li> <li>▪ 8.1.2 Annual budgets are developed within a framework of long term revenue and expenditure projections that are progressively adjusted in the light of experience.</li> <li>▪ 8.1.3 Budget proposals are developed by senior academic and administrative staff in consultation with cost center managers, carefully reviewed, and presented to the governing body for approval.</li> <li>▪ 8.1.4 Proposals for new programs or major activities, equipment or facilities are accompanied by business plans that include independently verified cost estimates and cost impacts on other services and activities.</li> <li>▪ 8.1.5 If new ventures are cross-subsidized from existing funding sources the cost sharing strategy is made explicit and intermediate and long term costs and benefits are assessed.</li> <li>▪ 8.1.6 If loans are used debt and liquidity ratios are monitored and benchmarked against commercial practice and equivalent ratios in other higher education institutions.</li> <li>▪ 8.1.7 Ratios of expenditure on salaries to total expenditure are planned and monitored, with variations for colleges or departments with different cost structures.</li> <li>▪ 8.1.8 Borrowing and other long term financing schemes are used sparingly as a strategic financing strategy to improve capacity rather than to meet unanticipated short term operating costs, with obligations to be met from projected additional revenue, or from known existing revenue sources.</li> <li>▪ 8.1.9 Financial planning aims to diversify revenue through a range of activities, which, while consistent with the charter and mission of the institution, reduce its dependence on a single funding source.</li> </ul>	<input type="text" value="Y"/>  <input type="text" value="Y"/>  <input type="text" value="Y"/>  <input type="text" value="Y"/>  <input type="text" value="Y"/>  <input type="text" value="NA"/>  <input type="text" value="Y"/>  <input type="text" value="Y"/>  <input type="text" value="Y"/>	<input type="text" value="****"/>  <input type="text" value="****"/>  <input type="text" value="****"/>  <input type="text" value="***"/>  <input type="text" value="**"/>  <input type="text" value="----"/>  <input type="text" value="****"/>  <input type="text" value="***"/>  <input type="text" value="***"/>
<b>Overall Assessment</b>		<div style="background-color: #FFD700; display: inline-block; padding: 5px;">****</div>
Comment <ul style="list-style-type: none"> <li>• NU's budget comprises various sections that ensure equal distribution of resources and achieve its mission. The Budget is divided into (4) sections: I. salaries, allowances and wages; II. Expenditure and operation; III. Programs and contracts of maintenance, cleaning and security, and IV. New projects and constructions, including the University's strategic plan projects.</li> <li>• Cost of the implementation of the developmental projects of NU's strategic plan is taken into account when preparing the University's fifth financial plan. Spending on the projects of NU's</li> </ul>		



strategic plan is prioritized, since they were included in the University projects of the 10<sup>th</sup> development plan (1436/1437-1440/1441H (2015- 2019).

- The Rector supervises the preparation of NU's annual budget and passes delegation decision every new fiscal year. The Budget is set after consultation with the competent bodies who take into account values of income and expenditure on the long run.
- The Budget management has a flexible system which permits turning from a section to another in the budget in coordination with the competent departments inside and outside the University.
- Male and female scientific departments participate in defining its financial requirements when setting the budget.
- A royal decree of NU's budget is issued to define its revenues and expenses after endorsing the budget draft that the University prepares and the Council approves.
- Financial Affairs Management has an E-system that follows and estimates the compatibility between the budget expenditure plans, comparing to the rate of total expenditure, via modern accounting systems.
- NU diversifies income resources; it resorted to Higher Education Fund and the Standing Committee that handles the issues of girl's Colleges, to provide some financial resources essential for their equipment and to implement some projects of the strategic plan.

#### Priorities for Improvement

#### Independent Opinion

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Comment: **The student's total expenses is low and needs to be increased**

#### 8.2 Financial Management

**Financial affairs must be effectively managed with a proper balance between local flexibility for cost center managers and institutional accountability and responsibility.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

- 8.2.1 The oversight and management of the institution's budgeting and accounting functions are coordinated by a business or financial office responsible to a senior manager.
- 8.2.2 Sufficient delegation of spending authority is given to managers of organizational units within the institution for effective and efficient administration.
- 8.2.3 Financial delegations are clearly specified, and conformity with regulations and reporting requirements confirmed through audit processes.
- 8.2.4 Cost center managers are involved in the budget planning process, and are held accountable for expenditure within approved budgets.
- 8.2.5 The accounting system provides for accurate monitoring of expenditure and commitments against budgets with reports prepared for each cost center and for the institution as a whole at least once every semester.
- 8.2.6 Discrepancies from expenditure estimates are explained and impact on annual budget projections assessed.
- 8.2.7 Accounting systems comply with accepted professional accounting standards and as far as possible attribute total cost to particular activities.
- 8.2.8 The accounting and reporting systems ensure that funds provided for particular purposes are used for those purposes.
- 8.2.9 Where possibilities of conflict of interest exist, either actual or perceived, the persons concerned declare their interest and refrain from participation in decisions.
- 8.2.10 Financial carry-forward provisions are sufficiently flexible to avoid rushed end of year expenditure or disincentives for long term planning.

Y

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Y

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Y

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Y

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Y

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Y

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Y

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Y

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Y

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Y

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#### Overall Assessment

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Comment

- The General Administration of Financial Affairs, chaired by the Rector and supervised by a faculty member, comprises six sub-managements that ensure distribution of competencies and flexible accomplishment of tasks.
- The Rector delegates Vice-Rectors, Deans and directors of organizational units and bestows them financial power concerning expenditure to achieve a competent management that adheres to defined rules and regulations.

- NU's plan is based on consultation with various departments, then it is submitted to the University Council for approval and sent to the Ministry of Finance following its previously prepared templates.
- The Financial Accounting systems represent the regulation of Higher Education Council and the Ministry of Finance. Such systems, which are electronically connected to the Ministry of Finance, ensure accurate auditing and adherence to the budget. Financial officials explain any discrepancies between the expected and actual expenditure according to any developments.
- The University council appoints a comptroller to ensure that funds are used for their defined purposes.
- Budget management has a flexible system which permits turning from a section to another in the budget in coordination with the competent departments inside and outside the University. It prevents expenditure problems at the end of the fiscal year.

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#### Priorities for Improvement

#### Independent Opinion

Comment:

**More evidence is needed for effective financial management and institutional accountability and responsibility**

#### 8.3 Auditing and Risk assessment

**Risk assessment and auditing processes must provide for effective risk analysis and thorough independent verification of financial processes and reports in keeping with applicable accounting standards.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

- |       |   |   |      |
|-------|---|---|------|
| 8.3.1 | 8.3.1 Planning processes include independently verified risk assessment.  | Y | **** |
| 8.3.2 | 8.3.2 Risk minimization strategies are in place and adequate reserves maintained to meet realistically assessed financial risks.  | Y | **** |
| 8.3.3 | 8.3.3 Internal audit processes operate independently of accounting and business managers, reporting directly to the Rector or Dean or chair of the relevant governing board committee.  | Y | **** |
| 8.3.4 | 8.3.4 External audits are conducted annually by an independent government agency or a reputable external audit firm that is independent of the institution, financial, or other senior staff in the institution, and members of the governing body. | Y | **** |

Y	****
Y	****
Y	****
Y	****

#### Overall Assessment

Comment:

- The University's plan of risks management involves financial risks. It estimates risks, monitors expected risks as well as measures and policy of managing them. The University should have financial surplus or other alternatives to overcome any expected risk.
- The University's Internal auditing Unit, headed by the Rector, carries out internal financial auditing. Its work is independent from that of the managements which follow General Administration of financial Affairs.
- Financial monitoring incorporates two stages: pre- disbursement by the comptroller and post- disbursement by the external auditor.

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Priorities for improvement

#### Independent Opinion

**Comment: NU needs to have separate and specialized financial risk plan and management system, particularly with privatization of education in the near future (ksa2030).**

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## Overall Assessment of Financial Planning and Management

8.1 Financial Planning and Budgeting

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8.2 Financial Management

\*\*\*\*

8.3 Auditing and Risk Management

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Combined Assessment

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Comment

- NU's budget ensures equal distribution of resources and achieves its mission. Cost of the developmental projects of NU's strategic plan is taken into account when preparing the University's fifth financial plan.
- The Rector supervises the preparation of NU's annual budget and passes delegation decree every new fiscal year. The Budget is set after consultation with the competent bodies.
- Budget management has a flexible system which permits transfer from one item to another in the budget in coordination with the competent departments inside and outside the University.
- Male and female scientific departments define their financial requirements when setting the budget.
- The University's plan of risks management involves financial risks. It estimates risks, monitors expected risks as well as measures and policy of managing them.
- The University's Internal auditing Unit, headed by the Rector, carries out internal financial auditing. Its work is independent from that of the managements which follow the General Administration of financial Affairs.
- Financial monitoring incorporates two stages: pre- disbursement by the comptroller and post-disbursement by the external auditor.

Independent Opinion

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Comment

Student expenditure is low, and more evidence is needed for effective financial management and institutional accountability and responsibility. Separate and specialized financial risk plan and management system needs to be developed.

Indicators Considered:

NU has modern systems used for budgeting and financial delegations and accountability with flexibility in budget management which permits transfer from item to another that prevents expenditure problems at the end of fiscal year. Financial planning and management is in accordance with NU mission and priorities of the strategic plan. Preparation of the budget plan is based on consultation with various departments. NU plan of risk management involves financial risks. In addition, NU has a system for internal and external financial auditing annually conducted

Priorities for improvement:

- The student's total expenses rate is low and needs to be increased.
- More evidence is needed for effective financial management and institutional accountability and responsibility
- NU should have investment plan to overcome any expected financial risk.
- NU should have separate and specialized financial risk plan and management system, particularly with privatization of education in the near future (ksa2030).

## Standard 9: Employment Processes

### Sub-Standards:

- 9.1 Policy and Administration
- 9.2 Recruitment
- 9.3 Personal and Career Development
- 9.4 Discipline, Complaints and Dispute Resolution

### Standard 9 Employment Processes

<p><b>Teaching and other staff must have the qualifications and experience for effective exercise of their responsibilities. Professional development strategies must be followed to ensure continuing improvement in the expertise of teaching and other staff. Performance of all teaching and other staff should be periodically evaluated, with outstanding performance recognized and support provided for improvement when required. Effective, fair, and transparent processes must be available for the resolution of conflicts and disputes involving teaching or other staff. (Note: Teaching staff refers to all staff with responsibility for teaching classes including full and part time staff, faculty, lecturers, and teaching assistants)</b></p>		
<p><i>The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions</i></p>		
	<b>Is this true? Y/No/NA</b>	<b>How well is this done? (enter stars)</b>
<p><b>• 9.1 Policy and Administration</b>  <b>The institution must have clearly defined employment and employment policies. The policies should include a desired employment profile (eg. numbers, qualification levels, areas of specialization, experience requirements etc.) and other matters including employment and promotion policies and procedures, workloads, performance evaluations, professional development, delegations of responsibilities and procedures for reporting on performance in relation to these matters.</b></p> <p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p> <p>9.1.1 A desired employment profile appropriate to the mission and nature of the institution is approved by the governing body. (The profile includes matters such as age structure, gender balance where relevant, classification levels, qualifications, cultural mix and educational background, and objectives for Saudization.)</p> <p>9.1.2 A comparison of current teaching and other staff provision with the desired employment profile is maintained and progress towards that profile is monitored on a continuing basis.</p> <p>9.1.3 A comprehensive set of policies and regulations is established and made widely available in an employment handbook or manual. (This should include rights and responsibilities of faculty and staff, recruitment processes, supervision, performance evaluation, promotion, counseling and support processes, professional development, and complaints, discipline and appeal procedures.)</p> <p>9.1.4 Effective strategies are used for succession planning for senior positions.</p> <p>9.1.5 Teaching loads are established equitably across the institution, taking account of the nature of teaching requirements in different fields of study</p> <p>9.1.6 Promotion policies and processes are clearly documented and fair.</p> <p>9.1.7 The exercise of delegations relating to employment processes is monitored and coordinated to ensure equitable treatment across the institution. (These delegations may relate to matters such as junior appointments, promotions, rewards for outstanding performance, and professional development opportunities.)</p> <p>9.1.8 Indicators of successful administration of employment and employment policies are clearly specified and performance compared with successful practice elsewhere.</p> <p>9.1.9 The governing board studies annual reports from the person with overall responsibility for employment practices on implementation of policies on employment and employment practices.</p>	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">Y</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">Y</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">Y</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">Y</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">Y</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">Y</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">Y</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">Y</div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">Y</div>	<div style="border: 1px solid black; width: 60px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">****</div> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">***</div> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">****</div> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">***</div> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">***</div> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">****</div> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">***</div> <div style="border: 1px solid black; width: 60px; height: 20px; margin: 5px auto; text-align: center; line-height: 20px;">***</div>

**Overall Assessment**

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**Comment:**

- The Vice-Rectorship for Development and Quality developed the "employment framework", including all the required characteristics of the University employees in terms of age, balance between males and females, qualifications, mix of culture, educational background, Saudization for faculty members and administrators separately. The framework was approved by the University Rector. The Deanship of Faculty and Personnel Affairs is committed to such framework during a five-year period, provided that the framework is implemented gradually on an annual basis.
- NU developed a set of policies and rules that govern the employment process in line with relevant regulations and instructions. The Deanship of Faculty and Personnel Affairs is keen on spreading such policies and rules through the issuance of some booklets and brochures and through the University online portal. This is besides mainstreaming them through the E-Corresponding Tracking System.
- Teaching loads are distributed in a fair and objective manner in all departments of NU.
- NU has certified and announced rules and procedures for promotion, in addition to the promotion equivalence carried out for foreign faculty members who are promoted in their home countries.
- NU has a mechanism for the delegation of authorities, especially with regard to awards, distinguished performance and professional development. Deans of colleges and department councils have the authority to contract with faculty members and report to the Deanship of Faculty and Personnel Affairs.
- A procedures manual was prepared at the Deanship of Faculty and Personnel Affairs which contributes to measuring the effectiveness of the Deanship of Faculty and Personnel Affairs and the extent to which it succeeds in terms of the employment policies, compared to other universities. The Deanship issues reports annually to be presented to the University Council.

**Priorities for Improvement**

**Independent Opinion**

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Comment: **Faculty handbook needs to be provided.**

**9.2 Recruitment**

**Recruitment processes must be designed to ensure that capable and appropriately qualified teaching and other staff are available for all teaching and administrative functions, administered fairly, and that new faculty and staff are thoroughly prepared for their responsibilities.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

- 9.2.1 Recruitment processes are managed to ensure that teaching staff have the specific areas of expertise, and the personal qualities, experience and skill to meet teaching requirements.
- 9.2.2 When appointments are to be made through promotion or transfer within the institution rather than by external appointment, the appointments made meet qualifications and skill requirements, and contribute to achievement of the desired employment profile.
- 9.2.3 If a particular appointment can be made either from within or from outside the institution the position is publicly advertised, internal candidates are given adequate opportunity to apply, and judgments made are equitable considering the applicants experience, qualifications, and current levels of performance.
- 9.2.4 Candidates for employment are provided with full position descriptions and conditions of employment, together with general information about the institution and its mission and programs. (The information provided should include details of employment expectations, indicators of performance, and processes of performance evaluation.)
- 9.2.5 References are checked, and claims of experience and qualifications verified before appointments are made.
- 9.2.6 Assessment of qualifications includes verification of the standing and reputation of the institutions from which they were obtained, taking account of recognition of qualifications by the Ministry of Higher Education.
- 9.2.7 In professional programs there are sufficient teaching staff with successful experience in the relevant profession to provide practical advice and guidance to students about work place requirements.

Y	***
Y	***
Y	***
Y	***
Y	****
Y	****
Y	****

<p>9.2.8 New teaching staff are given an effective orientation to ensure familiarity with the institution and its services, programs, and student development strategies, and institutional priorities for development.</p>	<p>Y</p>	<p>***</p>
<p>9.2.9 The level of provision of teaching staff in all programs (ie the ratio of students per teaching staff member calculated as full time equivalents) is adequate for the programs offered and benchmarked against comparable student/teaching staff ratios at good quality Saudi Arabian and international institutions.</p>	<p>Y</p>	<p>***</p>
<p><b>Overall Assessment</b></p>		<p>***</p>
<p>Comment</p>		
<ul style="list-style-type: none"> <li>• NU is keen on appointing experienced faculty members according to the rules established by the Ministry of Education and the University regulations (qualifications, experiences and specializations based on the departments' needs).</li> <li>• New appointments are largely in accordance with the desired characteristics of the University employees included in the employment framework. This is in addition to the implementation of the University's strategic plan projects in this regard under the title of (establishing employment regulations with effective mechanisms for appointing academic cadres and their equivalents at the University programs).</li> <li>• Job vacancies are announced on the University website (in coordination with the two programs of "Jadara" (Worth) and "Saed" (Assistance) at the Ministry of Civil Service). Candidates are provided with all data on job description and terms, taking into consideration experience, qualifications, performance level during written and oral tests.</li> <li>• The University is keen on verifying qualifications and experience of candidates, especially the reputation of institutions that granted such qualifications and the extent to which they are recognized.</li> <li>• The University seeks to provide an adequate number of experienced faculty members in professional programs.</li> <li>• An accurate evaluation of the rate of faculty members to students at the University is conducted according to specializations. It is annually measured through the University's KPI in "Afaq" plan, which is the strategic plan for higher education in the Kingdom.</li> </ul>		
<p>Priorities for Improvement</p>		
<p><b>Independent Opinion</b></p>		<p>***</p>
<p>Comment: <b>NU percentage of faculty who are PhD holders is low.</b></p>		
<p><b>9.3 Personal and Career Development</b></p>		
<p><b>Processes for personal and professional development must be fair to all teaching and other staff, designed to encourage and support improvements in performance, and recognize outstanding achievements.</b></p>		
<p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p>		
<p>9.3.1 Criteria for performance evaluation are clearly specified in advance and made known to teaching and other staff.</p>	<p>Y</p>	<p>***</p>
<p>9.3.2 Consultations about work performance by supervisors (including heads of department, deans, administrative supervisors) are confidential and supportive, and occur on a formal basis at least once each year.</p>	<p>Y</p>	<p>***</p>
<p>9.3.3 If performance is considered less than satisfactory clear requirements are established for improvement.</p>	<p>Y</p>	<p>**</p>
<p>9.3.4 Formal performance assessments of teaching and other staff are kept confidential but are documented and retained. Teaching and other staff have the opportunity to include on file their own comments relating to these assessments, including points of disagreement.</p>	<p>Y</p>	<p>***</p>
<p>9.3.5 Outstanding academic or administrative performance at any level of the institution is recognized and rewarded.</p>	<p>Y</p>	<p>***</p>

9.3.6 All teaching and other staff should be given appropriate and fair opportunities for personal and career development.	Y	***
9.3.7 Junior teaching and other staff with leadership potential are identified and given a range of experiences to prepare them for future career development.	Y	***
9.3.8 Promotion criteria include contributions to achievement of the mission of the institution, and in the case of teaching staff include proper recognition of quality of teaching and efforts to improve it, and service to the institution and the community as well as research.	Y	***
9.3.9 Assistance is given in arranging professional development activities to improve skills and upgrade qualifications.	Y	***
9.3.10 Appropriate professional development activities are provided to assist with new programs or policy initiatives.	Y	***
9.3.11 Teaching staff are expected to participate in activities that ensure they keep up to date with developments in their field and the extent to which they do so is monitored.	Y	***
<b>Overall Assessment</b>		***
<p>Comment</p> <ul style="list-style-type: none"> <li>The Deanship of Development and Quality developed unified criteria for evaluating faculty members at the University that were approved and circulated at all University programs. The performance of administrative staff is evaluated through the criteria applied at the Ministry of Civil Service in the governmental institutions. The process of evaluation of the job performance is positive, confidential and official.</li> <li>A development plan for unqualified faculty members was developed and implemented by the University to identify imbalances in the rate of faculty members to students.</li> <li>The Vice-Rectorship for Development and Quality cooperated with Colleges to list faculty members about whom observations were made with regard to the aspects of teaching, research, society and self-development, besides developing a unified model to this end at the level of colleges .             <ul style="list-style-type: none"> <li>Identifying deficiencies in the skills of faculty members at all colleges by the Skills Development Unit at the Deanship of Development and Quality.</li> </ul> </li> <li>Developing and adopting an integrated training development plan for developing the skills of unqualified faculty members based on the deficiencies identified in the aspects of teaching, research, society and self-development.             <ul style="list-style-type: none"> <li>Applying the training impact measurement system to follow up the performance of faculty members after raising their capacities and evaluating the extent to which their performance is improved.</li> </ul> </li> <li>Deans of Colleges and managing directors are keen on recognizing and rewarding outstanding faculty members and administrators financially and morally through an exceptional increase or bonus .</li> <li>Professional development courses held by the University for faculty members and employees are circulated and announced to maintain a level of equal opportunities (courses of the Deanship of Development and Quality- Libraries- Electronic learning).</li> <li>NU prepares its staff from faculty members and administrators who appear to have the leadership qualities to take on many positions. The "Emkan" program has been launched to prepare young Saudi leaders to take on all positions related to the development and quality at the university and provide them with the necessary relevant expertise. In addition, several leadership positions at the university are held by several young researchers as deans and vice-deans for some colleges and supportive deanships.</li> <li>The promotions bylaw and its equivalence includes criteria that ensures the achievement of the University mission, the quality of education, and community service, in addition to their contributions to scientific research.</li> <li>The University organizes several training programs on professional development to improve the skills of employees.</li> </ul>		
<p>Priorities for Improvement</p> <p style="text-align: center;"><b>Independent Opinion</b></p> <p>Comment: <b>Trained staff are less than what was targeted</b></p>		***

## 9.4 Discipline, Complaints and Dispute Resolution

### Procedures for management of disputes must be efficient and fair to all parties involved.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

9.4.1 Procedures for dealing with complaints about or by teaching or other staff, and resolving disputes among them, are clearly specified in policies and regulations.

9.4.2 The normal initial step in resolving disputes that cannot be settled by those directly involved is through conciliation by a person independent of the issue, with the possibility if required for referral to a committee or senior officer for determination.

9.4.3 Disciplinary processes for neglect of responsibilities, failure to comply with instructions, or inappropriate behavior, are clearly specified in regulations and consistently followed.

9.4.4 The regulations provide for rights of appeal against decisions to a person or committee at least one level beyond that at which the dispute occurs.

9.4.5 Serious disputes are addressed through quasi-judicial processes including provision and verification of evidence and impartial judgments by a person or persons experienced in such procedures.

### Overall Assessment

#### Comment

- The University has an announced electronic mechanism to deal with suggestions and complaints against faculty members and employees, or complaints issued by them, as well as ways to resolve disputes between them. It applies the relevant regulations in this regard if amicable solutions fail.
- The University applies the "Employees' Disciplinary System" to punish employees who breach their duties or in cases of negligence in the responsibilities or non-compliance with instructions or misconduct. This is in addition to applying article No. 80 and what follows in the regulations on the non-Saudi faculty members' affairs.
- The University formed the standing committee to look into violations of employees.

#### Priorities for Improvement

- Forming a dispute resolution committee amicably comprising experts at the University.

### Independent Opinion

Comment: **NU needs to conduct studies to investigate how to increase faculty and staff satisfaction rates.**

Y

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Y

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Y

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Y

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Y

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## Overall Assessment of Employment Processes

9.1 Policy and Administration	***
9.2 Recruitment	***
9.3 Personal and Career Development	***
9.4 Discipline, Complaints and Dispute Resolution	***
Combined Assessment	***

### Comment

- The Vice-Rectorship for Development and Quality developed the "employment framework", including all required characteristics of the University employees in terms of age, balance between males and females, qualifications, mix of culture, educational background, and Saudization.
- NU developed a set of policies and rules that govern the employment process and academic courses are distributed in a fair and objective manner at all departments at the University.
- NU has certified and announced rules and procedures for promotion, in addition to the promotion equivalence carried out for foreign faculty members who are promoted in their home countries.
- NU is keen on appointing experienced faculty members according to the rules established by the Ministry of Education and the University regulations (qualifications, experiences and specializations based on the departments' needs). New appointments to a large extent are in accordance with the desired characteristics of the University employees included in the employment framework.
- Job vacancies are announced on the University website. The University is keen on verifying qualifications and experience of candidates before their appointment.
- The Deanship of Development and Quality developed unified criteria for evaluating faculty members at the University. A development plan for unqualified faculty members was developed and implemented by the University to identify imbalances in the rate of faculty members to students.
- The University has an announced electronic mechanism to deal with suggestions and complaints against faculty members and employees, or complaints issued by them. The disciplinary procedures and punishment bylaw is also available and applied continuously.

### Independent Opinion

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### Comment:

**NU needs to increase faculty who are PhD holders particularly Saudis and females, and to conduct studies to investigate how to increase faculty and staff satisfaction rates. More training is needed for faculty in teaching and evaluation strategies and Faculty comprehensive handbook should be provided.**

### Indicators Considered:

NU has established profile for faculty, and they have to some level the qualifications and experience to carry on their responsibilities and NU has developed and implemented a plan for professional development . Performance of all faculty and staff is evaluated, and outstanding performance is recognized. There is bylaws for promotions that includes standards which ensure the achievement of the University mission, quality of education, community service, and scientific research. NU applies the rules and regulations that define the disciplinary procedures. It was noticed that NU percentage of faculty who are PhD holders are low (39.1%) and most of them are non-Saudis. In addition, even though NU worked on improving satisfaction rates for faculty and staff, it is still moderate (60%).

### Priorities for Improvement:

- NU is recommended to work on increasing faculty who are PhD holders particularly Saudis and females.
- NU needs to conduct studies to investigate how to increase faculty and staff satisfaction rates.
- More training is needed for faculty in teaching and evaluation strategies.
- Faculty handbook needs to be provided.

## Standard 10: Research

The institution should develop a research strategy consistent with its nature (eg. as a university with research obligations or as an undergraduate college) and its mission All staff teaching higher education programs must be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Staff teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate facilities and equipment must be available to support the research activities of teaching staff and post graduate students to meet these requirements. In universities and other institutions with research responsibility, teaching staff must be encouraged to pursue research interests and to publish the results of that research. Their research contributions must be recognized and reflected in evaluation and promotion criteria The research output of the institution must be monitored and reported, and benchmarked against that of other similar institutions. Clear and equitable policies must be established for ownership and commercialization of intellectual property.

*The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions*

	Is this true? Y/No/NA	How well is this done? (enter stars)
<b>10.1 Institutional Research Policies</b>		
<p><b>An institution with research responsibility must have a comprehensive research development plan based on its mission that includes performance targets, support and development strategies and administrative arrangements that encourage widespread involvement across the institution. It must have mechanisms for ensuring that ethical standards are maintained in the conduct and reporting on research.</b></p> <p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p>		
10.1.1 A research development plans consistent with the nature and mission of the institution and the economic and cultural development needs of the region has been developed and published.	<input type="checkbox"/> Y	<input type="checkbox"/> *****
10.1.2 The research development plan includes clearly specified indicators and benchmarks of performance.	<input type="checkbox"/> Y	<input type="checkbox"/> *****
10.1.3 Clear policies are established for defining what is recognized as research, consistent with international standards. (This normally includes both self-generated and commissioned activity, but requires creative original work, independently validated by peers, and published in media that are highly regarded by scholars in the field.)	<input type="checkbox"/> Y	<input type="checkbox"/> *****
10.1.4 Reports on overall institutional research performance are published annually and records maintained of the research activities of individuals, departments and colleges.	<input type="checkbox"/> Y	<input type="checkbox"/> *****
10.1.5 Cooperation with local industry and with other research agencies is actively encouraged. Where appropriate these forms of cooperation may involve joint research projects, shared use of equipment, and cooperative strategies for development.	<input type="checkbox"/> Y	<input type="checkbox"/> *****
10.1.6 Mechanisms are established for collaboration and cooperation with international universities and research networks.	<input type="checkbox"/> Y	<input type="checkbox"/> *****
10.1.7 The institution has policies that deal with the establishment, accountability, and periodic review of research institutes or centers.	<input type="checkbox"/> Y	<input type="checkbox"/> *****
10.1.8 The establishment of research institutes or centers does not inhibit research activities of others who are not directly associated with them.	<input type="checkbox"/> Y	<input type="checkbox"/> *****
10.1.9 A high level committee is established to monitor compliance with ethical standards and approve research projects with potential impact on ethical issues.	<input type="checkbox"/> Y	<input type="checkbox"/> *****
10.1.10 An adequate research budget is provided to enable the achievement of the institution's research plan.	<input type="checkbox"/> Y	<input type="checkbox"/> *****

**Overall Assessment**

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Comment:

- A strategic plan for scientific research in Najran University which includes strategic objectives as well as related performance indicators was developed.
  - The research centers at Najran University prepared annual reports of achievements.
  - The Deanship of Scientific Research developed criteria for scientific publishing based on international standards known in the field of scientific publications.
    - Najran University issued a code for ethics, which covered performance and practices that associated with all activities in the university including scientific research.
    - The Vice Rectorship for Post-Graduate Studies and Scientific Research issued executive decision to use plagiarism detection software to avoid any possible plagiarism in research activities of faculty staff members as well as students .
    - The College of Medicine established a specialized committee responsible for the ethics of medical research.
  - There are some agreements between Najran University and few universities and research centers and agencies in the field of scientific research and associated activities at the local, regional, and international levels.
  - The cooperation between Najran Universities and local industry sector is limited to training of students and participating in the advisory boards in the colleges of the University.
- Priorities for Improvement:**
- A general high level committee need to be established to monitor compliance with ethical standards and approve research projects with potential impact on ethical issues in all research units at the University including colleges as well as research units.
  - The number of these agreements between Najran University and few universities and research centers needs to be increased and areas of cooperation need to be expanded to cover more specialties.
  - The areas of cooperation with the local industry sector need to be expanded to include more areas of cooperation such as collaborative research projects and researchers exchange.

**Independent Opinion**

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**Comments: NU needs to increase collaborative research projects with industry and other universities and expenditure on research needs to increased**

**10.2 Teaching Staff and Student Involvement**

**Expectations for involvement in research and scholarly activities by teaching staff must be made clear and provide for widespread participation. Encouragement and support must be provided to encourage research activity by junior teaching staff and postgraduate students.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

10.2.1 Expectations for teaching staff involvement in research and scholarly activities are clearly specified and considered in performance evaluation and promotion criteria. (For universities there is an expectation of at least some research and/or appropriate scholarly activity of all full time teaching staff).

Y \*\*\*\*

10.2.2 Support is provided for junior teaching staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and start up funding.

Y \*\*\*\*

Postgraduate research students are given opportunities for participation in joint research projects.

10.2.3 When research students are involved in joint research projects their contributions are appropriately acknowledged. When a significant contribution has been made reports and publications carry joint authorship.

Y \*\*\*

10.2.4 Assistance is available for teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.

Y \*\*\*

10.2.5 Research and scholarly activities of teaching staff that are relevant to courses they teach are reflected in their teaching together with other significant research developments in the field.

Y \*\*\*\*

10.2.6 Strategies are developed for identifying and capitalizing on the expertise of teaching staff and postgraduate students in providing research and development services to the community and generating financial returns to the institution.

Y \*\*\*\*

10.2.7 Strategies are developed for identifying and capitalizing on the expertise of teaching staff and postgraduate students in providing research and development services to the community and generating financial returns to the institution.

Y \*\*\*\*

**Overall Assessment**

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**Comment:**

- The criteria of promoting faculty members applied in Najran University give high weight (60%) to the scientific research criterion. In addition, the criteria of regular evaluation of faculty members, recently developed in Najran University, give relatively high weight (30%) to the scientific research criterion.
- The Deanship of Scientific Research has a special program to fund the research projects of successful proposals submitted by Faculty staff members of Najran University, on competitive basis.
- According to the mechanism used by the Deanship, the submitted proposals of research projects are evaluated by experts and senior researchers in the different research centers according to the research area associated with the submitted proposals.
- The Unit of Skills Development at the Deanship of Development and Quality, organized several workshops for junior teaching staff on writing successful research project proposals, and also workshops on different aspects and skills of scientific research.
- Post-graduate students and junior researchers in Najran University are encouraged to participate in joint research projects.

**Priorities for Improvement:**

- A strategy needs to be developed and implemented to increase number of international joint research projects between Najran University and international universities and research centers.

**Independent Opinion**

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**Comment: Evidence should be provided for joint research with postgraduate students.**

**10.3 Commercialization of Research**

**Commercialization of research should be encouraged, opportunities for commercial development of intellectual property carefully investigated, and help provided to establish appropriate commercial relationships. Policies on ownership of intellectual property must be clearly specified and consistently followed.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

10.3.1 A research development unit or center is established with capacity to identify and publicize institutional expertise and commercial development opportunities, assist in developing proposals and business plans, preparation of contracts, and when appropriate, development of spin off companies.

Y

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10.3.2 Ideas with potential for commercial development are critically evaluated with advice from experienced persons from industry and relevant professions before investment by the institution is authorized.

Y

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10.3.3 Intellectual property policies define ownership and establish procedures for commercialization of ideas developed by staff and students, and specify scales for equitable sharing of returns to the inventor(s), and the institution.

Y

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10.3.4 A culture of entrepreneurship is actively encouraged throughout the institution, with particular emphasis on teaching staff and postgraduate students.

Y

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10.3.5 Regulations are established that require disclosure of pecuniary interest and avoidance of conflict of interest in activities related to research.

Y

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**Overall Assessment**

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**Comment:**

- Najran University established the Institute of Consultation Studies and Services at Najran University which is mainly working on attaining the most efficient and optimal utilization of University human and technical resources.

- The scientific research policy which emerged from the strategic plan of the scientific research in Najran University indicates all the aspects related to intellectual property which concern faculty members, researchers, post-graduate and undergraduates students including their rights and duties in this respect. It also organizes the relationship between the University and each of faculty members, researchers, and post-graduate and undergraduates students concerning intellectual property.
- The scientific research policy set rules and regulations to avoid conflict of interest in activities related to research. Furthermore, the code of ethics of Najran university prohibited all forms of conflict of interest in all the activities of the University including those related to scientific research.
- Najran University established the Innovation and Entrepreneurship Unit in 1435H. The purpose of establishing the Innovation and Entrepreneurship Unit at Najran University is to contribute to the knowledge-based economy in line with the strategic directions of Saudi Arabia. It also provides opportunities for creators and innovators to transform their ideas to successful projects in the business market.

**Priorities for Improvement :**

- Najran University needs to establish a specialized administration or specialized committee responsible for marketing research and technology transfer.

**Independent Opinion**

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**Comments: Marketing and commercialization for research should be encouraged.**

**10.4 Research Facilities and Equipment**

**Adequate facilities and equipment appropriate for research in the fields of study offered in the institution must be available for use by teaching staff and postgraduate students. Clear policies should be established for ownership and care of specialized facilities and equipment obtained through research grants or cooperation with industry.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

10.4.1 Adequate laboratory space and equipment, library and information systems and resources are available to support the research activities of teaching staff and students in the fields in which programs are offered.

Y \*\*\*\*

10.4.2 An adequate budget is provided for funding of research equipment and facilities in all academic sections of the institution

Y \*\*\*

10.4.3 Arrangements are made for joint ownership or shared access to major equipment items within the institution and with other organizations if appropriate.

Y \*\*\*

10.4.4 Security systems are established that ensure safety for researchers and their activities, the institutional community and the surrounding area.

Y \*\*\*\*\*

10.4.5 Policies are established to make clear the ownership and responsibility for maintenance of equipment obtained through research grants, commissioned research or other external sources.

Y \*\*\*\*

**Overall Assessment**

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**Comment:**

- Najran University has four research centers, which provide suitable research environment for faculty members, researchers, post-graduate students to conduct high quality research.
- New strategic project No. 5/7 entitled "Equally modernizing laboratories and equipment in male and female sections" was introduced and given priority in implementation to assure equal support provided by the Najran University for both sections in the field of scientific research.
- Female faculty members were given the opportunity to hold leadership positions in the scientific research system at Najran University.
- Najran University has central Administration for University Safety and Security, which is responsible for all

the safety and security measures of the Facilities and equipment in the university including laboratories.

- Colleges of Najran University has established units for safety and security, which are administratively connected with the central Administration of University Safety and Security.
- Najran University developed a risk plan which includes all the aspects of avoiding different kinds of risks in the different types of laboratories as well as dealing with such risks in case if it happen.
- The Administration of legal affairs is the body responsible for expressing opinions and advice to all the academic and research units In Najran University regarding the validity and legality of any contracts concerning the ownership and responsibility for maintenance of equipment obtained through research grants, commissioned research or other external sources, based on the rules and regulations of the Saudi Government.
- The validity and legality of any contracts concerning the ownership and responsibility for maintenance of equipment obtained through research grants, or other external sources are reviewed by the Administration of Legal Affairs.

#### Priorities for Improvement:

- Complete the organizational and functional structure of the Scientific and Engineering Research Center, Health Research Center, and Shariaa, Educational, and Humanities Research Center.

#### Independent Opinion

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**Comments: Research maintenance evidence needs to be provided.**

#### Overall Assessment of Research

10.1 Institutional Research Policies

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10.2 Teaching Staff and Student Involvement

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10.3 Commercialization of Research

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10.4 Research Facilities and Equipment

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#### Combined Assessment

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#### Comment :

- Najran University has four research centers, which provide suitable research environment for faculty members, researchers, post-graduate students to conduct high quality research in the different areas of specializations provided by the programs in the different colleges.

- A strategic plan for scientific research in Najran University which includes strategic objectives as well as related performance indicators was developed.

- The programs in all colleges and the research centers are required to design scientific research plans in the light of the Strategic Plan of Scientific Research of Najran University, and prepare annual reports of achieving the objectives of these plans.

- The criteria of promoting faculty members applied in Najran University give high weight (60%) to the scientific research criterion. In addition, the criteria of regular evaluation of faculty members, recently developed in Najran University, give relatively high weight (30%) to the scientific research criterion.

- The Deanship of Scientific Research has a special program to fund the research projects of successful proposals submitted by Faculty staff members of Najran University, on competitive basis. The Unit of Skills Development at the Deanship of Development and Quality, organized several workshops for junior teaching staff on writing successful research project proposals, and also workshops on different aspects and skills of scientific research.

- Najran University has criteria for scientific publishing which should be followed by faculty staff members and researchers, when publishing their papers in scientific journals, in order to ensure the quality of published scientific research.

- Najran University has taken several actions to assure equal support for female and male faculty members

concerning scientific research.

- The Institute of Consultation Studies and Services at Najran University is mainly working on attaining the most efficient and optimal utilization of University human and technical resources.
- An obligatory bylaw which includes the policy of Najran University concerning formation of advisory boards of colleges and the procedures which should be used, to monitor the actions and decisions taken by these boards was approved. According to this obligatory bylaw, representatives from the community, e.g. employers, experts from technical and industrial sectors- depending on the nature of the college programs, should be included as members in the advisory board.

### Independent Opinion

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#### Comments:

Annual reports needs to be provided for previous years with research classified based on the different variables (gender, campus, etc.). NU collaborative research projects with industry and universities and expenditure on research needs to increased. Marketing and commercialization for research should be encouraged.

#### Indicators Considered:

- NU staff members have scholarly activities and are encouraged to publish their research and funds are allocated for research projects.
- Adequate facilities and equipment are available to support the research activities.
- NU has research project management systems and a strategic plan for scientific research with strategic objectives and performance indicators was developed.
- Research output is monitored and benchmarked against other similar institutions.
- Policies are established for ownership and intellectual property and research chairs.
- NU established the Innovation and Entrepreneurship Unit to provide opportunities for innovators to transform their ideas to successful projects in the business market.
- Satisfaction rates is moderate for male and low for female about quality of research.
- Research budget is lower than previous year and targeted percentage.

#### Priorities for Improvement:

- A work plan needs to be developed to complete the organization structure of the research centers with enough and efficient research, technical and administrative cadres, and assign well equipped facilities for these centers to be similar to the Promising Center for Sensors and Electronic Devices in the University.
- A work plan needs to be developed to increase collaborative research projects with industry and other universities and research centers.
- Increasing the budget of scientific research.
- Establishing a specialized unit to be responsible for the reports concerning scientific research in the University.

## Standard 11: Relationships with the Community

<p><b>Contributing to the community must be recognized as an important institutional responsibility. Facilities and services must be made available to assist with community developments. Teaching and other staff must be encouraged to be involved in the community and information about the institution and its activities made known to the community through public media and other appropriate mechanisms. Community perceptions of the institution must be monitored and appropriate strategies adopted to improve understanding and enhance its reputation.</b></p>		
<p><i>The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions</i></p>		
	<b>Is this true? Y/No/NA</b>	<b>How well is this done? (enter stars)</b>
<p><b>11.1 Institutional Policies on Community Relationship</b></p> <p><b>The institutions commitment to service to the community must be clearly specified, clear in its nature and scope, supported by policies to encourage involvement and regular reports should be prepared on activities that take place.</b></p> <p>The level of compliance with this standard is judged by the extent to which the following good practices are followed.</p> <p>11.1.1 The service commitment of the institution is relevant to the community or communities within which the institution operates, and included in its mission.</p> <p>11.1.2 Policies on the institution’s service role have been approved by the governing body and these policies should be supported in decisions made by senior administrators</p> <p>11.1.3 Annual reports are prepared on the institutions contributions to the community.</p> <p>11.1.4 Promotion criteria and faculty assessments include contributions made to the community.</p> <p>11.1.5 Websites providing details of institutional structures and activities, including news items of potential interest to potential students and members of the wider community, are provided and kept up to date.</p> <p style="text-align: center;"><b>Overall Assessment</b></p> <p><b>Comment:</b></p> <ul style="list-style-type: none"> <li>● Community service is among one of the major activities of Najran University.</li> <li>● Najran University is committed to its responsibilities towards society.</li> <li>● The Deanship of Community Service and Continuing Education is the highest unit responsible for managing Najran University's system for relationships with the community.</li> <li>● All the academic, research and administrative units in Najran University are participating in achieving the strategic goals of Najran University for the community relationships under the umbrella of the Deanship of Community Service and Continuing Education.</li> <li>● The criteria of promoting faculty members applied in Najran University give a weight of 15% to the community service criterion. In addition, the criteria of regular evaluation of faculty members, recently developed in Najran University, give a weight of 10% to that criterion.</li> <li>● There are many Web sites from which any under-graduate or post- graduate student, whether enrolled in the university or has not been enrolled yet, can get any</li> </ul>	<div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="display: flex; gap: 10px;"><input type="checkbox"/> Y</div> <div style="display: flex; gap: 10px;"><input type="checkbox"/> Y</div> <div style="display: flex; gap: 10px;"><input type="checkbox"/> Y</div> <div style="display: flex; gap: 10px;"><input type="checkbox"/> Y</div> <div style="display: flex; gap: 10px;"><input type="checkbox"/> Y</div> </div>	<div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">****</div> <div style="border: 1px solid black; padding: 2px 10px;">****</div> <div style="border: 1px solid black; padding: 2px 10px;">****</div> <div style="border: 1px solid black; padding: 2px 10px;">****</div> <div style="border: 1px solid black; padding: 2px 10px;">****</div> <div style="background-color: #FFD700; border: 1px solid black; padding: 2px 10px;">****</div> </div>



information he/she needs to know details about Najran University.

**Priorities for Improvement:**

- Najran University needs to add required and specialized practical course on community service issues, in the study plans of the different programs. The contents of this course may differ from one program to another depending on the specialization and nature of each program.

**Independent Opinion**

**Comment: NU has institutional policies on community relationship, and annual reports are prepared on community services and are published on the Electronic Portal of NU. NU needs to translate all important content on its web site to English**

**11.2 Interactions With the Community**

**Relationships must be established with the community to provide needed services and draw on community expertise to support the program.**

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

11.2.1 Staff members are encouraged to participate in forums in which significant community issues are discussed and plans for community development considered.

11.2.2 The institution and its colleges and departments cooperate in the establishment of community support or professional service agencies relevant to the needs of the community, drawing on the expertise of staff members.

11.2.3 A range of community education courses are provided in areas of interest and need.

11.2.4 Relationships are established with local industries and employers to assist program delivery. (These may include, for example, placement of students for work-study programs, part time employment opportunities, and identification of issues for analysis in student project activities.)

11.2.5 Local employers and members of professions have been invited to join appropriate advisory committees considering programs and other institutional activities.

11.2.6 Continuing contact is maintained with schools in the community, offering assistance and support in areas of specialization, providing information about the institution's programs and activities and subsequent career opportunities, and arranging enrichment activities for the schools.

11.2.7 Regular contact is maintained with alumni, keeping them informed about institutional developments, inviting their participation in activities, and encouraging their financial and other support for new developments.

11.2.8 Advantage is taken of opportunities to seek funding support from individuals and organizations in the community for research and other developments in the institution.

11.2.9 A central data-base is maintained in which records are maintained of community services undertaken by individuals and organizations throughout the institution.

**Overall Assessment**

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Y \*\*\*

Y \*\*\*

Y \*\*\*

Y \*\*\*\*

Y \*\*\*\*

Y \*\*\*\*

Y \*\*\*\*

Y \*\*\*\*

Y \*\*\*\*

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Comment:

- Najran University encourages the participation of faculty members to participate in community services and praises the distinguished participations on the University Newspaper "Sada Al-Jameah", as well as on the Electronic Portal of the University.
- Based on studies conducted by the Deanship of Community Service and Continuing Education about community needs and according to the responsibility of the Deanship to spread its community services over the largest geographical area in Najran region, it has established three branches for the Deanship in the provinces of Sharora, Yadamah and Habuna.
- The Deanship of Community Services and Continuing Education at Najran University has a cooperation agreement with the Social Charity Fund in Najran region. Based on this agreement, the Deanship provides vocational Diploma programs in Najran and Sharora, which take one to two years depending on the specialty of the programs. These programs provide free opportunities for continuous learning, to high school graduates in the region of Najran who are unable to complete their education at the university level.
- The Deanship of Community Service and Continuing Education has agreements with community organizations, e.g. private sectors establishments and business, government administrations, teachers and students of different schools, and employees of Najran Emirate to provide training programs to improve the knowledge and skills of the trainees who are belonging to these community organizations.
- The Skills Development Unit at the Deanship of Development and Quality organized training workshops to improve skills of employees of some governmental bodies in Najran community in cooperation with the Deanship of Community Service and continuing Education, Educational Administration at Najran, and Emirate of Najran.
- Najran University developed an obligatory unified organizational bylaw for forming advisory boards in colleges of Najran University. According to this bylaw, the advisory board of any college should include members from the community, such as employers from industrial, health, or education sectors whether private or governmental, depending on the nature of the offered programs inside each college. Some colleges of Najran University established advisory boards at both the college and program levels.
- Schools in Najran region are considered partners with Najran University in the training process of students and newly graduates of the College of Education and College of Science and Arts .
- Educational leaders and experts in the pre-university education stage are invited to be members in the advisory boards of the College of Education and College of Science and Arts in Najran University.
- The policies and strategic goals of Najran University indicates the commitment of the University to secure a promising future career for the graduates.
- Najran University established a Central Unit for Alumni Affairs which is responsible for designing and following up the implementation of specialized work programs to enhance the relationships of the University with the Alumni.
- The offices of alumni affairs in colleges are functioning under the auspices of the Central Unit of Alumni Affairs.
- Najran University benefited from the initiative of the Ministry of Education; the University Education Sector, which is called "Promising Research Centers". Based on the support for Najran University through this initiative, the Center for Advanced Materials and Nanotechnology Research has been transformed to be the Promising Center for Sensors and Electronic Devices. The activities of the Promising Center for Sensors and Electronic Devices in Najran University include high quality research in areas with clear social, environmental and economic impact on the community .
- Najran University won research grants from King Abdulaziz City for Science and

Technology to conduct research projects.

- The Deanship of Community Service and Continuing Education developed a database for community services.
- The Deanship of Community Service and Continuing Education developed official mechanism to assure the continuous improvement of the community service system in Najran University.

**Priorities for Improvement:**

- Najran University needs to design collaborative projects with some organizations and agencies in the community of Najran District to improve the quality of life in some areas and places so that students and faculty members are involved in these projects on a voluntary basis. These projects aim to and enhance the positive interaction between Najran University and the community, and consequently this will deepen the concept of citizenship for students, faculty members and community individuals.

**Independent Opinion**

**Comments: NU needs to enhance its relationships with local industries and other universities.**

**11.3 Institutional Reputation**

**The reputation of the institution in the community must be monitored and enhanced through provision of reliable and accurate information about its activities.**

**The level of compliance with this standard is judged by the extent to which the following good practices are followed.**

- 11.3.1 A comprehensive strategy has been developed for monitoring and improving the reputation of the institution in the local and other relevant communities.
- 11.3.2 Clear guidelines have been established for public comments on behalf of the institution, normally restricting such comments to the Rector or Dean or a media office responsible to the Rector or Dean.
- 11.3.3 Guidelines have been established for public comments on community issues by members of staff, where such comments could be associated with the institution.
- 11.3.4 An institutional media office has been established with responsibility for managing media communications, seeking information about activities of the institution of potential interest to the community, and arranging for publication.
- 11.3.5 Community views about the institution and its activities are sought and strategies developed for improving perceptions.
- 11.3.6 If issues or concerns about operational issues involving the institution are raised in public forums these are dealt with immediately and objectively by the Rector or Dean or other designated senior members of faculty or staff.

**Overall Assessment**

Comment:

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Y \*\*\*\*

Y \*\*\*\*

Y \*\*\*\*

Y \*\*\*\*

Y \*\*\*\*

Y \*\*\*\*

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•Najran University established the Administration of Public Relations and University Media to be responsible in general about monitoring and enhancing the reputation of the University. The Administration of Public Relations and University media is composed of two units, i.e. the Public Relations Unit and the University Media Unit.

•The Administration of Public Relations and University Media developed a comprehensive strategy for monitoring and enhancing the reputation of the University. The strategy includes vision, mission, strategic goals and operating objectives for each strategic goal, and performance indicators required for measuring scope of achieving strategic goals. The strategy also includes as well action programs, within a specific time framework, which will lead to achieving the mission and strategic goals of the Administration of Public Relations and University Media.

• Najran University has appointed an official spokesperson with experience in the field of public relations and media.

**Priorities for Improvement:**

• Completing the Organizational Structure of the Administration of Public Relations and University Media by hiring enough number of highly qualified employees.

**Independent Opinion**

**Comment: NU established mechanism to monitor and enhance its reputation and has an official spokesperson, but more work is needed to establish strong public relations with established team.**

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**Overall Assessment of Relationships with the Community**

11.1 Institutional Policies on Community Relationships \*\*\*\*

11.2 Interactions With the Community \*\*\*\*

11.3 Institutional Reputation \*\*\*\*

Combined Assessment \*\*\*\*\*

**Comment:**

■The Deanship of Community Service and Continuing Education is the highest unit responsible for managing Najran University's system for relationships with the community. All the academic, research and administrative units in Najran University are participating in achieving the strategic goals of Najran University for the community relationships under the umbrella of the Deanship of Community Service and Continuing Education. In the light of the strategic Plan of Najran University 1433-1438 H, the Deanship of Community Service and Continuing Education designed a strategy for relationships of Najran University with the Community.

■There are many Web sites which belong to Najran University from which any under-graduate or post- graduate student, whether enrolled in the university or has not been enrolled yet, can easily get any detailed information he/she needs to know about Najran University.

■The promotion criteria applied by Najran University on faculty members give relatively high weight to community service criterion, i.e. 15% of the total score. In addition, Najran University developed an obligatory unified system for regular evaluation of faculty members which gives the criterion of community activities 10% of the total score of this regular evaluation.

■Participating of faculty members and researchers in activities related to community service is encouraged by Najran University.

■Najran University encourages the participation of faculty members to participate in community services and praises the distinguished participations on the University Newspaper "Sada Al-Jameah", as well as on the Electronic Portal of the University.

- Based on studies conducted by the Deanship of Community Service and Continuing Education about community needs and according to the responsibility of the Deanship to spread its community services over the largest geographical area in Najran region, it has established three branches for the Deanship in the provinces of Sharora, Yadamah and Habuna.
- The Deanship of Community Services and Continuing Education provides vocational Diploma programs in Najran and Sharora, which take one to two years to get the Diploma degree, depending on the specialty of the programs. These programs provide free opportunities for continuous learning, to high school graduates in the region of Najran who are unable to complete their education at the university level.
- The Deanship of Community Service and Continuing Education offers training programs targeting different categories in the community issues, e.g. administrative leadership of government departments, local Citizens, employees in government departments, teachers and students from different schools and employees from Najran Emirate.
- The formation of advisory board in any college requires including members from the community.
- Najran University established a Central Unit for Alumni Affairs. The offices of alumni affairs in colleges are functioning under the auspices of the Central Unit of Alumni Affairs.
- The Deanship of Community Service and Continuing Education developed a database for community services. Faculty members, researchers as well as employees can easily access to this database.
- Najran University designed a mechanism to assure continuous improvement of community service activities.
- One of the major administrations in Najran Universities is the Administration of Public Relations and University Media. This administration developed a comprehensive strategy for monitoring and enhancing the reputation of the University.
- Najran University has appointed an official spokesperson with experience in the field of public relations and media.

#### Independent Opinion

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#### Comment:

A range of community services, education and training courses, and health services are provided. However NU needs to make focus more on engagement with community more than courses. NU needs to enhance its relationships with local industries and employers to assist program delivery. More local and international relations and partnership are needed, and all important content on its web site needs to be in English.

#### Indicators Considered:

- NU has an approved strategy and prioritized its short/long term strategic goals.
- NU has institutional policies on community relationship, and annual reports are prepared on community services and are published on the Electronic Portal of NU.
- A range of community services, education and training courses, and health services are provided.
- Academic and administrative units are participating in achieving the strategic goals of NU for the community relationships under the umbrella of the Deanship of Community Service and Continuing Education.
- NU established a project for community needs.
- There are established mechanisms to monitor and enhance the reputation of the University and NU has an official spokesperson with experience in the field of public relations and media.
- NU has official mechanism to assure the continuous improvement of the community service system, and it measures the degree of satisfaction of the stakeholders with good rates of satisfaction.
- More focus was on service but less is on partnership.
- Advisory boards are allocated for colleges and they include members from the community, such as employers from industrial, health, and education sectors.

#### Priorities for Improvement:

- Action plan needs to be developed to increase local and international relations and partnership.
- Action plan needs to be developed to improve the electronic portal gate of Najran University in both Arabic and English.