

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

**Kingdom of Saudi Arabia**

**T11. SELF STUDY REPORT FOR INSTITUTIONS  
(SSRI)**

**Najran University**  
**1439H / 2018AD**

## Self-Study Report for the Institution

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## A. General Information

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## B. Institutional Profile

The Institutional Profile is a summary of information and statistical data that provides a clear picture of the institution.

**1- A brief summary of the institution's history, brief description of branch campuses/ locations, total number of colleges, programs, institutes, research units /research chair /research centers, medical hospitals and centers, plus descriptions of scale and range of activities**

### Najran University (NU): Establishment

Under the patronage of the Custodian of the Two Holy Mosques, King Abdullah bin Abdul Aziz, May Allah bless him, NU was established on 10/10/1427H in the ceremony of launching University campus.

### Location:

NU is located on the eastern outskirts of the city of Najran with an area of 18 million M<sup>2</sup>. Therefore, NU is considered to have the biggest university campus in the Kingdom. It consists of a campus for male students, which includes (14) colleges and a campus for female ones, which also includes (14) colleges with a capacity of (45) thousand students. It also encompasses buildings for the governing body, supporting deanships, University hospital, research centers, leisure and sports city, and housing for teaching staff as well as male and female students. Moreover, it has a future investment city to serve the University. The investment will include hotels, malls, private schools...etc.

### The University Development

When established in the academic year 1427/1428 H, NU comprised four colleges; two of which grant BA Degree: College of Education for Girls in Najran and College of Education for Girls in Sharoura. The other two colleges grant Diploma degree, including Community College for Boys and Community College for Girls in Najran.

Following the restructuring of the academic departments at some colleges, the Royal Decree No. 10209/M/2 dated 30/12/1429 H was issued to establish some Health, Science and Applied Science Colleges; NU has currently fourteen colleges for both male and female students. These colleges offer (31) programs with BA degree; five of which are joint programs on the main campus in Najran (College of Science and Arts and College of Education) as well as Science and Arts College in Sharoura branch. In addition, there are (3) programs that offer Diploma degree at Community College. Programs and Colleges are indicated in the following table:

Tabel (B-1) Programs and Colleges at Najran University

No	College	programs	Diploma	Bachelor	High diploma	Master	Doctorate	Fellowship	others
1	<u>Shariah &amp; Fundamentals Of Religion</u>	Shariah		M		M			
		Fundamentals Of Religion		M		M			
2	<b>Education</b>	Home Economics		F					
		Special Education		MF		MF			
		Kindergarten Program		F		F			



No	College	programs	Diploma	Bachelor	High diploma	Master	Doctorate	Fellowship	others
		Psychology		MF					
3	<u>Science And Arts</u>	Chemistry		F					
		Mathematics		MF		F			
		Physics		MF					
		Arabic Language		MF					
		English Language		MF		F			
4	<b>College of Administrative Sciences</b>	Business Administration		MF		MF			
		Public Administration		MF					
		Law		M					
		Accounting		M					
5	<u>Languages And Translation</u>	Translation		MF					
6	<u>Computer Science &amp; Information Systems</u>	Computer Sciences		MF					
		Information Systems		M					
7	<u>Engineering</u>	Electrical Engineering		M					
		Civil Engineering		M					
		Architectural Engineering		M					
8	<u>Medicine</u>	Medicine and surgery		MF					
9	<u>Pharmacy</u>	Pharmacy		M					
10	<u>Dentistry</u>	Dentistry		M					
11	<u>Nursing</u>	Nursing		MF					
12	<u>Applied Medical Sciences</u>	Clinical Laboratory Sciences		MF					
		Radiological Sciences		MF					
		Rehabilitation Medical Sciences		M					
13	<u>Science And Arts - Sharoura</u>	Chemistry		F					
		Mathematics		MF					
		Computer Science		MF					
		Arabic Language		MF					
		English Language		MF					
		Islamic Studies		MF					
		Kindergarten Program		F					
14	<u>Science And Arts- Yadma</u>	English Language		F					
15	<u>Community</u>	Business Administration	MF						
		Computer Science	MF						
		Information Systems	M						
	<b>Total</b>	<b>39 (5 of which are joint programs), i.e. 34 Programs (31 Bachelors + 3 Diplomas)</b>							

Mf = meal/female

M= meal

F= female

Tabel (B-2) Supporting Deanships at Najran University

No.	Deanship	Services
1	Deanship of Community Service and Continuing Education	It supervises affiliation and parallel education in coordination with the University departments. It also offers diploma degrees in a number of programs.
2	Deanship of Preparatory Year	Some of the University students join the Deanship of Preparatory Year in their first year that prepares them for medical, scientific and administrative specializations.
3	Deanship of Admissions and Registration	It manages the students' academic affairs, including admission, registration in every semester, and graduation procedures such as receiving their graduation documents.
4	Deanship of Student Affairs	It provides an appropriate environment for academic achievement, training, and personality building, which enables the student to invest his time on and off campus in religious, cultural, social and sport activities. Moreover, it supports various scientific talents, and provides all necessary facilities to achieve this mission.
5	Deanship of Post-Graduate Studies	It comprises several units including Admission Unit, Student Affairs Unit, Computer and Information Unit, Administrative Affairs Unit, and Development and Quality Unit.
6	Deanship of Library Affairs	It is responsible for providing, preparing, and presenting information sources, including references, original or copied manuscripts, books, and journals that support different specializations at the University. NU library acquaints its employees, researchers, and students with the latest scientific trends in their specializations. It also provides various information sources, organizes, and stores them technically and electronically so as to facilitate their retrieval and usage
7	Deanship of E-Learning and Distance Education	Managing e-learning at the University and ensuring its proper functioning in accordance with its policy in order to reinforce NU academic and scientific reputation, solve many higher education problems, and contribute to the professional development of faculty and student skills in using modern technology for learning.
8	Deanship of Development and Quality	Supervising the preparation and implementation of quality assurance policies and mechanisms in all academic and administrative units in order to meet the requirements set by the NCAAA at both program and institution levels; in addition to developing policies and mechanisms for continuous quality improvement in coordination with the Vice-Rector for development and quality.
9	Deanship of Scientific Research	Motivating faculty and students to conduct original and innovative scientific research that help enrich and serve the community.
10	Deanship of Information Technology and Communication	Providing devices, networks, and databases to support and improve the educational, research and, administrative processes based on the latest technology available at the University. It also aspires to keep up with information technology development so that NU turns into a "Paperless University".
11	Deanship of Faculty and Personnel Affairs	It supervises faculty and personnel affairs. It is chaired by the Dean of Faculty and Personnel Affairs.
12	The Institute of Studies and Consulting Services	Communicating with different public and private national sectors; providing consultations, research studies, and applications required for experiments and research in various fields. It also aspires to localize the required technology for the community.

In order to achieve NU mission in scientific research and provision of community service, NU established a number of specialized research institutes and centres including:

- Centre for Health Research
- Centre for Sharia, Educational and Humanities Research
- Promising Electronic Sensors Center
- Centre of Scientific and Engineering Research
- Unit of Academic Counselling.
- Unit of Chemicals and Radioactive Materials

It is worth mentioning that NU has Prince Mishaal bin Abdullah Chair, former Prince of Najran, which contributes to achieving NU mission regarding science and knowledge fields that support scientific research and national knowledge-based economy as well as meeting the needs of sponsors.

The University also has a hospital, which is Administratively Connected to the Vice-Rector for Academic Affairs. The hospital contributes significantly to meeting the requirements of Health Colleges' students.

## 2. A description of the management and organizational structure using an organizational chart:

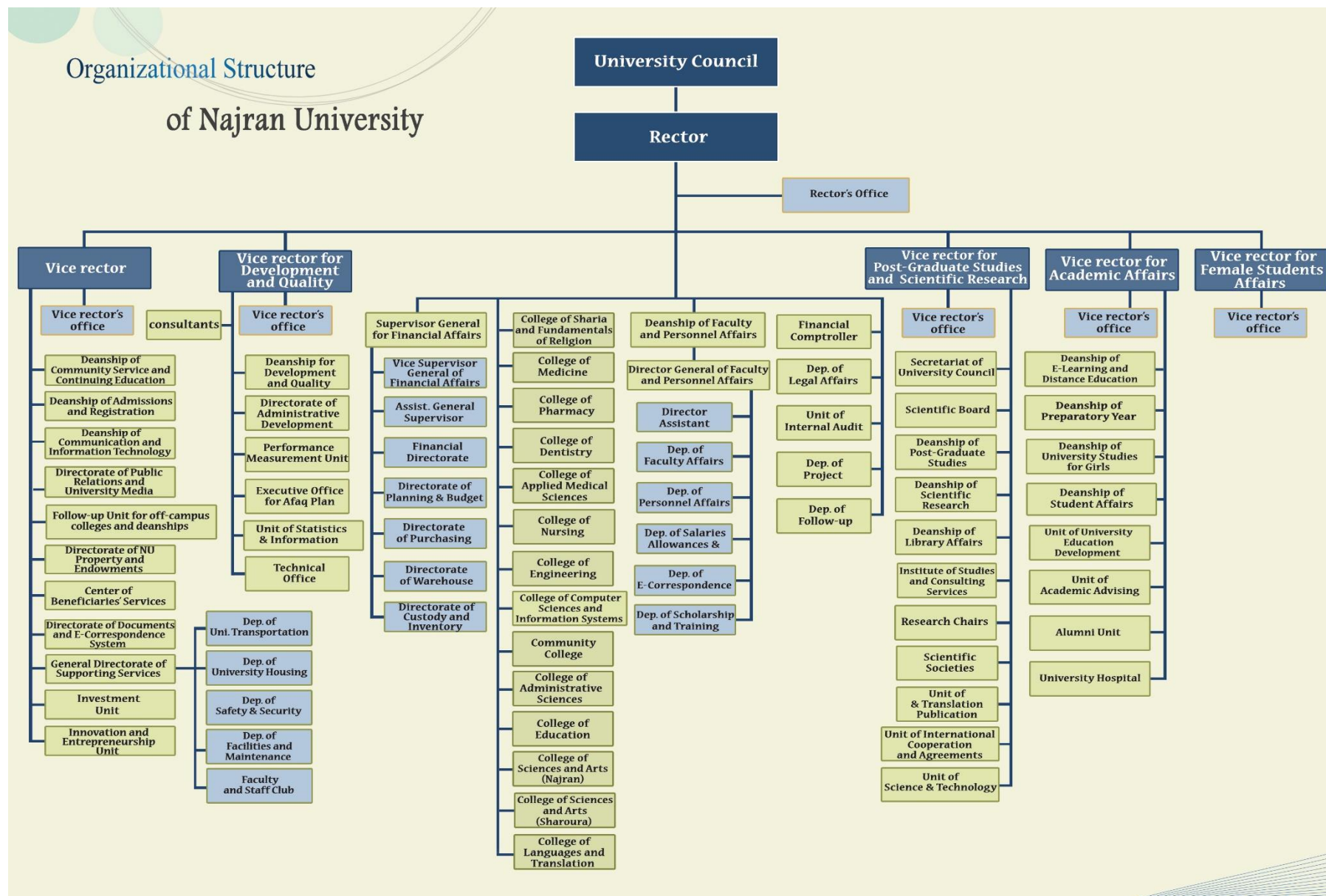


Fig. B-1: NU Organizational Structure

### 3. Summary information about the institution's accreditation status including the outcomes of any previous institutional reviews, and any conditions that were established

Since its establishment in 1427 H (2006), NU succeeded to establish an institutional and academic base with guidance from the latest academic and administrative higher education institutions. After finishing the preliminary self-evaluation in 1432 H (2011). and submitting it to the NCAAA, the University developed a strategic plan for the Vice-Rectorship for Development and Quality (the Strategic Plan), based on the self-assessment report and the recommendations of the NCAAA reviewers. All improvement plans of the University programs were based on the strategic plan of the Vice-Rectorship for Development and Quality. During the last three years, NU has succeeded in establishing internal quality systems for all academic and administrative units. These systems are based on the NCAAA standards at both institution and program levels. Improvement plans have significantly assisted the institution and the programs in meeting many of the NCAAA requirements.

The two stages of the strategic plan, approved in 1433H (2012)., contributed to the implementation of (67) developmental projects which aimed at meeting the accreditation requirements at both the program and institutional levels. The results of the institutional developmental evaluation conducted in 1435/1436, (2014/2015) are indicated as showing at Tabel (B-3):

Tabel (B-3) the results of the institutional developmental evaluation conducted in 1435/1436 (2014/2015)

No.	Standard	Assessment in Stars
1	Standard 1: Mission, Goals and Objectives	****
2	Standard 2: Governance and Administration	***
3	Standard 3: Management of Quality Assurance & Improvement	***
4	Standard 4: Learning and Teaching	***
5	Standard 5: Student administration and support services	***
6	Standard 6: Learning resources	***
7	Standard 7: Facilities and equipment	***
8	Standard 8: Financial planning and management	****
9	Standard 9: Employment processes	***
10	Standard 10: Research	***
11	Standard 11: Relationships with the community	***

In the framework of the development evaluation project, the University of Najran received (21) a commendation from the team of auditors of NCAAA. The report of the reviewers included (68) recommendations, (59) recommendations were accepted, (7) recommendations were accepted with modifications and only (2) recommendations were not accepted. (Appendix B-1)



#### **4. A description of the institution's quality assurance arrangements, priorities for, and any special issues affecting its operations**

Vice-Rectorship for Development and Quality has developed a quality guide for quality assurance processes in both programs and colleges of the University (Appendix B-2). The guide includes the policies and procedures that ensure the quality of inputs and processes and output evaluation. It has been activated as an integral part of the University Strategic Plan for Quality. It addresses the following issues:

- Quality assurance principles
- Standards that affect quality in higher education institutions
- Reviewing some total quality management experiences and global trends
- Quality system at NU
- University policy in the management of quality assurance
- Inputs quality assurance processes
- Quality assurance of processes.
- Outputs quality assurance processes

According to the current situation of the university, priorities have been given for development during the next stage, in line with the University's policy for development and continuous improvement.

1. Measuring learning outcomes in university program.
2. Activating an integrated system to assess the performance of faculty members.
3. Activating the Unit of Excellence Awards at the University.
4. Business Intelligence Program.

It is worth mentioning that there are some factors that positively affected the quality process at the university, especially with regard to retention rates for active faculty members in the field of development and quality, as the rate of faculty members who have continued working at the university since 1437/1438 (2016/2017) was 95%, which means that about 5% of the faculty members left the University, although some of them are most experienced in the field of development and quality, but assignments of quality in their colleges were not affected by their leaving.

#### **5. A summary of the institution's strategic plan (a copy of the actual strategic plan should be available)**

NU has developed the first strategic plan that extended to five years (from 1433-1438 H.) (2012-2017) as a result of a collaborative work done all academic and administrative units and other stakeholders inside and outside the University. (Figure B-2) shows the processes and stages of the strategic plan development.

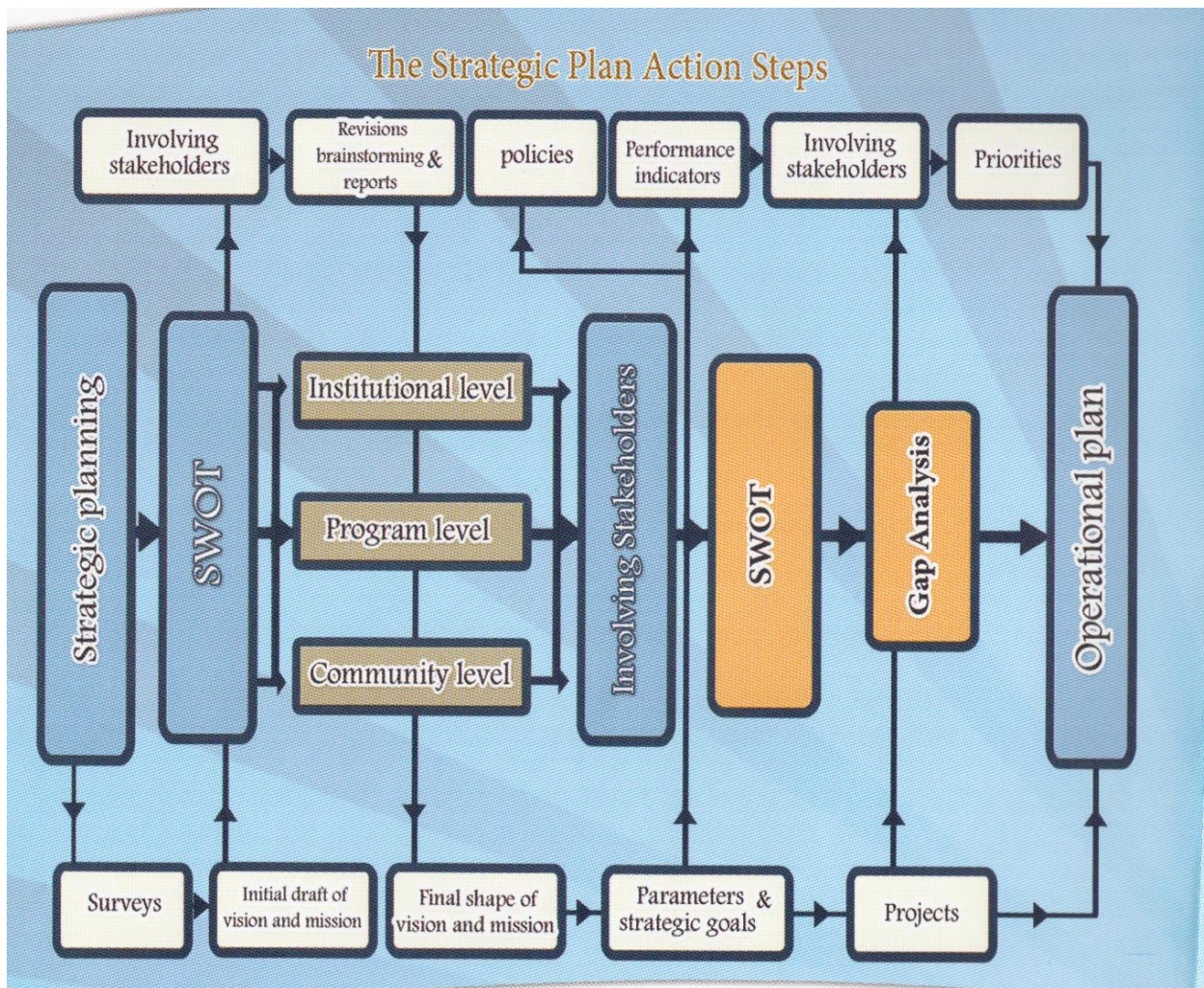


Fig. B-2: Developmental Steps of NU Strategic Plan

NU Strategic Plan consists of eight chapters in (338) pages. It presents the methodology, benchmark study, analysis of the current performance of the University at programs and institution levels, the community of Najran region and its needs, vision, mission, values, limitations, strategic and operational objectives, and the executive guide for the strategic plan. (Appendix B-3)

It is related to all University activities, where six strategic determinants of the plan were derived from the University mission statement. These determinants include teaching and learning, supporting environment, post-graduates and labor market, education and knowledge, community responsibility and partnership. From the determinants, (12) strategic objectives were derived to be utilized as a guide in decision-making and selection among planning strategies alternatives. These objectives are also associated with all NU main activities.

NU prepared its first strategic plan, over a period of five years from 1433 to 1438 H. (2012-2017) Owing to the current updates and to be compatible with the Tenth Developmental Plan, NU approved extending the strategic plan to the academic year 1440. It covers (12) strategic objectives based on the University mission and (112) developmental projects covering all the University educational, research, service and developmental activities.



Recently, many updates that emerged have necessitated updating NU mission, established 4 years ago, these updates are based on:

1. The reports of developmental projects for the first and second stage of the strategic plan.
2. The reports of achieving NU mission in the first and second stage of the developmental projects, and taking into account the relative weights for the strategic objectives
3. The recommendations of external reviewers in the light of the institutional developmental evaluation project for the academic year 1436 H.(2015)

The first stage of the strategic plan has started with 37 development projects, while the second one comprised 30 projects (17 new and 13 projects from the first stage). The projects of the third stage started with 30 projects (14 new and 16 from the 1st and 2nd stages). (Appendix B-4)

By the end of the third stage projects of NU strategic plan and according to the percentage of project completion, 60% NU mission was achieved. It was 28.6% after the completion of the first stage projects, 42.1% after the completion of the second stage projects. A high percentage can be attributed to the high rates of development projects' achievement during the three stages of the strategic plan, in addition to the high number of projects implemented; constituting 77.2% of the strategic plan projects (Appendix B-5).

#### **6. A list of the institution's achievements, awards, and significant accomplishments**

Since its establishment, NU has achieved a lot of achievements and gained several awards. The most important are listed below:

1. Increasing the number of colleges from four to fourteen colleges as mentioned above.
2. The University has taken the lead in transferring all colleges and departments to the University City, left leased buildings, inaugurating the first stage of the sports stadium, and opening the sports hall, college buildings, deanships, departments and faculty clinics.
3. Najran University achieved advanced ranks at the level of Saudi and Arab universities, occupying the tenth rank among Saudi universities in the number of papers published in refereed international journals.
4. NU was ranked third Saudi and the sixth Arab rank in the number of citations.
5. NU was ranked ninth on the level of Saudi universities and it held a position among the top 100 Arab universities according to the QS University Rankings: Arab Region 2016, which is one of the top three university rankings in terms of importance and impact.
6. Community College obtained academic accreditation from the American Council in 2012
7. The Vice-Rectorship for Development and Quality obtained ISO 9001/2008 certificate from ARS in 2014.
8. NU received the first and second award of the Union of Arab Scientific Research Councils for Outstanding Scientific Research in 2014 in Nanotechnology and renewable energies.
9. NU received award of Photon Scientific in Microbiology in the field of microbial genes in 2014.



10. The Colleges of Nursing and Applied Medical Sciences obtained academic accreditation from AHPGS in 2015.
11. A researcher at Laboratory of Advanced Materials and Nanotechnology Research received the Best Academic Award in the Middle East, due to his achievements in nanoscience and nanotechnology.
12. The College of Engineering received two gold medals and a silver one in the European competition for innovation, invention and scientific research “Eurica and Barcelona Innova 2016”.
13. Equipping the University’s main data center 2016 with the latest equipment. It was awarded the international accreditation TIERIII of UPTIME INSTITUTE, which is specialized in the study and assessment of international data centers. The University of Najran has been accredited after its adoption of the latest standards of international design, management and operation, which will achieve the efficiency required to keep pace with the latest global technologies and provide the environment required to ensure keeping operational process.
14. The Deanship of Information Technology has got (ISO27001-2013) from the British Commission URS, which is one of the greatest international certificates granted in the field of information security and the internationally recognized standard for the quality and protection of information security and management of its services.
15. The University of Najran offered an initiative entitled “Automating the Measurement of Learning Outcomes in University Education” determined by “raising the efficiency of university education” within the framework of the National Transformation Program 2020 to achieve Saudi vision 2030. The initiative was approved in 1438H (2017) with funding of 30 million riyals. The National Transformation Support Committee 2020 at the University of Najran was formed and headed by the Dean of the Faculty of Engineering, this committee monitors the implementation of the project and communication and coordination with the National Transformation Program 2020.

**Periodic Institutional Profile Template A1: Programs Data**

**Institution** Najran University **College:** Sharia & Fundamentals of Religion **Date** 1437/1438 (2016/ 2017)

NCAAA requires each college within the applying institution to complete Template A1 and A2 as part of the accreditation eligibility process.

No.	Program Name	Start Date	Total Student Enrolment		No. of Ph.D. Faculty				No. of Teaching Staff				Ratio of Total Students to Teaching Faculty	Ratio of Male Students to Teaching Faculty	Ratio of Female Students to Teaching Faculty	Average Class Size		Average Teaching Load	
			M	F	M	F	M	F	M	F	M	F				M	F	M	F
1	Fundamentals of Religion		247	258	15	1	29	3	20	21	2	0	6:1	4:1	10:1	30	35	14	14
2	Sharia		365	—	4	—	10	2	6	4	—	—	18:1	18:1	—	30	—	12	-

**Periodic Institutional Profile Template A2: Programs Data**

**Institution** Najran University **College:** sharia & theology **Date** 1437/1438 (2016/ 2017)

Preparatory or Foundation Programs

Streams or Sections	Male Students	Female Students	Total Students	Number of Teaching Staff (full time equivalent equals teaching 15 credit hours per week)
-	-	-	-	-

**Number of Graduates in the Most Recent Year**

	Undergraduate Students	Post Graduate Masters Students	Post Graduate Ph.D. Students
Male	79	9	-
Female	-	-	-
Totals	79	9	-

**Mode of Instruction – Student Enrolment** (excluding preparatory program)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	612	-	-	-	-	-
Female	365	-	-	-	-	-
Totals	977	-	-	-	-	-

**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

**Mode of Instruction – Teaching Staff** (excluding preparatory program)

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	86	-	-	-	-	-
Female	31	-	-	-	-	-
Totals	117	-	-	-	-	-

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

**Apparent Student Completion Rate:** The number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort four, five, or six years previously (e.g. for a four year program the number of students who graduated as a percentage who commenced the program four years previously).

**Fundamentals of Religion**

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	%15.7	-	-	20%	-
Female	-	-	-	-	-
Totals	%15.7	-	-	20%	-

**Sharia**

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	%40	-	-	20%	-
Female	-	-	-	-	-
Totals	40%	-	-	-	-

### Periodic Institutional Profile Template A1: Programs Data

**Institution** Najran University **College:** medicine **Date** 1437/1438 (2016/ 2017)

NCAAA requires each college within the applying institution to complete Template A1 and A2 as part of the accreditation eligibility process.

No.	Program Name	Start Date	Total Student Enrollment		No. of Ph.D. Faculty				No. of Teaching Staff				Ratio of Total Students to Teaching Faculty	Ratio of Male Students to Teaching Faculty	Ratio of Female Students to Teaching Faculty	Average Class Size		Average Teaching Load	
					Saudi		Others		Saudi		Others					M	F	M	F
1	Medicine and Surgery		M	F	M	F	M	F	M	F	M	F	2:1	8:1	4:1	M	F	M	F
			161	115	27	3	33	18	13	2	18	3				35	21		

### Periodic Institutional Profile Template A2: Programs Data

**Institution** Najran University **College** \_\_\_\_\_ **Medicine** \_\_\_\_\_ **Date** 1437/1438 (2016/ 2017)

#### Preparatory or Foundation Programs

Streams or Sections	Male Students	Female Students	Total Students	Number of Teaching Staff (full time equivalent equals teaching 15 credit hours per week)
Medicine and Surgery	21	10	31	-

#### Number of Graduates in the Most Recent Year

	Undergraduate Students	Post Graduate Masters Students	Post Graduate Ph.D. Students
Male	13	-	-
Female	5	-	-
Totals	18	-	-

#### Mode of Instruction – Student Enrolment (excluding preparatory program)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	161	-	-	-	-	-
Female	115	-	-	-	-	-
Totals	276	-	-	-	-	-

**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

**Mode of Instruction – Teaching Staff** (excluding preparatory program)

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	91	-	-	-	-	-
Female	26	-	-	-	-	-
Totals	117	-	-	-	-	-

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

**Apparent Student Completion Rate:** The number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort four, five, or six years previously (e.g. for a four year program the number of students who graduated as a percentage who commenced the program four years previously).

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	-	-	13	-	-
Female	-	-	6	-	-
Totals	-	-	19	-	-

### Periodic Institutional Profile Template A1: Programs Data

**Institution**

**Najran University**

**College: Dentistry** \_\_\_\_ **Date 1437/1438** (2016/ 2017)

NCAAA requires each college within the applying institution to complete Template A1 and A2 as part of the accreditation eligibility process.

No.	Program Name	Start Date	Total Student Enrollment		No. of Ph.D. Faculty				No. of Teaching Staff				Ratio of Total Students to Teaching Faculty	Ratio of Male Students to Teaching Faculty	Ratio of Female Students to Teaching Faculty	Average Class Size		Average Teaching Load	
					Saudi		Others		Saudi		Others					M	F	M	F
1	Dentistry		M	F	M	F	M	F	M	F	M	F	6:1	6:1	-	M	F	M	F
			113	-	4	-	7	-	-	-	9	-				15	-	9	-

Periodic Institutional Profile Template A2: Programs Data

Institution

Najran University

College: Dentistry \_\_\_\_ Date 1437/1438 (2016/ 2017)

Preparatory or Foundation Programs

Streams or Sections	Male Students	Female Students	Total Students	Number of Teaching Staff (full time equivalent equals teaching 15 credit hours per week)
Dentistry	-	-	-	-

Number of Graduates in the Most Recent Year

	Undergraduate Students	Post Graduate Masters Students	Post Graduate Ph.D. Students
Male	17	-	-
Female	-	-	-
Totals	17	-	-

Mode of Instruction – Student Enrollment (excluding preparatory program)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	113	-	-	-	-	-
Female	-	-	-	-	-	-
Totals	113	-	-	-	-	-

**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

Mode of Instruction – Teaching Staff (excluding preparatory program)

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	20	-	-	-	-	-
Female	-	-	-	-	-	-
Totals	20	-	-	-	-	-

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

### Apparent Student Completion Rate:

The number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort four, five, or six years previously (e.g. for a four year program the number of students who graduated as a percentage who commenced the program four years previously).

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	-	-	89.5%	-	-
Female	-	-	-	-	-
Totals	-	-	89.5%	-	-

### Periodic Institutional Profile Template A1: Programs Data

**Institution** Najran University **College:** Pharmacy **Date** 1437/1438 (2016/ 2017)

NCAAA requires each college within the applying institution to complete Template A1 and A2 as part of the accreditation eligibility process.

No.	Program Name	Start Date	Total Student Enrollment		No. of Ph.D. Faculty				No. of Teaching Staff				Ratio of Total Students to Teaching Faculty	Ratio of Male Students to Teaching Faculty	Ratio of Female Students to Teaching Faculty	Average Class Size		Average Teaching Load	
					Saudi		Others		Saudi		Others					M	F	M	F
		M	F	M	F	M	F	M	F	M	F	M				F	M	F	
1	Pharmacology	1429	115	-	3	-	7	-	5	-	12	-	4:1	4:1	-----	13.4	-	7	-

### Periodic Institutional Profile Template A2: Programs Data

**Institution** Najran University **College:** pharmacy **Date** 1437/1438 (2016/ 2017)

#### Preparatory or Foundation Programs

Streams or Sections	Male Students	Female Students	Total Students	Number of Teaching Staff (full time equivalent equals teaching 15 credit hours per week)
Pharmacology	24	0	24	

#### Number of Graduates in the Most Recent Year

	Undergraduate Students	Post Graduate Masters Students	Post Graduate Ph.D. Students
Male	6	0	0
Female	0	0	0
Totals	6	0	0

### Mode of Instruction – Student Enrollment (excluding preparatory program)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	115	-	115	-	-	-
Female	0	-	-	-	-	-
Totals	115	-	115	-	-	-

**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

### Mode of Instruction – Teaching Staff (excluding preparatory program)

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	27	17	2.33	-	-	-
Female	-	-	-	-	-	-
Totals	27	17	2.33	-	-	-

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

### Apparent Student Completion Rate:

The number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort four, five, or six years previously (e.g. for a four year program the number of students who graduated as a percentage who commenced the program four years previously).

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	-	11	-	-	-
Female	-	-	-	-	-
Totals	-	11	-	-	-



### Periodic Institutional Profile Template A1: Programs Data

**Institution** Najran University **College:** Applied Medical Sciences **Date** 1437/1438 (2016/ 2017)

NCAAA requires each college within the applying institution to complete Template A1 and A2 as part of the accreditation eligibility process.

No .	Program Name	Start Date	Total Student Enrollment		No. of Ph.D. Faculty				No. of Teaching Staff				Ratio of Total Students to Teaching Faculty	Ratio of Male Students to Teaching Faculty	Ratio of Female Students to Teaching Faculty	Average Class Size		Average Teaching Load	
					Saudi		Others		Saudi		Others					M	F	M	F
			M	F	M	F	M	F	M	F	M	F				M	F	M	F
1	radiological sciences		137	116	3	-	1	1	6	1	8	6	10:1	7:1	15:1	15	25	9	10
2	Physical Therapy		121	-	2	-	5	-	-	-	2	-	13:1	13:1	-	-	-	7.7	-
3	Labouratory Science		57	-	6	-	7	-	5	-	1	-	3:1	3:1	-	15	-	5	-

### Periodic Institutional Profile Template A2: Programs Data

**Institution** Najran University **College:** Applied Medical Sciences **Date** 1437/1438 (2016/ 2017)

#### Preparatory or Foundation Programs

Streams or Sections	Male Students	Female Students	Total Students	Number of Teaching Staff (full time equivalent equals teaching 15 credit hours per week)
Radiology	-	28	-	-
Physical Therapy	19	-	19	-
Labouratory Science	18	-	18	10

#### Number of Graduates in the Most Recent Year

	Undergraduate Students	Post Graduate Masters Students	Post Graduate Ph.D. Students
Male	15	-	-
Female	8	-	-
Totals	23	-	-

#### Mode of Instruction – Student Enrolment (excluding preparatory program)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	315	-	-	-	-	-
Female	116	-	-	-	-	-
Totals	431	-	-	-	-	-

**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

### Mode of Instruction – Teaching Staff (excluding preparatory program)

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	46	6	-	-	-	-
Female	8	-	-	-	-	-
Totals	54	6	-	-	-	-

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

### Apparent Student Completion Rate:

The number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort four, five, or six years previously (e.g. for a four year program the number of students who graduated as a percentage who commenced the program four years previously).

### Radiology

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	-	-	-	-	-
Female	19%	-	-	-	-
Totals	19%	-	-	-	-

### Physical Therapy

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	5.3%	-	-	-	-
Female	-	-	-	-	-
Totals	5.3%	-	-	-	-

### Laboratory Science

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	25%	-	-	-	-
Female	-	-	-	-	-
Totals	25%	-	-	-	-

### Periodic Institutional Profile Template A1: Programs Data

**Institution**

**Najran University**

**College: Nursing \_\_\_\_ Date 1437/1438 (2016/ 2017)**

**NCAAA requires each college within the applying institution to complete Template A1 and A2 as part of the accreditation eligibility process.**

No.	Program Name	Start Date	Total Student Enrollment		No. of Ph.D. Faculty				No. of Teaching Staff				Ratio of Total Students to Teaching Faculty	Ratio of Male Students to Teaching Faculty	Ratio of Female Students to Teaching Faculty	Average Class Size		Average Teaching Load	
					Saudi		Others		Saudi		Others					M	F	M	F
			M	F	M	F	M	F	M	F	M	F				M	F	M	F
1	Nursing	1430	113	122	-	0	6	7	-	6	4	2	9:1	11:1	8:1	15	16	9	14

### Periodic Institutional Profile Template A2: Programs Data

**Institution**

**Najran University**

**College: Nursing \_\_\_\_ Date 1437/1438 (2016/ 2017)**

#### Preparatory or Foundation Programs

Streams or Sections	Male Students	Female Students	Total Students	Number of Teaching Staff (full time equivalent equals teaching 15 credit hours per week)
-	--	-	-	-

#### Number of Graduates in the Most Recent Year

	Undergraduate Students	Post Graduate Masters Students	Post Graduate Ph.D. Students
Male	-	-	-
Female	4	-	-
Totals	4	-	-

#### Mode of Instruction – Student Enrollment (excluding preparatory program)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	113	-	-	-	-	-
Female	122	-	-	-	-	-
Totals	235	-	-	-	-	-

**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

**Mode of Instruction – Teaching Staff** (excluding preparatory program)

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	-	10	-	-	-	-
Female	15	22	1.83	-	-	-
Totals	-	-	-	-	-	-

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

**Apparent Student Completion Rate:** The number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort four, five, or six years previously (e.g. for a four year program the number of students who graduated as a percentage who commenced the program four years previously).

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	-	-	-	-	-
Female	-	25%	-	-	-
Totals	-	25%	-	-	-

**Periodic Institutional Profile Template A1: Programs Data**

**Institution** Najran University **College:** Engineering \_\_\_\_ **Date** 1437/1438 (2016/ 2017)

NCAAA requires each college within the applying institution to complete Template A1 and A2 as part of the accreditation eligibility process.

No.	Program Name	Start Date	Total Student Enrollment		No. of Ph.D. Faculty				No. of Teaching Staff				Ratio of Total Students to Teaching Faculty	Ratio of Male Students to Teaching Faculty	Ratio of Female Students to Teaching Faculty	Average Class Size		Average Teaching Load	
			M	F	M	F	M	F	M	F	M	F				M	F	M	F
1	Electrical Engineering	1430-1431	139	-	1	-	12	-	2	-	2	-	8:1	8-1	-	12	-	6	-
2	Civil Engineering	1430-1431	153	-	1	-	11	-	2	-	-	-	11:1	11:1	-	17	0	8	0
3	Architecture	1430-1431	98	-	0	-	8	-	-	-	-	-	12:1	12:1	-	10	-	13	-

Periodic Institutional Profile Template A2: Programs Data

Institution **Najran University** College \_\_\_\_\_ Engineering \_\_\_\_\_ Date **1437/1438 (2016/ 2017)**  
Preparatory or Foundation Programs

Streams or Sections	Male Students	Female Students	Total Students	Number of Teaching Staff (full time equivalent equals teaching 15 credit hours per week)
Electrical Engineering	-	-	-	-
Civil Engineering	4	0	4	-
Architecture	20	0	20	-

Number of Graduates in the Most Recent Year

Number of Graduates	Undergraduate Students	Post Graduate Masters Students	Post Graduate Ph.D. Students
Male	52	0	0
Female	0	0	0
Totals	52	0	0

Mode of Instruction – Student Enrollment (excluding preparatory program)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	390	-	-	-	-	-
Female	-	-	-	-	-	-
Totals	390	-	-	-	-	-

**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

Mode of Instruction – Teaching Staff (excluding preparatory program)

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	31	-	-	-	-	-
Female	-	-	-	-	-	-
Totals	31	-	-	-	-	-

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

### Apparent Student Completion Rate:

The number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort four, five, or six years previously (e.g. for a four year program the number of students who graduated as a percentage who commenced the program four years previously).

### Electrical Engineering

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	26%	-	-	-	-
Female	-	-	-	-	-
Totals	26%	-	-	-	-

### Civil Engineering

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	52%	-	-	-	-
Female	-	-	-	-	-
Totals	52%	-	-	-	-

### Architecture

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	15%				
Female	-	-	-	-	-
Totals	15%				

### Periodic Institutional Profile Template A1: Programs Data

Institution **Najran University** College \_\_\_\_\_ Computer Science & Information Systems Date **1437/1438** (2016/ 2017)

NCAAA requires each college within the applying institution to complete Template A1 and A2 as part of the accreditation eligibility process.

No.	Program Name	Start Date	Total Student Enrollment		No. of Ph.D. Faculty				No. of Teaching Staff				Ratio of Total Students to Teaching Faculty	Ratio of Male Students to Teaching Faculty	Ratio of Female Students to Teaching Faculty	Average Class Size		Average Teaching Load	
			M	F	M	F	M	F	M	F	M	F				M	F	M	F
1	Computer Sciences		52	87	2	0	4	1	7	3	5	6	5:1	3:1	9:1	15	29	12	12
2	Information Systems		36	0	0	0	4	0	0	0	0	0	9:1	9:1	0	30	0	15	0

Periodic Institutional Profile Template A2: Programs Data

Institution **Najran University** College: **Computer Science & Information System** Date **1437/1438 (2016/ 2017)**  
**Preparatory or Foundation Programs**

Streams or Sections	Male Students	Female Students	Total Students	Number of Teaching Staff (full time equivalent equals teaching 15 credit hours per week)
Computer Sciences	100	175	275	0
Information Systems	50	0	50	0

**Number of Graduates in the Most Recent Year**

Students	Undergraduate Students	Post Graduate Masters Students	Post Graduate Ph.D. Students
Male	9	-	-
Female	-	-	-
Totals	9	-	-

**Mode of Instruction – Student Enrollment** (excluding preparatory program)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	88	-	-	-	-	-
Female	87	-	-	-	-	-
Totals	175	-	-	-	-	-

**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

**Mode of Instruction – Teaching Staff** (excluding preparatory program)

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	22	-	-	-	-	-
Female	10	-	-	-	-	-
Totals	33	-	-	-	-	-

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

**Periodic Institutional Profile Template A1: Programs Data**

**Institution** Najran University **College** \_\_\_\_\_ **Administrative Sciences** **Date** 1437/1438 (2016/ 2017)

NCAAA requires each college within the applying institution to complete Template A1 and A2 as part of the accreditation eligibility process.

No .	Program Name	Start Date	Total Student Enrollment		No. of Ph.D. Faculty				No. of Teaching Staff				Ratio of Total Students to Teaching Faculty	Ratio of Male Students to Teaching Faculty	Ratio of Female Students to Teaching Faculty	Average Class Size		Average Teaching Load	
					Saudi		Others		Saudi		Others								
			M	F	M	F	M	F	M	F	M	F				M	F		
1	Business Administration		125	316	3	0	11	7	17	22	3	6	6:1	4:1	9 :1	10	35	12	12
2	Public Administration		1110	1417	1	1	11	4	5	17	1	8	53:1	62:1	49 :1	9	35	10.8	12
3	Law		203	-	4	-	14	-	22	-	-	-	5:1	5:1	-	20	-	14	-
4	Accounting		125	-	0	-	7	-	6	-	-	-	10:1	10:1		12	-	12	-

**Periodic Institutional Profile Template A2: Programs Data**

**Institution** Najran University **College:** Administrative Sciences **Date** 1437/1438 (2016/ 2017)

**Preparatory or Foundation Programs**

Streams or Sections	Male Students	Female Students	Total Students	Number of Teaching Staff (full time equivalent equals teaching 15 credit hours per week)
Business Administration				
Accounting				

**Number of Graduates in the Most Recent Year**

	Undergraduate Students	Post Graduate Masters Students	Post Graduate Ph.D. Students
Male	512	4	-
Female	341	0	-
Totals	554	4	-

**Mode of Instruction – Student Enrollment** (excluding preparatory program)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	1563	-	-	-	-	-
Female	1733	-	-	-	-	-
Totals	3296	-	-	-	-	-



**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

**Mode of Instruction – Teaching Staff** (excluding preparatory program)

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	105	-	-	-	-	-
Female	56	-	-	-	-	-
Totals	161	-	-	-	-	-

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

**Apparent Student Completion Rate:**

The number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort four, five, or six years previously (e.g. for a four year program the number of students who graduated as a percentage who commenced the program four years previously).

**Business Administration**

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	14.8%	-	-	-	-
Female	21%	-	-	-	-
Totals	35%	-	-	-	-

**Public Administration**

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	7%	14%	17%	-	-
Female	-	-	-	-	-
Totals	7%	14%	17%	-	-

### Law

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	5.55%	%1.11	%1.11		
Female	-	-	-	-	-
Totals	5.55%	%1.11	%1.11		

### Accounting

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	-	%82	-	-	-
Female	-	-	-	-	-
Totals	-	%82	-	-	-

### Periodic Institutional Profile Template A1: Programs Data

Institution **Najran University** College : **Education** Date **1437/1438 (2016/ 2017)**

NCAAA requires each college within the applying institution to complete Template A1 and A2 as part of the accreditation eligibility process.

No.	Program Name	Start Date	Total Student Enrollment		No. of Ph.D. Faculty				No. of Teaching Staff				Ratio of Total Students to Teaching Faculty	Ratio of Male Students to Teaching Faculty	Ratio of Female Students to Teaching Faculty	Average Class Size		Average Teaching Load	
					Saudi		Others		Saudi		Others					M	F	M	F
			M	F	M	F	M	F	M	F	M	F				M	F	M	F
1	Home Economics		-	274	-	-	-	12	-	5	-	1	15:1	-	15:1	-	20	-	5.5
2	Special Education		117	208	1	-	10	4	-	8	-	1	14:1	11:1	16:1	20	40	9	13
3	Kindergarten Program		-	269	1	-	3	5	-	9	-	-	15:1	-	15:1	-	20	-	10
4	psychology		65	165	6	1	15	4	2	4	1	-	7:1	3:1	18:1	13	40	13	14

**Periodic Institutional Profile Template A2: Programs Data**

**Institution** Najran University **College** \_\_\_\_\_ **Education** \_\_\_\_ **Date** 1437/1438 (2016/ 2017)

**Preparatory or Foundation Programs**

Streams or Sections	Male Students	Female Students	Total Students	Number of Teaching Staff (full time equivalent equals teaching 15 credit hours per week)
Home Economics	-	-	-	-
Special Education	-	-	-	-
Kindergarten Program	-	-	-	-
psychology	-	-	-	-

**Number of Graduates in the Most Recent Year**

	Undergraduate Students	Post Graduate Masters Students	Post Graduate Ph.D. Students
Male	30	30	0
Female	223	40	0
Totals	253	70	0

**Mode of Instruction – Student Enrollment** (excluding preparatory program)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	182	-	-	-	-	-
Female	916	-	-	-	-	-
Totals	1098	-	-	-	-	-

**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

**Mode of Instruction – Teaching Staff** (excluding preparatory program)

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	39	-	-	-	-	-
Female	54	-	-	-	-	-
Totals	93	-	-	-	-	-

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

### Apparent Student Completion Rate:

The number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort four, five, or six years previously (e.g. for a four year program the number of students who graduated as a percentage who commenced the program four years previously).

### Home Economics

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	-	-	-	-	-
Female	12%	11%	4%	-	-
Totals	12%	11%	4%	-	-

### Special Education

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	90%	-	-	-	-
Female	82%	-	-	-	-
Totals	86%	-	-	-	-

### Kindergarten Program

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	-	-	-	-	-
Female	94%	-	-	-	-
Totals	94%	-	-	-	-

### Psychology

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	-	-	-	-	-
Female	-	-	-	-	-
Totals	-	-	-	-	-

**Periodic Institutional Profile Template A1: Programs Data**

**Institution** Najran University **College:** Science & Arts – Sharoura **Date** 1437/1438 (2016/ 2017)

NCAAA requires each college within the applying institution to complete Template A1 and A2 as part of the accreditation eligibility process.

N o.	Program Name	Start Date	Total Student Enrollment		No. of Ph.D. Faculty				No. of Teaching Staff				Ratio of Total Students to Teaching Faculty	Ratio of Male Students to Teaching Faculty	Ratio of Female Students to Teaching Faculty	Average Class Size		Average Teaching Load	
					Saudi		Others		Saudi		Others					M	F	M	F
			M	F	M	F	M	F	M	F	M	F				M	F	M	F
1	English Language	1430	132	298	-	-	6	-	6	6	5	2	17:1	8:1	37:1	15	35	10	12
2	Islamic Studies	1427	318	273	2	0	10	8	10	6	-	1	16:1	14:1	18:1	15	26	10	9
3	Kindergarten Program	1438	-	189	-	-	3	10	-	5	-	1	10:1	63:1	12:1	-	35	14	14
4	Mathematics		41	67	0	1	5	0	1	2	2	5	7:1	5:1	8:1	8	10	12	10
5	Computer Science	1433	92	169	0	0	7	1	0	3	4	6	14:1	8:1	17:1	10.4	13.9	12.5	14.2
6	Chemistry		-	84	1	0	3	4	0	4	0	2	6:1	21:1	8:1	-		10	12
7	Arabic Language	1423	107	199	1	1	7	6	2	3	1	-	15:1	10:1	20:1	50	50	12	14

**Periodic Institutional Profile Template A2: Programs Data**

**Institution** Najran University **College :** Science & Arts – Sharoura **Date** 1437/1438 (2016/ 2017)

**Preparatory or Foundation Programs**

Streams or Sections	Male Students	Female Students	Total Students	Number of Teaching Staff (full time equivalent equals teaching 15 credit hours per week)
English Language	-	-	-	-
Islamic Studies	-	-	-	-
Kindergarten Program	-	-	-	-
Mathematics	-	-	-	-
Computer Science	-	-	-	-
Chemistry	-	-	-	-
Arabic Language	107	199	306	18

**Number of Graduates in the Most Recent Year**

	Undergraduate Students	Post Graduate Masters Students	Post Graduate Ph.D. Students
Male	46	0	0
Female	292	0	0
Totals	338	0	0

### Mode of Instruction – Student Enrollment (excluding preparatory program)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	690	-	-	-	-	-
Female	1219	-	-	-	-	-
Totals	1909	-	-	-	-	-

**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

### Mode of Instruction – Teaching Staff (excluding preparatory program)

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	76	-	-	-	-	-
Female	106	-	-	-	-	-
Totals	182	-	-	-	-	-

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

### Apparent Student Completion Rate:

The number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort four, five, or six years previously (e.g. for a four year program the number of students who graduated as a percentage who commenced the program four years previously).

### English Language

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	%27	-	-	-	-
Female	%45	-	-	-	-
Totals	72%	-	-	-	-

### Kindergarten Program Mathematics

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	-	-	-	-	-
Female	73%	-	-	-	-
Totals	73%	-	-	-	-

### Computer Science Chemistry

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	2%				
Female	7%	-	-	-	-
Totals	9%				

### Arabic Language English Language

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	4%				
Female	12%	-	-	-	-
Totals	16%				

### Islamic Studies Kindergarten Program

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	11%				
Female	33.3%	-	-	-	-
Totals	44.3%				

### Mathematics Computer Science

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	43%				
Female	75%	-	-	-	-
Totals	118%				

### Chemistry

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	-				
Female	12.5%	-	-	-	-
Totals	12.5%				

### Periodic Institutional Profile Template A1: Programs Data

Institution **Najran University** College: **Science & Arts – Nairan** Date **1437/1438 (2016/ 2017)**

NCAAA requires each college within the applying institution to complete Template A1 and A2 as part of the accreditation eligibility process.

No.	Program Name	Start Date	Total Student Enrollment		No. of Ph.D. Faculty				No. of Teaching Staff				Ratio of Total Students to Teaching Faculty	Ratio of Male Students to Teaching Faculty	Ratio of Female Students to Teaching Faculty	Average Class Size		Average Teaching Load	
					Saudi		Others		Saudi		Others					M	F	M	F
			M	F	M	F	M	F	M	F	M	F				M	F	M	F
1	English Language	1430	291	717	2	0	9	4	19	20	14	11	13:1	7:1	20:1	15	40	12	12
2	Mathematics	1430	148	293	2	-	15	-	4	9	1	2	13:1	7:1	27:1	15	13	14	8
3	Physics	1430	70	264	1	-	8	3	1	13	-	1	12:1	7:1	16:1	17	27.3	11	13.7
4	Chemistry	1430	-	363	-	1	4	6	1	12	1	1	14:1	60:1	18:1	17	29	8	9
5	Arabic Language	1430	-	50	1	0	5	10	1	5	0	3	2:1	7:1	3:1	17	36.3	22	21

### Periodic Institutional Profile Template A2: Programs Data

Institution **Najran University** College: **Science & Arts – Nairan** Date **1437/1438 (2016/ 2017)**

#### Preparatory or Foundation Programs

Streams or Sections	Male Students	Female Students	Total Students	Number of Teaching Staff (full time equivalent equals teaching 15 credit hours per week)
-	-	-	-	-

#### Number of Graduates in the Most Recent Year

	Undergraduate Students	Post Graduate Masters Students	Post Graduate Ph.D. Students
Male	94	0	0
Female	501	0	0
Totals	595	0	0

#### Mode of Instruction – Student Enrollment (excluding preparatory program)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	482	8	19	-	-	-
Female	1639	14	34	-	-	-
Totals	2121	22	53	-	-	-

**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).



### Mode of Instruction – Teaching Staff (excluding preparatory program)

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	89	-	-	-	-	-
Female	101	-	-	-	-	-
Totals	190	-	-	-	-	-

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

### Apparent Student Completion Rate:

The number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort four, five, or six years previously (e.g. for a four year program the number of students who graduated as a percentage who commenced the program four years previously).

#### Arabic Language

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	4%	-	-	-	-
Female	17%	-	-	-	-
Totals	21%	-	-	-	-

#### English Language

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	4%				
Female	10%	-	-	2	-
Totals	14%			2	

#### Chemistry

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	-				
Female	4%	-	-	-	-
Totals	4%				

#### Physics

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	Five Years	Six Years	Master	Doctor
Male	4.5%				
Female	4.5%	-	-	-	-
Totals	9%				

### Periodic Institutional Profile Template A1: Programs Data

**Institution** Najran University **College:** Community College **Date** 1437/1438 (2016/ 2017)

NCAAA requires each college within the applying institution to complete Template A1 and A2 as part of the accreditation eligibility process.

No .	Program Name	Start Date	Total Student Enrollment		No. of Ph.D. Faculty				No. of Teaching Staff				Ratio of Total Students to Teaching Faculty	Ratio of Male Students to Teaching Faculty	Ratio of Female Students to Teaching Faculty	Average Class Size		Average Teaching Load	
					Saudi		Others		Saudi		Others					M	F	M	F
			M	F	M	F	M	F	M	F	M	F							
1	(Information System Program)	1423	140	-	-	-	3	-	7	-	17	-	5:1	5:1	-	25	-	8	-
2	Business administration Female	1423	203	539	-	-	12	10	2	1	1	5	24:1	14:1	34:1	18	36	12	18
3	Medical lap technique	1423	9		-	-	-	2	-	3	-	14	1:2	-	1:2	-----	35	---	15

### Periodic Institutional Profile Template A2: Programs Data

**Institution** Najran University **College** \_\_\_\_\_ Community College **Date** 1437/1438 (2016/ 2017)  
**Preparatory or Foundation Programs**

Streams or Sections	Male Students	Female Students	Total Students	Number of Teaching Staff (full time equivalent equals teaching 15 credit hours per week)

#### Number of Graduates in the Most Recent Year

	Undergraduate Students	Post Graduate Masters Students	Post Graduate Ph.D. Students
Male	36	-	-
Female	103	-	-
Totals	139	-	-

#### Mode of Instruction – Student Enrollment (excluding preparatory program)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	272	-	-	-	-	-
Female	352	-	-	-	-	-
Totals	624	-	-	-	-	-

**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

**Mode of Instruction – Teaching Staff** (excluding preparatory program)

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	42	-	-	-	-	-
Female	29	6	-	-	-	-
Totals	71	6	-	-	-	-

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

**Periodic Institutional Profile Template A1: Programs Data**

**Institution** Najran University **College:** preparatory year **Date** 1437/1438 (2016/ 2017)

NCAAA requires each college within the applying institution to complete Template A1 and A2 as part of the accreditation eligibility process.

No.	Program Name	Start Date	Total Student Enrollment		No. of Ph.D. Faculty				No. of Teaching Staff				Ratio of Total Students to Teaching Faculty	Ratio of Male Students to Teaching Faculty	Ratio of Female Students to Teaching Faculty	Average Class Size		Average Teaching Load	
					Saudi		Others		Saudi		Others					M	F	M	F
			M	F	M	F	M	F	M	F									
1	Preparatory year		702	260	2	0	21	3	10	1	42	24	9:1	9:1	9:1	30	40	14	11

**Periodic Institutional Profile Template A2: Programs Data**

**Institution:** College Preparatory year **Date** 1437/1438 (2016/ 2017)

**Preparatory or Foundation Programs**

Streams or Sections	Male Students	Female Students	Total Students	Number of Teaching Staff (full time equivalent equals teaching 15 credit hours per week)
Preparatory year	962	122	1084	103

### Number of Graduates in the Most Recent Year

	Undergraduate Students	Post Graduate Masters Students	Post Graduate Ph.D. Students
Male	-	-	-
Female	-	-	-
Totals	-	-	-

### Mode of Instruction – Student Enrollment (excluding preparatory program)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	-	-	-	-	-	-
Female	-	-	-	-	-	-
Totals	-	-	-	-	-	-

**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

### Mode of Instruction – Teaching Staff (excluding preparatory program)

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	-	-	-	-	-	-
Female	-	-	-	-	-	-
Totals	-	-	-	-	-	-

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

### Land and Building Summary

	Total Land Area (Square Meters)	Land Area per Student (Square Meters)	Total Building Space (Square Meters)	Building Space per Student (Square Meters)
<b>Main Campus: Najran</b>	<b>17993669 mSq</b>	<b>1183.17mSq</b>	<b>2000000 mSq</b>	<b>131.50mSq</b>
<b>a. Branch/Location )Sharoura</b>	<b>3937950 mSq</b>	<b>295mSq</b>	<b>500000 mSq</b>	<b>32.87mSq</b>
Totals	21931619	1442.10mSq	2500000	164.37mSq

### C: Self-Study Process

Provide a brief description of procedures followed and administrative arrangements for the self-study. Include an organization flowchart. Membership and terms of reference for committees and /or working parties should be Attached.

NU signed the contract of Developmental Evaluation Project with NCAAA in 2017. Accordingly, the University formed the team of Institutional Accreditation.

- I. Creating a teamwork for the Developmental Evaluation Project (Appendix C-1), as follows:
  1. The Standing Committee for Quality and Academic Accreditation, headed by the Rector.
  2. The Higher Committee for Institutional Development Evaluation, headed by the Vice-Rector for Development and Quality, from which the following six sub-committees are derived:
    - a. Committee of Institutional Context
    - b. Committee of Learning and Teaching
    - c. Committee of Supporting Student Services
    - d. Committee of Supporting Infrastructure
    - e. Committee of Community Partnership
    - f. Technical Committee of preparing and writing the self-study report
  3. The Committee of Reception and Media.
  4. The Committee of Information and Documentation.

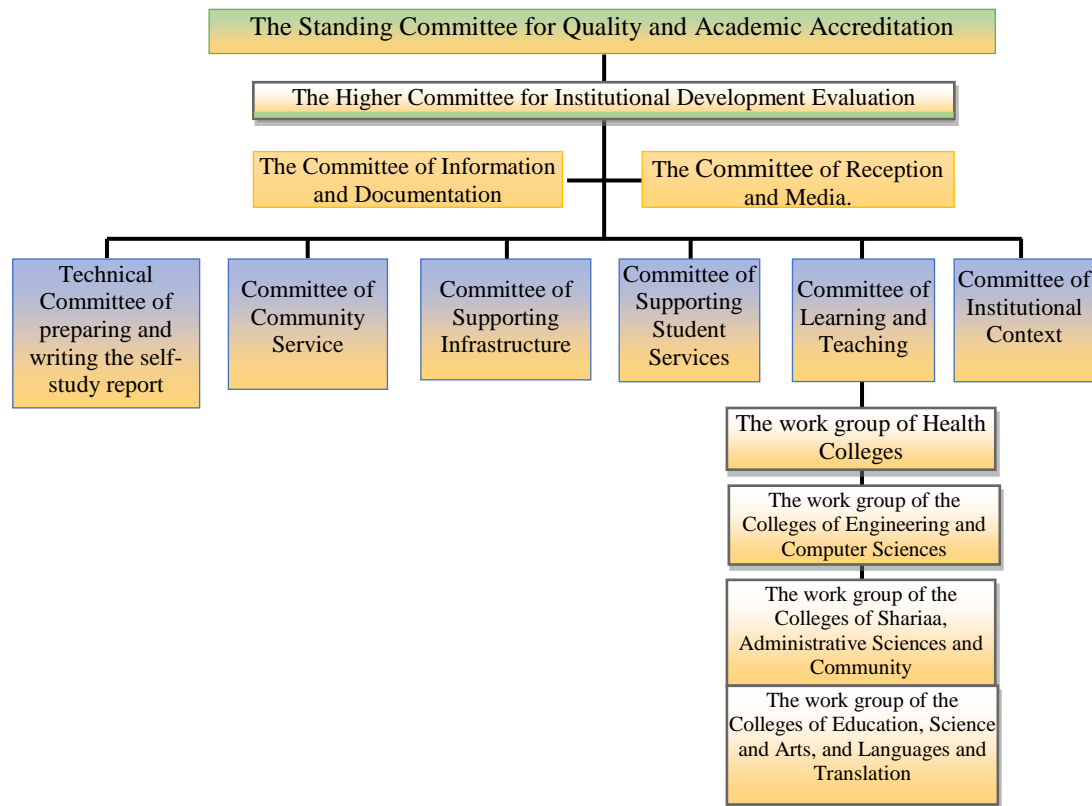


Fig. (C-1) The organizational structure & committees of Institutional Development Evaluation Project

- II. A timeline for carrying out the tasks assigned to members (Appendix C-2).
- III. Setting-up a training plan to train the faculty and administrative staff to use NCAAA documents and templates. NU participated in the workshops held by NCAAA for the

academic year 1437/1438 H. In addition, Skills Development Unit at the Deanship of Development & Quality supervised (20) courses and training workshops in the academic year 1437/1438 H (2016/2017) (Appendix C-3)

VI. Many documents were used to prepare SSR of NU, the most important of which are:

- 1- The NCAAA issues and publications such as the institutional self-assessment evaluations for higher education institutions and the form of writing programme and institutional self-study (Edition 2013).
- 2- The final report of the NU preliminary self-study (1432 H) (2011)
- 3- The results of the University SWOT analysis.
- 4- The NU Strategic Plan (1433- 1438 H).(2012-2017)
- 5- The Strategic Plan of NU Vice-Rectorship for Development and Quality (1437- 1440 H). (2016-2019).

V. Polls, interviews with stakeholders, fact-finding studies, results analysis, and conclusions.

VI. Sorting statistics, figures, and supporting documents that come under each standard during the process of writing the SSR. A systematic methodology was used when classifying the study appendices.

VII. Seeking the independent opinion, where a group of well-experienced consultants and experts outside the University have been selected, drawing upon depth of experience and knowledge of the quality systems in the KSA. Priority was given to those with work experience at universities which have got the academic accreditation and the developmental project so as to derive benefit from them in this regard.

#### **D. Context of the Self Study**

##### **1. Environmental Context.**

**Provide a summary of significant elements of the external environment in which the institution is operating and changes that have occurred recently or are expected to occur (e.g. economic or social developments, population changes, government policies, developments at other institutions with implications for this institution's programs).**

##### **Location of Najran**

Najran is located in south-western Saudi Arabia near the border with Yemen (Figure D-1). With its strategic location, to the north it has borders with Riyadh area, to north west it has borders with Aseer and to the west it has borders with the Empty Quarter in the eastern borders of the Arab Shield Area. The area of Najran is 130.000 KM<sup>2</sup>. It, as well as other areas of KSA, received substantial care. As a result, life developed in all architectural, agricultural, health, and educational aspects. The consecutive Saudi governments provided good life and welfare to the residents of the area.



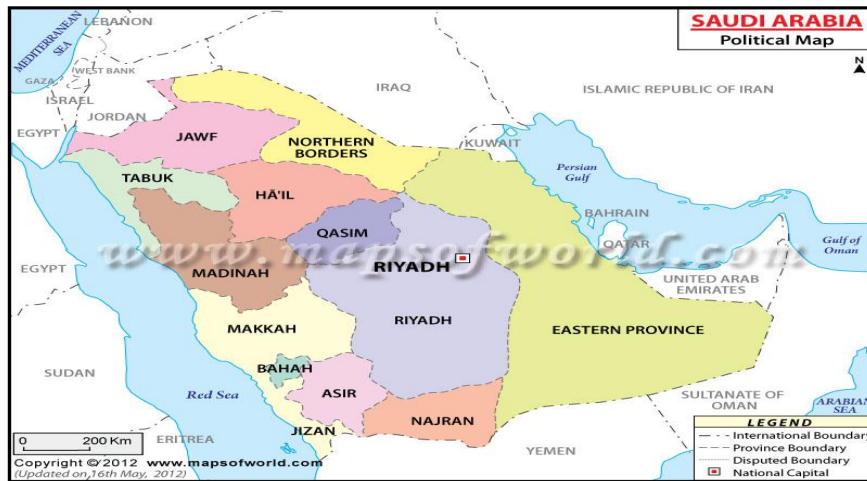


Fig. D-1: Location of Najran

Najran is characterized by its flat land where Najran Valley, in the middle, runs through the region from west to east and ends in the sands of the Empty Quarter, in the so-called “Ramlet Yam”. As shown in Figure (D-2), Najran is divided administratively into the Emirate of Najran and the following seven governorates: Sharoura, Hbouna, Badr Aljanoub, Yadama, Thar, Khbash and Alkharkheer with a population of 700.00 thousand.

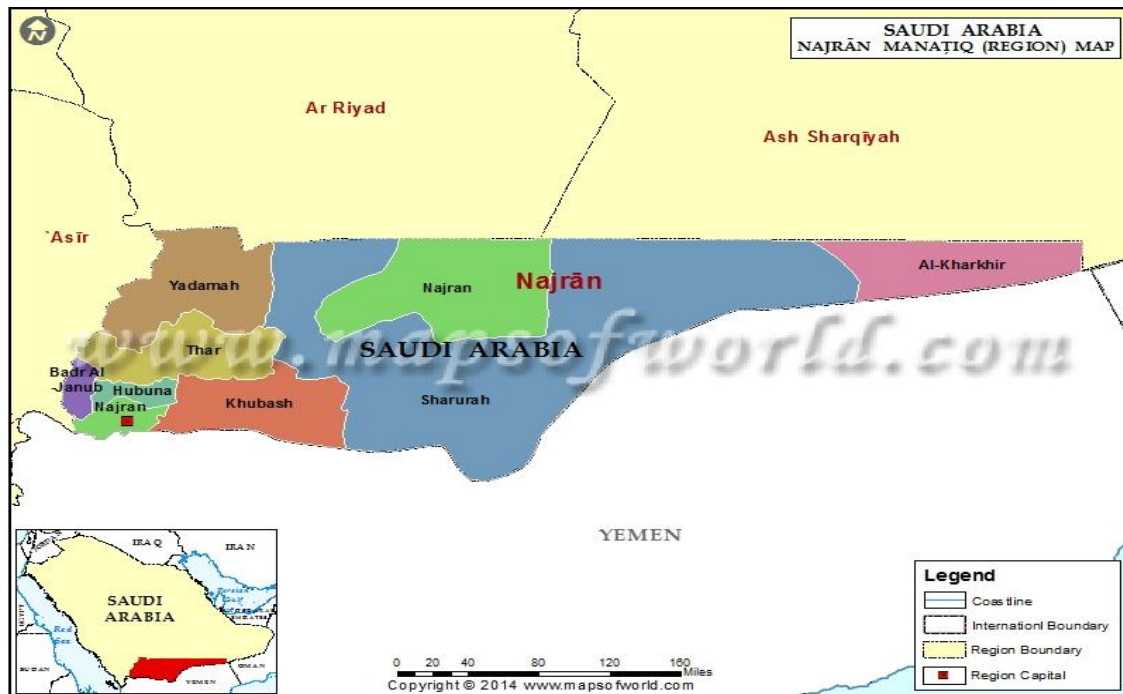


Fig. D-2: Administrative divisions of Najran

The city of Najran, the capital of this region, is considered one of the biggest cities in KSA; it is the third biggest city in KSA. The importance of the city stems from the fact that it is the commercial and administrative capital of the region; it contains the main campus of NU, it is 578.64 Km<sup>2</sup> representing 0.44% of the size of the area with a population of 422, 703 about two thirds of the area’s population in 2017. Also, it has a dam called Najran Dam which is one of the

biggest dams in the Kingdom with a storage capacity of up to 85 million M<sup>3</sup>. Its population are divided into four sub localities, namely Aba Alsaud, Al Faisaleyah, Alfahd, and Almatar comprising 76 districts, the biggest of which is Alkharaa (78.83 Km<sup>2</sup>) and the smallest is Alan (0.22 Km<sup>2</sup>).

It is worth mentioning that 90% of the industrial establishments in Najran belong to the private sector. Therefore, the contribution and participation of the private sector in development decisions in the region must be increased. Also, Saudis own 99.% of industrial establishments.

## 2. Institutional Context.

**Provide a brief summary of recent developments at the institution with implications for the review.**

NU has recently witnessed many changes such as the respons of new departments and units in order to achieve the University's mission through the development of the administrative systems of technological, administrative, research, and educational activities. These units have many advantages and consequently will ensure work flexibility inside the University. The tasks of each unit are specified in the Organizational Handbook of the University (Appendix D-1). This handbook states clearly the financial, administrative and academic authorities of decision makers at the University and their academic and administrative units. Moreover, it is based on the regulations of Higher Education and the University's regulations as well as related decisions issued for the purpose of organizing the work of the University's various administrative and academic units in a way that leads to the achievement and implementation of the University vision.

The following are the most important units and committees which have been recently established at the University:

### **The Standing Committee for Crises and Risks**

Since waging "the Decisive Storm" by Saydi Arabi against Yemen 3 years ago, NU administration is keen on making all the plans ensure that the educational process is not affected with these events in addition to pursuing the accomplishment of the University City projects. Accordingly, NU formed Crisis Management Committee (Appendix D-2). The committee comprises (16) members, headed by the Rector. It took many decisions, the most important are:

- Suspending study in the 1<sup>st</sup> year of "Decisive Storm" for a month, postponing final exams of the second semester of 1435/1436 H. (2014/2015) to the beginning of the next year of 1436/1437H (2015/2016), to ensure the safety of students, avoid the disrupt of education, and enable students to pursue their education. Accordingly, no delay or loss of an academic year happened.
- Converting, for two years, all the theoretical courses of the University into electronic ones through Blackboard system.
- Providing students with four options; regular study, distance learning, visitor student to another university, or postponing the semester.
- Extending excuses opportunities and deleting study hours and enrolling in summer courses through distance education.



### **The Committee of Improvement of Job Satisfaction for University Employees:**

In pursuit of improving the satisfaction of the University students, faculty, and employees, NU issued decision (76/1438) (76/2017) (Appendix D-3) to establish a comprehensive system for the Improvement of Job Satisfaction for University Employees that aims at:

- Measuring the level of job satisfaction for faculty to foster strengths and improve weaknesses in job satisfaction standards for faculty.
- Measuring the level of job satisfaction of the faculty to foster strengths and improve weaknesses in the standards of employee satisfaction.
- Measuring the level of students' satisfaction with learning outcomes, faculty, and college facilities to foster strengths and improve weaknesses in student satisfaction standards.
- Measuring the level of student satisfaction with student services provided to enforce strengths and improve weaknesses in the standards of student satisfaction with student services.
- Measuring the level of job satisfaction of the relevant community institutions to enforce strengths and improve weaknesses in the standards of satisfaction to the relevant community institutions.
- Cooperating with the Vice-Deanship for Q Development and Quality in meeting academic accreditation standards.
- Developing tools to measure the satisfaction of the stakeholders with the services of the University.

Therefore, the University established three committees, as follows:

**Committee of Academic and Administrative Excellence Awards** to be responsible for introducing the academic and administrative excellence awards to achieve moral and financial support for faculty and personnel, including the recommendations, criteria and executive regulations of the award.

**Committee of the Social Club for Faculty and Personnel** to prepare the executive regulation of Social Club for Faculty and Personnel.

**Mazaya Committee** to be responsible for preparing the executive regulations of the committee in cooperation with the competent authorities at the University as well as recommending the conclusion of contracts and agreements with health and recreational institutions and shops in order to achieve benefits for faculty and employees.

### **Teaching and Learning Committee at the Vice-Rectorship for Academic Affairs**

It was established by the decision No. (9/36-37) on 1/11/1437 (4/8/2016) headed by the Vice-Rector for Academic Affairs (Appendix D-4). An executive committee to follow up teaching and learning across NU has been established to be responsible for:

1. Reviewing the program development system (creation and modification) prepared by the Teaching and Learning Unit and approved by the Vice-Rectorship for Academic Affairs.
2. Reviewing and benchmarking the program evaluation systems at the various colleges, especially with regard to the aspects of teaching and learning, and formulate a unified

system to audit the programs at the university annually and every three or five years.

3. Preparing a mechanism for the follow-up and supervising teaching and learning at Najran University up to the Vice-Rectorship for Academic Affairs. The Vice-Rectorship shall make an institutional file on the quality of teaching and learning at the university level.

#### **The Standing Committee to Review Policies, Regulations and Rules:**

The Rector issued an administrative decision to form the Standing Committee for Reviewing Internal Policies, Regulations, Procedures and Scope of Responsibility headed by the Vice-Rector. (Appendix D-5)

#### **- Investment Unit:**

In pursuit of providing and developing student services, NU has established an Investment Unit (Appendix D-6) to invest funds of the Student Fund to primarily provide services to students. The revenue of these services is offered in the form of other services to students.

The main tasks of the Investment Unit include:

1. Studying investment ideas submitted by investors to invest in real estate, facilities, and activities at the university.
2. Studying and creating new investment opportunities to take advantage of them, which increase the university's revenues.
3. Coordination with other colleges and other competent authorities at the University to provide the required information on investment sites to be included in the tender terms and specifications.
4. Re-tendering real states and activities with finished previous lease contracts.
5. Preparation of the tender terms and specifications of the investment and activities of real estates.
6. Announcing the launch of real estate investment and activities in the local newspapers and other media (NU website, faxes to related companies, etc.).
7. Receiving the offers of applicants to invest the announced real estates in coordination with the contracts and purchases unit and open envelopes in the deadlines.
8. Analysis of the offers of applicants to invest real estate after the stage of opening envelopes.
9. Coordinating the meetings of the members of the Investment Committee, which includes senior officials (headed by the Dean of Student Affairs and approving its decisions) and presentation of the offers submitted to the Committee to determine the appropriate offer.
10. Following up the activation of the decisions of the Investment Committee, approval of minutes, and sending coordination letters such as negotiations.
11. Preparing and processing new contracts for the investors and receiving the lease checks as soon as their contracts are approved by the competent body.
12. Monitoring rent payment for existing contracts and arrears in payment.
13. Receiving the complaints of contracted investors to resolve the obstacles facing workflow.
14. Examining investors' proposals and offers in case of changing the site's activity after the implementation of the project.

15. Studying the complaints against investors by students in case of any health or other forms of violations in coordination with the Department of monitoring contractors.
16. In case of exploitation of some of the University facilities or parts of them without informing investment unit, the Department of Security, Safety and Investment is notified to take the necessary measures.

#### **Central Alumni Unit at the Deanship of Student Affairs**

A central alumni unit was established to follow up NU alumni; and it informed the colleges of the decision of creating this unit at the Deanship of Student Affairs and the central unit is notified of the names of the supervisors of alumni units at colleges. (Appendix D-7)

#### **- Innovation and Entrepreneurship Unit:**

Najran University established a scientific unit that is concerned with knowledge economy and it is administratively linked to the Vice-Rector (Appendix D-8), so that the inventors and innovators have the opportunity to transfer their innovations to the labor market and register them in local and international bodies. According to the decision of the Rector, this unit creates the appropriate environment for knowledge creation and transform ideas and innovations into products of economic and service value through a scientific and cultural movement that contributes to national sustainable development. It is responsible for:

- Raising awareness of the importance of knowledge economy.
- Encouraging and supporting creative and innovative ideas and work to transform them into productive national projects.
- Creating job opportunities for young men and women by supporting their ideas and innovations.
- Supporting entrepreneurship at the national level.

#### **Green Building Research Unit:**

The Rector issued an administrative decision (Appendix D-9) to establish a unit entitled “Green Building Research Unit” at the College of Engineering. The unit focuses on conducting research related to renewable energy, control systems, sensors, smart systems, environment, construction, architectural designs, agriculture, horticulture, and water purification and drainage to ensure increasing the efficiency of using energy, water, and materials, while reducing the impact of buildings on human health and the environment during the life cycle of the building, through improving design, construction, operation, maintenance and material disposal.

#### **- Deanship of University Studies for Female Students:**

Najran University established the Deanship of University Studies for Female Students (Appendix D-10) for the following reasons:

1. Continuous increase in the number of female students at the various colleges and branches of the university.
2. Contributing to the achievement of the University mission and strategic objectives.
3. Ensuring the effective participation of women in decision-making on the affairs of female students.

The Deanship of University Studies for Female Students is responsible for supervising the work flow of female students and is organizationally connected with the Vice-Rector. It aims to.

1. Promote the spirit of leadership and develop student personality through various non-systematic activities.
2. Provide various student activities and programs that provide students with the opportunity to achieve knowledge and skills.
3. Encourage and develop entrepreneurship and creativity among students and develop competition.

Enhance communication between the female section and all academic, administrative, and research units of the university in issues related to female student affairs.

## **E. Mission, Goals and Strategic Objectives for Quality Improvement**

### **1. Mission of the Institution (Insert the Mission Statement)**

“Offering teaching and learning that address the needs of society and the labor market; effective contribution to sustainable development through conducting applied research and optimal use of modern technologies; and establishing partnerships at the local, regional and global levels”

### **2. Provide a summary of the Strategic Plan for Quality Improvement (The institution's major goals and strategic objectives for quality improvement should be listed, indicating for each objective, performance indicators and benchmarks or standards of achievement the institution wishes to achieve.)**

Najran University has set its 2<sup>nd</sup> strategic plan (Pioneership) for the Vice-Rectorship of Development & Quality (1437-1440) (2016-2019) (Appendix E-1). It is worth mentioning that before developing vision, mission, determinants, and strategic objectives, the following principles should be highlighted:

- Retaining approximately 30% of the strategic objectives which have been approved in the first strategic plan and contributed to work stability in the University quality management.
- Enhancing the strategies which did not achieve leadership or excellence, to reach approximately 20%.
- Benefiting from the experience of Vice-Rectorship employees in adding 20% of the strategies.
- Benefiting from the Blue Ocean Strategy in adding 20% of the strategies.
- Benefiting from the experience of the stakeholders (such as the administrative and academic leaders, faculty, and students) in adding 10% of the strategies.

#### **Vision:**

Achieving leadership in quality and development locally and regionally

#### **Mission:**

Achieving excellence in university academic, research and administrative performance and community service through continuous improvement of the applications of total quality systems, enhancing its units to obtain specialized accreditations and reinforcing the University outlook towards the world in the light of Islamic values.

#### **Goals:**

three goals have been identified, based on NU mission:

- 1- Continuous improvement of comprehensive quality systems
- 2- Excellence in support processes
- 3- Excellence in Quality

### **Strategic and Operational Objectives and Projects**

To ensure accomplishing the seven strategic objectives of the strategic plan of the Vice-Rectorship of Development and Quality, several related operational objectives have been set, as follows:

- 1. Upgrading the quality of the academic programs to achieve NU mission**
  - 1.1. Follow-up of the development of academic programs and their approval by the competent authorities.
  - 1.2. Supporting the University programs to present their courses electronically.
- 2. Enhancing systems of follow-up and evaluation in teaching and learning processes according to a unified institutional system**
  - 2.1. Improving quality of teaching and learning follow-up in the University academic programs.
  - 2.2. Improving the system of evaluating quality of the programs outputs
- 3. Updating systems of data and information management to meet the requirements of evaluation and continuous improvement.**
  - 3.1. Providing a package of electronic programs for follow-up and evaluation processes
- 4. Enhancing NU's academic and administrative units to obtain notable specialized accreditations.**
  - 4.1. Enhancing academic units of the University to obtain academic accreditations
  - 4.2. Enhancing the university research units to obtain academic accreditations relevant to laboratories quality.
  - 4.3. Enhancing administrative units in the university to obtain academic accreditations and ISO certificate
- 5. Upgrading training system provided for administrative and academic staff to enhance the system of quality management in the University.**
  - 5.1. Continuous improvement of the skills of faculty and the like and academic leaders in the field of quality and development.
  - 5.2. Continuous development of administrative leaderships' skills and capabilities in the field of quality and development
- 6. Supporting NU's role in taking its community responsibility.**
  - 6.1. Enhancing the university to create awareness plan than supports its contact with the community.
- 7. Upgrading NU's performance in the fields of development and quality locally and regionally**
  - 7.1. Developing the organizational structure of the Vice-Rectorship to achieve its mission
  - 7.2. Highlighting the activities of the Vice-Rectorship in the media.
  - 7.3. Highlighting the interest of the Vice-Rectorship in development and quality issues
  - 7.4. Obtaining working membership from international organizations related to development and quality

To implement the seven strategic objectives and their operational objectives, the team of preparing the Strategic Plan of the Vice-Rectorship of Development and Quality worked on transforming them into operational projects during brainstorming sessions. They resulted in 19 developmental projects that can be used to achieve the Vice-Rectorship's mission and vision. By presenting the proposed developmental projects to the faculty, academic and administrative leaders, community leaders, supervisors of quality units, and male and female students; workshops, meetings, and distributing and analysing questionnaires; responding to the various suggestions regarding projects, 42 developmental projects were identified according to priority, as follows:



Table (E-1) the developmental projects of the second strategic plan (Pioneership) of the Vice-Rectorship of Development & Quality according to priority

N	Project	Priority	N	Project	Priority
1	Establishing committees according to various academic specialized sectors for following up the completion of programs' developments and accreditation to achieve targeted performance indicators.	2 <sup>nd</sup>	23	Studying the training needs of teaching and academic staff.	1 <sup>st</sup>
2	Adopting approved standards to assure quality of E-learning.	2 <sup>nd</sup>	24	Designing and implementing the training plan for teaching and academic staff.	1 <sup>st</sup>
3	Establishing and activating the program of Business Intelligence to follow up all academic and administrative units in the university.	2 <sup>nd</sup>	25	Creating a system to measure the training impact of the faculty on the long and short run.	2 <sup>nd</sup>
4	Evaluating the current situation of following up the University programs.	1 <sup>st</sup>	26	Studying the training needs of the various groups of administrative staff.	1 <sup>st</sup>
5	Improving the monitoring system for quality of teaching and learning.	1 <sup>st</sup>	27	Designing and implementing the training plan of administrative staff.	1 <sup>st</sup>
6	Evaluating the current situation of the systems of evaluating the programs' outcomes	1 <sup>st</sup>	28	Creating a system to measure the training impact of administrative staff on the long and short run.	1 <sup>st</sup>
7	Developing systems of evaluating the programs' outcomes.	1 <sup>st</sup>	29	Creating an awareness plan to promote the positive interaction between the University and the community.	1 <sup>st</sup>
8	Activating the program of Business Intelligence to follow up all academic and administrative units at the university.	1 <sup>st</sup>	30	Setting up a mechanism to follow up the implementation of the plan.	1 <sup>st</sup>
9	Providing a central electronic program to measure learning outcomes of NU academic programs.	1 <sup>st</sup>	31	Evaluating the current organizational structure according to the new mission.	1 <sup>st</sup>
10	Providing an E-program to follow up the performance of NU strategic plans.	1 <sup>st</sup>	32	Updating the organizational structure and job description of all administrative entities in the Vice-Rectorship.	1 <sup>st</sup>
11	Providing an E-program to follow up the affairs of educational process and documents of academic accreditation.	2 <sup>nd</sup>	33	Approving and publishing the organizational structure.	1 <sup>st</sup>
12	Establishing administrative system for feedback and continuous improvement.	2 <sup>nd</sup>	34	Issuing an e-journal of NU Vice-Rectorship for Development and Quality.	3 <sup>rd</sup>
13	Fulfil the support of NU programs to obtain accreditations by NCAAA.	1 <sup>st</sup>	35	Issuing a scientific journal in development and quality for higher education institutions.	3 <sup>rd</sup>
14	A comprehensive survey of all international accreditation according to NU programs.	2 <sup>nd</sup>	36	Issuing and publishing the annual report of the Vice-Rectorship's achievements.	1 <sup>st</sup>
15	Setting a timeframe to obtain national and international accreditations.	1 <sup>st</sup>	37	Issuing a monthly bulletin of the Vice-Rectorship's news on NU website	3 <sup>rd</sup>



16	Creating a comprehensive system of technical support and following up operations to help the programs obtain academic accreditation.	2 <sup>nd</sup>	38	Adopting collaborative research projects to enrich the studies of development and quality and their local and regional applications.	2 <sup>nd</sup>
17	Studying the current situation of NU research units to investigate their readiness to obtain the specialized accreditation of labs quality	3 <sup>rd</sup>	39	Allocating a regional annual prize sponsored by Najran University for excellence in applying quality systems in higher education institutions.	3 <sup>rd</sup>
18	Setting a timeframe to obtain accreditations of lab quality by the research units	3 <sup>rd</sup>	40	Organizing an annual event to exchange experience on the urgent issues in development and quality in higher education.	3 <sup>rd</sup>
19	Studying the current situation of NU administrative units to investigate their readiness to obtain ISO.	3 <sup>rd</sup>	41	Conducting a survey on the international organizations related to development and quality.	3 <sup>rd</sup>
20	Setting a timeframe to obtain ISO by the administrative units.	3 <sup>rd</sup>	42	Having a membership in some international organizations related to development and quality.	3 <sup>rd</sup>
21	Creating a comprehensive system of technical support and following up operations to help the administrative units obtain ISO Certificate.	2 <sup>nd</sup>			

Table (E-2) **The major goals, strategic objectives, performance indicators and benchmarks of the second strategic plan (Pioneership) of the Vice-Rectorship of Development & Quality**

Benchmark Targets	Performance Indicators	Strategic Objectives	Major Goals
Continuous improvement of total quality systems	Upgrading the quality of the academic programs to achieve NU's mission	Not less than 80% by the end of the plan.	The satisfaction of the program's employees with the provided support.
		5 programs at least annually obtain international accreditation during the plan.	Approving developed study plan of at least 5 programs annually.
		Not less than 80% by the end of the plan.	Converting the delivered courses into electronic ones.
		Not less than 80% by the end of the plan.	Stakeholders' satisfaction with e-learning.
	Enhancing systems of follow-up and evaluation in teaching and learning processes according to a unified institutional system	Accrediting a total system to follow up and evaluate teaching and learning processes at NU academic programs within a year of approving the strategic plan of the Vice-Rectorship.	Accrediting a total system to follow up and evaluate teaching and learning processes at NU academic programs.
		Not less than 80% by the end of the plan.	Percentage of improvement of the following-up system in teaching and learning and processes.
		Application is not less than 80% by the end of the plan.	Effectively applying the unified system.

Benchmark Targets	Performance Indicators	Strategic Objectives	Major Goals
Continuous improvement of total quality systems	Updating systems of data and information management to meet the requirements of evaluation and continuous improvement	100% activation within a year of approving the strategic plan of the Vice-Rectorship.	Activating an intelligence program.
		100% design within a year of approving the strategic plan of the Vice-Rectorship	Designing a central electronic program to measure learning outcomes.
		The program covers at least 75% of the programs within a year of approving the strategic plan of the Vice-Rectorship.	Activating a central electronic program to measure learning outcomes.
		The program covers 100% of the University programs.	Activating a central electronic program to measure learning outcomes.
		Application is not less than 100% within a year of approving the strategic plan of the Vice-Rectorship.	Activating a central electronic program to follow up the performance of the strategic plan.
		Completing the contract within a year of approving the strategic plan of the Vice-Rectorship.	Contracting with a company to design a central electronic program to follow –up the affairs of the educational process.
		Application is not less than 50% of NU programs within a year of approving the strategic plan of the Vice-Rectorship.	Activating a central electronic program to follow-up the affairs of the educational process and accreditation documents with a percentage of 50% of NU programs at least.
		Application is not less than 100% of NU programs.	Activating a central electronic program to follow up the affairs of the educational operation and accreditation documents.
		Satisfaction is not less than 80% by the end of the plan.	The satisfaction of academic and managerial units with data and information management systems

Excellence in supporting processes	Enhancing NU's academic and administrative units to obtain notable specialized accreditations	Following-up of the technical support reports of the administrative and academic units.	Not less than a report monthly while applying the plan.
		Obtaining international academic accreditations for the University programs.	Accrediting 6 academic programs by the end of the plan.
		Accrediting research units by the end of the plan.	Accrediting 2 research units by the end of the plan.
		Accrediting administrative units by the end of the plan.	Accrediting 3 administrative units by the end of the plan.
		Satisfaction with the support provided to all academic, administrative, and research units separately.	Satisfaction with the provided support is not less than 80% in all academic, administrative, and research units by the end of the plan.
	Upgrading training system provided for administrative and academic staff to enhance the system of quality management in the University	Setting an approved annual training plan.	Approving a training plan in the first year of the plan.
		Percentage of trainees of all academic and administrative staff.	Trainees are not less than 100% of all academic and administrative staff by the end of the plan.
		Trainees' satisfaction with the training system.	Job satisfaction with the training system is not less than 85% by the end of the plan.
		The accomplishment of direct impact of the training for all academic and administrative staff separately.	The accomplishment of direct impact of the training is not less than 70% by the end of the plan.
		Following-up extended impact training reports	Preparing an annual report during the time of the plan
	Supporting NU's role in taking its community responsibility	Setting an approved awareness plan to promote community interaction between NU and the community.	Approving an awareness plan in the first year of the plan
		Community satisfaction of NU community performance of the current events.	Not less than 75% by the end of the plan.
		Having an updated, approved, and publicized organizational structure.	Approving the structure in a year from the approval of the strategic plan

<b>Excellence in Quality</b>	Upgrading NU's performance in the fields of development and quality locally and regionally	Issuing an annual scientific journal.	Issuing an annual scientific journal once a year.
		Job specification handbook published in Arabic and English.	Job specification handbook is published in Arabic & English during the time of the plan.
		Media publications of the Vice-Rectorship's activities.	Minimally biannually.
		Having a membership in some international organizations related to development and quality.	Having a membership in an international organization related to development and quality.
		Organizing activities related to development and quality issues.	Annually
		Raising the percentage of funded research projects to study developmental issues.	At least 5% annually
		Job satisfaction expresses the clarity of tasks of the deanship's employees.	Not less than 90% by the end of the plan.

#### **F. Progress towards Quality Objectives:**

Provide an assessment of institutional performance in relation to plans or any major quality improvement initiatives in the period under review. These may have been undertaken in response to a previous self-study, recommendations or requirements following an external review, or for other reasons.

Brief reports should be provided on each major initiative citing the objective(s), specific data indicating the results achieved, and an analysis of the reasons for success or failure to achieve the desired results.

- **The first strategic objective: Upgrading the quality of the academic programs to achieve NU's mission.**

**The first initiative:** Establishing committees according to various academic specialized sectors for follow-up.

The Executive Committee for Following-up Teaching and Learning was formed to study the reports received by the NU Vice-Rectorship for Educational Affairs.

**The second initiative:** Completing programs' developments and approval to achieve target performance indicators.

26 programs have been completely developed, out of which 20 programs for Bachelor degree.

**The third initiative:** Adopting approved standards to assure quality of E-learning.

Standards for E-learning quality assurance have been developed and approved by the Deanship of E-learning.

**The fourth initiative:** Providing E-program to follow up the performance of NU strategic plan.

Academic programs were assigned to develop a mechanism for following up and evaluating the quality of e-courses performance on Blackboard. (Appendix F-1).

- **The second strategic objective: Enhancing systems of follow-up and evaluation in teaching and learning processes according to a unified institutional system.**

**The first initiative:** Evaluating the current situation of follow-up programs concerning the University programs.

The initiative has been completed, since the Teaching and Learning Unit of the Deanship of Development and Quality, in collaboration with the Executive Committee for Teaching and Learning Follow-up at the Vice-Rectorship for Academic Affairs have studied the current situation of follow-up and evaluation systems.

**The second initiative:** Improving quality of teaching and learning follow-up.

The initiative has been completed, since the Teaching and Learning framework has been approved and activated in NU academic programs.

**The third initiative:** Evaluating the current situation of the systems of evaluating the programs outcomes.

- NU programs were assigned to measure learning outputs.
- The College of Computer Science initiated an electronic program for measuring programs learning outputs and it was activated.
- The College of Engineering purchased an electronic program for measuring programs learning outputs and it was activated.
- The College of Science and Arts designed an electronic program to measure programs learning outputs and it was activated.
- NU Vice-Rectorship for Development and Quality designed an electronic program for measuring programs learning outputs and it was activated.
- A consolidated system prepared and activated for advisory boards in the Colleges of the University.

**The fourth initiative:** Developing the system of evaluating the programs outcomes.

A consolidated framework for the system of evaluating the programs outcomes is being prepared.

- **The third strategic objectives: Updating systems of data and information management to meet the requirements of evaluation and continuous improvement.**

**The first initiative:** Activating the program of business intelligence to follow up all academic and administrative units in the university.

- The initiative was postponed because of the current financial circumstances of the University.

**The second initiative:** Providing a centralized E-program to measure programs learning outputs.

- Electronic programs were provided for measuring learning outputs of the University's programs.
- The College of Computer Science and the College of Engineering are now designing an



electronic program to measure learning outcomes funded by the National Transition Program 2030.

**The third initiative:** Providing E-program to follow the performance of NU strategic plans.

- The program is being designed in cooperation with the Deanship of Information Technology at the University.

**The fourth initiative:** Providing E-program to follow affairs of educational process and documents of academic accreditation.

- The Vice-Rectorship for Quality and Development in cooperation with the Deanship of Information Technology designed an electronic program for quality and academic accreditation of quality assurance department to NCAAA standards, including Teaching and Learning requirements. The program has been activated from a year and it has also been developed.

- **The forth-strategic objectives: Enhancing NU's academic and administrative units to obtain notable specialized accreditations.**

**The first initiative:** Fulfilling the support of NU programs to obtain accreditations by NCAAA

The Deanship of Development and Quality, through its various units, a consolidated central plan of NU programs, and administrative system for technical support, is completing the requirements of program accreditation of NU programs. It has succeeded in completing about 80% of the requirements of program accreditation for 50% of NU programs.

**The second initiative:** A comprehensive survey of all international accreditation according to NU programs.

The Academic Accreditation Unit has completed the survey.

**The third initiative:** Setting a timeframe to obtain national and international accreditations.

The plan was designed, but due to the southern boarder crisis, the progress of programs international accreditation was postponed. ABET has apologized twice for paying accreditation visit to the College of Computer Science and Information Systems and the College of Engineering.

**The fourth initiative:** Establishing a comprehensive system of technical support and following-up operations to help the programs obtain academic accreditations.

An administrative system has been established at the Deanship of Development and Quality to follow-up technical support operations for electronic programs, through field visits and electronic examination of program documents.

**The fifth initiative:** Studying the current situation of NU research units to investigate their readiness to obtain the specialized accreditation of labs quality.

The initiative has not been commenced yet.

**The sixth initiative:** Setting a timeframe to obtain accreditations of lab quality by the research units



The initiative has not been commenced yet.

**The seventh initiative:** Studying the current situation of NU administrative units to investigate their readiness to obtain ISO.

The initiative has not been commenced yet.

**The eighth initiative:** Setting a timeframe to obtain ISO by the administrative units.

The initiative has not been commenced yet.

**The ninth initiative:** Establishing a comprehensive system of technical support and following-up operations to help the administrative units obtain ISO.

The initiative has not been commenced yet.

- **The fifth strategic objectives: Upgrading training system provided for administrative and academic staff to enhance the system of quality management in the University.**

**The first initiative:** Studying the training needs of the various groups of academic staff and similar groups.

The initiative is being phased out, since it is extended throughout the implementation of the Strategic Plan.

**The second initiative:** Designing and implementing the training plan of faculty members and similar groups.

The initiative is being phased out, since it is extended throughout the implementation of the Strategic Plan.

**The third initiative:** Establishing a system to measure the training impact on the long and short turns.

A system for measuring the training impact of the training programs by the Skills Development Unit in the Deanship of Development and Quality has been designed and approved.

**The fourth initiative:** Studying the training needs of the various groups of administrative staff.

The initiative is being phased out, since it is extended throughout the implementation of the Strategic Plan.

**The fifth initiative:** Designing and implementing the training plan of administrative cadres.

The initiative is being phased out, since it is extended throughout the implementation of the Strategic Plan.

**The sixth initiative:** Establishing a system to measure the training impact on the long and short turns.

A system for measuring the training impact of the training programs by the Skills Development Unit in the Deanship of Development and Quality has been designed and approved.

- **The sixth strategic objectives: Supporting NU's role in taking its community responsibility.**

**The first initiative:** Setting-up an educational plan to promote positive interaction between

Najran University and the community

A community service strategic plan, a mechanism for measuring the effectiveness of community contributions, and a strategic plan for university information have been designed.

**The second initiative:** Developing a mechanism to follow-up the implementation of the plan.

A mechanism has been designed to follow up the implementation of the plan.

- **The seventh strategic objectives: Upgrading NU's performance in the fields of development and quality locally and regionally.**

**The first initiative:** Evaluating the current organizational structure according to the new mission.

The initiative has been completed.

**The second initiative:** Updating the organizational structure and job description of all administrative entities in the Vice-Rectorship.

The organizational structure and job description of all administrative entities in the Vice-Rectorship have been updated.

**The third initiative:** Approving and publicizing the organizational structure

The organizational structure has been approved and publicized.

**The fourth initiative:** Issuing an e-journal of NU Vice-Rectorship for Development and Quality.

The initiative has been completed.

**The fifth initiative:** Issuing a scientific journal in development and quality for higher education institutions.

The initiative has been completed.

**The sixth initiative:** Issuing and publicizing the annual report of the Vice-Rectorship's achievements.

The report of the Vice-Rectorship's achievements is issued and publicized annually.

**The seventh initiative:** Issuing a monthly bulletin of the Vice-Rectorship's news on NU website.

The initiative has not been commenced yet.

**The eighth initiative:** Adopting collaborative research projects to enrich the studies of development and quality issues and their local and regional applications.

A decision was issued by the Deanship of Scientific Research to include quality issues within the research projects funded annually for scientific research at the University.

**The ninth initiative:** Allocating a regional annual prize under the title of Najran University for excellence in applying quality systems in higher education institutions.

The initiative has not been commenced yet.

**The tenth initiative:** Organizing an annual event to exchange experience on the urgent issues in development and quality in higher education.

The initiative has not been commenced yet.

**The eleventh initiative:** Conducting a survey on the international organizations related to development and quality

The initiative has not been commenced yet.

**The twelfth initiative:** Joining some international organizations related to development and quality.

The initiative has not been commenced yet.

## G. Evaluation in Relation to Quality Standards

**The main branch/location campus must complete the entire SSRI together with the required information from all branch/location campuses.**

Response reports should be provided under each of the quality sub-standards set out in the *Standards for Quality Assurance and Accreditation of Higher Education Institutions*.

To ensure a full understanding of the SSRI, an explanatory report should be included; giving background information or explanations of processes relevant to the standard concerned.

The reports should summarize the processes followed in investigating performance in relation to each standard and sub-standard.

A vital element of the SSRI is to provide specific data, show trends, support conclusions, and make appropriate comparisons with other institutions selected to provide benchmarks for evaluation of performance. This data can include key performance indicators, other statistical information, figures derived from survey results, student results or anything that provides clear evidence about the matter being evaluated. A simple assertion that something is good, or needs improvement, is not sufficient without evidence to back it up.

**Appendices:** (Attachments: 2)

**Link:** <https://goo.gl/gQjNq3>

## 1. Mission and Objectives (Overall Rating ☆☆☆☆Stars)

Provide an explanatory report about the development and use of the mission.

Since its establishment in 1427H (206) (The royal decree was issued on 10/10/1427H (1/11/2006)) (Appendix 1-A-1), NU was keen to have an initial mission statement to define the framework of its objectives and policies (Appendix 1-A-2). The mission statement was modified and improved during the process of designing the University strategic plan (Appendix 1-A-3) to indicate in its priorities being a distinctive educational university and provide the community with graduates with high competitive potentials in the labor market; thus, it enables the university for quick engagement in Najran community and the surrounding communities in the southern region of KSA. The mission also focused on applied researches to maximize the positive impact of the University through an effective contribution to the community sustainable development without compromising the university efforts for excellence as an educational institution.

To keep up to date, NU mission involved commitment to the optimal use of modern technologies in all activities undertaken by the University in the field of teaching and learning, scientific research, and community service. The University was also keen on clarifying its 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 will have a positive impact on all the activities of the University.

NU mission was approved by the University Council in its second session for the academic year 1432/1433H (2011/2012), which was held on 14/03/1433H (6/2/2012). (decision No. 10-2-1432/1433H (15-1-2011/2012) (Appendix 1-A-4). The mission statement is consistent with the Islamic values and beliefs, as well as the cultural and economic requirements of KSA. It was formulated by the help of the stakeholders to be a guide and reference in the decision-making processes, which will be discussed in detail in the upcoming sub-standards. The mission statement guides the work and the planning processes of the university through the university strategic plan (1433/1438 H) (2012/2017) (Appendix 1-A-5), which was approved by the university council at its second meeting for the academic year 1432/1433H (2011/2012) (decision No. 10-2-1432/1433H) (15 -1-2011/2012) (Appendix 1-A-6). The mission is commended by the teaching and administrative staff and students. It is periodically reviewed for evaluation and development through an approved mechanism; stakeholders are kept informed with any modifications in the mission statement. The mission statement is publicized on the University website and brochures.

Provide a description of the process for the preparation on this standard.

Preparation of the report on the standard of mission, goals and objectives passed through several stages which can be summarized as follows:

1. Formation of the main teamwork from which emerged subgroups that are responsible for the implementation of specific duties and tasks (Appendix 1-A-7).
2. Developing a schedule for performing the tasks and duties assigned to the team members.
3. Evaluating the performance of the University in all practices related to this standard and its sub-standards using a number of important documents including:
  - a. The self-evaluation scales of higher education institutions issued in 2015 by NCAAA, as the quality of all the practices under this standard were verified by all the available data, evidence and proof.
  - b. The final report of the primary self-study of the developmental evaluation project of NU in 1436 H (2015)
  - c. The benchmarking study about national and international universities prepared within the outputs of the strategic plan project.
  - d. The results of the SWOT analysis for the University.
  - e. The documents of vision, mission, goals and strategic objectives.
  - f. NU strategic plan (1433/1438 H) (2012/2017) and the reports of extending it to 1440H (2019).
  - g. Reports provided by Brunel University, as an external reviewer on the standard of mission, goals and strategic objectives.

- h. Statistical reports on surveys and meetings with stakeholders inside and outside the University, which were conducted by the responsible team during the preparation of the mission.
  - i. Documents for circulating the mission statement on stakeholders inside and outside the University.
  - j. Documents of the first, second, third and fourth stage projects of the strategic plan as well as documents of using the mission at the implementation of the strategic plan projects.
  - k. The minutes of advisory board meetings with the Vice-Rectorship for Development and Quality.
  - l. Reports of the General Secretariat for the Implementation and Following-up the Strategic Plan.
  - m. Minutes of the meetings of the Standing Committee for the Implementation and Following-up the Strategic Plan.
4. Writing a primary draft of the report.
  5. Reviewing the report by the Self-Study Committee.
  6. Modifying the report according to the modifications received from the Self-Study Committee.
  7. Reviewing the independent opinion and responding to it.
  8. Formulation of the final report.

### Report on sub-standards

#### 1.1 Appropriateness of the Mission

To evaluate this substandard, the three frameworks of NU mission must be considered. The first frame clearly reflects the reason behind establishing NU, which is providing distinctive education and applied research. The second frame defines the current activities of the University represented in providing community and the labour market with the required alumni and providing Najran community with applied research in the field of sustainable development. The last frame points to using modern technologies and partnerships at the local, regional and global levels. Accordingly, the mission statement of NU aligns well with the decree of its establishment and strategic objectives (Appendix 1-1-1).

The data collected through questionnaires, interviews, statistics and meetings showed that the mission statement of NU is consistent with Islamic beliefs and values . It is also consistent with the requirements of cultural and economic development of KSA, especially in light of global developments. The mission is generally associated with the southern community needs, particularly the needs of Najran district, where a number of meetings were held with Najran representatives to assess the major community needs. These meetings advised that community needs should be addressed in the University mission (Appendix 1-1-2). The university mission and strategic objectives reflect the commitment of the University to the community needs, where the eleventh strategic objective states "Continuous and effective commitment to community service", which was explained to NU stakeholders accompanied with a presentation to shed the light on the fundamental environmental concerns about Najran region. In addition, there is an approved plan for publicizing the mission among stakeholders.

#### 1.2 Usefulness of the Mission Statement

The mission statement guides planning and decision-making processes through NU strategic plan (1433/1438 H) (2012-2017) (Appendix 1-2-1). It connects all the activities of the University which are carried out according to its available resources and aimed to achieve the mission. The mission provides the academic leaders with touchstones to evaluate progress towards the goals and objectives of the University. Since the mission of the University is adequately specific, it helped the strategic plan consultants (the team responsible for designing the determinants and strategic goals) set up clear determinants and strategic objectives, where eight brainstorming sessions were held and lasted for nearly 40 hours, during which the following activities were performed:

- Setting-up the strategic determinants from the University mission statement.
- Studying the connection between the strategic determinants and the SWOT analysis matrix.
- Studying the conclusion of the brainstorming sessions held during the workshop conducted by Brunel University.
- Identifying the achievement levels required for the strategic objectives according to the University attitudes and potentials.
- Formulating the strategic objectives.
- Connecting the strategic determinants to the strategic objectives.



- Formulating the operational objectives and linking them to the determinants and strategic objectives.

Determinants and strategic objectives were presented to the stakeholders to get their viewpoints and recommendations, including:

- Academic and administrative leaders of the University, coordinators of quality units at the University colleges, supporting deanships, some faculty and administrative staff in the presence of the Rector and Vice-Rectors of the University.
- Representatives and administrative leaders of Najran community as well as Sharoura branch of the University in the presence of the governor of Sharoura and heads of the governmental departments.
- The teaching staff and students at Sharoura branch.

After being presented to the stakeholders, consultants of the strategic plan held two brainstorming sessions to discuss the proposals made on the determinants and strategic objectives during the presentations to reach the best formulation for the determinants, strategic goals and operational objectives. The University finally set six strategic determinants (Figure No. 1-2-1) including, teaching and learning, supportive environment, Alumni and labour market, science and knowledge, social responsibility, and partnership. From the six strategic determinants emerged twelve strategic objectives (Appendix 1-2-2), used as a guideline during the process of making-decisions and choosing from the alternative planning strategies. These strategic objectives influence all the main activities of NU.

The statement as mentioned in the mission	Strategic determinants	
	Direct correlation	Indirect correlation
Offering teaching and learning	teaching and learning	Supportive environment Science and knowledge
Address the needs of community and the labor market.	Alumni and labor market Community responsibility	Supportive environment
Effective contribution to sustainable development.	Community responsibility	
conducting applied research	Science and knowledge	Community responsibility
Optimal use of modern technologies	Science and knowledge teaching and learning	
Establishing partnerships at the local, regional and global levels.	Partnership	Science and knowledge



Fig. 1-2-1: The six strategic determinants derived from NU mission



NU mission provides the leaders with touchstones to evaluate the progress towards the University goals and strategic objectives through measuring the mission achievement according to the percentage of achieving the performance indicators of the strategic objectives and the percentage of the achievement of the (88) strategic plan development projects (after updating the strategic plan). A total of (37) development projects were completed in the first stage of the plan, with an achievement percentage of 80.4 % (Appendix 1-2-4). In the second stage, (30) projects were completed (17 new projects and 13 extended from the first stage) (Appendix 1-2-5). Then, the third stage began with (30) projects (14 new projects and 16 extended from the first and second stages). By the end of the projects of the third stage of NU strategic plan, 60% of NU mission is completed. It was (28.6%) after the first stage and (42.1%) after the second one. It is a high percentage that was achieved by the high achievement percentage of the development projects over the three stages of the strategic plan (Appendix 1-2-6) (Appendix 1-2-7).

It is worth mentioning that the University mission was a great help to hold several workshops to define and provide training on the implementation of the strategic plan projects along with identifying the roles of supervisor, manager and team members of the projects. Vice-Rectors, Deans, Vice-Deans, Heads of Departments, coordinators of the quality units and consultants of the vice Rectorship for development and quality participated in these workshops (Appendix 1-2-8). They all participated also in a workshop entitled "Strategic plan: Converting theory into practice", held by Brunel University (Appendix 1-2-9), which helped develop general frameworks to achieve the University mission by implementing the strategic plan and its development projects.

### 1.3 Development and Review of the Mission

NU mission was formulated in accordance with the planning standards and after making a series of improvements to the old mission statement. After exerting a lot of effort, lasted for approximately one year, the responsible team was able to reformulate the University vision and mission (Appendix 1-3-1). The mission was defined in consultation with stakeholders from the University, Najran community and the vicinity. As the responsible team formulated the preliminary version of the vision and mission (Appendix 1-3-2) based on the following:

1. The benchmarking of the visions and missions of several national, regional and international universities.
2. The results of the initial institutional and program self-evaluation, which was conducted under the supervision of Vice-Rectorship of Development and Quality, and examining the independent opinion, stated by experts in the field of development and quality, in both of the program and institutional self-evaluation.
3. The meeting held with NU Rector to discuss the proposed initial formulations which were reformatted based on his recommendations.
4. Surveys conducted on the modified vision, mission and values adopted by the University.
5. The responsible team designed questionnaires (Appendix 1-3-3) and distributed them to the following respondents:
  - A) The first questionnaire: all the employees of NU including administrative and academic leaders, teaching staff, students, and administrative staff were surveyed to evaluate their satisfaction with and recommendations on the proposed initial vision and mission statements. Questionnaires were distributed electronically through E-Correspondence Tracking System, some of which were also distributed handbookly.
  - B) The second questionnaire was designed to investigate the views and recommendations of Najran community representatives about the University mission. Questionnaires were delivered by mail and handbookly as well.
  - C) The third questionnaire was designed for NU employees to have their recommendations regarding the main values that should be adopted to guide all the activities carried out by the University. The questionnaire was distributed electronically via E-Correspondence Tracking System while some of which were also distributed handbookly.
6. The team responsible for preparing the University vision and mission held a meeting on

Tuesday, 1/5/1432H (5/4/2011) to develop a mechanism to receive the questionnaires and collect them in preparation for statistical analysis. The results of the statistical analysis of the questionnaires were prepared by the Unit of Measurement and Evaluation, as shown in Table (1-1), and the figures (1-3-1, 1-3-2, 1-3-3 and 1-3-4):

Table (1-1) Results of the stakeholder questionnaires about the University vision and mission

Dependent Group	Vision			Mission		
	Agree	Disagree	No response	Agree	Disagree	No response
Academic staff	85.26	3.90	10.84	75.15	11.96	12.89
Administrative staff	70.74	8.84	20.42	71.28	10.49	18.23
Male and female students	68.44	6.34	25.22	71.40	9.33	19.27
Representatives of Najran community	-	-	-	79.10	3.46	14.44

Fig. 1-3-1: Agreement of the academic staff at NU with the vision and mission

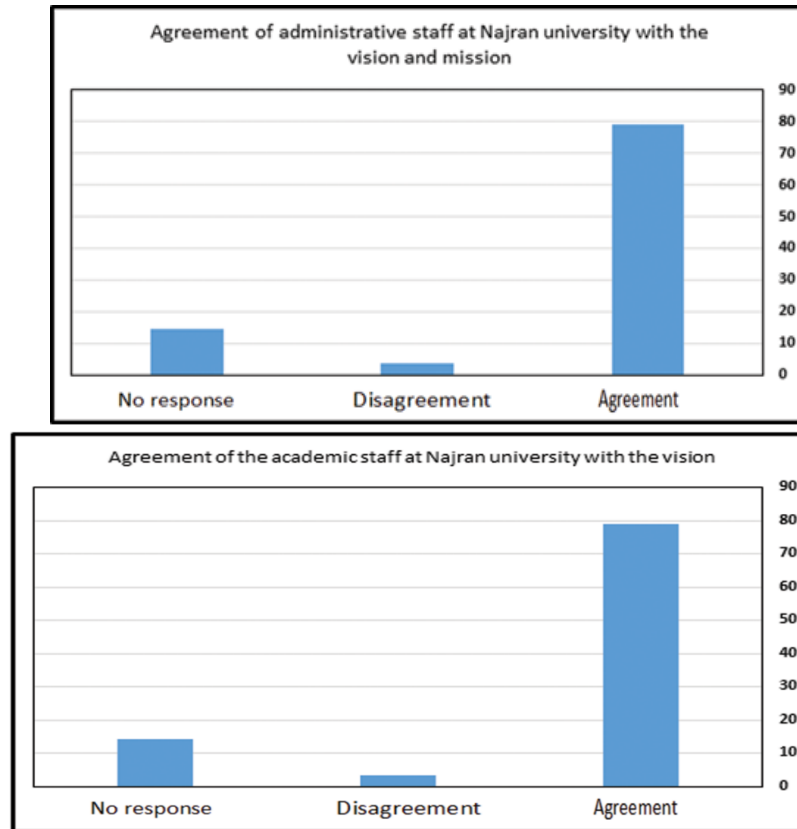


Fig. 1-3-2: Agreement of the administrative staff at NU with the vision and mission

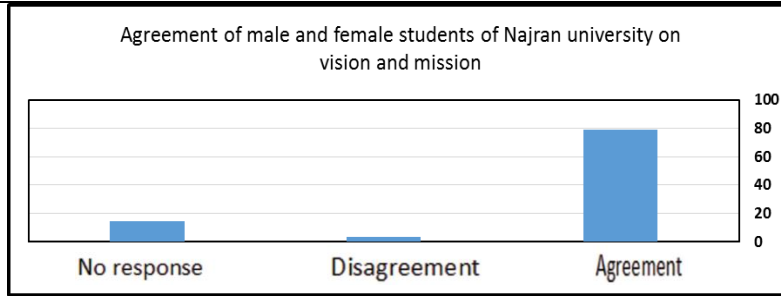


Fig.1-3-3: Agreement of male and female students of NU on vision and mission

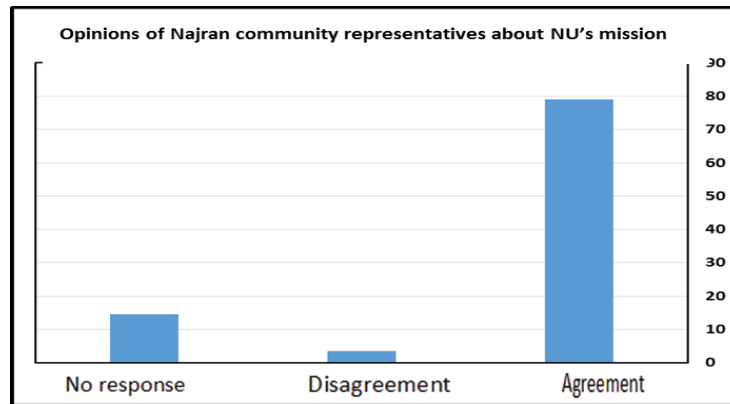


Fig. 1-3-4: Agreement of Najran community representatives with the mission of NU

After analyzing the results of the questionnaires, the modified formats of vision, mission and values were presented to the governing body of NU: (Appendix 1-3-4):

- Representatives of Najran community and employers on 25/6/1432H (28/5/2011) to discuss the modified version of the vision, mission and values.
- Academic leaders, faculty and consultants of Vice-Rectorship of Development and Quality during the workshop held by the College of Business Administration, Brunel University, United Kingdom which is the consulting body of NU in developing its strategic plan, on 19-21/9/2011 (21-23/10/1432) in NU.
- NU students were surveyed about the mission, vision and objectives on 5 Dhu al-Qa'da 1432 H corresponding 3/10/2011.
- NU governing body in a workshop on 10 Dhu al-Qa'da 1432 H corresponding 8 October 2011.
- The University branch in Sharoura during the meetings with the academic and administrative leaders, faculty members and students of Arts and Sciences College in Sharoura, on 18-19 October 2011 corresponding 20-21 Dhu al-Qa'da 1432 H.

The final version of the vision and mission of NU after passing through the abovementioned stages is shown as follows:

#### Vision of the University

***"Leadership in teaching, learning and community service and active contribution to building a community of science and knowledge"***

#### Mission of the University

***"Offering teaching and learning that address the needs of community and the labor market, effective contribution to sustainable development through applied research and optimal use of modern technologies, and establishing partnership at the local, regional and global levels."***

The mission statement was officially approved by NU Council in its second session for the academic year 1432/1433 H, held on 14/3/1433 H, decision No. (10-2-1432/1433 H) (Appendix 1-3-5). There is also a mechanism for periodic reviewing, evaluation and improvement of the mission through the UC and stakeholders (Figure 1-3-5, Appendix 1-3-6). Working by the University mission was extended till Muharam 1440 H. according to the decision of the Standing Committee for Implementing and Following-up the Strategic Plan.

It is worth mentioning that NU made a team to update its mission, goals, objectives and projects of the strategic plan (Appendix 1-3-7). The teamwork was divided into two sub-teams. The first team was assigned to prepare a benchmarking study about the University mission according to NCAAA suggestions during the visit of the evaluative development project in 1436 H. according to the national and global updates in higher education institutions. It was also assigned to create a new mechanism to update the mission, goals and strategic objectives. The other team was assigned for studying the projects of NU strategic plan according to the University situation from implementation and timetable to the end of strategic plan and accomplishing the strategic objectives.

The committee recommended extending the timeline of the strategic plan and retaining NU mission and strategic objectives till Muharam 1440 H. according to the following considerations:

- Delayed implementation of the fourth stage of the strategic plan due to the University preoccupation with the consequences of the Southern border crisis that affected colleges and teaching staff.
- Extending the timeline of the plan up to 1440 H. ensures that the current plan is consistent with the 10<sup>th</sup> development plan in KSA that ends in the same year. This allows setting up the next plan in line with the 11<sup>th</sup> development plan in KSA.
- Reports of following-up NU strategic plan projects that the University achieved 77.2% by the completion of the third stage. This affected the percentage of achieving the objectives and mission. Therefore, NU found it appropriate to extend work with the plan including mission, goals and objectives.
- The committee recommended updating the projects of the strategic plan. Many projects were added to the current approved list of the plan.
- Updating the mechanism of updating NU mission, goals, strategic objectives and related projects.

The report was submitted to the Standing Committee for Implementing and Following up the Strategic Plan that approved the recommendations of the committee (Appendix 1-3-8)

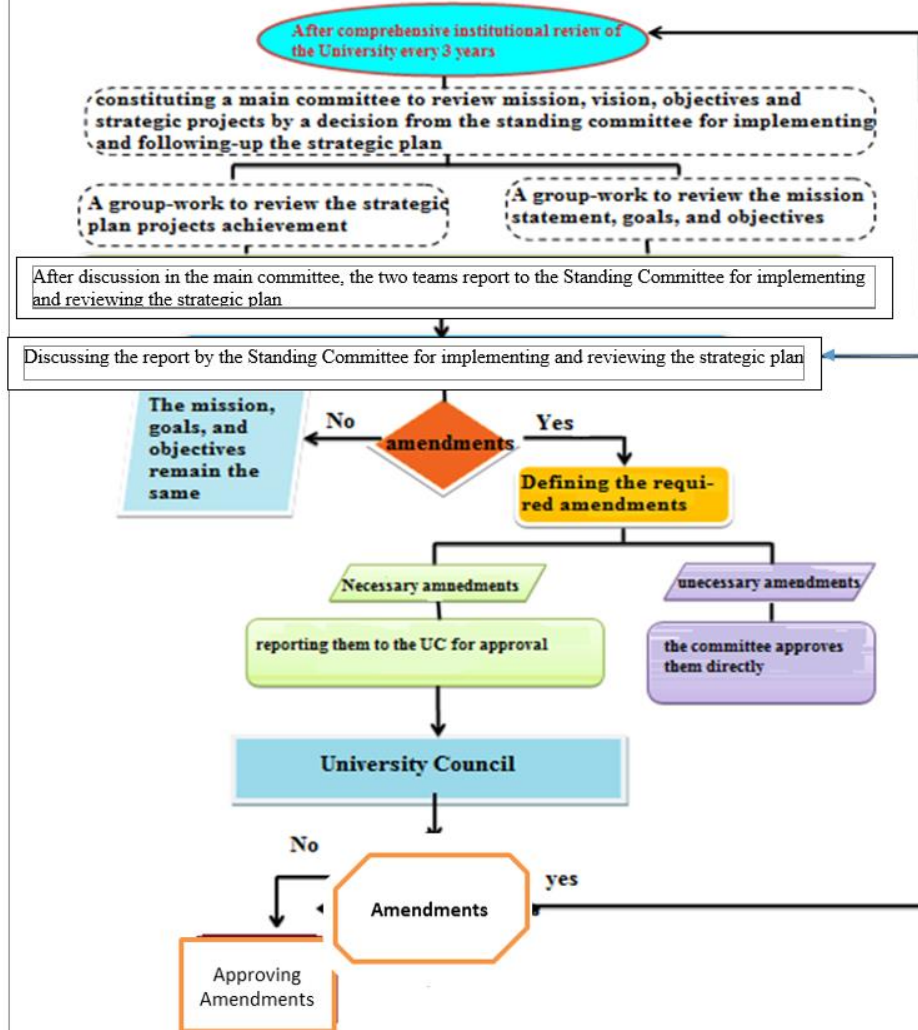


Fig. (1-3-5) Mechanism of updating NU mission, goals and strategic objectives

Complete the KPI Table for sub-standard 1.3.

KPI: Teaching staff, final-year students and post graduate students' awareness of NU mission						
NCAAA KPI Reference Number: S1.1						
Institutional KPI Reference Number:						
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
83.6%	80%	-	(3.44) 68.8%	-	-	85%
<b>Analysis (list strengths and recommendations):</b> The performance indicator for teaching staff, final-year students and post graduate students' awareness of NU mission rated (83.6 %), which surpassed the target benchmark (80%), while it achieved high rate compared to King Khalid Univ. in favour of Najran University.						
<b>Strengths:</b> -The mission is greatly commended by teaching staff, undergraduate students and post graduate students. -Awareness of NU mission was increased since academic works at programs depend on NU mission.						
<b>Recommendations:</b>						



Continuing in introducing and publicizing NU mission printing and electronically.

**\* Explain:**

1. Why this internal benchmark provider was chosen?
2. How was the benchmark calculated?  
Overall average of five-point scale/no. of scale types\* (100)
3. Name of the internal benchmark provider.  
Performance Measurement Unit

**\*\* Explain:**

1. Why this external benchmark provider was chosen?  
External benchmark was selected as it actually has outcomes similar to that of Najran University.
2. How was the benchmark calculated?  
Percentage of teaching staff, final-year students and post graduate students' awareness of NU mission =  
Overall average of five-point scale/scale types\* (100)
3. Name of the external benchmark provider.  
King Khalid University

#### 1.4 Use Made of the Mission Statement

The mission is the basis for the planning process in NU via its strategic plan (1433-1438 H) which was approved by the UC decision No. (10-2-1432/1433 H) (Appendix 1-A-6) that extended to Muharam 1440 H. The strategic determinants, strategic and operational objectives and related development projects were all evolved from the University mission. Development of the strategic plan depended on many workshops and brainstorming sessions, which reached about 25 brainstorming sessions and workshops, attended by about (245) person. In addition to distribution and analysis of (3844) questionnaires, about (35) meetings, as well as reports, data, results of statistical analysis and documents and studies on Najran region.

Based on all the above, six determinants were set for the University strategic plan from which twelve strategic goals emerged, as illustrated in table (1-2). It is noted that these determinants and strategic goals work together to achieve the mission of NU. In order to achieve these objectives, (88) development projects were designed to be implemented during the five years cycle of the strategic plan. One thousand five hundred and fifty questionnaires were distributed (Appendix 1-4-1). In addition, a number of meetings were held to identify and set up the priorities for implementing these projects. The results were shown as follows:

- First priority projects: 13 projects.
- Second priority projects: 18 projects.
- Third priority projects: 22 projects.
- Fourth priority projects: 19 projects.
- Fifth priority projects: 16 projects.

Strategic objectives	Strategic determinant
<ol style="list-style-type: none"> <li>1. Achieving academic programs that can compete internationally within the framework of Islamic values.</li> <li>2. Preparing distinguished students with great efficiency for the future.</li> <li>3. Promoting the competencies and efficiency of the teaching staff.</li> <li>4. Enhancing and investing in the University facilities as well as utilizing new technologies.</li> <li>5. Improving learning resources in line with the University standards.</li> <li>6. Providing excellent services and support for student.</li> </ol>	First: Teaching and learning
<ol style="list-style-type: none"> <li>7. Developing the financial and administrative systems according to the total quality standards.</li> </ol>	Second: supportive environment
<ol style="list-style-type: none"> <li>8. Securing a prosperous professional future for the alumni.</li> </ol>	Third: Alumni and Labour Market



9. Developing academic research policy to support sustainable development.	Fourth: Science and Knowledge
10. Improving post-graduate programs	
11. Continuous and effective commitment to community service.	Fifth: Community Responsibility
12. Establishing a framework for national, regional and global cooperation and partnership.	Sixth: Partnership

Management of the process of monitoring and continuous evaluation of the progress in development projects, as well as verification of transforming the University mission into reality in all activities is conducted by the Standing Committee for Implementing and Following up the Strategic Plan (Figure 1-4-1). It was approved by the University Rector in 1433 H (Appendix 2-4-1), the work is done according to a clear approved and declared mechanism (Appendix 3-4-1),

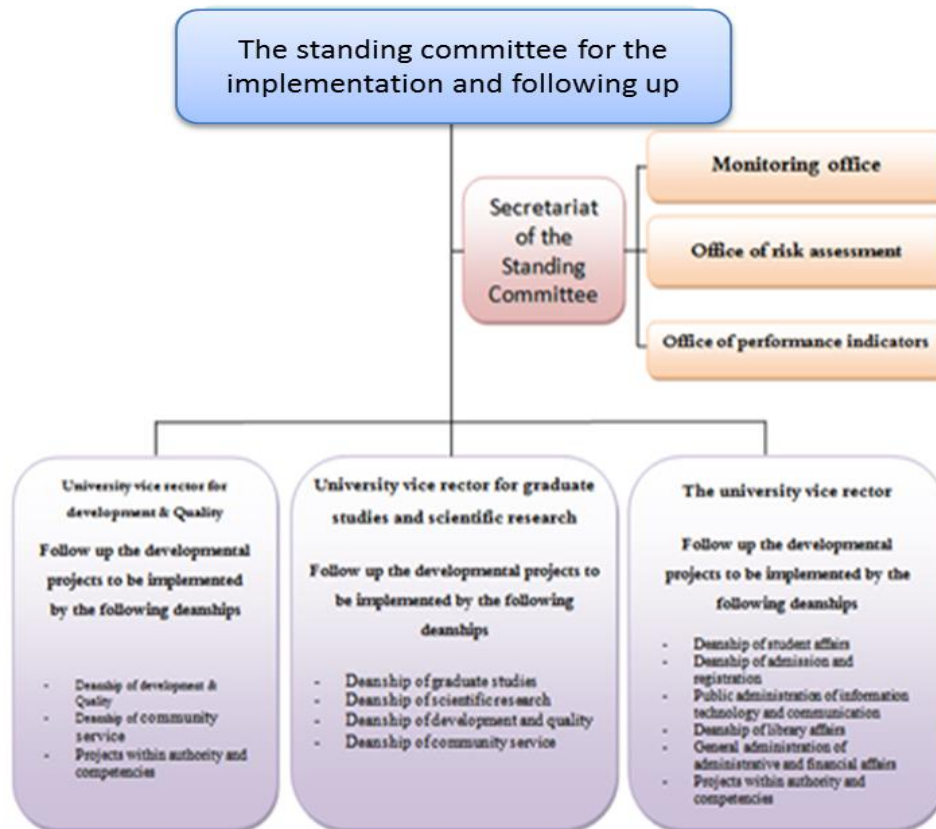


Figure (1-4-1) Organizational structure of the Standing Committee for Implementing and Following up the Strategic Plan

The General Secretariat of the Standing Committee for Implementing and Following up the Strategic Plan created a website on the website of Vice-Rectorship of Development and Quality on which the work mechanism and samples were published (Appendix 1-4-5). Additionally, the University implemented NCAAA recommendations regarding reviewing and editing the University's documents and banners to ensure the consistency of the mission statement. The Strategic Planning Unit and the Technical Office of Deanship of Development and Quality reviewed and edited the following:

- All publications and documents that contain the University mission.
- Documents of the institutional development project and SSR in Arabic and English.

His excellency, the Vice-Rector for Development and Quality issued a circulation to all academic and administrative units, website, and University media on the University mission and objectives in Arabic and English to be utilized in all documents and banners, as required, ensuring the consistency of the statement (Appendix 1-4-6).

The University mission commended by the teaching and administrative staff and students according to the results of the questionnaires (Appendix 1-4-7). There are various documents about the use of the mission in the process of academic and institutional development (Appendix 1-4-8). The mission affects the distribution of the University resources, where the implementation of the strategic plan projects was funded by the University budget. The University included some of the research projects to achieve its mission. The Council of Scientific Research announced the list of funded scientific research projects to achieve the University mission (Appendix 1-4-9). There are many other research projects that were implemented to achieve the mission.

#### 1.4 Relationship Between Mission, Goals, and Objectives

There is an approved matrix to illustrate the relationship between mission and the University strategic goals. The objectives were also linked to the performance indicators in an integrated matrix (see Chapter VI of NU strategic plan). The relationship is very strong between the mission, goals and objectives as they all achieve the University mission as previously mentioned in the second substandard (Usefulness of the mission statement). This relationship could be demonstrated by tracking the six strategic determinants, the associated strategic objectives, and the associated developmental projects which achieve the University mission (see Chapter VI of NU strategic plan pp. 285-303).

The NU Strategic plan was developed based on the model of Hoshin plan, where each strategic objective was divided into a number of operational objectives. Several projects were designed for each operational objective to be implemented through specific activities during different periods as shown in detail in the implementation plan of the strategic plan. The accomplishment of the outputs of these projects means success in achieving the respective operational objective. Achievement of all the strategic objectives of NU means the success in achieving all the University goals and aspirations after five years, by that time we can say that NU succeeded in achieving its mission.

The three aforementioned stages contributed to the accomplishment of 60% of the University mission and strategic objectives, shown as follows:

Table (1-2) Percentage of accomplishing NU mission through the achievement of the strategic objectives via the projects of the third stage of the strategic plan

S.	Strategic objective	Total projects of objective's achievement	Total achieved projects over the first, second and third stages	% of the projects of the objective	% of achievement in the three stages	% of achievement at the level of five years of the plan
1	Achieving academic programs that can compete internationally within the framework of Islamic values.	9	8	88.8	94.2	83.6
2	Preparing distinguished students with great efficiency for the future.	6	5	83.4	95.4	79.6
3	Promoting the competencies and efficiency of the teaching staff.	8	6	75.0	91.7	68.8
4	Enhancing and investing in the University facilities as well as utilizing new technologies.	8	7	87.5	71.4	62.5
5	Improving learning resources in line with the University standards.	7	6	85.7	100	85.7
6	Providing excellent services and support for student.	6	5	83.4	95	79.2
7	Developing the financial and administrative systems according to the total quality standards.	12	9	75.0	80.7	60.5
8	Securing a promising professional future for the graduates.	5	4	80.0	97.1	77.7

9	Improving the system of scientific research to support sustainable development.	8	5	62.5	60	37.5
10	Improving post graduate programs	5	4	80.0	25	20
11	Continuous and effective commitment towards community service.	12	8	66.7	97.5	64.7
12	Establishing a framework for national, regional and global cooperation and partnership.	2	1	50.0	0	0
	Average achievement	88	68	77.3	75.1	60.0

- The first stage of projects of NU strategic plan in 1433/1434 achieved (37) development projects with an implementation percentage of 80.4% which constitutes 28.6% of the University mission.
- The second stage of projects of NU strategic plan in 1435/1436 H. achieved (30) projects (17 new ones and 13 extended ones from the first stage) with an implementation percentage of 73.4% which constitutes 42.1% of the University mission.
- The third stage of projects of NU strategic plan in 1436/1438 H. achieved (30) projects (14 new ones and 16 extended ones from the first and second stages) with an implementation percentage of 75.1% which constitutes 60% of the University mission (Appendix 1-5-1).

It should be noted that the University mission has been publicized in all the University units, via printed and audio-visual means and the University website.

Goals are used to effectively guide the planning and decision-making processes in the University according to methods consistent with the University mission, which was clearly mentioned in the evaluation report of Brunel University for NU vision, mission and strategic objectives (Appendix 1-5-2). The report pointed to the clarity of the University six goals (The six Strategic Parameters are clear) and their contribution to the planning and decision-making processes in the University through the objectives and development projects emanating from them.

**3.1 Report – The Summary of the Document of vision, mission and values;  
Parameters, strategic and operational goals:**

- The Vision is very succinct and is supported by the majority of academic staff, administrative staff and students although it still has no international dimension.
- The Mission supports the Vision and as with (i) above is supported by the majority of academic staff, administrative staff and students.
- The ten Values are commendable with clear definitions.
- The six Strategic Parameters are clear although number 4 does not mention research explicitly.
- The twelve Strategic Goals are clear and are embedded within the Strategic Parameters and they identify high level objectives (called related strategies). What is not clear, and thus requires more work, is how these strategic goals and high level objectives (related strategies) will be achieved. Thus, there is now a need for the development of the operational projects that need to be carried out to achieve each of the twelve strategic goals and thus contribute to the strategy.
- Within the document there is an excellent overview of the workshops and associated activities carried out by the staff in order to develop the Strategic Plan for Najran University. This is a very impressive and informative but perhaps should be located in a separate report (or appendix) as it is about the process of developing a strategic plan and is not part of the actual Strategic Plan.
- A thorough process was followed to develop the Strategic Plan as covered in (vi) above. The stakeholder satisfaction of the vision and mission was gauged by questionnaires, which fed into the redrafted Vision and Mission. It is reassuring to see that there was majority support for the Vision and Mission from academic staff, administrative staff and students. It is interesting that academic staff and administrative staff had slightly stronger support for the Vision. It would be useful to see the sample size (and population) of respondents answering the questionnaires.

Fig. (1-5-1) A photograph of a part from the evaluation report of Brunel University on vision, mission and strategic objectives

The University vision, mission and strategic objectives were evaluated by the external evaluator (Brunel University) (Appendix 1-5-2), Figure (1-5-1)

In addition, a precise matrix was designed for performance indicators to measure the strategic objectives in a way that it could be measured quantitatively or qualitatively. The matrix provides decision-makers with information that helps follow-up the implementation of the strategic plan and the achievement of the activities of the operational objectives and consequently the strategic objectives. They were approved by the NU council with the University's strategic plan "decision No. 10-2-1432/1433 H) (Appendix 1-5-3).

**Overall Evaluation of Quality Standard 1.** Refer to evidence obtained and *provide a report* based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

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

- There is an approved mission consistent with the decree of the University establishment and with the Islamic values and beliefs and requirements of cultural and economic development of KSA.
- The mission was formulated in consultation with the stakeholders and achieved a high consistency degree.
- It is used as a guide in the decision-making processes.
- It was publicized in all units of the University as all academic units and program linked their missions to the University mission.
- It is achievable and has the support of the teaching and administrative staff and students
- It guides the University's academic and administrative activities.
- It guides the planning and works through the University's strategic plan (1433/1440 H). The mission statement was approved by the UC at its second meeting for the academic year 1432/ 1433 H (decision No. 10-2-1432/1433 H). It was extended according to the approval of the Standing Committee for implementing and following up the Strategic Plan in its meeting held on ... 1438 H.
- Mission statement is periodically reviewed for evaluation and development through an approved mechanism. Stakeholders are to be informed 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, University Council, and supporting deanships.

**Recommendations and Priorities for improvement:**

- Increasing contact with the Ministry of Finance to support the strategic plan projects, especially after the new instructions of decreasing the governmental budget, in general, and of universities, in particular.
- Looking for other financial resources for funding the strategic plan projects, e.g. initiatives of the National Transformation of the Kingdom 2030.

**Appendices: (Attachments: 2)**

**Link:** <https://goo.gl/gQjNq3>



## 2. Governance and Administration (Overall Rating ☆☆☆Stars)

**Provide an explanatory report** about aspects of governance and administration that are relevant to the matters referred to in this standard and are not already explained in the institutional profile.

NU Council seeks to provide an effective leadership in the interests of the institution as a whole, through policy development and accountability processes. Policies and regulations have been adopted to effectively guide the activities of the University within a clearly defined administrative structure. In addition, effective communication between male and female sections is carried out on an equal basis to ensure full involvement in planning and decision-making processes.

NU is committed to provide job description with specific and well-defined duties for personnel. To ensure that the personnel accomplish their assigned tasks, NU has established an auditing unit; an administrative unit that directly reports to the Rector. It is concerned with performance monitoring and internal control in all colleges, deanships, centers, departments, especially the administrative and financial departments. Furthermore, NU has adopted a comprehensive strategic plan for the educational institution as a whole from 1433 to 1438 AH. In order to ensure the control of implementing the strategic plan, accomplishing short-term and medium-term objectives, and evaluating the results, UN has established a standing committee to implement and follow up the strategic plan that includes the secretariat-general for the implementation and following up the strategic plan, preparing the operational plans of the developmental projects and following-up the implementation of projects with academic and administrative units as well as arbitration and termination of projects to ensure the achievement of NU strategic objectives. Moreover, NU constituted the Risk Management Committee as a key component of the planning strategies to develop the appropriate mechanisms for risk assessment and minimization. Additionally, NU is keen on including the projects of the strategic plan in its budget and the effective female participation within the organizational structure of the Development and Quality Units and the committees emanating from them. Effective female participation is also required in self-evaluation committees as well as in the implementation of the developmental projects that became an integral part of the regular work of the academic programs.

Interestingly, NU has a standard academic system for female and male sections. Each academic department or program is an academic unit at its college. Accordingly, the Department Council is composed of male and female faculty who fully participate in decision-making processes in accordance with the regulations of the Higher Education Council.

In creating NU organizational structure, it was considered to be an effective tool of planning operations and performance evaluation mechanisms to achieve comparable levels in the female and male sections and taking into account the different requirements for each section. NU adheres to the regulation of the Higher Education Council pertaining to the ethical practices and responsible behavior through the issuance and adoption of Faculty and Personnel Ethical Charter. It also maintains its integrity through a system of following-up and internal financial auditing in order to avoid academic policies conflicts and ensures equal opportunities, privileges, and rewards for female and male sections. Additionally, NU applies effective policies of following up, accountability, and risk management, especially with regard to contracting agreements with other entities.

**Provide a description** of the process for the preparation on this standard.

The processes of preparing this part of the report comprise the following stages:

- Setting-up a committee for the first standard within the institutional developmental project. It has specific and approved tasks to ensure meeting the requirements and providing its members with access to information, data, and reports of the standard.
- Examining the report and recommendations of the team of external reviewers concerning the second standard after visiting the institutional developmental project.
- Implementing many questionnaires and surveys by the Performance Measurement Unit.

- Meeting with the UC Secretariat.
- Reviewing the minutes of the UC, in addition to the records and reports of the Standing Committees up to three years ago.
- Reviewing the reports of the Following-up Administration and the Legal Administration and some documents of the General Administration for Administrative and Financial Affairs.
- Studying NU strategic plan.
- Examining the documents of the General Secretariat for the Implementation and Following-up the Strategic Plan.
- The annual report of NU achievements in administration, education, scientific research, and community service.
- Examining samples of the documents of colleges, departments, units, and organizational structures in addition to the data available on NU website.
- Completing the self-evaluation schedule according to the results of the indicators, available information, and identifying strengths, weaknesses, and improvement priorities.
- Reviewing and auditing by the head of the first standard team.
- Considering independent opinion.

#### Utilizing evidence and performance indicators:

- Faculty satisfaction with leadership pattern.
- Administrative body satisfaction with the clarity of job competencies.
- Percentage of female administrative representation.
- Female and male faculty job satisfaction.
- Degree of job satisfaction of the administrative body.
- Rate of replacing female and male faculty at NU.
- Satisfaction of the labour market and local community with the development procedures applied by NU to meet community requirements.
- Satisfaction with the quality of financial resources from the perspective of the employees.
- Measurement of faculty satisfaction with facilities and equipment.
- Faculty satisfaction with communication technology.

#### Report on sub-standards

##### 2.1 Governing Body

The University Council is the highest decision-making authority within the University. It is chaired by the Minister of Education while the Rector is his deputy. Therefore, senior personnel of the UC compromise the Rector, Vice-Rectors, Deans of colleges and supporting deanships (Appendix 2-1-1).

According to the recommendations of NCAAA regarding female section's participation in the higher councils, NU council approved the establishment of the Deanship of University Studies for Girls. The Rector addressed the Ministry of Education to open the Deanship (Appendix 2-1-2). After the approval of the competent authorities, this action guarantees female representation in the UC. In order to ensure that the female section is represented in all councils, NU has assigned female Vice-Deans of all the colleges of the University (Appendix 2-1-3). NU is committed to represent all female faculties, holders of Ph.D., in all Academic Departments' Councils (Appendix 2-1-4).



In its report on the developmental project, NCAAA recommended the appointment of a Vice-Rector for Sharoura campus, which includes only the College of Sciences and Arts. After discussions with NCAAA, that Sharoura campus is not a branch of the University; NU adhered to the recommendation of NCAAA and established an administrative unit, namely the Unit of Following up Colleges and Supporting deanships outside the main campus. The unit was listed in NU organizational structure. This unit has tasks and authorities to follow-up all educational and administrative affairs in order to achieve NU's mission and objectives (Appendix 2-1-5). NU Standing Advisory Committee also recommended paying periodic visits, every semester; by Vice-Rectors to each campus outside the main campus (Appendix 2-1-6).

Owing to Article no (20) of the Regulations of the Higher Education Council, to determine the responsibilities of the UC in running of scientific, administrative, and financial affairs and the implementation of the general policy of the University (Appendix 2-1-7), NU has developed a description of the UC's tasks and responsibilities (Appendix 2-1-8). To support the accuracy of decision-making processes, NU Council has adopted the establishment of 23 standing sub-committees comprising members of the UC, senior academic leaders, directors, and faculty (Appendix 2-1-9). These committees seek to support the work of the UC through reporting the key issues within its terms of reference, such as the Standing Committee for Constituting the Five-Year Plan; the Committee for the Closure and Preparation of Accounts and its role in preparing and following up the budget draft and approving the internal regulations of the University; and the Standing Committee for the Implementation and Following up the Strategic Plan and its role in following up accomplishing its strategic objectives, following up the implementation of the strategic plan's projects, following up the advancement in achieving the mission and strategic objectives of NU and taking actions for the required updates for the mission, strategic objectives and developmental projects of the University and the general policies under the UC terms of reference (Appendix 2-1-9 -Repeated).

NU Council has a General-Secretariat directly linked to the Vice-Rector for Post-Graduate Studies and Scientific Research (currently Secretary of UC). It is responsible for verifying the clarity of issues and topics that the UC shall be considering and their compatibility with NU policies. It is also entrusted with providing the administrative, secretarial, and technical services for the meetings of the UC. According to the regulation of Higher Education Council and universities, the official in charge of the Secretariat is the Secretary of the UC, who is appointed by the Council chairman on the Council nomination of one of its members. A decision shall be made regarding this approval by the Council. The Secretary has authorities delegated to him under the decision of authorities' delegation issued by the Rector (Appendix 2-1-10).

In its report on the developmental project, NCAAA recommended taking formal actions for evaluating the effectiveness of the UC. The Vice-Rector for Post-Graduate Studies and Scientific Research, Secretary of the UC, made a decision to set up a formal mechanism to measure and followup the effectiveness of UC's performance (Appendix 2-1-11) and (Appendix 2-1-12), including:

- Briefing the members of the UC on the effectiveness of the decisions taken by the previous Council in accordance with a model to follow up the implementation of UC's decisions and to verify their compatibility with NU policies.
- Annual report on the performance of the UC utilizing an inventory form of decisions according to the tasks specified by the regulation of Higher Education Council.
- Presenting the annual report to members of the UC in the first meeting in the first semester of the academic year and highlighting the internal benchmarking of UC's decisions with the previous year. The report should end with a list of recommendations to be discussed with UC's members and approve what they agreed on (Annual Report Model).
- Designing performance indicators to measure the effectiveness of the UC performance.
- Approving and activating a mechanism for qualifying the new members of the UC and briefing them on the previous decisions.
- Surveying the opinion of NU employees about the performance of the UC, with the results to be included in the annual report of the UC.

## 2.2 Leadership

NU, represented by the Vice-Rectorship for Development and Quality, made decision No. (I. O.-22942-6-432 on 18/06/1432) for carrying out a project for the development of NU organizational structure to accomplish its strategic vision, mission, goals, and objectives in agreement with the Institute of Public Administration that undertake the supervision on this project (Appendix 2-2-1). Moreover, within the first stage of its strategic plan's projects, NU listed a project to design developed organizational structures for its academic and administrative units in which the College of Administrative Sciences support NU colleges and deanships to design their organizational structures. It included all NU colleges and supporting deanships. All these units completed their organizational structures.

Moreover, NU sought to develop a clear and elaborate job description defining the responsibilities and tasks of the University academic and administrative leaders. Accordingly, the Rector issued a decision approving the Organizational Handbook (Appendix 2-2-2). NU updates the organizational structure and Organizational Handbook according to its administrative latest developments which would guarantee the effectiveness of the administrative systems (Appendix 2-2-3). NU established an "Internal Audit Unit" directly linked to the Rector to ensure that the actions required from administrative leaderships and their responsibilities are effectively and promptly fulfilled. This Unit is concerned with internal follow-up and audit of the works achievement in all Colleges, Deanships, Centers, and Departments, particularly administrative and financial Departments (Appendix 2-2-4). According to NCAAA recommendations, NU uploaded an English version of the Organizational Handbook on its website (Appendix 2-2-5).

NU is keen that its leaders support cooperation among colleagues at the University units which would ensure the effectiveness of all functions. That was revealed by the positive results based on the study of Performance Measurement Unit on the effectiveness of NU academic leadership from the viewpoint of male/female faculty (Appendix 2-2-6).

NU Council adopted a clear system of delegating and following up authority in accordance with Authority Delegation Regulation issued under the Minister of Civil Service, Decision No. 11722/703 dated 22/11/1427H based on delegating the Council of Civil Service during its meeting on 20/10/1427 H referred to the Ministry through the General Secretariat's letter to the Council of Civil Service No. 957/427 dated 29/10/1427 H and has been circulated under the letter of the Ministry No. 136/703 dated 26/11/1427H. It is enforced from the date of this notification on 26/11/1427H (Appendix 2-2-7) and (Appendix 2-2-8).

In the light of the applied system of authority delegation, NU approves a mechanism whereby Deans will abide by submitting an annual report to the Rector, including the mandates and authorities given by the Rector to Deans (Appendix 2-2-9). The annual report has to cover several specific fields, including:

- 1- Administrative affairs.
- 2- Scientific affairs.
- 3- Faculty affairs.
- 4- Student affairs.
- 5- Social affairs (community participation).
- 6- Development and Quality.
- 7- Developmental Evaluation Project (in case of having one or more programs seeking accreditation).
- 8- Academic Counseling Units.

NU academic leaderships abide to the principle of teamwork on forming the teams of different committees. Moreover, it provides an appropriate representation of both male and female sections. In addition, it approved a standard system for evaluating the performance of faculty in order to ensure evaluating their performance in all the academic, research, community, and administrative aspects and to ensure providing feedback for them which definitely makes them develop their personal and professional performance (Appendix 2-2-10) and (Appendix 2-2-11).

Within its training plan for the academic year 1437/1438H, Skills Development Unit trained male and female faculty on the new system (Appendix 2-2-12).

The Committee of Improving Job Satisfaction of the University Employees approved the mechanism of (Bader: "Be Initiative") in order to encourage them to provide initiatives and set a regulatory framework of the initiatives (Appendix 2-2-13).

The University applied the new executive regulation of professional performance approved by the Ministry of Civil Service (Appendix 2-2-14).

According to NCAAA recommendations not to assign more than one administrative position to one academic leader, it was agreed with NCAAA to achieve (50%) of the recommendation in the first stage provided that it would be completed in the second stage due to the circumstances of the University emergence and the small number of Saudi faculty (Appendix 2-2-15).

- The Standing Advisory Committee listed all NU academic leaderships who have more than one administrative assignment. The number of these administrative positions is (23) (Appendix 2-2-16).
- The Advisory Committee analyzed the listed data and recommended the following:
  - 1- Assigning (9) of those positions, (It was already executed.), as follows:
    - Assigning a Dean for the College of Pharmacy.
    - Assigning a Dean for the College of Dentistry.
    - Assigning a Dean for the College of Nursing.
    - Assigning a Dean for the College of Education.
    - Assigning a Dean for the College of Languages and Translation.
    - Assigning a Dean for the Deanship of Admission & Registration.
    - Assigning a Dean for the Deanship of Scientific Research.
    - Assigning a female Vice-Dean for the Deanship of Admission & Registration.
    - Assigning a Vice-Dean for the Deanship of Development & Quality.
    - Assigning a female Vice-Dean for the Deanship of Development & Quality, female section.
  - 2- Completing the assigning of other administrative positions at the end of the assigning period as showed in the list.
    - The Rector approved the recommendations of Standing Advisory Committee

### Complete a KPI Table for sub-standard 2.2.

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

**KPI: (Average rating on the adequacy of the Policy Handbook on a five-point scale in an annual survey of teaching staff and final year students).**

NCAAA KPI Reference Number: \_\_S2.1\_\_

Institutional KPI Reference Number: NU.6

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			Cairo Univ., Egypt	Arabian Gulf Univ., Bahrain	King Khalid Univ., KSA	
4.18= (83.6%)	4= (80%)	3.95= (79%)	-	-	68.8%	4.5

**Analysis (list strengths and recommendations):**

NU achieved a high rate of teaching staff and final year students' satisfaction with the adequacy of the University organizational structure as well as agreement on the Policy Handbook rating 4.18. It surpassed that of King Khalid University that achieved 3.33.

**Strengths:**

High rate of teaching staff and final year students' satisfaction with NU organizational structure and policy handbook.

**Recommendations:**

Increasing hard and soft publication for NU organizational structure and policy handbook.

**\* Explain:**

1. Why this internal benchmark provider was chosen?

Because the organizational structure of the University does not include branches, it adopted the internal benchmark of the preceding year achieving 3.95.

2. How was the benchmark calculated?

(Overall average of the scale/ No. of the scale types) \* (100)

3. Name of the internal benchmark provider.

Performance Measurement Unit at the Vice-Rectorship for Development and Quality.

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

King Khalid University is one of the leading universities in KSA and was accredited by the Education Evaluation Commission (EEC). It is based in the South region of KSA which is the same geographic location of NU, thus the benchmarking indicates the University's competitive level in its geographic context.

2. How was the benchmark calculated?

Overall average of the scale/ No. of the scale types) \* (100)

3. Name of the external benchmark provider.

King Khalid University

**KPI Table**

**KPI: The ratio of satisfaction of male and female personnel with the effectiveness of the administrative leadership**

NCAAA KPI Reference Number: \_\_\_\_\_

Institutional KPI Reference Number: NU7.3

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			Cairo Univ., Egypt	Arabian Gulf Univ., Bahrain	King Khalid Univ., KSA	
70.8%	75%	68.3%	75.35	75%	--	75%

**Analysis (list strengths and recommendations):**

The performance indicator of personnel' satisfaction with the effectiveness of the administrative leadership achieved (70.8%) which is lower than the target (75%), while the benchmark achieved a level higher than the actual indicator of the University which is (75%).

**Strengths:**

Improvement in the satisfaction of male and female personnel with the effectiveness of the administrative leadership.

**Recommendations:**

Activating the periodical meetings between academic and administrative leaders in order to

define the problems they face according to the Committee of Job Satisfaction.

**\* Explain:**

1. Why this internal benchmark provider was chosen?

Because the organizational structure of the University does not include branches, it adopted the internal benchmark of the preceding year achieving 3.95.

2. How was the benchmark calculated?

The ratio of male and female personnel' satisfaction with the effectiveness of the administrative leadership = (Overall average of the scale / Number of scale types X 20)

3. Name of the internal benchmark provider.

Performance Measurement Unit

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

Because it is a Gulf university located in the direct regional context of Saudi Arabia.

2. How was the benchmark calculated?

The ratio of male and female personnel' satisfaction with the effectiveness of the administrative leadership= (Overall average of the scale / Number of scale types X 20)

3. Name of the external benchmark provider.

Arabian Gulf University

**KPI: Percentage of the effectiveness of scientific councils' performance from the perspective of the teaching staff**

NCAAA KPI Reference Number: ....

Institutional KPI Reference Number :NU3.5

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			Cairo Univ., Egypt	Arabian Gulf Univ., Bahrain	King Khalid Univ., KSA	
%90.6	90%	86.5%	96.3%	--	----	95%

**Analysis (list strengths and recommendations):**

KPI of the effectiveness of scientific councils' performance from the perspective of the faculty achieved 90.6% that equaled the target of 90%, while the external benchmark surpassed the actual benchmark of the University rating 96.3%.

**Strengths:**

Improvement of the effectiveness of scientific councils' performance from the perspective of the faculty than the past year.

**Recommendations:**

Setting up KPI on the effectiveness of scientific councils.

**\* Explain:**

1. Why this internal benchmark provider was chosen?

Because the organizational structure of the University does not include branches, it adopted the internal benchmark of the preceding year achieving 3.95.

2. How was the benchmark calculated?

Percentage of faculty satisfaction with the effectiveness of scientific councils = Overall average of the scale / Number of scale types \* (100).

3. Name of the internal benchmark provider.

Performance Measurement Unit at the Vice-Rectorship for Development and Quality.

**\*\* Explain:**

1. Why this external benchmark provider was chosen?



Because it is a regional university that lies within the top 500 universities according to the 2016 Shanghai Ranking and it is the oldest university in the Middle East.

2. How was the benchmark calculated?

Percentage of faculty satisfaction with the effectiveness of scientific councils= Overall average of the scale / no. of the scale types \* (100).

3. Name of the external benchmark provider. Cairo University

### 2.3 Planning Processes

On the basis of the approval of NU Rector, decision No. 706/1/432 dated 28/1/1432 H and in the light of authority delegation, the Vice-Rector for Development & Quality issued decision No. 13/1432 dated 8/2/1432 H to form the structure and the teams for the preparation of the University strategic plan, provided that the Rector shall be the general supervisor of the plan. A Senior Advisory Committee of the team of preparing the University strategic plan has been formed. A Deputy Chief Executive Officer for Communication and Information, a Deputy Chief Executive Officer for Awareness and Information, and a Deputy Chief Executive Officer for Follow up were appointed. In addition, many work teams were formed (Appendix 2-3-1). In order to prepare the strategic plan, the work team held several brainstorming sessions and workshops attended by a large number of the University employees. The work team also held several meetings with numerous governmental departments and civil community institutions and distributed (3844) questionnaires to the University employees and external parties. Then, the work team analyzed statistical data and documents about the University as well as documents and studies on Najran city.

The work team also conducted a benchmarking study reviewing the ninth development plan of the Kingdom of Saudi Arabia and the strategic plan of Higher Education (Afaq). The study also extended to collect, analyze and examine the best practices in a selected group of universities representing the regional, national and global scopes, according to specific criteria and regulations. Hence, on setting the plan, the University was keen to conduct comprehensive and realistic surveys of the internal and external environmental factors that affect the University development utilizing the technique of environmental analysis SWOT. There was enough evidence that the leadership effectively communicate with the majority of staff and senior managers at NU for that analysis.

Represented by the Vice-Rectorship for Development and Quality, NU signed a contract with Brunel University whereby the latter revises and reviews the strategic plan of NU (Appendix 2-3-2).

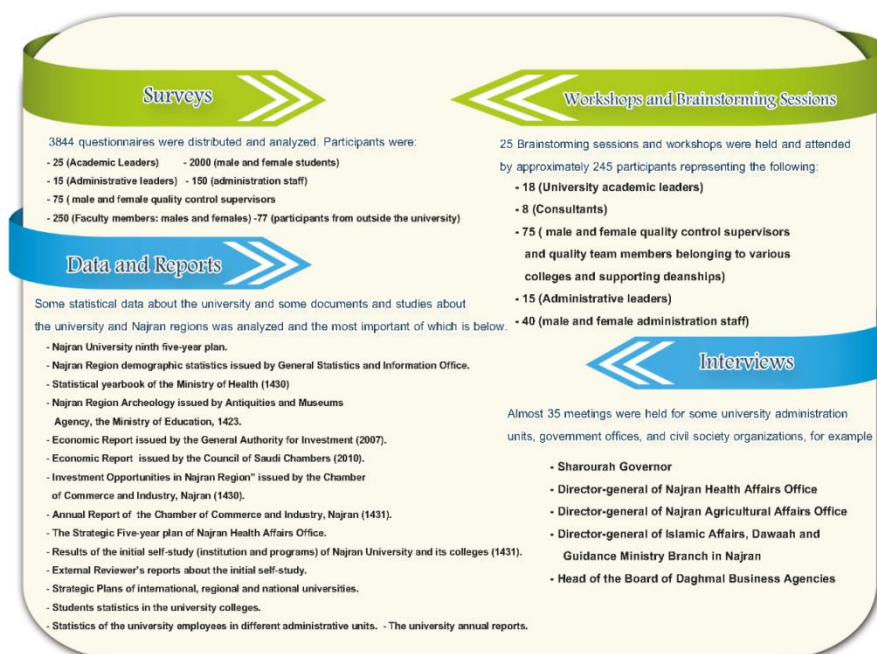


Fig. (2-3-1): Participation in preparing NU strategic plan



To oversee the implementation of the strategic plan, the Rector issued decision No. (I.O. -35831-6-433 dated 20/07/1433 AH) to form "the Standing Committee for Implementing and Following up the Strategic Plan", and its Secretariat in cooperation with the Advisory Board of the Vice-Rectorship for Development and Quality, the Deanship of Development and Quality, and the Performance Measurement Unit in the Vice-Rectorship for Development and Quality. The tasks of the committee are: (Appendix 2-3-3):

1. Following up the accomplishment of the University vision, mission and strategic objectives.
2. Discussing the reports submitted from the Secretariat to the Committee on the performance of developmental projects and their fulfillment rate compared to the pre-settled timetable and objectives.
3. Adopting the required modifications and improvements on projects, whether with regard to the timetable or financial liabilities.
4. Working on improving the performance of the strategic plan implementation through continuous evaluation and assessment of its projects.
5. Strengthening the performance of the strategic plan implementation depending on providing information about the performance of all the plan-relevant parties.
6. Adopting the forms of the periodical following up of the strategic plan projects.
7. Presenting feedback to the officials of the developmental projects in order to follow-up the progress made in performance and achieving goals and to continually improve it.

According to the mechanism of updating NU strategic plan, the Vice-Rector for Development and Quality formed a team for the updating (Appendix 2-3-4). It was divided into two sub-teams: The first one is responsible for updating the mission, goals and objectives, while the second is responsible for updating the projects of the strategic plan. Both teams finished their tasks which were reported to the Standing Committee that agreed on the recommendations:

- Extending working by the strategic plan to Muharram 1440 H so that it would coincide with the developmental plan of Saudi Arabia.
- Keep working by NU mission, goals and objectives.
- Updating the projects of the strategic plan according to the conclusions of the sub-committee

Since each strategic plan has its risks that are related to implementing the strategic objectives, NU intended to anticipate risks and adopt suitable mechanisms for evaluating them and decreasing their effects in case they happen. Hence, it established the "Risk Assessment Office" which was entrusted to carry out the tasks related to the measurement and assessment of risks and the improvement of their management strategies aiming at reducing the degree of risks or avoiding them and reducing their negative effects. An annual report about the risks of implementing the projects of NU strategic plan is issued (Appendix 2-3-5).

The Vice-Rector for Development and Quality issued a decision of forming a team for preparing a plan for NU risks including a major team of (13) members, an administrative supportive team and (8) sub-teams of (63) male and female members. Those teams cover all the potential risks of the University (Appendix 2-2-6) which are:

- Risks of health and medical laboratories, risks of scientific and engineering laboratories, risks of documents and information security, legal risks, financial risks, risks of media and mental images, risks of human resources, natural risks, and risks of facilities.
- The teams carried out the following tasks:
  - Listing all the potential risks in the sites related to the type of risk.
  - Listing the parties that are potentially subject to the risk.
  - Setting up an action plan for handling the risk including (risk description, risk level, policies for overcoming it, the effect of risk in case it happens, the official of the site, and the official of implementation and following up).
  - Setting actions for alleviating the risk in case it happens.
  - Setting actions for removing its effects after happening.
  - Setting actions for avoiding it in the future.

- All the teams finished setting up the plan of risks as for each risk and it was discussed and reviewed by the major team that recommended approving it. The Vice-Rector approved the plan (Appendix 2-3-7) and (Appendix 2-3-8).
- The plan was delivered to the Standing Committee of Risk and Crisis Management so that it would be activated in all the academic and administrative units at NU.

According to NU annual plan of development, risk management includes assigning all the academic programs to anticipate annual potential risks of the program (Appendix 2-3-9). Moreover, the program prepares an annual report at the end of the year on the faced risks and how they are decreased or avoided (Appendix 2-3-10).

NU was keen on making strategic planning a basic pillar of the process of setting up its annual budget. That is why it formed a committee for preparing the tenth plan of development. That committee intended to incorporate the strategic plan into the tenth plan of development with all of its objectives and developmental projects on which the annual budget of the University is based (Appendix 2-3-11).

### Complete a KPI Table for sub-standard 2.3.

#### KPI Table

The percentage of annual increase in the accomplishment of the University mission based on the ratio of achieving the strategic objectives not less than (15%) annually

KPI:						
NCAAA KPI Reference Number: _____						
Institutional KPI Reference Number: NU1.5						
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			Cairo Univ., Egypt	Arabian Gulf Univ., Bahrain	King Khalid Univ., KSA	
17.9%	15	13.5	25%	--	----	20%

#### Analysis (list strengths and recommendations):

According to its internal regulations for following up the implementation of strategic objectives, the University adopted preparing an annual report on achieving the University mission based on achieving the University strategic objectives.

#### Strengths:

Continuous progress in achieving the University mission rating 60% by the end of the third stage of NU strategic plan.

#### Recommendations:

Using software to follow up accomplishing the University mission and strategic objectives.

#### \* Explain:

1. Why this internal benchmark provider was chosen?

Because the organizational structure of the University does not include branches, it adopted the internal benchmark of the past year rating 13.5%.

2. How was the benchmark calculated?

= Total of the annual accomplishment of the strategic objectives based on the accomplishment of the strategic plan projects/ Total of the target accomplishment in case of implementing the plan's projects rating 100%

3. Name of the internal benchmark provider.

Performance Measurement Unit at the Vice-Rectorship for Development and Quality.

#### \*\* Explain:

1. Why this external benchmark provider was chosen?

Because it is a regional university that lies within the top 500 universities according to the 2016 Shanghai Ranking and it is the oldest university in the Middle East.

2. How was the benchmark calculated?

The University has a Five-Year strategic plan of which 20% are implemented annually. In the last year, 25% of the plan's objectives were implemented.

3. Name of the external benchmark provider. Cairo University

#### 2.4 Relationship Between Sections for Male and Female Students

Powerful indicators are registered by the University Performance Measurement Unit for equal representation of both male and female sections in the membership of the committees and councils on all respective levels. In addition, the Rector issued decision No. (S-1062-1-431) dated 20/04/1431 H (Appendix 2-4-1) to entrust one of the Saudi academic female leaders to generally supervise girls' colleges within the organizational structure of the University; her duties include:

- Direct supervision on the performance of female faculty and report notes to the College Dean.
- Following up the furnishing needs of girls' colleges and report notes to the College Dean.
- Direct cooperation with Colleges Deans during interviews with contracted female faculty.
- Direct supervision and following up of the activities of Girls' Colleges and coordination with Deans.
- Taking the necessary precautions to ensure the safety of the College female employees while performing their duties.
- Following up the negative phenomena among female students and College cleaning workers and reporting suggestions and solutions to the Dean.

Both male and female sections are equally represented in the membership of the meetings of the Department Councils that comprise joint programs between the two sections (Appendix 2-4-2).

According to the recommendations of NCAAA regarding female section's participation in the higher councils, NU council approved the establishment of the Deanship of University Studies for Girls. The Rector addressed the Ministry of Education to open the Deanship. After the approval of the competent authorities, establishing the Deanship of University Studies for Girls guarantees female representation in the UC. In order to ensure that the female section is represented by the female in all councils, NU has assigned female Vice-Deans to all the colleges of the University. NU is committed to represent all female faculties, holders of PhD, in all Academic Departments Councils.

The participation of the female section is not limited to the membership of the department councils of joint programs; it extends to participating in the major plans of the colleges such as the strategic plan and the post-graduate studies programs. Thus, they completely participate in decision-making process according to the Regulations of Higher Education Council. Moreover, male and female sections representation included in the committees of developing curricula and academic accreditation (Appendix 2-4-3).

According to NCAAA recommendation No. 13 regarding increasing the number of female faculty ranked Assistant Professor, Associate Professor and Full Professor in the female section, the following has been done:

- A work team has been formed based on the decision issued by the Vice-Rector for Development and Quality (Appendix 2-4-4).
- The forms have been designed and applied to all the University programs and data has been collected (Appendix 2-4-5).
- The study resulted in:
  - Listing the number of faculty in the male and female sections based on the scientific degree.
  - Evaluating the current situation of the ratios of male and female students to faculty at the level of each program according to the scientific degrees (male and female sections) and the ratios of faculty

according to the scientific degrees (male and female sections).

- Some executive recommendations have been presented regarding bridging the gap and future expectations that would improve the current situation (Appendix 2-4-6).
- Reporting the study to the Vice-Rector for Post-Graduate Studies and Scientific Research.
- The first stage of the five-year plan has been designed so that it would achieve the target ratios according to the data set out in the study (Appendix 2-4-7).
- Approving the five-year plan for achieving the ratios by the Vice-Rector for Post-Graduate Studies and Scientific Research (Appendix 2-4-8).
- NU has publicized some job vacancies on its website; the female section had (74) vacancies as follows: (18 Full Professors, 25 Associate Professors, and 31 Assistant Professors). Those vacancies exceed the ones approved in the first stage. That is, the University seeks providing those degrees to address the needs of the female section.

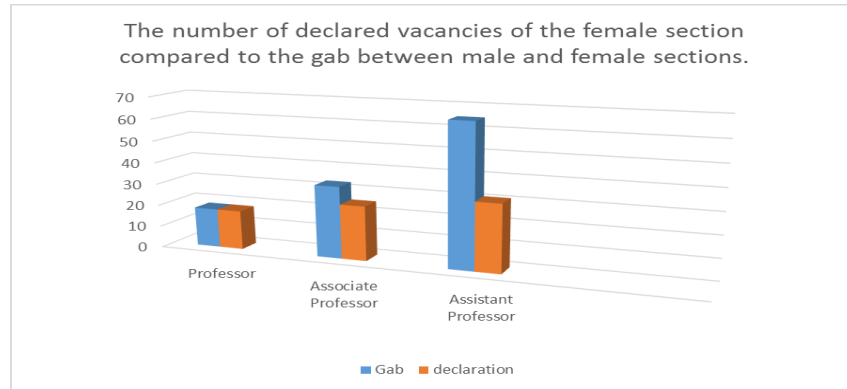


Fig. 2-4-1: The number of announced vacancies of the female section compared to the gap between male and female sections

NU endeavors to adopt parallel criteria for monitoring performance indicators in both male and female sections to show the similarities and differences and subsequently take the necessary decisions in support of equal opportunities between both sides. In order to achieve this, Performance Measurement Unit prepared reports to measure the performance indicators in both sections as illustrated in (Table 2-4-1)

Table (2-4-1): Performance indicators measurement reports for both male and female sections as prepared by NU Performance Measurement Unit.

1	Evaluating the degree of job satisfaction among NU male/female faculty (Appendix 2-4-9).
2	Male/female faculty evaluation of learning resources at NU from the perspective of the faculty (Appendix 2-4-10).
3	Evaluating courses and teaching performance of NU male/female faculty from the University student's viewpoint. (Appendix 2-4-11).
4	Measuring the effectiveness of NU academic leadership from the viewpoint of male/female faculty (Appendix 2-4-12).
5	Assessment of male/female faculty satisfaction with NU facilities and equipment (Appendix 2-4-13).
6	Assessment of male/female faculty satisfaction with the performance of Development & Quality Units of the Colleges (Appendix 2-4-14).
7	Evaluating the degree of job satisfaction among NU employees (male and female personnel) (Appendix 2-4-15).

## 2.5 Institutional Integrity

NU fosters specific rules to control ethical practices and responsible conduct through Faculty and Personnel Ethical Charter (Appendix 2-5-1). Adopting such Charter, the University aims at:

- Informing NU employees about the importance of ethics and employment in the light of the principles of Islam.
- Informing the faculty as well as the personnel about the regulations and laws that preserve rights and duties, organize work, and make them aware of the necessity of work according to ethical measures.
- Making the faculty aware of their outstanding mission, appreciate its significance; perform it in order to preserve the honor of teaching profession in the light of the Islamic Sharia.
- Highlighting the good qualities and high morals that they should intellectually and behaviorally demonstrate before Allah, high authorities and themselves. Accordingly, interpersonal skills will be developed.
- Enhancing faculty and personnel' loyalty to their profession and to their continuous perception of their mission, and developing their sense of moral responsibility of professional practice.
- Motivating faculty and personnel to foster the values and ethics of their profession in their practical and professional life.
- Raising the awareness of faculty and personnel about the significance of the teaching profession and its role in building the future of the community and nation.
- Contributing to enhancing the scientific and social position of faculty and the development and progression of our community.

Furthermore, the University supports and maintains its integrity through adhering to the laws and regulations stipulated in the laws of Civil Service and policies of the Ministry of Higher Education (Regulations of the Council of Higher Education and Universities) (Appendix 2-5-2). Additionally, it complies with the internal financial regulations, study and tests' regulations, implementing rules and the other directive regulations (Appendix 2-5-3).

To conduct such regulations, the University constitutes various standing committees, such as the Standing Committee for Looking into Employees' Violations (Appendix 2-5-4) and the Standing Committee for Student Discipline (Appendix 2-5-5).

The University integrity is also ensured by other internal financial auditing and follow-up systems. Thus, it appoints an auditor to guarantee that internal financial auditing processes are independent from work of accounting and businesses directors (Appendix 2-5-6). Moreover, it assigns financial auditing processes to an independent external legal auditing office to ensure integrity and impartiality (Appendix 2-5-7).

In addition, it utilizes Plagiarism software to review student works in Health Colleges, Colleges of Engineering and Computer Science and Information Systems (Appendix 2-5-8).

As sincere media is the mirror of truth, NU adopts media policy characterized by truthfulness and integrity. Accordingly, the University established Media and Public Relations Department whose effective strategy comprises the following aspects (Appendix 2-5-9):

1. Defining the University scientific and academic status and role in sustainable development.
2. Raising awareness of the University employees of their great role for both the University and the community and creating mutual interaction to achieve the objectives of the University.
3. Creating good relations between the University community and the external one.
4. Identifying the public opinions towards the University and reporting them to the senior management.

NU witnesses rapid growth in all fields. Such growth necessitates the development of the performance of the University media. Therefore, the University is keen on supporting Public Relations and Information Department through the inclusion of a developmental project in the first stage of the strategic plan; the project of supporting the University Media and Public Relations Department and providing specialized technical cadres (Appendix 2-5-10). The College of Administrative Sciences is entrusted to implement such project in cooperation with the University Media and Public Relations Department. Accomplishments of the project are as follows:

- Setting-up the criteria of selecting specialized technical cadres at the University media field.



- Adjusting approved measures to connect the University Media Office with other units and other media sectors.
- Designing procedures' handbook.
- Developing an effective system for academic media.

The project success rated (100%).

To support and build good relationship among members of the University community and the external community, NU has issued a periodical newspaper published quarterly, under the title "The University Echo/ Sada Al-Gamaa" since 1/11/1429 AH. (Appendix 2-5-11) in order to refresh the cultural movement in Najran. Such newspaper connects the University and its employees on one side, and the University and the community on the other side. It involves the sections of University News, Press Reports, Sharia and Life, Articles and Opinions, New Experiences, Sports News...etc.

Additionally, NU adheres to specific systems and procedures when announcing financial issues or conflicts among faculty and employees at all levels (Appendix 2-5-12). Legal Affairs Administration hasn't observed any irregularities relevant to faculty and personnel power abuse to obtain financial interests from the University projects' tenders.

With regard to the appointment of Saudi faculty, NU adheres to the regulation of Saudi Faculty Affairs through the Standing Committee for Faculty Appointment and Promotion (Appendix 2-5-13). The Committee adheres to transparent, discipline, and documented procedures for Saudi faculty appointments. To prove transparency and integrity in such appointments, the committee commits to the following steps:

1. Publicizing job vacancies to hire faculty in national newspapers and on the University website with the application date and deadline.
2. Application forms and the required recruitment documents set out in the announcement are submitted to the Head of Department.
3. Application forms are submitted to the Department Council and Dean of the College.
4. Application forms are submitted to the College Council and the Rector.
5. Application and all required documents are submitted to the Vice-Rector of Post-Graduate Studies and Scientific Research; Head of the Scientific Council.
6. Application is submitted to the Scientific Council to be investigated and to get recommendation.
7. The Rector's approval on the Scientific Council minute.
8. Application and all required documents are submitted to the UC to report the Scientific Council recommendation to the UC Secretariat.
9. The Minister of Higher Education, the Chairman of UC approves the Council minute.
10. Administrative Affairs are notified of the Council decision in order to issue an executive decision, in case of recruitment approval.
11. Eligible Assistant professor shall submit his/her institution approval of his/her transfer to NU and statement of occupational history approved by its personnel affairs office.

NU is also committed to the utmost degree of integrity and transparency when appointing lecturers, demonstrators, language instructors, and research assistants through the Standing Committee for lecturers, demonstrators, language instructors and research assistants affairs, headed by the Vice-Rector of Post-Graduate Studies and Scientific Research. The Committee, which reports its recommendations to the council, is entitled to:

1. Proposing a general policy to select lecturers, demonstrators, language instructors, and research assistants and distributing them to departments and colleges.
2. Offering views on the recommendations issued by the Colleges Councils concerning the appointment of lecturers, demonstrators, language instructors, and research assistants as required and preparing grievances submitted to the Committee after issuing appointment decisions (Appendix 2-5-14).

Enhancing the principle of transparency, the Standing Committee for lecturers, demonstrators, language instructors and research assistants affairs adherers to the following appointment measures:

1. Publicizing job vacancies to hire faculty in national newspapers and on the University's website with application date and deadline.
2. Submitting eligible applicant file containing all required documents to the Administrative Affairs



Department or the Head of Department.

3. Attending the interviews and tests determined by the college.
4. The committee defined by the College approves the appointment nomination of demonstrator or lecturer position.
5. Nomination is submitted to the Department Council and Dean of the College.
6. Nomination is submitted to College Council and the Rector.
7. Recommendation of College Council and the attached documents are submitted by a note to the Vice Rector of Post-Graduate Studies and Scientific Research; head of Standing Committee for lecturers, demonstrators, language instructors and research assistants affairs.
8. After the Rector's approval, recommendations of the Standing Committee for lecturers, demonstrator, language instructors and research assistants' affairs and the attached documents are reported to the UC Secretariat to be investigated by the UC.
9. The Minister of Higher Education, the Chairman of UC, approves the Council minutes.
10. Administrative Affairs are notified of the Council decision in order to issue the executive decision.

NU also complies with the principle of transparency in recruitment of public jobs through the vacant jobs announcements in newspapers and on the University website. To support this trend, it has established a Standing Committee for Job Competitions and Promotions headed by the Vice-Rector. It is committed to appointment regulation of public jobs, issued in accordance with Civil Service Council decision No. 1/921 on 7/9/1424, and enforced in the governmental institutions in Saudi Arabia since 1/1/1425 H (Appendix 2-5-15). The University allows the applicants, who weren't selected, to present a grievance to the Committee. Number of the complaints of the last competition in 1435/1436 H was (3). The University also adheres to the principle of transparency in promotions. There was one complaint in 1438 H and it was taken into consideration (Appendix 2-5-16).

Adhering to the principle of transparency and fair treatment for Saudi and non-Saudi male and female faculty, the University adheres to the executive regulation of equivalent orders of their promotion by other universities during their work at NU (Appendix 2-5-17).

The University is also committed to accurate documentation of all practices regarding discipline and dismissal through the Standing Committee for looking into Employees' Violations (2-5-18).

The University has regulations and procedures to which NU is committed in case of financial profits or conflict of interest between faculty members and administrative and academic leaders across the institution (Appendix 2-5-19)

## 2.6 Internal Policies and Regulations

NU derives its rules and regulations from the regulations of the Higher Education Council and Universities according to the latest modifications of the third issue of 1437H (2016). The University uploads such regulations on its website (Appendix 2-6-1).

According to decision No. (10-2 of 1432/1433 H), the UC approved a set of policies, as a reference for NU to achieve its vision and implement its mission and strategic plan. Such policies were reviewed by Brunel University to form administrative reference that direct and control all the University decisions and strategic trends and to achieve the requirements of the NCAAA (Appendix 2-6-2).

There are some handbooks and guides on the University website, such as NU Handbook, Organizational Handbook of Vice-Rectorship for Development and Quality, Research Projects Management Program Guide, Study and Exams Guide....etc.).

In response to recommendation No. (15), NU has established the Standing Committee for Reviewing Internal Policies, Regulations, Procedures and Scope of Responsibilities (Appendix 2-6-3). It involves the ten tasks of the committee. It has developed an action plan with the following priorities:

- Preparing an action plan and follow-up system for the committee (Appendix 2-6-6).
- Simplifying procedures in the Deanship of Faculty and Personnel Affairs and suggesting providing the Deanship with training on service specification and procedures (Appendix 2-6-7).
- Approving a mechanism to measure the effectiveness of the University delegation system (Appendix 2-6-8).

- Listing service specification for the Financial Affairs Department.
- Establishing a committee to prepare a standard code of ethics when using desktops, laptops and smart phones at the University.
- Recommending the creation of a standard organizational structure of colleges and academic programs to ensure that all academic units shall follow the same institutional framework of the committee's next year plan.

## 2.7 Organizational Climate

Job satisfaction among employees in educational institutions is a basic motivation to the advancement of these institutions towards achieving sufficiency, effectiveness, and the assigned tasks easily. Furthermore, job satisfaction and stability is a pivot of psychological stability for NU employees, which, in turn, are reflected positively on the efficiency of work fulfillment. In this regard, NU is keen, through Performance Measurement Unit, on monitoring and evaluating indicators of job satisfaction among its employees from their point of view, according to the current situation and comparing it with the aspired level that is specified in its strategic plan.

Moreover, a faculty member has rights as well as duties stipulated by laws, regulations and instructions. Fulfilling such duties necessitates job satisfaction. Accordingly, NU has been keen, through Performance Measurement Unit, on monitoring and evaluating indicators of job satisfaction of faculty since 1433 H up till now. Table (2-7-1) and Figure (2-7-1) show an increase in job satisfaction indicator among faculty from 1434 to 1438H. It rated (77.6%) in 1437/1438 H surpassing the desired target for job satisfaction (70%) (Appendix 2-7-1).

Table (2-7-1): Comparing the effectiveness level of academic leadership from the viewpoint of faculty from 1434 to 1438 H

Year	Personal Characteristics		Motivating leaders to develop the educational process		Activating governance		Administrative capabilities and leadership characteristics		General evaluation of academic leadership effectiveness	
	Average	%	Average	%	Average	%	Average	%	Average	%
1437-1438	4.06	81.2	3.80	76	3.67	73.4	3.97	79.4	3.88	77.6
1436-1437	4.11	82.2	3.84	76.8	3.80	76	3.96	79.2	3.93	78.6
1435-1436	4.21	84.2	3.89	77.8	3.89	77.8	4.11	82.2	4.03	80.6
1434-1435	4.16	83.2	3.83	76.6	3.87	77.4	4.14	82.8	3.99	79.8

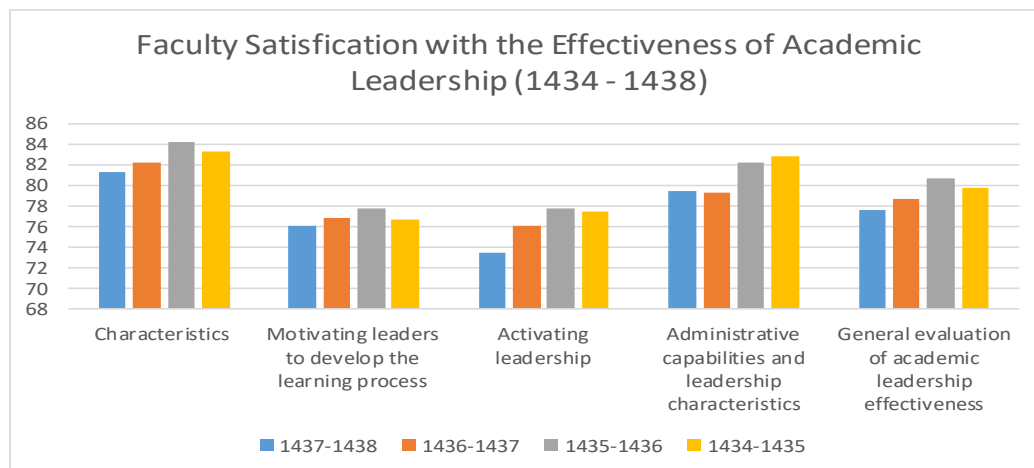


Fig. (2-7-1): Comparing faculty satisfaction with the effectiveness level of academic leadership (1434 – 1438H.)

Due to the significant role of equipment and resources in enhancing job satisfaction, NU has conducted a study to assess the degree of faculty satisfaction with its equipment and facilities in (1437-1438) (Appendix 2-7-2). The study indicated that their satisfaction degree, which rated (72.2%) in the aforementioned period was medium; it doesn't achieve the desired target (80%). Such result is related to faculty stress due to turbulences in the south region which forced the University to transfer some colleges from a building to another to provide its students, faculty and facilities with safety.

Table (2-7-2): Evaluation of faculty satisfaction with equipment and facilities in 1437 – 1438 H

Axis	Average	%	satisfaction Level
Buildings Quality and Adequacy	3.59	71.8	High
Information Technology	3.64	72.8	High
General satisfaction with facilities and equipment	3.61	72.2	High

According to NCAAA recommendation No. (17), that "NU should take steps to create a positive environment by systematically addressing the concerns of faculty and its female campus in Najran and Sharoura". The following steps have been implemented:

- The administrative decision No. 54/1437 was issued on 11/3/1437 H to form teamwork for preparing a study on the concerns of female faculty in Najran and Sharoura (Appendix 2-7-3).
- The teamwork involves members from all colleges (Najran and Sharoura campuses).
- Outcomes of the meetings, which were held with female faculty of each college, are as follows:
  - Listing and classifying their concerns in Najran and Sharoura campuses through brainstorming sessions.
  - Designing a questionnaire to list female faculty concerns in Najran and Sharoura campuses.
  - The questionnaires were distributed to (216) female faculty in (11) colleges in Najran and Sharoura. Then, they were statistically analyzed.
  - Feedback sessions were held with female faculty to provide solutions for the concerns set out in the report.
  - A final report was formulated according to the outcomes of the questionnaire analysis and minutes of brainstorming sessions (Appendix 2-7-4).
  - According to such report, the teamwork held meeting to discuss the outcomes and provide suggestions for solutions of their concerns.
- According to the study made by the committee (Appendix 2-7-5), the members highly agreed on the concerns set out in the questionnaire and brainstorming sessions which were reported to the competent authorities that have taken the following instant actions:
  - Assigning female faculty to the positions of Vice-Deans of colleges and supporting deanship(s), such as a Female Vice-Dean of E-Learning and Distance Education, a Female Vice-Dean of Library Affairs, a Female Vice-Dean of Student Affairs, a Female Vice-Dean of Scientific Research, a Female Vice-Dean of Development and Quality...etc. (Appendix 2-7-8).
  - Deanship of Library Affairs established a library around female colleges and two specialized libraries in female colleges.
  - Providing many classrooms as a result of transferring the colleges to the new site of the colleges in Najran and Sharoura campuses.
  - A nursery was established for the kids of female faculty and personnel in the College of Education.
  - A clinic was established in the medical sector building.
  - Schools of pre-university education were established for the children of female faculty and personnel.
  - Skills Development Unit developed a training plan, involving (28) training programs under implementation for the first semester of 37/38.
  - Housing was allocated for Saudi and non-Saudi female faculty in the University City.

According to NCAAA recommendation No. (16) "NU should establish a formal mechanism to improve organizational climate by systematically addressing employee concerns identified through satisfaction surveys", the University took the following actions:

1. NU Rector has formed a committee for employee job satisfaction improvement, headed by the Vice-Rector of Development and Quality (Appendix 2-7-9). The committee investigated the situation and gave

recommendation concerning establishing a systematic mechanism to improve job satisfaction (Appendix 2-7-10). According to the committee recommendations and members initiatives, the Vice-Rector of Development and Quality made the following decisions:

- Approving a comprehensive mechanism to improve employee job satisfaction through establishing three committees (Appendix 2-7-11), as follows:
  - a) Committee of Administrative Excellence, headed by the Vice-Rector for Development and Quality, to create and update a number of employees' rewards and incentives.
  - b) A committee for establishing a social club for NU employees, headed by the Dean of Student Affairs, to allow the University employees and their families to utilize sports and entertainment halls.
  - c) Mazaya (Privileges) Committee headed by the General Supervisor of Public Relations and Media, to sign cooperation agreements with commercial, sports and economic institutions.
- 2. Adding the condition that employee should previously had a course, at least, of the courses provided by the Deanship of Development and Quality a year before being nominated to attend the Institute of Administration courses (Appendix 2-7-12).
- 3. Designing a questionnaire, which the employee should complete on finishing clearance application form, on reasons for employee turnover (Appendix 2-7-13).
- 4. Assigning the Department of Planning Studies and Development in cooperation with Performance Measurement Unit to conduct a study on the causes of employee turnover (Appendix 2-7-14).
- 5. Assigning the Legal Administration (Appendix 2-7-15) of:
  - Preparing a legal study on the possibility of constituting a Council of General Directors and Senior Personnel, chaired by the Vice-Rector and submitting a proposal of its authorities, in case that there is no legal impediment for its formation.
  - Preparing an explanatory note for the system of promotions and bonuses to be appropriately printed to raise awareness among NU employees of such issues according to the regulations.
  - Assigning the female Vice-Rector for Development and Quality to constitute a mechanism to activate the system of initiatives for NU employees.
  - Recommending holding a meeting every semester between the senior personnel and the administrative staff of the University (Appendix 2-7-16).

Within the activity of NU Performance Measurement Unit in monitoring and measuring performance indicators, financial resources quality was measured from the perspective of all NU faculty, employees, and personnel in the various departments. As shown in table (2-7-3), the study revealed that the quality of financial resources, from the perspective of the University employees, reached an average of (73.2%) which is less than the targeted value compared to the standard of (80 %) aspired by the University in its strategic plan. However, it recorded a remarkable increase during all years of benchmarking from 1433 to 1438 H. (Appendix 2-7-17).

Table (2-7-3): Development of faculty satisfaction rate with the quality of financial resources at the University (1433 - 1438H)

Year	Overall assessment of NU faculty's satisfaction with the quality of financial resources	Percentage
1437 - 1438	3.66	73.2
1436- 1437	3.48	69.6
1435-1436	3.41	68.2
1434-1435	3.22	64.4
1433-1434	3.26	65.2

NU did not only monitor the indicators of faculty and personnel' job satisfaction, but it also measured the satisfaction of labour market and local community with the developmental procedures followed by the University to meet the requirements of the community. Table (2-7-4) shows the satisfaction of labour market and local community with the developmental actions rating (79.6%) which are higher than the targeted value (70 %) and its counterpart in 1435 H that rated (75.2%) (Appendix 2 -7-18).



Table (2-7-4): Average rates and percentages of the questionnaire items and general assessment of labor market and local community satisfaction with the developmental actions taken by the University to meet the requirements of the community

No	Items	Average	Percentage	Level
1	NU seeks to establish good relationship with local community's institutions to facilitate the employment of its students in the labour markets.	4.18	83.6	High
2	NU contributes to holding scientific, cultural, developmental, and training activities and seminars.	4.05	81	High
3	NU helps local community's institutions implement economic and social developmental projects.	4.07	81.4	High
4	NU maintains strong relations and ties with the local, Arab, and international institutions.	3.89	77.8	High
5	NU is interested in university media and seeks to improve its reputation locally, regionally, and internationally.	4.14	82.8	High
6	NU offers educational programs that meet the requirements of labour market and employment.	4.13	82.6	High
7	NU cooperates with specialists from the institutions that employ its graduates to take advantage of their evaluation of NU graduate quality.	3.99	79.8	High
8	NU designs training programs for students that facilitate their engagement in the labour market and employment.	4.04	80.8	High
9	NU documents the services and activities provided to community service and local environment development.	3.93	78.6	High
10	NU involves the concerned stakeholders in training students at the workplace.	3.88	77.6	High
11	NU seeks to provide its specialized services to the labour market and local community (such as consultations, training programs, guidance, health service, etc.)	4.05	81	High
12	NU directs its researches to solve the problems of the local community.	3.67	73.4	High
13	NU provides programs to raise the awareness of community services and local environment development.	3.7	74	High
<b>Overall performance assessment</b>		3.98	79.6	High

E-Correspondence Tracking System is a key contact between senior personnel and all departments of the University due to the tasks and duties it performs to facilitate administrative and technical work. It is essential in any organization or institution. Any shortcomings in this system would hinder or delay other departments' work. Accordingly, NU adopted an effective system to communicate with its faculty and personnel to be notified of the decisions, topics, plans, and updates that took place at the University on a daily basis, through the "Electronic Document Management System ES-CTS". It is a totally internet-based system enabling the University to establish, collect, index, automatically save, track, circulate, and archives sent and received correspondences (Appendix 2-7-19). It allows the registered users to save and document sent, received, and internal correspondences.

Out of its interest in pursuing and developing E-Correspondence System connecting between senior personnel and all of its departments, NU endeavored to monitor and measure the degree of faculty satisfaction with the services offered by the General Administration for Information Technology and Communication, including E-Corresponding Tracking System as one of the administration's main tasks. As shown in table (2-7-5), the study showed that there is a large degree of satisfaction among faculty with technical services rating (79.47%) which is a good percentage closer to the target (Appendix 2-7-22).

Table (2-7-5): Average rates and percentages of the questionnaire items and faculty satisfaction with communication technology from their perspective in the second periodical evaluation.

N o.	Items	Average	Percentage	Satisfaction Degree
1	Quick response to any problem in my PC or any of the programs I am working on.	3.85	77.06	High
2	My PC is periodically maintained.	3.263	65.26	Medium
3	NU provides high-quality Internet services.	4.263	85.26	High
4	I can use e-mail at any time during work hours.	4.52	90.44	High
5	Nu provides appropriate size for mailbox.	4.334	86.69	High
6	NU rapidly purchases the required computers.	3.374	67.48	Medium
7	NU's computer accessories are of high-quality.	3.912	78.25	High
8	The procedures of requesting services from Information Technology Department are flexible.	3.964	79.28	High
9	NU provides an adequate E-Corresponding Tracking System.	4.314	86.29	High
10	NU provides an adequate portal for personnel self-service.	4.502	90.05	High
	Overall Performance	3.973	79.47	High

Enhancing NU devotion to create and maintain a positive work environment, NU prematurely established a "Measurement and Assessment Unit" in the Deanship of Development and Quality in accordance with the Cabinet's decision No. 187 on 4/7/1429 H. It was organizationally linked to the Deanship of Development and Quality. In 1435 H., NU took a decision No. (I.O.-11904-6-435 on 19/02/1435) for the establishment of the Performance Measurement Unit to replace Measurement and Assessment Unit. Thus, it became independent from the Deanship of Development and Quality and affiliated to the Vice-Rectorship for Development and Quality. It was assigned to monitor and measure performance indicators such as monitoring performance indicators of NU Strategic Plan; following up the measurement of the satisfaction of the various stakeholders, employers, community, students, faculty, and graduates with administrative work of the various units of the University; and communicating with NU academic departments to motivate them to ensure the compatibility of the teaching plans of courses, programs, and streams with the requirements of quality standards and labor market using the various surveys of the labor market's needs and stakeholders' satisfaction. It also measures change rates in the performance of the various units through temporal comparison, measures the effectiveness of the units by investigating the quality of the provided service, compares the performance of administrative and academic units at the University, and reports the recommendations to the concerned unit to enforce strength and handle weakness (Appendix 2-7-23).

## 2.8 Associated Companies and Controlled Entities (if applicable)

NU's associated companies and controlled entities are regulated by Universities Financial Affairs Organizational Regulation and Governmental Competitions and Procurement Regulation issued by the Royal Decree No. M/58 on 4/9/1427 H. pertaining to the contractual arrangements with other entities (Appendix 2-8-1). NU constituted several committees, such as the Standing Committee for Direct Purchase, Standing Committee for Sealing off Envelopes, Standing Committee for Inspection of Offers and the Standing Committee for the adoption of materials and specifications of projects the university city in addition to the legal control through NU Legal Affairs Administration. They work according to the assigned tasks to adjust the requirements of partnerships associated with NU and its units. Furthermore, NU formed a Committee to follow-up financial transactions and accelerate expenditure procedures to be concerned with preparing financial affairs follow-up and auditing reports for the various units at the University (Appendix 2-8-2).

According to NCAAA recommendation No. 18 "UN shall clarify what entities are controlled by the institution and address the requirements of standard 2.8 for all such entities", NU established a database of the contracting companies on the home page of the Vice-Rectorship for Development and Quality on NU website (Appendix 2-8-3). It includes:



- All NU departments, concerned with contracting with and following up companies and other contracting entities, have access to upload the data of these companies, details of agreements, and completion rates.
  - The database consists of entry fields pertaining to the personnel who inserts data and her/his department including the staff's name, job No., and department; and entry fields pertaining to the data of the companies including the company's name, code, duration of the contract, value of the contract, contracting authority, following-up body, completion rate, stakeholders' satisfaction, alternative companies, potential risks, and meeting the required commitments by NU.
  - It is characterized by easy access due to its electronic design on NU website.
  - It provides the competent bodies at the University with data and statistics of the contracting companies to help them examine the current situation, completion rates, shortcomings (if any), overcoming obstacles, and problem-solving.
  - It helps the competent bodies make right decisions based on real and stage data of completion rates of the contracting companies and institutions.
  - It provides important reports on the risks of the company performance and continuity and data of alternatives, in case of agreement termination.
  - Data entry done for (58) Contracting companies.
  - NU contracting departments with these companies are Project Department, following-up Department, Administration of University Facilities and Maintenance, Procurement Administration, Department of Operations- Deanship of Information Technology, Deanship of E-Learning, Deanship of Admission and Registration, and College of Dentistry).
  - All contracting companies are Saudi national companies.
  - The value of contracting with the companies whose data have been entered is up to SR 156 million.
- NU has also adopted, through Student Affairs Deanship, establishing some service units to provide low-cost services for the University community, including, housing projects for students, copying centers at the University, and food supply in different places.

**Overall Evaluation of Quality of Standard 2.** Refer to the evidence obtained and *provide a report* based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

### Summary

The overall assessment of the standard (3 stars)

NU has a Higher Governing Body within its organizational structure with clear terms of reference, from which Standing Sub-Committees are derived that periodically report to the UC. NU also adopted a comprehensive strategic plan for the educational institution as a whole from 1433 to 1438 H. that has been extended to 1440 H. In order to ensure the University control of the overall implementation of the strategic plan, it established a Standing Committee of the Strategic Plan Secretariat. NU is also keen on including its strategic plan projects in its budget.

Clear evidence is available concerning the equal participation of women in the membership of the committees and councils at the University, such as Department Councils. Some female members also participate in several College major plans such as the Strategic Plan and Post-Graduate Studies Programs.

NU adheres to specific rules of ethical practices and responsible conduct through issuing and adopting Faculty and Personnel Ethical Charter. Moreover, the University maintains its integrity through internal financial control and auditing system. NU works according to a comprehensive and approved set of policies and regulations, in addition to applying effective policies for following-up, accountability, and risk management, especially with regard to the contractual arrangements with services providers.

## Strengths

- 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.
- 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 the 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 UC.
- 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 Advisory Committee, chaired by the Rector and the membership of all Vice-Rectors, approved a system to pay regulars visit to Sharoura and Hbuna campuses every semester.
- The Council has (45) standing subcommittees with the membership of senior personnel, faculty and members of NU Council. These committees regularly report to the UC.
- According to the recommendations of NCAAA, a mechanism for measuring the effectiveness of the UC was designed and approved.
- According to the recommendations of NCAAA, NU established a Standing Committee for Crises and Risks to anticipate and manage crises and risks, as NU lies within the crisis of the Southern border, in particular.
- NU designed a risk plan that describes and categorizes all potential risks.
- NU has an effective electronic system to document the administrative processes submitted to the UC and Higher Governing Body.
- NU approved a comprehensive strategic plan for the educational institution from 1433 to 1438 H. The Standing Committee for the Implementation and Following-up of the Strategic Plan approved extending it to 1440 H in order to complete the implementation of the strategic plan projects in accordance with the 10<sup>th</sup> Development Plan in Saudi Arabia that ends in 1440 H.
- To ensure NU's control of implementing the strategic plan and verifying accomplishing short- and medium-term objectives as well as evaluating results, NU constituted the Standing Committee for the Implementation and Following-up of the Strategic Plan, chaired by the Rector and the membership of the University senior administrations and representatives of the related administrative and academic leaderships.
- NU has an approved organizational handbook (in Arabic and English) that outlines the terms of reference and tasks for all the academic and administrative units. These policies clearly define the scope of authorities and work actions of the main or standing committees, administrative units, and leadership positions.
- There is an approved regulation of NU policies including all the academic and administrative activities. It was designed according to the administrative and academic principles and standards of the NCAAA.
- According to the recommendations of NCAAA, the Standing Committee for Reviewing Internal Policies, Regulations, Procedures, and Scope of Responsibility was established.
- NU colleges were informed to apply Plagiarism software to detect fraud and plagiarism of students' works.
- There is a precise identification of the responsibilities of students. NU benefited from its electronic systems to contact male and female students on Blackboard system and its forums and to inform them of regulations and rules, whether in an electronic or paper form.
- NU maintains its integrity by adhering to the laws and regulations of Civil Service, the policies of the Ministry of Higher Education, the internal financial regulations, the academic student regulation, the administrative and regulatory bodies, and other regulations and guidelines.

- According to the recommendations of NCAAA, NU established a higher committee to improve job satisfaction and has adopted a comprehensive mechanism to improve job satisfaction for all employees of the University.
- According to the recommendations of NCAAA, a women team was made to study the problems of the female faculty in Najran and Sharoura and to recommend actions that would improve work environment and raise job satisfaction in the female section. Most of the recommendations were accomplished.
- NU established a Performance Measurement Unit under the supervision of the Vice-Dean of Development and Quality. It regularly surveys faculty and personnel, measures job satisfaction, and reports the results of measurement to senior leaders and the competent leaderships to make the necessary improvements and inform them of the targeted indicator.
- NU adopted several means (E-Corresponding Tracking System –Sada Magazine - Website) to inform its employees of the topics, plans, and updates of the University.
- A database of the contracting companies was created on the homepage of the Vice-Rectorship for Development and Quality on NU website.
- Legal and financial affairs (auditor) at the University responsible for reviewing and auditing 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.

#### **Improvement Requirements**

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

1. In pursuit of excellence, NU will study the transformation of the risk plan into an electronic risk management system
2. Adopting an electronic information system to manage the information of the strategic plan projects in order to contribute more effectively in performance control and monitoring the electronic progress of the University towards its objectives for all academic and administrative units.

#### **Action Priorities**

Expanding the use of electronic systems in following-up NU Strategic Plan and risk management.

**Appendices:** (Attachments: 2)

**Link:** <https://goo.gl/gQjNq3>

### 3. Management of Quality Assurance and Improvement (Overall Rating ☆☆☆☆Stars)

*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 standards.*

**Provide a description** of the process for the preparation on this standard.

The preparation of the report on this standard passed through the following stages:

- Forming a certified teamwork to carry out the required tasks.
- Holding several regular meetings to determine the schedule for the performance of the tasks assigned to the teamwork members.
- Depending on a number of important documents while comparing the University performance in all aspects related to this standard, including:
  - The self-evaluation scales for quality assurance and accreditation of higher education institutions issued by the NCAAA, 2013 edition. Therefore, quality practices related to this standard have been assessed with reference to the supporting documents, evidence and indicators.
  - The SSR template issued by the NCAAA, 2015 edition.
  - The results of the initial self-evaluation of the third standard.
  - NCAAA's recommendations on the developmental evaluation project, 2015.
  - An access to the quality management system at NU through the organizational structure of the Vice-Rectorship for Development and Quality (second edition), the Deanship of Development and Quality, and the organizational structures of Development and Quality Units at Colleges and the Supporting Deanships.
  - Quality assurance processes documentation by interviewing the Heads of Development and Quality Units and reviewing the templates used.
  - An access to the documents of the Planning and Follow-Up Unit (previously the quality support unit) related to technical support and reviewing visits by having the privilege of the supervision on all Development and Quality Units at NU Colleges and Supporting Deanships.
  - An access to NU Quality Handbook to ensure that the quality assurance inputs, processes and outputs are consistent with the on-going quality assurance practises.
  - NU preliminary self-evaluation study in 1432 H.
  - Results of NU SWOT analysis.
  - The first draft of strategic plan of the Vice-Rectorship for Development and Quality (NU Strategic Plan for Quality, 1432 H).
  - The strategic plan of the Vice-Rectorship for Development and Quality (Reyada: "Pioneership") (1438-1441 H).
  - NU strategic plan and its update (1433-1438 H).
  - The KPI of the past years.
  - Results and conclusions of polls and interviews with stakeholders.
  - Preparing the initial draft of the report.
  - Reviewing the report by the Head of the first axis committee.
  - Writing the final report.
  - Seeking the independent opinion.



**Provide a summary explanation** of arrangements for quality assurance including major committees and organizational unit(s) and activities carried out at different levels of the institution (including colleges or departments).

Guided by its ambitious and realistic vision and mission, the Vice-Rectorship for Development and Quality provides support to the various administrative and academic units of the University by activating the contribution of faculty members, students and staff and guiding them to achieve the strategic objectives of the University. The Vice-Rectorship was interested in setting up a strategic plan, which reflects the strategic objectives of the University and seeks to achieve them during the strategic plan timeline. God willing, this will lead to the development and improvement of teaching, learning, academic research and community service within the framework of Islamic values and vigorous university systems and traditions, while maintaining the Islamic identity of the community.

The Vice-Rectorship for Development and Quality designed its second strategic plan for quality (Reyada: "Pioneership") 1438-1440 H. Its first operational objective is, "Developing the organizational structure of the Vice-Rectorship for Development and Quality to achieve its vision and mission". The teamwork updated the organizational structure of the Vice-Rectorship and the Deanship of Development and Quality as follows:

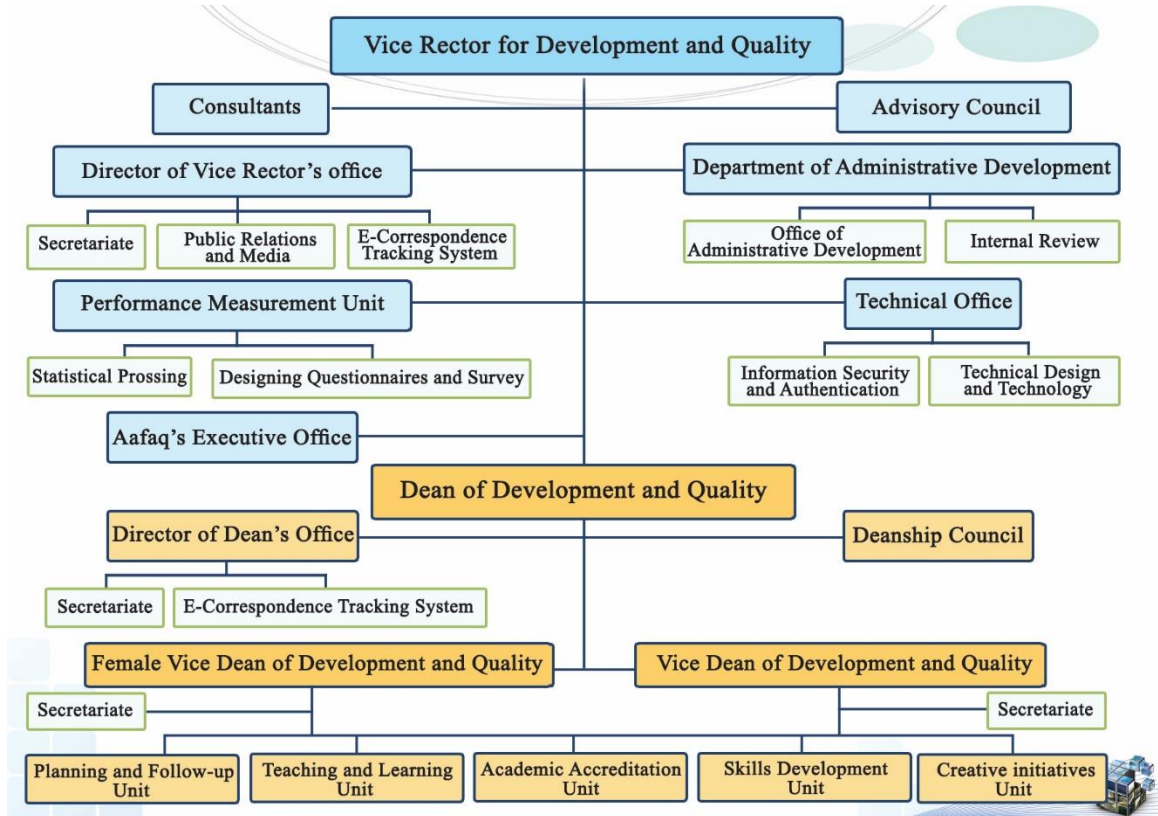


Fig. 3-1-a: The Organizational Structure of the Vice-Rectorship for Development and Quality (2<sup>nd</sup> Ed.)

The organizational structure shows that the Vice-Rectorship for Development and Quality has a number of tasks which can be summarized as follows:

- To develop mechanisms for fostering the culture of quality among faculty members, students and staff at all academic and administrative units of the University.
- To approve internal and external review system of academic programs.
- To follow-up the development of academic programs and analyzing annual reports according to NCAAA's standards and other relevant standards.
- To design the University's strategic plan.
- To support the governing body of the University in designing its organizational structure.
- To establish an internal follow-up system for the quality of all academic and administrative units at the University.

- To follow up the implementation of the developmental plans of the educational process and their progress in the relevant colleges and deanships.
- To develop policies, mechanisms as well as academic and administrative quality performance indicators and provide feedback.
- To approve the formation of strategic plan teamwork at colleges, supervise their performance and provide them with technical support.

**The following units are the key and influential factors in the management of quality assurance at the University:**

**The Deanship of Development and Quality:**

It is considered the executive center for the management of quality assurance in the University by its main five units (Planning and Follow up, Teaching and Learning, Academic Accreditation, Skills Development and Creative Initiatives). The five units are supervised by the two Vice-Deans of the Deanship of Development and Quality.

The Deanship is headed by the Dean of Development and Quality, it aims to:

- Establish guidelines for self-assessment of various academic programs at the University.
- Contribute to the formulation of objectives for the University's various programs and ensure their implementation through the continuous evaluation and supervision of the educational process.
- Develop the skills of the faculty members through courses, forums and workshops.
- Develop the skills of all administration staff.
- Prepare academic programs and colleges for local, regional and global institutional and programming accreditations.
- Develop students' learning skills.
- Improve the methods of course assessment in accordance with curriculum objectives.
- Evaluate the performance of the faculty members.
- Consolidate the principle of continuous improvement of all aspects of the educational process.

▪ **The Advisory Board:**

One of its main goals is to provide the necessary consultations and recommendations for ensuring the quality of systems, mechanism and planning in the Vice-Rectorship for Development and Quality.

▪ **Department of Administrative Development:**

It works on developing and raising the efficiency of human resources, developing administrative work, following up and facilitating work procedures, and optimizing use of technology at the University's various units.

▪ **Performance Measurement Unit:**

It provides technical support and scientific consultations for all academic and administrative units at the University in the field of performance measurement and assessment. In addition, it identifies and designs mechanisms as well as measurement and assessment tools and follows up their optimal application in a manner that ensures the continuous development of all activities, procedures and practices to achieve academic and administrative excellence.

▪ **The Executive Office of Afaq Plan:**

The role of the Office is to communicate with Afaq Office at the Ministry of Education and fulfill the requirements of the Ministry of Education's strategic plan (Afaq).

▪ **Planning and Follow-up Unit**

The goals of the Unit can be summarized as follows:

- To supervise the development and implementation of the University's strategic and executive plans, follow up their annual implementation, overcome obstacles, provide solutions through risk analysis, and enhance skills of the faculty members and administrative staff in planning, thinking and strategic administration.
- To supervise the work of the Secretariat to implement & follow up the University strategic plan.
- To supervise the annual plans of the Development and Quality Units at the Colleges and Supporting Deanships; provide technical support. In addition to serving as the bridge between the Deanship of Development and Quality, Development and Quality Units at Colleges and Supporting Deanships and the University's administrative units.



▪ **Learning and Teaching Unit:**

Its goals can be summarized as follows:

- To develop the policies and strategies of learning and teaching in NU and provide technical support to all academic programs in order to improve the educational process and fulfill all standards approved by NCAAA with regard to learning and teaching.

▪ **Academic Accreditation Unit:**

Its goals can be summarized as follows:

- To develop mechanisms, provide technical support and elaborating a roadmap adequate for NU's colleges and educational programs to fulfill academic accreditation standards.

▪ **Skills Development Unit:**

The Unit's goals can be summarized as follows:

- To provide continuous training to all the University staff to develop their capacities and skills to achieve the University's vision, mission and strategic objectives.

▪ **Creative Initiatives Unit:**

The goals of the Unit can be summarized as follows:

- Reinforcing communication between the Deanship of Development and Quality and the University staff with regard to attracting creative ideas and initiatives.

Key activities carried out on the level of colleges, academic programs, Supporting Deanships and administrative units through the University's strategic plan for quality (Reyada).

No.	Operational activities implemented by the Vice-Rectorship for Development and Quality according to its Plan (Reyada)	Implementation level	Implementation status
1	Following up the development of academic programs and their approval by concerned authorities.	Deanship of Development and Quality. Colleges\ academic programs	Ongoing
2	Supporting the University programs in providing its courses electronically.	Deanship of Development and Quality. Colleges\ academic programs	Ongoing
3	Improving the quality of following-up the learning and teaching process in the University's academic programs.	Deanship of Development and Quality. Colleges\ academic programs	Ongoing
4	Improving the quality evaluation system of the outcomes of the University academic programs.	Deanship of Development and Quality. Colleges\ academic programs	Ongoing
5	Providing a package of software pertaining to the follow-up and evaluation.	Deanship of Development and Quality. Colleges\ academic programs	Ongoing
6	Supporting the University's academic units to acquire academic accreditation.	Deanship of Development and Quality. Colleges\ academic programs	Ongoing
7	Supporting the University's research units to acquire academic accreditations to ensure the quality of laboratories.	Deanship of Development and Quality. Colleges\ academic programs Deanship of Academic Research Research Centres	Not yet commenced
8	Supporting the University administrative units to acquire academic accreditations and ISO Certificate.	Deanship of Development and Quality. Supporting Deanships All Administrative Units	On process
9	Continuous improvement of the skills and capacities of faculty members and academic leaders in the field of development and quality.	Deanship of Development and Quality. Colleges\ academic programs Academic leaders	On process
10	Continuous improvement of the skills and capacities of the administrative staff and leaders in the field of development and quality.	Deanship of Development and Quality. Supporting Deanships All Administrative Units	On process

11	Supporting the University in developing an awareness-raising plan to enhance positive interaction between the University and the community.	Deanship of Development and Quality. Department of University Media	On process
12	Developing the Vice-Rectorship's organizational structure to achieve its mission.	Vice-Rectorship for Development and Quality. Deanship of Development and Quality.	Finished
13	Highlighting the Vice-Rectorship's activities via media.	Deanship of Development and Quality. Department of University Media	On process
14	Highlighting the Vice-Rectorship's role and keenness on development and quality.	Vice-Rectorship for Development and Quality. Deanship of Development and Quality.	Not yet commenced
15	Obtaining full membership in some global entities relative to development and quality.	Vice-Rectorship for Development and Quality.	Not yet commenced

Such activities are definitely complementary to the requirements of the University's strategic plan projects.

**Provide** a complete list of the institutional KPIs that are utilized in the SSRI to demonstrate that the institution meets NCAAA standards. Institutions are required to use 75% or more of the suggested NCAAA KPIs. Detailed individual KPI tables are located throughout the SSRI for institutions to demonstrate scientific evidence that a given standard or sub-standard is met.

KPI Code #	Key Performance Indicator	Actual Benchmark			Campus		
		Total	Male	Female	Total	Male	Female
S1.1	1. Stakeholders' awareness ratings of the Mission Statement and Objectives (Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students. Respectively, on a five- point scale in an annual survey).	79.6%	%79.81	%79.39	80%	81%	79%
S2.1	2. Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (Average rating on the adequacy of the Policy Handbook on a five-point scale in an annual survey of teaching staff and final year students).	4.18 (83.6%)	%83.2	%84.4	80%	80%	80%
S3.1	3. Students' overall evaluation on the quality of their learning experiences. (Average rating of the overall quality on a five point scale in an annual survey of final year students.)	3.54= 70.8	%71.4	%70.6	74.8	77.8	73.2
S3.2	4. Proportion of courses in which student evaluations were conducted during the year. Program	%100	100%	100%	100%	100%	100%
S3.3	Proportion of programs in which there was an independent verification, within the institution, of standards of student achievement during the year	33.3%	-	-	-	-	-
S4.1	Ratio of students to teaching staff (based on full time equivalent)	1:15	1 :7.8	1 :19.3	1 :17.3	1 :11.43	1 :23.7
S4.2	Students overall rating on the quality of their courses	77.2 %	%79.6	%75.8	78.6	82.2	77
S4.3	Proportion of the teaching staff with verified doctoral qualifications	100%	100%	100%	37%	63%	11%

S4.4	Retention Rate; 10. Percentage of students entering programs who successfully complete first year.	41%	-	-	655	40%	90%
S4.5	Graduation Rate for Undergraduate Students: 11. Proportion of students entering undergraduate programs who complete those programs in minimum time.	23.52%	-	-	29.35	-	-
S4.6	Graduation Rates for Post Graduate Students: 12. Proportion of students entering post graduate programs who complete those programs in specified time.	18.88	-	-	-	-	-
S5.1	14. Ratio of students to administrative staff.	1 : 21	-	-	1 : 49	1 : 35	1 : 53
S5.3	Student evaluation of academic and career counseling.	%70	%73.6	%65.2	76.8	84.4	67.2
S6.1	Stakeholder evaluation of library and media center ) (	%68.8	%65.8	%70			
S6.3	19. Stakeholder evaluation of the digital library. (Average overall rating of the adequacy of the digital library, including: a) User friendly website b) Availability of the digital databases, c) Accessibility for users, d) Library skill training and e) Any other quality indicators of service on a five- point scale of an annual survey.)	%77.8	%78.2	%76.6	76%	62%	90%
S7.1	Annual expenditure on IT budget	4.28%	-	-	-	-	-
S7.2	Stakeholder evaluation of the IT services (Average overall rating of the adequacy of on a five- point scale of an annual survey	%79.47	%79.6	%79.4	-	-	-
S7.3	Stakeholder evaluation of facilities & equipment	%72.2	%75.4	%67	73	73	73.2
S8.1	total operating expenditure (other than housing and student allowances) per student	15,122 RAS	-	-	-	-	-
S9.1	proportion of teaching staff leaving the institution in the past year for reasons other than age retirement	0.05	-	-	11%	11%	0
S9.2	Proportion of teaching staff participating in professional development activities during the past year	%35.6	-	-	66.65%	-	-
S10.2	Number of citations in refereed journals in the previous year per full time equivalent faculty members	1:1.57=(0.63)	-	-	-	-	-
S10.3	28. Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	15.5%	-	-	31.4%		
S10.4	Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty members	1:18 = (.06)	-	-			
S10.6	Proportion of the total, annual operational budget dedicated to research	%0.50	-	-			
S11.1	Proportion of full time teaching and other staff actively engaged in community service activities	26.4%	-	-	54%		
S11.2	Number of community education programs provided as a proportion of the number of departments	1:1.36 = (.74)	-	-			

**Provide a summary and analysis** of the institutional KPI outcomes (list strengths and recommendations for improvement based on an assessment of all the KPIs).

**Strengths:** The strengths are represented in the indicators that achieved the target value that surpassed the benchmark:

- Stakeholders' awareness ratings of the Mission Statement and Objectives (Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students. Respectively, on a five- point scale in an annual survey).
- Teaching staff and final year students' satisfaction with the Policy Handbook, including administrative flow chart and job responsibilities (Average rating on the adequacy of the Policy Handbook on a five- point scale in an annual survey of teaching staff and final year students).
- Proportion of courses in which student evaluations were conducted during the year.
- Proportion of faculty members holding Ph. D.
- Rate of students to faculty.
- Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.

**Improvement priorities:** They include the indicators that didn't achieve the target value and lower than the benchmark:

- Students' overall evaluation on the quality of their learning experiences.
- Retention Rate; 10. Percentage of students entering programs who successfully complete first year.

**Graduation Rate for Undergraduate Students:**

- Proportion of students entering undergraduate programs who complete those programs in specified time programs in minimum time
- Graduation Rates for Post Graduate Students: Proportion of students entering post graduate programs who complete those programs in specified time programs in minimum time.
- Students' evaluation for career and academic counseling.
- Students' evaluation for library services.
- Stakeholders' evaluation for facilities and equipment.
- Total operating expenditure (other than housing and student allowances) per student.
- Proportion of full time member of teaching staff with at least one refereed publication during the previous year.
- Number of community education programs provided as a proportion of the number of departments.

### **Institutional KPIs for all Programs**

Institutions are required to demonstrate that they have developed an administrative quality assurance system for all of their programs as part of the institutional requirements for Standard 3. In order to complete this requirement, institutions are to select 6 to 8 KPIs, with target benchmarks, that it requires for all of its programs to separately complete by providing their own internal benchmarking and analysis. Each program is to return its KPI report to the institution's quality assurance unit to be aggregated, and analyzed.

For the purpose of the SSRI, institutions should report a sample of the administrative quality assurance system results. The institution should collect and report sample KPI tables from at least 2 of the programs from each of its colleges. For example, if an institution has 12 colleges and 10 programs in each college, all 12 colleges must complete KPI table reports from at least 2 of their 10 programs. Therefore, the sample will include all 12 colleges and 24 programs out of a possible 120 programs at the institution.

Institutions must provide KPI samples for standards 3, 4, 10, and 11.

Provide detailed KPI summary information for each of your internal quality assurance KPIs by using the below template.

**Institutional KPI Table for all Programs**  
(Data table for aggregated program data and analysis)

Students' overall evaluation on the quality of their learning experiences. (Average rating of the overall quality on a five point scale in an annual survey of final year students.)

**KPI: Students' overall evaluation on the quality of their learning experiences.**

NCAAA KPI Reference Number: \_\_S3.1\_\_

Institutional KPI Reference Number:                     

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			Cairo Univ., Egypt	Arabian Gulf Univ., Bahrain	King Khalid Univ., KSA	
3.54	4	3.4	(3.55) = (71%)	(3.75) = (75%)	(3.04) = (60.8%)	4.00

**Analysis (list strengths and recommendations):**

The degree of students' satisfaction with the experience they acquired during the period of their study in NU is 3.54, which is lower than the targeted value 3.57 and higher than the benchmarking of King Khalid University 3.04, while it is lower than Cairo University and Arabian Gulf University.

**Recommendations:**

The need to continue with measuring the learning outcomes in all programs for early identification of any shortcomings or drop in the experience acquired by students during their study period.

**\* Explain:**

1. Why this internal benchmark provider was chosen?

Since the University does not have any branches in its organizational structure, the current internal benchmark depended on the result of the past year which reached 3.04.

2. How was the benchmark calculated?

(The overall average of the scale/ no. of scale points  $\times$  (100)=

3. Name of the internal benchmark provider

The Performance Measurement Unit at the Vice-Rectorship for Development and Quality.

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

Cairo University is a regional university that ranked within the top 500 universities according to the 2016 Shanghai Ranking and it is the oldest university in the Middle East.

Arabian Gulf University was selected because it is a gulf university based in the regional area of Saudi Arabia.

King Khalid University is one of the leading universities in KSA and was accredited by the Education Evaluation Commission (EEC). It is based in the South region of KSA which is the same geographic location of NU, thus the benchmarking indicates the University's competitive level in its geographic context.

2. How was the benchmark calculated?

(The overall average of the scale/ no. of scale points)  $\times$  (100)=

3. Name of the external benchmark provider.

King Khalid University

**Proportion of courses in which student evaluations were conducted during the year.**

**KPI: Proportion of courses in which student evaluations were conducted during the year.**

NCAAA KPI Reference Number: \_\_S3.2\_\_

Institutional KPI Reference Number:                     

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			Cairo Univ., Egypt	Arabian Gulf Univ., Bahrain	King Khalid Univ., KSA	
%100	%100	100%	--	--	42.93%	100%



### Analysis (list strengths and recommendations):

Since the first year of implementing its first strategic plan (Bena: Building), NU adopted a system for students to evaluate faculty members and to link the admission and registration website to that of the students' questionnaire for evaluating faculty members regarding academic courses. Thus, the proportion of courses in which student evaluations were conducted is 100%.

The system supports the provision of feedback to the instructor on his academic page so that he can use evaluation results in selecting the course and in the improvement plan (if necessary) according to the adopted model in the Deanship of Development and Quality.

### Recommendations:

Increasing the students' preparation activities prior to the application of the scale to obtain objective outcomes.

#### \* Explain:

1. Why this internal benchmark provider was chosen?

Since the University does not have branches in its organizational structure, the current internal benchmark depended on the result of the past year which reached 100%.

2. How was the benchmark calculated?

The number of evaluated courses by students / the total number of courses.

3. Name of the internal benchmark provider.

The Performance Measurement Unit at the Vice-Rectorship for Development and Quality.

#### \*\* Explain:

1. Why this external benchmark provider was chosen?

King Khalid University is one of the leading universities in KSA and was accredited by the Education Evaluation Commission (EEC). It is based in the South region of the KSA which is the same geographic location of NU, thus the benchmarking indicates the University's competitive level in its geographic context.

2. How was the benchmark calculated?

The number of evaluated courses by students / the total number of courses.

3. Name of the external benchmark provider.

King Khalid University.

### KPI Table

5. Proportion of programs in which there was an independent verification, within the institution, of standards of student achievement during the year.

**KPI: Proportion of programs in which there was an independent verification, within the institution, of standards of student achievement during the year.**

NCAAA KPI Reference Number: S3.3

Institutional KPI Reference Number:

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			Cairo Univ., Egypt	Arabian Gulf Univ., Bahrain	King Khalid Univ., KSA	
33.3%	75%	23.3%	--	--	100%	100%

### Analysis (list strengths and recommendations):

NU adopted the independent opinion system via the internal peer evaluator in some of the University programs, rated one third of the university's programs which is lower than that of King Khalid University that rated 100%. However, the internal benchmark with the previous year proves that such indicator has been improved by 23.3%.

### Recommendations:

The quality administration already included the activation of such system in its plan for the upcoming year.

#### \* Explain:

1. Why this internal benchmark provider was chosen?

Since the University does not have branches in its organizational structure, the current internal benchmark depended on the result of the past year which reached 23.3%.

2. How was the benchmark calculated?  
(The number of programs using the internal independent opinion system/ the total number of the university programs)  $\times$  (100)=

3. Name of the internal benchmark provider.

The Performance Measurement Unit at the Vice-Rectorship for Development and Quality.

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

King Khalid University is one of the leading universities in KSA and was accredited by the Education Evaluation Commission (EEC). It is based in the South region of the KSA which is the same geographic location of NU, thus the benchmarking indicates the University's competitive level in its geographic context

2. How was the benchmark calculated?

(The number of programs using the internal independent opinion system/ the total number of the university programs)  $\times$  (100) =

3. Name of the external benchmark provider.

King Khalid University.

KPI: Ratio of students to faculty members (based on full time equivalents)		NCAAA KPI Reference Number: S4.1 Institutional KPI Reference Number: S4.1		
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
1:15 (average)	1: 15 (average)	1: 15 (average)	- 1: 13 for Arabian Gulf University. - 1: 11 for Cairo University. - 1: 20 for King Khalid University	1: 15 (average)

**Analysis (list strengths and recommendations):**

- The target benchmark is achieved at the institutional level.
- The actual benchmark in Najran University is nearly comparable to the external benchmark.
- The situation in some programs in Najran University is better than the target benchmark like the medical program (1 faculty: 4 students).

**\* Explain:**

1. Why this internal benchmark provider was chosen?

- This internal benchmark is chosen because of the availability of the data from previous years.

2. How was the benchmark calculated?

- Dividing the number of students on the numbers of faculty members.

3. Name of the internal benchmark provider.

- Performance Measurement Unit, Najran University.

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

- These external benchmark providers were chosen because they share common characteristics with Najran University and they are well-known and well-organized universities.

2. How was the benchmark calculated?

- Dividing the number of students on the numbers of faculty members.

3. Name of the external benchmark provider.

1. Arabian Gulf University, Bahrain.
2. Cairo University, Egypt.
3. King Khalid University, KSA

<b>KPI:</b> Students overall rating on the quality of their courses			<b>NCAAA KPI Reference Number: S4.2</b>	
			<b>Institutional KPI Reference Number: S4.2</b>	
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
77.2 %	80%	76.2%	- 86% for Arabian Gulf University. - 76.4 for Cairo university. - 72.4 % for King Khalid University	80%

**Analysis (list strengths and recommendations):**

- All students of the Najran University evaluate their courses.
- The student overall rating on the quality of their courses in Najran University is nearly comparable to the external benchmark.
- It is recommended to make focus groups with students to get their comments on the quality of teaching in order to achieve the target benchmark.

**\* Explain:**

1. Why this internal benchmark provider was chosen?
  - This internal benchmark is chosen because of the availability of the data from previous years.
2. How was the benchmark calculated?
  - Total sum of the values given for the paragraphs of the scale/ No. of the paragraphs X 20
3. Name of the internal benchmark provider.
  - Performance Measurement Unit, Najran University.

**\*\* Explain:**

4. Why this external benchmark provider was chosen?
  - These external benchmark providers were chosen because they share common characteristics with Najran University and they are well-known and well-organized universities.
5. How was the benchmark calculated?
  - Total sum of the values given for the paragraphs of the scale/ No. of the paragraphs X 20 (based on mutual communications between Najran University and the benchmark providers.
6. Name of the external benchmark provider.
  - 1- Arabian Gulf University, Bahrain.
  - 2- Cairo University, Egypt.
  - 3- King Khalid University, KSA.

<b>KPI:</b> Proportion of the faculty members with verified doctoral qualifications			<b>NCAAA KPI Reference Number: S4.3</b> <b>Institutional KPI Reference Number: S4.3</b>	
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
100 %	100%	100%	100% for Cairo university. 85% for Arabian Gulf University. 56% for King Khalid University	100%
<b>Analysis (list strengths and recommendations):</b> <ul style="list-style-type: none"> <li>- All of the Ph. D. holders in Najran University granted their Ph.D. degrees from reputable and recognized universities.</li> </ul>				
<b>* Explain:</b> <ol style="list-style-type: none"> <li>Why this internal benchmark provider was chosen? This internal benchmark is chosen because of the availability of the data from previous years.</li> <li>How was the benchmark calculated? No. of the faculty members with verified doctoral qualifications / Total no. of the Ph.D. holders X 100</li> <li>Name of the internal benchmark provider. Performance Measurement Unit, Najran University.</li> </ol>				
<b>** Explain:</b> <ol style="list-style-type: none"> <li>Why this external benchmark provider was chosen? This external benchmark provider was chosen because they share common characteristics with Najran university and they are well-known and well-organized universities.</li> <li>How was the benchmark calculated? No. of the faculty members with verified doctoral qualifications / Total no. of the Ph.D. holders X 100 (based on mutual communications between Najran University and the benchmark providers.</li> <li>Name of the external benchmark provider. Cairo University, Egypt. Arabian Gulf, Bahrain.</li> </ol>				

<b>KPI:</b> Retention rate (percentage of students entering programs who successfully complete first year.		<b>NCAAA KPI Reference Number: S4.4</b> <b>Institutional KPI Reference Number: S4.4</b>		
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
41 %	60 %	41.5 %	-80% Arabian Gulf, Bahrain -49 % King Khalid University - 60 % Cairo University	60 %
<b>Analysis (list strengths and recommendations):</b>  -It is recommended to improve the admission requirements for the academic programs and the orientation programs for new students to increase the retention rate of students.				
<b>* Explain:</b>  1. Why this internal benchmark provider was chosen? This internal benchmark is chosen because of the availability of the data from previous years. 2. How was the benchmark calculated? No. of students entering programs who successfully complete first year / Total no. of the new students entering programs X 100. 3. Name of the internal benchmark provider. Deanship of Admission and Registration, Najran University.				
<b>** Explain:</b>  1. Why this external benchmark provider was chosen? This external benchmark provider was chosen because they share common characteristics with Najran University and they are well known and well-organized universities. 2. How was the benchmark calculated? No. of the faculty members with verified doctoral qualifications / total no. of the Ph.D holders X 100 (based on mutual communication between Najran University and the benchmark providers. 3. Name of the external benchmark provider. 1- Cairo University, Egypt. 2- Arabian Gulf, Bahrain. 3- King Khalid University				



<b>KPI:</b> Graduation Rate for undergraduate students: Proportion of students entering undergraduate programs who complete those programs in minimum time.		<b>NCAAA KPI Reference Number: S4.5</b> <b>Institutional KPI Reference Number: S4.5</b>		
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
23.52%	50	22%	-67.5 % Arabian Gulf, Bahrain -39.35 % King Khalid University - 85 % Cairo University	50%
<b>Analysis (list strengths and recommendations):</b> <ul style="list-style-type: none"> <li>- The graduation rate of the female students is always more than the graduation rate of the male students.</li> <li>- It is recommended to improve the admission requirements for the academic programs and the orientation programs and the Academic counselling to increase the graduation rate of students.</li> </ul>				
<b>* Explain:</b> <ol style="list-style-type: none"> <li>1. Why this internal benchmark provider was chosen? This internal benchmark is chosen because of the availability of the data retrieved from previous years.</li> <li>2. How was the benchmark calculated? No. of students who complete the programs in minimum time / Total no. of the students entering the program in the same cohort X 100.</li> <li>3. Name of the internal benchmark provider. Deanship of Admission and Registration, Najran University.</li> </ol>				
<b>** Explain:</b> <ol style="list-style-type: none"> <li>1-Why this external benchmark provider was chosen? This external benchmark provider was chosen because they share common characteristics with Najran University and they are well known and well-organized universities.</li> <li>2-How was the benchmark calculated? No. of students who complete the programs in minimum time / Total no. of the students entering the program in the same cohort X 100.</li> <li>3-Name of the external benchmark provider. <ol style="list-style-type: none"> <li>1-Cairo University, Egypt.</li> <li>2-Arabian Gulf, Bahrain.</li> <li>3-King Khalid University</li> </ol> </li> </ol>				

**KPI: Student evaluation of academic and career counselling.**

NCAAA KPI Reference Number: S5.3

Institutional KPI Reference Number: .....

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
%70	%80	%64.8	3.54=70.8	62.5–75.4	76.4	%75

**Analysis (list strengths and recommendations):**

- The results indicate that the ratings are medium, and they are still far from the target one, with differences between males and females (in different colleges) towards males.
- Strengths:** UN is keen to provide a good educational environment, through several axes, including the provision of academic and career counselling, as well as measuring the satisfaction of students and evaluating the adequacy of academic and career counselling. The measurement is done on a five-point scale in an annual survey of final year students.
- Recommendations:** Continuing to provide more academic and career services for students.

\* Explain:

1. Why this internal benchmark provider was chosen?

This internal benchmark is chosen because of the availability of the data from previous years.

2. How was the benchmark calculated?

Total Average Scale / Number of scale types) \* (100)

3. Name of the internal benchmark provider.

Performance Measurement Unit; Vice Rectorship for Development and Quality; Najran University.

\*\* Explain:

1. Why this external benchmark provider was chosen?

These external benchmark providers were chosen because they share common characteristics with Najran University and they are well known and well organized universities.

2. How was the benchmark calculated?

Total Average Scale / Number scale types) \* (100)

3. Name of the external benchmark provider.

❶ Arabian Gulf University, Bahrain; ❷ Cairo University, Egypt; ❸ King Khalid University, KSA.

**KPI: Proportion of faculty members participating in professional development activities during the past year.**

NCAAA KPI Reference Number: S9.2

Institutional KPI Reference Number: \_\_\_\_\_

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			Cairo Univ., Egypt	Arabian Gulf Univ., Bahrain	King Khalid Univ., KSA	
%35.6	%50	33.1%	-	-	36%	%40

**Analysis (list strengths and recommendations):**

The proportion of faculty members who contributed to the professional development activities at NU in 1436\ 1437 H is about 35.6%, which is similar to that of King Khalid University.

It is worth noting that the KPI is not available at the Arabian Gulf University in the Kingdom of Bahrain and Cairo University in the Arab Republic of Egypt.

**\* Explain:**

1. Why this internal benchmark provider was chosen?

2. How was the benchmark calculated?

(The total number of faculty members who received training courses divided by the total number of faculty members) \* 100%

3. Name of the internal benchmark provider.

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

An external benchmark which has similar circumstances to those of NU was selected due to its good reputation among the Gulf academic community. Another external benchmark different from NU in terms of establishment and environment was also selected.

2. How was the benchmark calculated?

(The total number of faculty members who received training courses divided by the total number of faculty members) \* 100%

3. Name of the external benchmark provider.

King Khalid University in Abha.

**KPI:** Proportion of full time teaching staff with at least one refereed publication.

**NCAAA KPI Reference Number: S10.3**

**Institutional KPI Reference Number: NU 10.2.2**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
15.5%	50.0%	22.5%	29.0%	50%

\* No new target benchmark has been set

**Analysis (list strengths and recommendations):**

Najran University has not achieved the target value of the KPI (50%), in the year 1436/1437 H which recorded 22.5%. In addition, the proportion of full time teaching staff with at least one refereed publication decreased in the year 1437/1438 H (15.5%). This could be due to the reduction in the budget allocated to scientific research in Najran University in the year 1437/1438 H, comparing to that allocated in the year 1436/1437 H. Moreover, Najran University was less than University of Dammam (Currently Imam Abdulrahman Bin Faisal University) concerning this KPI which measures proportion of full time teaching staff with at least one refereed publication, where it recorded 29% in that University.

Based on these results, it is recommended to increase the budget allocated to the scientific research in Najran University as well as enhancing the culture and skills of international publishing of scientific research in ISI scientific journals among faculty members of Najran

University. This will result in achieving the target value, i.e. 50%.

**\* Explain:**

1. Why this internal benchmark was chosen?

Because it is an Institutional KPI, so that benchmarking between the actual KPI measured in the year 1437/1438 H with the same KPI measured in the previous year 1436/1437 H, will give an indication about possible progress, which might have been achieved in this respect.

2. How was the benchmark calculated?

By using the formula:

$$KPI = \frac{\text{Number of full time equivalent teaching staff with at least one refereed publication in certain year}}{\text{Total number of full time equivalent teaching staff in the same year}} \times 100$$

3. Name of the internal benchmark provider.

The Performance Measurement Unit; Vice Rectorship for Development and Quality; Najran University.

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

Because the ranking of University of Dammam (Currently Imam Abdulrahman Bin Faisal University) is close to the ranking of Najran University according to the reports of the QS-University Rankings concerning the top Universities in the Arab Region (<https://www.topuniversities.com/university-rankings/arab-region-university-rankings>).

2. How was the benchmark calculated?

$$KPI = \frac{\text{Number of full time equivalent teaching staff with at least one refereed publication in certain year}}{\text{Total number of full time equivalent teaching staff in the same year}} \times 100$$

3. Name of the external benchmark provider.

Vice Rectorship for Postgraduate Studies and Scientific Research; University of Dammam (Currently Imam Abdulrahman Bin Faisal University)

**KPI:** Proportion of full time teaching and other staff actively engaged in community service activities.

**NCAAA KPI Reference Number: S 11.1**  
**Institutional KPI Reference Number: NU 11.2.1**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
26.4%	50.0%	13.8%	17.0%	-*

\* No new target benchmark has been set

Analysis (list strengths and recommendations):

1-The KPI Table for the performance indicator " Proportion of full time teaching and other staff who are actively engaged in community service activities, NCAAA KPI Reference Number: S 11.1, used in the submitted self study report of Najran University, showed that Najran University has not achieved the target value (50 %) in both actual benchmark (measured in 1437/1438 H; 26.4%) and the internal benchmark (measured in 1436/1437 H; 13.8%). However:

a- The KPI of Najran University almost doubled in the year 1437/1438 H, comparing to the KPI measured in the previous year 1436/1437 H.

b- The KPI of Najran University in the year 1437/1438 H (i.e. actual benchmark

26.4%), exceeded the KPI of King Khalid University, (i.e. the external benchmark 17%).  
2-Najran University developed an obligatory unified system for regular evaluation (annual evaluation) of faculty members. According to this system, the criterion of community activities composes 10% of the total score of this regular evaluation. This system had been approved on 15/8/1438H. Applying this system is expected to increase proportion of full time teaching and other staff who are actively engaged in community service activities in the near future.

**\* Explain:**

1. Why this internal benchmark provider was chosen?

▪Because it is an Institutional KPI, so that, the benchmarking between the actual measured KPI in the year 1437/1438 H with same KPI measured last year 1436/1437 H for Najran University, will give an indication about possible progress, which might has been achieved in this respect.

2. How was the benchmark calculated?

▪This indicator is applied in the last week of a certain academic year by calculating the percentage of: [ Number of full time teaching and other staff actively engaged in community service activities in The university / Total number of full time teaching and other staff in the University ] X 100

3. Name of the internal benchmark provider.

▪The Performance Measurement Unit; Vice Rectorship for Development and Quality; Najran University.

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

▪King Khalid University lies almost in the same geographical area and is considered as competitor to Najran University. Because of this, using the KPI of King Khalid University in the external benchmark is logic, so that Najran University can compare itself with a competitive University.

2. How was the benchmark calculated?

▪KPI= [ Number of full time teaching and other staff actively engaged in community service activities in The university / Total number of full time teaching and other staff in the University ] X 100

3. Name of the external benchmark provider.

▪Deanship of Academic Development and Quality at King Khalid University.

**Report on subsection-standards**

- Institutional Commitment to Quality Improvement

NU has been fortunate to receive strong support from its academic leaders in all quality assurance and improvement activities. Academic leaders themselves acted as heads of quality units, institutional evaluation committees, and contributed to writing the annual reports as well. For instance, His Highness, the University Rector acts as the Head of several quality units and monitors many projects and standing committees with regard to planning, quality and academic accreditation such as:

- Supervising the preparation of the University strategic plan and updating it (Appendix 3-1-1).
- Supervising the Standing Committee for Quality and Academic Accreditation which includes University Vice-Rectors and colleges' representatives (Appendix 3-1-2).
- Supervising the Standing Committee for the implementation and monitoring of the strategic plan (Appendix 3-1-3).
- Supervising the High Committee for the institutional developmental Project and Programs of the University. (Appendix 3-1-4).
- Supervising the main committee for the University's institutional accreditation (Appendix 3-1-5)

For the purpose of follow up and guidance, NU Rector is keen on attending all development and quality events such as special presentations about strategic plans.



The Vice-Rectorship for Development and Quality is interested in setting up a strategic plan which reflects the quality strategic objectives the University seeks to achieve (Appendix 3-1-6). This strategic plan aims at developing and improving teaching, learning, academic research and community services within the framework of Islamic values as well as vigorous regulations and traditions of NU, while maintaining the community Islamic identity.

The University provides the resources needed for managing quality assurance processes and all related activities. Portions of the University's budget, submitted to the Ministry of Finance, are allocated to the Vice-Rectorship for Development and Quality (Appendix 3-1-7). These allowances cover the expenditures of the Vice-Rectorship and Deanship of Development and Quality. All faculty and staff members participate in the self-evaluation processes. They also cooperate in preparing reports and improving performance due to their specializations.

According to the adopted policy in the Quality Assurance Management, the University publicized periodic self-evaluation for all programs during the past year 1436/1437 H (Appendix 3-1-8). Thereby, all the university programs formed internal groups comprising all academic and administrative staff (Appendix 3-1-9). The Vice-Rector for Development and Quality also formed an internal Review panel to provide an independent opinion (Appendix 3-1-10). All the university programs provided recommendations on such independent opinions in the annual improvement plan (Appendix 3-1-11) and (3-1-12) and through the results of the questionnaires developed by the Quality Measurement Unit at the Vice-Rectorship for Development and Quality (Appendix 3-1-13). Such questionnaires aim to survey faculty members' satisfaction with the quality system at their colleges and the performance of the quality units' supervisors (Appendix 3-1-14); evaluate their satisfaction with facilities and equipment (Appendix 3-1-15); evaluate the academic program by faculty members (Appendix 3-1-16); evaluate faculty members' satisfaction with the learning resources available at the University (Appendix 3-1-17); evaluate faculty members' satisfaction with the performance of the development and quality units (Appendix 3-1-18), in addition to their participation in the self-evaluation and presentations given within the self-evaluation processes.

Within the framework of its apparent instructions and policies, the University seriously encourages innovation and creativity. The document of the University's policies was formed (Appendix 3-1-19) and it clearly stressed the encouragement of innovation and creativity. Also, in the University's leadership style questionnaire (Appendix 3-1-20), the whole topic was assigned to staff members satisfaction regarding the support given by the University to innovation and creativity. The results of this questionnaire showed that 74.2% of faculty members are satisfied with the support given by the University's leadership (Deans) to innovation and creativity, while 74.4% of faculty members are satisfied with the support given by the heads of departments to innovation and creativity, and 74.6% of faculty members are satisfied with the support given by administrative leaders to innovation and creativity.

The Deanship of Development and Quality also has in its updated organizational structure, the second edition, a unit entitled "Creative Initiatives Unit" to encourage and collect creative initiatives from the University employees.

The Job Satisfaction Committee decided to form a committee headed by the Vice-Rector for Development and Quality to develop an integrated system for excellence awards at the university in the fields of (quality, teaching and learning, scientific research and community participation).

It is important to point out that the University has set up a clear mechanism for accountability process (Appendix 3-1-21) at all levels within the University, to students, then personnel and finally faculty members. So the University can achieve its mission and strategic objectives within a framework of transparency, integrity and accountability.

Within the framework of setting up clear basics for quality assurance management at the University, an internal audit system has been set for the purpose of reviewing programs and Supporting Deanships. These revisions will show strengths and weaknesses of the whole program. And then, officials will identify mistakes and weaknesses and use them as a base for planning processes for the purpose of improving performance. Also internal Review is implemented at the University through four major systems represented by the following units:

▪ **Planning and Follow-up Unit:**

This unit supervises the preparation and implementation of the University's strategic plans and the Development and Quality Units at all the University Colleges and Supporting Deanships as well as the efficiency of the internal system and its fulfillment of the requirements and standards of the EEC, in addition to establishing approved quality systems and mechanisms for all program and institutional activities at colleges, developing communication channels between all quality units at colleges, including male and female departments, main administrations, deanships and the university administration, besides connecting them all to the Deanship of Development and Quality. The number of visits conducted by the technical support to the University colleges, programs, Supporting Deanships, and main administrative units reached about 150 visits (Appendix 3-1-22) and those conducted by internal reviewers to the University Colleges and Deanships for 1437/ 1438 H reached about 35 visits as well as 26 visits for conducting evaluation, inspection and review. (Appendix 3-1-23) indicates the general frameworks through which performance of the Development and Quality Units is evaluated.

▪ **Teaching and Learning Unit:**

This unit carries out the internal reviewing of the University programs concerning programs specifications and reports (Appendix 3-1-24). Also, it reviews new plans and reports of current programs' study plans in accordance with NCAAA standards. Furthermore, it sets up policies and strategies of teaching and learning at NU in addition to reviewing the academic standards of the University's programs.

▪ **Academic Accreditation Unit:**

This unit examines the extent to which the programs meet the requirements of the national and international academic accreditation standards. Also, it provides scientific and technical support as it did with the Community College at NU in its early stages of getting accreditation from the American Council on Occupational Education (COE) (Appendix 3-1-25). Moreover, it works with the German Academic Accreditation Organization (AHPGS) in order to prepare the nursery program at the College of Nursery and programs of the College of Applied Medical Sciences for accreditation (Appendix 3-1-26) and (Appendix 3-1-27).

This is what is going on right now at both the College of Engineering and the College of Computer Sciences and Information Systems in preparing their programs to be accredited by the American Accreditation Board for Engineering and Technology (ABET).

It is worth mentioning that evaluation processes and planning for improvement are included in normal planning processes. The University's strategic plan projects are grouped into two major typ (Appendix 3-1-28) as follow :

- **Planning Projects**
- **Evaluative Projects**

Some of these projects are carried out on annual basis and they are considered part of the administrative work at the University colleges and deanships. Also through evaluation and improvement plans, planning for improvement and evaluation processes are linked to usual planning at the University colleges. (Appendix 3-1-29).

### **3-2 Scope of Quality Improvement Processes**

Through the establishment of Development and Quality Units at the University Colleges and Supporting Deanships, all administrative and academic units at the University participate in the processes of quality assurance and improvement. According to a decision taken by the Vice-Rector for Development and Quality that stipulates that deans of the Colleges and Supporting Deanships are the heads of those units and their vice deans are head-assistants for those units from the male and female sections. (Appendix 3-2-1). Thus, all the leaders of the University take part in the processes of Development and Quality. Also the decision of the Vice-Rector for Development and Quality specified the tasks of quality units' supervisors. (Appendix 3-2-2)

A quality handbook, approved by the Vice-Rectorship for Development and Quality, is available in all quality units at colleges and deanships. This handbook specifies the uniform frameworks of quality assurance for each college mission and objectives. (Appendix 3-2-3). The Vice-Rectorship for Development and Quality took into account that the organizational structure of the units and their tasks should be inside the colleges and linked to the updated organizational structure of the Deanship of Development and Quality to maintain coherence between the activities of development and quality within a standardized institutional framework.

The Deanship of Development and Quality leads the processes of planning, follow up and coordination between colleges, programs, deanship units and the planning and follow-up unit. Some of its responsibilities are the following:

- Circulating the concept of strategic thinking among academic and administrative leaders and the university employees by using various methods.
- Following up on the implementation of all strategic plans at the University.
- Submitting periodic and non-periodic reports to the Dean of Development and Quality on the progress of executive plans, obstacles, proposed modifications or support.
- Following up the achievement of the approved standards of performance measurement to ensure the achievement of goals and the effectiveness of the unit.
- Following up the performance of internal quality systems at colleges, Supporting Deanships, and administrations and providing necessary consultations.
- Supervising the performance of the Development and Quality Units at colleges, Supporting Deanships and administrative units at the University.
- Submitting a proposal to the Dean of Development and Quality on distributing the technical support officials to the various deanships, colleges and administration to follow up the implementation of plans and periodical evaluation activities as well as developing and improving performance.
- Coordinating the technical support visits to colleges, Supporting Deanships and administrative units and submitting relevant reports to the Dean of Development and Quality.
- Providing feedback to the quality assurance units at colleges and academic programs with respect to documents and reports sent by colleges and independent evaluators.
- Following up and coordinating with the supervisors of the development and quality assurance units at colleges, Supporting Deanships and administrations with respect to quality and qualification for accreditation.
- Forming internal review panel from the technical support and follow up officials to conduct internal reviewing of quality systems and requirements of academic accreditation of colleges, academic programs and deanships.
- Submitting periodic and annual reports to the Dean of Development and Quality about the performance of all the unit's activities and the means of improving such performance.
- Developing human resources and capacities within the scope of their jobs.

It is worth noting that the Deanship of Development and Quality represented by its main units depends in its technical support and evaluation of all the University academic and administrative units on the following:

- Developing an annual plan based on the quality strategic plan (Appendix 3-2-4).
- Technical support system (Appendix 3-2-5) (3-2-6).
- Preparing systems and mechanisms (Appendix 3-2-7).
- Preparing studies and expressing opinions (Appendix 3-2-8).
- Training (Appendix 3-2-9).

It is worth noting that technical support visits to academic programs, Supporting Deanships and general administrations exceeded (150) visits.

The Deanship of Development and Quality also create a website for following up on the requirements of quality and academic accreditations at the University colleges, programs and units for development and quality (Appendix 3-2-10). The previously mentioned units uploaded their files on the website. All documents were reviewed by quality consultants at the Deanship of Development and Quality and a feedback was provided to all the University programs (Appendix 3-2-11). All reports were based on the following policies:

- The need to highlight the strengths and weaknesses in all periodic reports regarding quality systems.
- The need to close the loop for the entire reports through considering improvement priorities and approving them in competent councils.
- Commitment of the programs provided to male and female students to providing separate follow up reports and KPIs, them submitting a general report including strengths, weaknesses and improvement priorities of all students.

- The need to adhere to the standardized models approved by the Deanship of Development and Quality.

Guided by ambitious and realistic vision and mission, the Vice-Rectorship for Development and Quality and its Supporting Deanships provide support to the various administrative and academic units of the University by activating the contributions of faculty members, students and administrative staff and guiding them to achieve the strategic objectives of the University. The Vice-Rectorship was interested in setting up a strategic plan for quality (Appendix 3-2-12) which reflects its strategic objectives.

Quality is not limited to the means of controlling and improving performance, but it moved further towards the advancement of education and its quality and to raise its level to enter for national and international competitions. The Vice-Rectorship for Development and Quality was keen on producing the quality handbook at the University (Appendix 3-2-13) and will act as a guide for the management processes to ensure the quality of the University's programs and colleges (figure 3-2-1) through handling the following issues:

- Principles of quality improvement assurance.
- Standards that influence universities' quality.
- Reviewing certain experiences and global trends in the field of total quality management.
- The system of quality at NU.
- The University's policy in quality assurance management.
- Processes of ensuring input quality.
- Processes of ensuring the quality of processes.
- Processes of ensuring output quality.

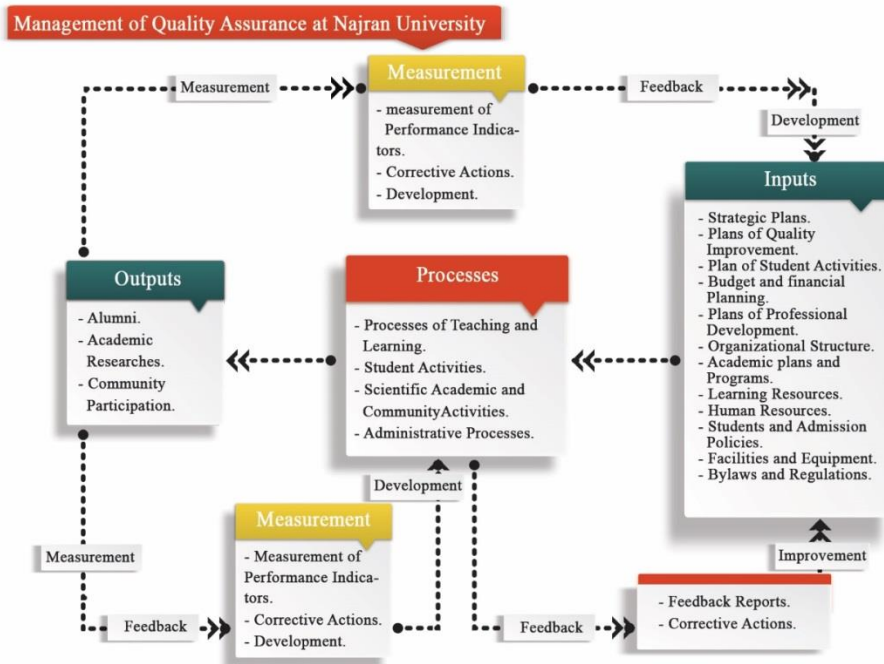


Figure (3-2-1) Management Quality Assurance Model at NU

Evaluation is carried out regularly and continuously for all aspects of the institution's activities in order to provide a comprehensive perspective about the performance of the University. According to the quality handbook, the inputs, processes and the outputs are evaluated as follows:

### 1. Evaluating the quality of inputs:

This process includes the strategic plans of the University's academic units and quality improvement plans prepared by the University's academic programs, Supporting Deanships, or administrative units, students' activities plans, budget, financial planning, professional development plans, organizational structures, programs



and study plans, learning resources and human sources. In addition to drafting the procedures handbook which ensures the verification of faculty members' qualifications and experiences before appointment, setting up orientation programs for new faculty members to brief them on the rules, regulations and academic issues and establishing regulations related to disputes and consequent actions and administrative cadres which include employees who do the support work of all the University's administrative units and developing policies for recruitment, besides drafting procedures handbook that ensures transparency in the recruitment process starting from the announcement for job vacancies and ending up with selection and appointment procedures. Finally, facilities and equipment which include the campus and classrooms, laboratories, equipment and facilities, information technology, students housing, rules and regulations and operating handbooks which include employment and legal regulations and procedures for academic and administrative units concerning the services these units provide.

## **2. Evaluating the quality of processes**

It includes all activities of the educational process, the implementation of study plans and programs specifications in order to achieve the targeted learning outcomes. It has student activities which include extracurricular activities such as religious, educational, sports, and social, artistic, scientific and research activities which include academic research conducted by faculty members, post-graduate students and research centers. Finally, it includes the administrative and financial processes which involve all administrative support, financial funding for academic, and research and community affairs.

## **3. Evaluating the Quality of outputs**

Quality of outputs is represented in the graduates. It includes all the students who completed successfully their university studies in accordance with the University rules and regulations. Quality of outputs also includes academic research in order to identify the effectiveness of the "Scientific Research System" in the light of the social and scientific goals. It also includes the evaluation of reports about the effectiveness of the University's policies with regard to academic research in terms of research trends and publication quality, in addition to developing effective systems for scientific prizes at the University to encourage and ensure the implementation of the strategic plan for scientific research.

The annual plan of the planning and Follow-up Unit at colleges and supporting deanships focuses on the processes that achieve the improvement of processes quality. The unit has an annual plan derived from the strategic plan of University's Vice-Rectorship for Development and Quality (Appendix 3-2-15). The plans for improving the University's programs and the annual plans for Development and Quality Units at colleges and supporting deanships emerge from the annual plan which focuses on the following:

- Following up the quality of processes by doing external reviewing to all college programs at both male and female sections on a regular and continuous basis and in accordance with quality performance indicators.
- Ensuring the improvement of the quality of those programs through the implementation of activities and providing documents related to the standards of the NCAAA on time and in accordance with the requirements of accreditation.
- Preparing reports on the requirements which have been met and those which are not completed, identifying weaknesses and obstacles that hinder implementation.
- Providing feedback by informing the administration about the results of the visit utilizing the standardized template prepared for this purpose in order to complete what has been referred to in the report of the visit.
- Determining the time of the next visit for the purpose of reviewing what has been achieved in the light of the results of the previous visit.

Taking into consideration that programs evaluation is done on both male and female colleges and the same thing is true when checking KPI.

It is worth mentioning that the University plays a significant role in encouraging and supporting academic researches which deal with quality issues at the level of the University. Researches on quality are included in the research plan financed by the Deanship of Scientific Research (Appendix 3-2-16).

It is important to say that the processes of performance evaluation include activities, ongoing daily activities and strategic objectives. Many daily and regular tasks were included in the projects of the University's strategic plan



(NU strategic plan, Chapter 6, pp. 285-303). The following are some examples:

**Male and female students:**

- A project for identifying counselling services for male and female students
- A project for studying colleges and programs requirements and student needs for extracurricular activities.

**Faculty members:**

- A project for studying the training needs of various academic cadres.
- A project for establishing a system to follow up and document faculty members' appointment, transfer and delegating.

**Personnel:**

- A project for identifying the training needs of the financial and administrative staff.
- A project for setting up a training plan to develop the capabilities of the financial and administrative staff.

**3-3 Administration of Quality Assurance Processes:**

In order for the University to manage quality assurance processes in a distinguished way, the Vice-Rectorship for Development and Quality was established after the approval of the Higher Education Council, session No. (54), held on 14/5/1430 and decision No.13/54/1430 and telegram No.4882 MB, dated 29/5/1430 (Appendix 3-2-1). After that, the "Evaluation and Academic Development Center", established by the Higher Education Council decision No. (23/47/1428), session No. 47, held on 27/8/1428 AH (Appendix 3-3-2), changed into the "Deanship of Development and Quality" based on the recommendation of the University Council, session No. 3, held on 23/6/1431 AH - 6<sup>th</sup> of June, 2010. (Appendix 3-3-3)

NU was interested in engaging all administrative leaders and representatives of academic and administrative units in managing and discussing quality requirements and academic accreditation by forming the Standing Committee for Quality and Academic Accreditation approved by the decision No. (Q-9772-434) on 2/12/1434). The committee is annually renewed (Appendix 3-3-4) and consists of members from all academic units and supporting deanships as well as department directors at NU. The committee and its sessions are chaired by the University Rector. It supervises the institutional accreditation tasks carried out by the EEC.

The Vice-Rectorship for Development and Quality created an Organizational Handbook in 1433 H (1<sup>st</sup> edition) (Appendix 3-3-5) and updated it in 1438 H (Appendix 3-3-6) in order to cope with its second strategic plan (Reyada).

The organizational structure shows that the Vice-Rectorship for Development and Quality has a number of tasks which can be summarized as follows:

- To develop mechanisms for fostering the culture of quality among faculty members, students and staff in all academic and administrative units of the University.
- To approve internal and external auditing system of academic programs.
- To follow up the development of academic programs and analyzing annual reports according to NCAAA's standards and other relevant standards.
- To design the University's strategic plan.
- To support the governing body of the University in designing its organizational and staff structure.
- To establish an internal follow-up system for the quality of all academic and administrative units in the University.
- To follow up the implementation of the developmental plans of the educational process and their progress in the relevant colleges and deanships.
- To develop policies, mechanisms as well as academic and administrative quality performance indicators and provide feedback.
- To approve the formation of strategic plan teamwork in colleges, supervise their performance and provide them with technical support.

The following units are the key and influential factors in the management of quality assurance in the University:

#### **The Deanship of Development and Quality:**

It is considered the executive center for the management of quality assurance in the University by its main five units (Planning and Follow-up, Teaching and Learning, Academic Accreditation, Skills Development and Creative Initiatives). The five units are supervised by the two Vice-Deans of the Deanship of Development and Quality.

The Deanship, headed by the Dean of Development and Quality, carries out the following tasks:

- To supervise the work of entities connected to the University's administrations and Development and Quality Units.
- To organize the tasks of administrative units affiliated to the Deanship and approve their plans. .
- To approve the formation of committees with respect to the tasks of the deanship-related entities in a manner that serves its goals and objectives.
- To follow up the fulfillment of programs, institutional and academic accreditation standards at the University's academic and administrative units and propose the necessary regulations and procedures.
- To provide support and advice to the University's various academic and administrative units to develop evaluation plans and academic accreditation, to ensure quality and to supervise improvement plans.
- To establish constructive scientific and professional relations between the University and the institutions concerned with the quality of higher education and academic accreditation in order to exchange experience in all the fields of quality performance improvement.
- To follow up the application of suggestions and recommendations given to the University's various administrative and academic units.
- To prepare studies and consultations to support strategic plans and development priorities of the University's academic and administrative units.
- To supervise the development and implementation of development plans according to the periodical self-evaluation of the University's academic and administrative units as well as the evaluation studies used for the periodic external review.
- To review and update the University's strategic plans according to the developments in higher education systems.
- To propose the establishment of units, centers and administrations to support the requirements of Development and Quality at the University.

#### **The advisory Board:**

The advisory board plays an important role in setting up the general frameworks for quality systems at NU. It is headed by the Vice-Rector for Development and Quality and membership of the Dean of Development and Quality as well as experts in the field of development and quality. The total number of advisers is 6 (3 men and 3 women) (Appendix 3-3-7). The council holds a meeting once fortnight to discuss all recent issues related to the quality at colleges and deanships. It follows up quality projects such as the evaluative development project and the strategic plan projects. The council is supposed to carry out several tasks, among of which are:

- To follow up the implementation, evaluation and development of the development and quality policies and strategies.
- To follow up the implementation of the recommendations of the Standing Committee for Quality and Academic Accreditation.
- To follow up the work plans of the University's institutional accreditation by NCAAA.
- To provide recommendations on forming the necessary teams for the University's development and quality and identifying their specializations and tasks.
- To coordinate work between the Vice-Rectorship's units and the Deanship of Development and Quality to achieve the Vice-Rectorship's mission and integration of trends and activities.
- To discuss topics referred to the Vice-Rectorship for Development and Quality by the Ministry of Education and the University's senior administrations.

- To propose the executive procedures appropriate for ensuring quality and ongoing improvement of the quality processes and mechanisms at the University.
- To discuss the annual report of the Vice-Rectorship for Development and Quality.

#### **Department of Administrative Development:**

It has important tasks shown as follows:

- To Propose plans and programs necessary for providing training to the University employees within the framework of rules and regulations as well as the actual training needs in collaboration with competent entities, and work on the implementation of these plans and programs after getting approved.
- To conduct regulatory studies on the university and updating its Organizational Handbook, if required.
- To follow up the approved regulations and submit suggestions for improvement.
- To support the University units in facilitating work procedures, design and develop used models, and prepare and update the Procedure Handbook.
- To establish an information system through which all information can be collected, classified and saved in order to help the administration perform its tasks.
- To develop human resources within the scope of job and develop their skills.
- To implement other assigned tasks as directed by the Vice-Rector for Development and Quality.

#### **Performance Measurement Unit**

The Performance Measurement Unit plays an important role in designing questionnaires and opinion surveys to identify the responses of teaching and administrative staffs as well as students on the quality assurance process at various academic and administrative units in the University. A special committee in cooperation with the Advisory Board and quality experts at the Vice-Rectorship will professionally review and set the general framework of these questionnaires and opinion surveys. It is worth mentioning that the Advisory Board of Performance Measurement Unit was established by the decision of Vice-Rector for Development and Quality (Appendix 3-3-8).

Figure (3-3-1) illustrates the organizational structure of Performance Measurement Unit which is tasked with the following duties:

- To design standardized questionnaires and submit them to the Advisory Board for review and approval in preparation for distributing them electronically to the Institution's academic and administrative departments.
- To get the responses of the participants and analyse them to come up with the results.
- To prepare the evaluation reports that present a comprehensive picture of the education institution's general performance.
- To send copies of these reports to the concerned Colleges and Departments to address the problems through the comprehensive plans set by those units.

The Unit distributes the questionnaires electronically through the Unit website that has been linked with the Vice-Rectorship website. This contributes to facilitating the process of filling them out by the University employees in addition to ensuring that the questionnaires are filled out neutrally and transparently.

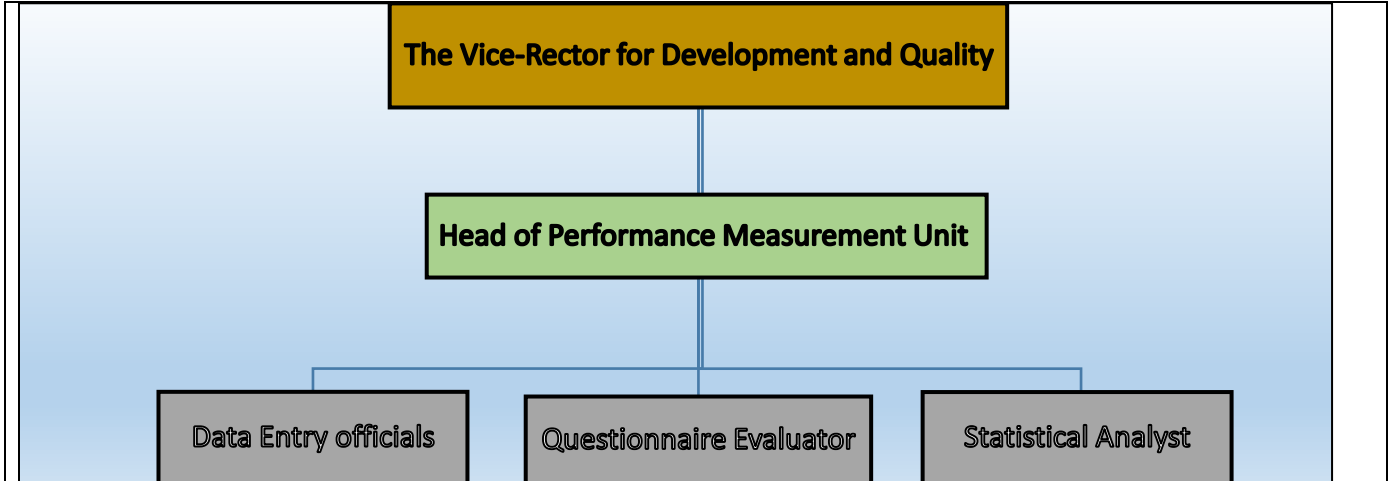


Fig. 3-3-1: The Organizational Structure of Performance Measurement Unit

Following are some of the most important questionnaires and opinion surveys designed and conducted by the Unit:

Table (3-3-1) A list of questionnaires and measurement tools conducted by the Performance Measurement Unit

S.	Questionnaire or Poll	Appendix No
1	Teaching staff questionnaire on job satisfaction.	3-3-9
2	Employee questionnaire on job satisfaction.	3-3-10
3	Administrative staff questionnaire on satisfaction with the effectiveness of administrative leadership.	3-3-11
4	Teaching staff questionnaire on the effectiveness of the performance of scientific councils.	3-3-12
5	A questionnaire on the clarity and soundness of the Organizational Handbook.	3-3-13
6	Teaching staff questionnaire on the effectiveness of the University Council's performance.	3-3-14
7	Teaching staff questionnaire on their satisfaction with the effectiveness of academic leaders (Deans).	3-3-15
8	Teaching staff questionnaire on satisfaction with the effectiveness of academic leaders (Heads of departments).	3-3-16
9	A questionnaire of the effectiveness of the University council.	3-3-17
10	Teaching staff questionnaire on satisfaction with the performance and effectiveness of the Development and Quality Units at the University colleges.	3-3-18
11	Teaching staff questionnaire on satisfaction with the performance of the Vice-Rectorship for Development and Quality.	3-3-19
12	Teaching staff questionnaire on satisfaction with the internal quality system.	3-3-20
13	Teaching staff questionnaire on satisfaction with the quality of the evaluation procedures adopted in NU.	3-3-21
14	A questionnaire on the students' satisfaction with the quality of teaching and learning at the University.	3-3-22
15	A questionnaire on the quality of courses and teaching performance of Teaching staff.	3-3-24
16	A questionnaire on the effectiveness of teaching activities and strategies of faculty members from the perspective of the University students.	3-3-25
17	A questionnaire on the quality of electronic courses.	3-3-26
18	A questionnaire on the faculty members' satisfaction with communication technology.	3-3-27
19	A questionnaire on the stakeholders and labor market's satisfaction with the level of graduates' skills.	3-3-28
20	A questionnaire on the community parties' and labor market's satisfaction with the graduates' professional and personal competences.	3-3-29

21	A questionnaire on the community parties' and labor market's satisfaction with the development procedures adopted by the University to fulfill requirements of the local community.	3-3-30
22	A questionnaire on the students' satisfaction with services and facilitations provided to them by the Deanship for Admission and Registration.	3-3-31
23	A questionnaire on the final year students' satisfaction with career and academic counselling.	3-3-32
24	A questionnaire on the faculty members' satisfaction with the learning resources at the University.	3-3-33
25	A questionnaire on final year students' satisfaction with the library services.	3-3-34
26	A questionnaire on faculty members' satisfaction with facilities and equipment at NU.	3-3-35
27	A questionnaire on administrative leaders' satisfaction with facilities and equipment.	3-3-36
28	A questionnaire on the availability of the requirements of effective teaching methods.	3-3-37
29	A questionnaire on the University staff's satisfaction with the University website.	3-3-38
30	A questionnaire on the sufficiency of financial resources from the perspective of faculty members.	3-3-39
31	A questionnaire on academic leaders' satisfaction with financial authorization.	3-3-40
32	A questionnaire on faculty members' satisfaction with laboratories, preparations, libraries, information systems and resources for supporting scientific research.	3-3-41
33	A questionnaire on the university's investing of its potentials in serving the local community from the faculty members' perspective.	3-3-42
34	A questionnaire on the university's investing of its potentials in serving the local community from the administrative leaders' perspective.	3-3-43
35	A questionnaire on the university's investing of its potentials in serving the local community from the academic leaders' perspective.	3-3-44
36	A questionnaire on the health services provided to students.	3-3-45
37	A questionnaire on the performance of the Vice-Rectorship for Academic Affairs.	3-3-46
38	A questionnaire on NU's website.	3-3-47
39	A questionnaire on the e-portal of the Deanship for Admission and Registration.	3-3-48
40	A questionnaire on the faculty members' satisfaction with communication technology.	3-3-49
41	A questionnaire of students' satisfaction with extra-curricular activities and student services.	3-3-50

These changes were accompanied by an increase in the human resources in the Vice-Rectorship and Deanship as shown in Table (3-3-2). The number of administrative leaders increased to 4 members at the Vice-Rectorship after introducing the female and male Vice-Rectors for Development and Quality. The number of quality consultants and experts decreased from 19 in 1435/1436 H to 13 in 1434/1435 H. This is considered a normal development at colleges and deanships, while the number of female and male administrative staff increased to 9 members.

Table (3-3-2): Development of Human Resources at the Vice-Rectorship for Development and Quality and its Supporting Deanships during 1435-1438 H.

Year \ Members	Administrative leaders	Quality experts and consultants	Personnel (Administrative staff)	Total
1435/1436	3	19	9	31
1436/1437	4	19	7	30
1437/1438	4	13	8	25

- According to NCAAA's recommendation No. (21) regarding the need of establishing a system for measuring the effectiveness of the Deanship of Development and Quality's units, the Vice-Rectorship for Development and Quality, represented in the Performance Measurement Unit, has a record of performance indicators related to the Deanship of Development and Quality's units was set. This record includes (number of the indicators – name of the indicator- name of the unit- the procedure taken- targeted percentage- periodic monitoring and reporting- name of the entity responsible for monitoring and measuring such indicators- how to measure) (Appendix 3-3-51) and (3-3-52).
- The Vice-Rectorship for Development and Quality represented in the Performance Measurement Unit had



a matrix for measuring the effectiveness of the performance of the Deanship of Development and Quality's units. This matrix includes (number of the indicator- name of the indicator- the unit- the targeted percentage – how to measure- the percentage of achievement). (Appendix 3-3-53).

- The Vice-Rectorship for Development and Quality represented in the Performance Measurement Unit issues an annual report on the effectiveness of the Deanship of Development and Quality's units according to the approved performance indicators. The report indicated to which extent the targeted percentage has been achieved compared to the actual percentage achieved (Appendix 3-3-54). These reports are sent to the Deanship units for following up and improvement.
- After the Vice-Rectorship for Development and Quality recently updated its organizational structure, the Deanship units have become five (Planning and Follow-up, Teaching and Learning, Academic Accreditation, Skills Development, and Creative Initiatives). The units-related performance measurement matrix is currently being updated (Appendix 3-3-55).

In order to identify the extent to which the performance of the Vice-Rectorship for Development and Quality is successful, the Performance Measurement Unit designed a questionnaire to measure the level of faculty members' satisfaction with the performance of the Vice-Rectorship for Development and Quality and its various units. The evaluation came as follows:

Table (3-3-3) Overall evaluation of the faculty members' satisfaction with the performance of the Vice-Rectorship for Development and Quality

Year	Evaluation of faculty satisfaction with the performance of the Vice-Rectorship	%
1437- 1438	3.89	77.8
1436-1437	3.59	71.8
1435-1436	3.60	72

The percentage of the faculty members' overall satisfaction with the performance of the Vice-Rectorship for Development and Quality at NU is (77.8%) with an arithmetic average of (3.89%) based on five-point scale, this percentage is noticeably higher than previous evaluation processes (the first evaluation of 1435 H reached 71%, the evaluation of 1436 was 72% and the second evaluation of the academic year 1436/1437 reached 71.8% which is shown in Table (3-3-3). Nevertheless, this percentage is very close to the targeted standard value which is not less than 80%.

It is worth mentioning that there have been many developments at NU, where the Vice-Rectorship for Development and Quality (The Deanship of Development and Quality, the Department for Administrative Development, and the Performance Measurement Unit) has got the Certificate of ISO 9001:2008 from the American Systems Registrar (ASR) accredited by the American National Accreditation Board (ANAB) in 2014 and the certification was renewed in 2016 (Appendix 3-3-56).

ANAB is one of the oldest accreditation body worldwide, giving credibility to the bodies that get certified. The most prominent features and remarks given by the company's external reviewers go as follows:

- The Higher Administration is committed to support the Development and quality Unit's system.
- Development and quality Unit's employees are competent and thus capable of running the Development and Quality internal system of the University.
- The Development and quality Unit works clearly and transparently facilitating the process of evaluating the quality system.

The internal reviewing system at the Deanship of Development and Quality is characterized by full transparency in accordance with the adopted evaluation methods (Appendix 3-3-57). The committees of Development and Quality Units at the colleges of the University and the Supporting Deanships have been formed of academic leaders in the colleges and male and female teaching and administrative staff. (Appendix 3-3-58).

### 3-4 Use of Indicators and Benchmarks:

Ensuring the effectiveness of the continuous internal reviewing system which focuses on the programs and the Supporting Deanships, a number of performance indicators have been set for the administrative units, academic programs, Deanship of Student Affairs, Deanship of Scientific Research, Post-graduate Studies, Library Affairs, Community Service, and Deanship of Development and Quality. This would provide the University with clear evidence on the performance quality in each unit separately.

The Deanship of Development and Quality has set a unified framework in relation to the indicators of the programs according to the EEC template, 2015. This frame has been distributed to the University Colleges to be followed and to measure how far the programs have met the NCAAA standards. The indicators included within the framework are divided into three main categories:

- The performance indicators of the University's strategic plan which fulfill NCAAA's indicators in its 2015 edition (Appendix 3-4-1).
- The performance indicators of programs according to NCAAA's indicators in its 2015 academic edition at the University (Appendix 3-4-2).
- The additional performance indicators adopted by programs and Supporting Deanships according to their plans and strategic objectives (Appendix 3-4-3).

In designing performance indicators according to the previously mentioned matrices, the University was interested in setting the targeted benchmarks for the internal benchmarking.

The University also communicated with a number of regional universities such as Cairo University and the Suez Canal University in Egypt and the Arabian Gulf University in Bahrain to exchange performance indicators with NU as a benchmarking on the institutional and program levels (Appendix 3-4-4), (Appendix 3-4-5) and (Appendix 3-4-6). The University also exchanged performance indicators with King Khalid University. All academic programs are committed to sending their performance indicators' reports annually to the Vice-Rector of Academic Affairs (Appendix 3-4-7), which in turn provides feedback to programs (Appendix 3-4-8).

According to NCAAA's recommendation No. (23), concerning the developmental evaluation project, the University should design a strategy for surveying faculty members and students. The strategy should ensure the consistency and effectiveness of improving and implementing all its activities. In response to the NCAAA's recommendation, the University has:

- Designed a strategy for surveying faculty members, students, and personnel. The strategy included policies and clear announced procedural mechanisms with respect to evaluation processed to identify the quality level and regularly improve all the manifestations of performance at the University. The annual strategic plan included the following elements (Appendix 3-4-9):
  - Vision
  - Mission
  - Objectives
  - KPI measurement mechanism or questionnaires with regard to faculty members, students or personnel.
  - Finally, the timetable for implementing the annual strategic plan for the Performance Measurement Unit.
- An improvement card is available at the Vice-Rectorship for Development and Quality to identify the causes of the problems (Appendix 3-4-10).
- An approved model for following up strategic objectives is available at the Vice-Rectorship for Development and Quality (Appendix 3-4-13).
- A system for measuring the effectiveness of the Performance Measurement Unit's annual strategy (3-4-14).

### 3-5 Independent Verification of Standards

The self-evaluation processes of the performance quality rely on a variety of sources of evidence through the following:

- Various surveys conducted by the Performance Measurement Unit (aforementioned in the sub-standard) for students, faculty members, graduates and the labour market (Appendix 3-4).
- The external reviewer system for academic programs (Appendix 3-5-1).
- The independent opinion system with respect to various self-evaluations. NU adopted such system in the first self-evaluation, the development self-evaluation and the periodic self-evaluation for the University programs as well as the self-evaluation of institutional accreditation (Appendix 3-5-2).
- The Advisory boards at the University colleges (Appendix 3-5-3).
- The peer reviewer system applied to random samples of the answer sheets. It is currently applied to some academic programs (Appendix 3-5-4).
- The test papers' measurement system through an independent evaluation carried out by the Development and Quality Units (Appendix 3-5-5).
- Various KPI measurements as previously mentioned.

These systems are used in providing explanations for the quality and efficiency of the systems used in the programs. During its visits and reviews for the documents on the website dedicated to academic programs and Quality Units, the Deanship of Development and Quality ensures the programs' discussion of such independent reports at its scientific department councils as well as taking executive procedures for improvement (Appendix 3-5-6).

The consultants of the Vice-Rectorship for Development and Quality have a great role in the review and follow-up process (Appendix 3-5-7) (Appendix of the consultants' and experts' CVs) in their capacity as well-experienced in the different activities of reviewing the programs during the processes of quality assessment for the performance of the Colleges on the internal reviewing where evidence-based explanations are confirmed, along with checking out the documents submitted by the programs, and how much they meet the NCAAA standards.

Continuous technical assistance and reviewing visits are paid to the Colleges that participate in the developmental projects with a view to provide technical assistance and to check the results of the self-assessment processes of the quality of the programs. This is done through screening the documents, the compliance with the NCAAA requirements, and in accordance with what the annual plan for supporting the quality determines. This also involves preparing the reports of the results of the reviewing processes, using standardized templates, and getting the approval from the planning and follow-up unit and the Dean of Development and Quality and sending them to the Colleges to acquaint themselves with them and meet the requirements mentioned (Appendix 3-5-8).

Within the framework of the students' evaluation system approved by the Vice-Rectorship for Development and Quality, NU established policies and procedures to make sure of the students' achievements. Such policies and procedures are:

- Measuring learning outcomes by the academic programs at the level of courses and programs. The University made significant efforts to design software via EXCEL to help programs measure their learning outcomes.
- Tracking graduates' outcomes in Aptitude tests (Qiyas). (Appendix 3-5-9).
- Using the peer reviewer system on a random sample from the students' answer sheets.
- Measuring the quality of the exam paper and the extent to which it complies with the measurement of learning outcomes via an independent committee from the Development and Quality Unit at the college.
- Performance indicators of the progress rates achieved by students and completion rates as well as internal and external benchmarking.

**Overall Evaluation of Quality Standard 3.** Refer to evidence obtained and **provide a report** based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

**Strengths:**

- There is an institutional commitment to improving quality at the institution through the Standing Committee for Quality and Academic Accreditation headed by the Rector who attends quality-supporting events at the University and provides them with financial and moral support.
- There is a governing body concerned with quality affairs 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 related to inputs, processes and outcomes.
- The Deanship of 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 a feedback to colleges, emphasizing the need of including all strengths, weaknesses and improvement recommendations in the reports on academic programs.
- Through the Deanship of 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 regulatory framework.
- The University developed 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 consultants 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 sources 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.
- There is a verification system of the students' achievements, for which NU uses benchmarking and independent opinion.

#### **Improvement Recommendations:**

- 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.
- Developing the website for quality and academic accreditation at the Deanship of Development and Quality so that the reviewing panel can provide reviews on the program itself. Feedback is provided through a report sent via the University's e-Correspondence Traching System.
- Urging the University administration to accelerate purchasing the (Business Intelligence) program so that the Deanship of Development and Quality ensures the inflow of information to its beneficiaries, in addition to monitoring performance, self-evaluation processes and benchmarking processes.
- Providing feedback to academic programs by the Vice-Rectorship for Academic Affairs.
- 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.

#### **Implementation priorities:**

- 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.

#### **Appendices: (Attachments: 2)**

**Link:** <https://goo.gl/gQiNq3>



#### 4. Learning and Teaching. (Overall Rating ☆☆☆☆Stars)

##### INTRODUCTION

NU has an effective system for ensuring all programs' quality, meeting the requirements of learning and teaching standard by providing technical support to all programs and applying good learning and teaching practices. It also monitors programs' performance through periodic follow-up reports conducted by the Vice-Rectorship and Deanship of Development and Quality as well as reviewing annual reports and programs performance indicators by the Vice-Rectorship for Academic Affairs.

Any deficiencies that are monitored or indicators that have not been achieved or any deficiencies in the requirements of the fourth standard are included in the periodic follow-up reports of the program's quality support plan. Then, they are included in the program improvement plan. The implementation is followed by the program coordinators to close the quality loop. A template for follow-up the program improvement plan is sent to the Teaching and Learning Unit at the end of each semester.

The application of ISO 9001-2008 system contributes to improving learning and teaching processes for outcome-based learning, consistent with the National Qualifications Framework (NQF), and the standards of NCAAA. Learning and teaching measures and processes templates have been identified and are available now on the following website: <http://ddq.nu.edu.sa/iso/page-348.html>

The templates facilitate the processes of planning, reviewing, and following up learning and teaching at NU and its academic units.

Student learning outcomes and performance indicators of all University academic programs have been identified clearly and in accordance with NQF and the requirements of profession practice. The internal benchmarks for most of the University academic programs have also been done. At the institutional level, necessary contacts with some universities inside and outside KSA were done to conduct the external benchmarks and the external benchmarking was carried out. Advisory committees have been formed at all University Colleges in accordance with the mechanism of forming advisory boards. In addition, a standard system was developed to evaluate the performance of faculty members at NU, including teaching performance, job efficiency, scientific research, community service as well as self-development. The appropriate teaching strategies as well as methods of evaluation of all courses and programs specifications have been identified. Faculty members selected for the programs are highly qualified with the appropriate experience for their particular teaching responsibilities. They are usually motivated to participate in professional development activities in the field of teaching in their areas of interests. Programs and courses are evaluated by external evaluators through periodic reports, student assessments as well as graduate and employer surveys, with the use of feedback in the preparation of improvement and development plans. Moreover, student assessment system has been developed, including controls and procedures that ensure the quality of the test papers preparation to ensure that they cover the targeted learning outcomes and the efficiency of correcting students' answers. The learning outcomes of courses and programs are also measured at all University Colleges through software prepared for this purpose.

##### **Provide a description of the process for the preparation on this standard.**

The report on the learning and teaching standard depends on studying all the documents and handbooks provided by the various programs in both male and female sections, including but not limited to, program profiles, program specifications, program reports, reports of students' surveys (student experience, teaching performance evaluation, and program evaluation), general regulations, circulars and the regulation of study and examinations, and programs of self-evaluation scales. The current performance of the University has been compared to the good practices associated with the standard set out in NCAAA institutional self-evaluation form. The standard of learning and teaching has been evaluated at the levels of the University programs, colleges, and colleges of similar specialization. Finally the general analysis, the self-evaluation scales and the SSR of the standard of learning and teaching were prepared at the University level.

This has been achieved through the following steps:

- Forming the general structure of the NU institutional accreditation team (Appendix 4a).



- Forming the High Committee of Self-evaluation and Evaluative Study for Institutional Accreditation, chaired by the Vice-Rector of Development and Quality, which consists of five sub-committees: Committee of the Institutional Context, Committee of Learning and Teaching, Committee of Student Service Support, Committee of Infrastructure Support, Committee of Community Service, and the Technical Committee for Preparing the SSR.
- The Committee of Learning and teaching is further divided into four working groups, each headed by a vice-dean who is also a member of the Learning and Teaching Committee. These working groups are as follows:
  - The working group of the Medical Colleges.
  - The working group of the Colleges of Engineering and Computer Science.
  - The working group of the Colleges of Sharia, Administrative Sciences, and Community.
  - The working group of the Colleges of Education, Science and Arts, and Languages and Translation.
- The High Committee as well as the working groups held a number of meetings to organize and schedule their own agendas.
- Each working group collected data at the level of college programs, depending on surveys, interviews, statistical data, reports, committee minutes, meeting minutes and data published on the website.
- The self-evaluation of the learning and teaching standard was prepared at the program level and then at the college level and after that at the college groups' level.
- Finally, the final report on the standard of learning and teaching at the level of NU was prepared.

Duties and responsibilities of the working groups at the standard of learning and teaching at the institutional level, are as follow:

- Examining the learning and teaching standard and its sub-standards and practices.
- Conducting self-evaluation and SWOT analysis to the learning and teaching standard and sub-standards.
- Identifying the achieved sub-standards and collect documents for them.
- Identifying the unachieved sub-standards and the most important unachieved practices.
- Submitting a preliminary report on the standard and the sub-standards and what was achieved and what was not.
- Identifying measurement tools of sub-standards and design data collection and analysis templates.
- Using the results of implementing NCAAA recommendations to meet the requirements of the unachieved sub-standards.
- Collecting documents and indicators of the standard.
- Preparing SSR of the standard.
- Preparing the final SSR of the standard, including a report on the quality of learning and teaching at NU.

All college and programs are listed in the following table:

Table 4a: A list of all Colleges and programs at NU

No.	College	No. of programs (Diploma and Bachelor)	No. of Post-Graduate programs
1	Sharia and Fundamentals of Religion	2 Bachelors	2 Master Master of Hadith and its Sciences (male section) Master of Jurisprudence (male section)
2	Community	3 Diplomas	None

3	Education	4 Bachelors	3 Masters 2 High Diplomas Master of Special Education (male & female sections) Master of Curriculum and Teaching Methodology (male & female sections) Master of Kindergarten (female section) General Diploma of Education (male section) Diploma of Guidance and Counseling (male & female sections)
4	Administrative Sciences	4 Bachelors	1 Master Master of Business Administration (male & female sections)
5	Medicine	1	None
6	Applied Medical Sciences	3 Bachelors	None
7	Nursing	1 Bachelor	None
8	Dentistry	1 Bachelor	None
9	Pharmacy	1 Bachelor	None
10	Computer Science and Information Systems	2 Bachelors	None
11	Science and Arts - Najran	6 Bachelors (4 joint programs with Sharoura branch + Physics and Biology)	2 Masters Master of Mathematics (female section) Master of Applied English Linguistics (female section)
12	Science and Arts - Sharoura	7 Bachelors (4 joint programs with Najran + 1 joint program with the College of Education+ 2 in Sharoura)	None
13	Engineering	3 Bachelors	None
14	Languages and Translation	1 (Translation)	None
15	Preparatory Year	None	None
<b>Total</b>		<b>39 (5 of which are joint programs), i.e. 34 Programs (31 Bachelors + 3 Diplomas)</b>	<b>8 Masters 3 High Diplomas</b>

The following are the most important documents and procedures that have been utilized in preparing the SSR of the learning and teaching standard:

- Institutional self-evaluation scales of higher education institutions issued by NCAAA, 2015. After studying the appendices referred to in these scales, the practices of learning and teaching standard have been evaluated.
- SSR template issued by NCAAA, 2015.
- National Qualifications Framework, KSA.
- Results of the preliminary self-evaluation of the fourth standard, which was made in 1432 H.
- Results of the self-evaluation of the fourth standard, within the framework of the evaluative development project conducted with NCAAA in 1435 H.

- Reports of self-evaluation scales for the University and college groups programs related to the standard of learning and teaching, in 1438 H.
- Examining documents pertaining to the standard of learning and teaching, including:
  - o Program and course specifications and field experience.
  - o Program annual reports.
  - o Performance indicators at the institutional and program levels.
  - o Reports of the opinion surveys at the institutional and program levels.
  - o Templates and reports on the Learning and Teaching Unit.
  - o SWOT analysis of NU strategic plan.
  - o NU Strategic Plan (1433-1438 H).
  - o Policies and strategies for learning and teaching at Najran University.
  - o Annual reports of the University.
  - o Minutes of the UC meetings.
  - o Minutes of meetings of the Planning Committee.
  - o Program reports on the rates of students' progress and performance indicators.
  - o Contacts and interviews with college officials and supporting deanships.
  - o Reports of the Performance Measurement Unit.
  - o Reports of the Skill Development Unit.
  - o The regulations of study and examinations.
  - o Writing the first draft of SSR.
  - o Writing the final SSR.

#### Report on sub-standards

(In sub-standard 4.1 a description should be given of the institution's processes for oversight of quality of learning and teaching. In each other sub-standard, include an explanatory statement describing what is done throughout the institution. If common procedures are not followed, this should be indicated and an explanation given of major variations and how the institution as a whole monitors quality of performance.)

#### 4-1 Institutional Oversight of Quality of Learning and Teaching

NU has developed a framework to oversight the quality of learning and teaching at the University level, supervised by The Vice-Rectorship for Academic Affairs (Appendix 4.1.1), in response to recommendations 24 and 28 of the Developmental Review Panel. It consists of the systems and mechanisms, standardized templates, periodical reports, and KPI reports of the fourth standard. At the institutional level, the Executive Committee for Following up Learning and Teaching has been formed and chaired by the Vice-Rector for Academic Affairs, decision No. 9/36-37, dated 11/11/1437 H (Appendix 4.1.2). NU has a system for new and modified programs (Appendix 4.1.3). In addition, there is a mechanism for academic program specification at the University level (Appendix 4.1.4). The Vice-Rectorship for Development and Quality has developed and implemented the standardized system for the quality of the procedures of program and course specifications, at NU academic program level (Appendix 4.1.5).

NU seeks to oversight the quality of learning and teaching through establishing internal systems for monitoring program quality in the related programs, colleges, and units such as the deanships of student affairs, libraries, community service, and post-graduate studies (Appendix 4.1.6). NU Council is the highest academic authority. It assigns some of its authorities to the Vice-Rectorship of Academic Affairs which is represented by the Study Plans and Planning Committee, the Vice-Rectorship of Development and Quality, and the Vice-Rectorship of Post-Graduate Studies and Scientific Research in order to follow up the quality of learning and teaching. The UC maintain its right to approve the final accreditation of the educational programs and their study plans. The approval

or core modifications of study plans are made by the Study Plans and Planning Committee (Appendix 4.1.7) after reviewing the plans by the Unit of Learning and Teaching affiliated to the Deanship of Development and Quality (Appendix 4.1.8). This is followed by the final approval by the UC. It also discusses the annual report of the University which includes the students' examination results, the developments in the number of the faculty members, scholarships, training, students' activities and services, scientific research, university libraries, as well as administrative, technical, financial affairs, projects, difficulties and obstacles, and goals and ambitions (Appendix 4.1.9). The decisions issued by NU Council, which support the standard of learning and teaching over two years, have been documented. They are 20 decisions, as shown in Table 4.1.1 (NU Council decisions supporting the standard of learning and teaching). These decisions are set out in the minutes of the NU Council meetings (Appendix 4.1.10)

Table 4.1.1: NU Council decisions supporting the standard of learning and teaching.

Academic Year	Session No.	No. of Decisions
1436/1437 H	2 <sup>nd</sup> session	7
1437/1438 H	1 <sup>st</sup> session	7
1437/1438 H	2 <sup>nd</sup> session	6

There is also the Standing Committee of Quality and Academic Accreditation, headed by the University Rector and membership of Vice-Rectors, College Deans, Deans of Supporting Deanships, and Director General of the General Department for Faculty and Staff. The main task of the committee is to monitor the quality of inputs, processes, outputs, and indicators of learning and teaching. It also follows up the application of policies and strategies for learning and teaching (Appendix 4.1.11) through following-up the periodic reports on the educational programs. The university has developed the largest number of policies in the field of learning and teaching compared to other fields (Figure 4.1.1)

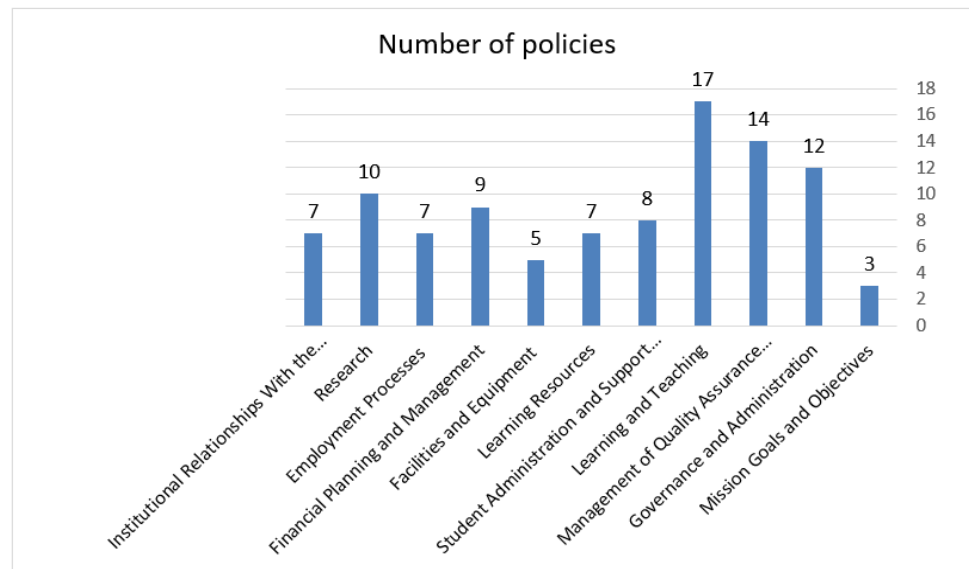


Fig. 4.1.1: Number of policies in the field of learning and teaching compared to other fields

NU believes that the standard of learning and teaching is very significant and indispensable in improving the system of educational performance. Therefore, NU strategic plan (1433-1438 H) considers "learning and teaching" as the first strategic determinant within its six strategic determinants. The first strategic determinant of learning and teaching includes three strategic objectives, which in turn include 11 operational objectives ( Table 4.1.2).

Table 4.1.2: Strategic and operational objectives of the learning and teaching determinant

Determinant	Strategic Objectives	Operational Objectives
(1) Learning and Teaching	(1) Achieving academic programs that can compete internationally within the framework of Islamic values	1. Developing the academic programs in light of the needs of the labour market and community requirements and in accordance with international standards in the light of Islamic values.
		2. Establishing modern programs to meet the needs of the labour market and community.
		3. Twinning with global academic programs.
		4. Implementing recent methods of e-learning.
	(2) Graduating distinguished students with great efficiency for the future	1. Improving the quality of students' admission and registration.
		2. Assuring the quality of learning and teaching procedures to develop students' academic, practical, and personal skills.
		3. Enhancing students' participation in all academic activities.
	(3) Promoting the competencies and efficiency of the teaching staff	1. Developing the selection policy of the distinguished faculty members.
		2. Constant development of faculty members' and academic leaders' skills and abilities and completing the recruitment of academic cadres.
		3. Setting up an impartial system that guarantees integrity and unbiasedness of disciplinary actions, sort out complaints, and compromises faculty disposes.

The achievement rates of the strategic objectives of learning and teaching through the projects of the first, second, third, and fourth stages are shown in Appendix 4.1.20, where the achievement rates of the objectives of learning and teaching ranged from 30 % to 37.5% in the first stage and from 33.9% to 59.6% in the second stage. The achievement rates of the objectives of learning and teaching ranged from 67.1% to 79.6% in the third stage. In addition, completion of the implementation of the fourth stage projects shall increase the achievement rates of the expected objectives. These are high rates that lay emphasis on the University support for teaching and learning related projects. The University strategic plan is extended till the implementation of the fifth stage of the projects in 1441 H, after approving the strategic plan extension due to the current circumstances and to correspond to the tenth development plan.

The College Deans, members of the UC and, Standing Committee of Quality and Academic Accreditation, are responsible for monitoring the quality process within their colleges and applying the policies and strategies for learning and teaching in accordance with the program specifications as well as the policies and strategies for learning and teaching at the University level (Appendix 4.1.12). The technical support and consulting shall be provided by the Vice-Rector and Dean of Development and Quality who oversee the quality internal system in the University and its academic and administrative units. The University has developed a system for preparing the study plans (Appendix 4.1. 21)

The approval of the new study plans or the core modifications of the current plans, attached with the program and course specifications requires developing the study plan according to the NU study plan template (Appendix 4.1.13). The proposed plan should be submitted to an external evaluator to review it based on a template prepared for this purpose. (Appendix 4.1.14.) Template of the program external evaluator). Then, the plan is evaluated by



the Learning and Teaching Unit at the Deanship of Development and Quality according to the ISO Template prepared for this purpose (Appendix 4.1.15). Finally, the study plan is submitted to the Study Plans and Curriculum Committee for review and to NU Council for approval.

The number of study plans that have been reviewed and evaluated in the Learning and Teaching Unit are 26 plans over six years (Table 4.1.7).

Table 4.1.7: Number of reviewed and evaluated study plans by the Learning and Teaching Unit over six years

Academic year	1432/1433	1433/1434	1434/1435	1435/1436	1436/1437	1437/1438
Reviewed and evaluated study plans	8	9	3	1	1	4
Total	26					

The faculty members are the key factor in the activation of the quality system and improvement of the outcomes of the educational process. Accordingly, the University provides training of job development through a system of courses supervised by the Deanship of Development and Quality (Appendix 4.1.16). They are also motivated to participate in conferences. The total number of participations is 900 which come in the form of attendance, presenting research papers, presiding over conference sessions, or refereeing research articles over the last three years (Table 4.1.8).

Table 4.1.8: Number of participations in the academic conferences at the level of NU (1435/1436- 1437/1438H)

Participation in conferences at the level of NU	Conference attendance	Conference participations	Presiding over the conference sessions	Article refereeing	Total
Total of participations	456	285	39	120	900
Number of faculty members	120	123	22	34	299

The UC allocates financial resources for the activities of the University's academic and administrative units to ensure the quality of teaching and learning. According to the quality system planning at NU, an annual report is prepared for each program, as well as preparing a report on monitoring the program performance indicators. These reports are submitted to the Deanship of Development and Quality and the Vice-Rectorship for Academic Affairs. Then, the reports are referred to the Executive Committee for Teaching and Learning to provide evaluation and recommendation to close the quality loop (Appendix 4.1.17). In addition, the program is evaluated by students, faculty members, alumni, and employers, the related reports and the annual plan to improve the quality of the program are prepared. These reports shall be submitted to and approved by the concerned Department and College Councils. Finally, they shall be submitted to the Deanship of Development and Quality for review, technical support, and implementing technical follow-up through quarterly reports (Appendix 4.1.18).

There is an integrated E-Correspondence Tracking System at NU. It can be accessed through NU website: <https://cts.nu.edu.sa/NajranCTS/start>. It facilitates contact between the NU rector, the vice-rectors, colleges, deanships, academic programs, and all administrative units.

Regarding the academic programs which are joint in male and female students, learning outcomes are the same. That is clear in the program specifications, such as Computer Science Program at the College of Computer Science and Information Systems, Radiological Science Program at the College of Applied Medical Sciences, Special Education Program at the College of Education, Physics and Arabic Language Programs at the College of Science and Arts. There is also a female representation at the department councils and the development and quality units. In addition, the facilities, equipment, and requirements of scientific research are equal.

- In order to provide equal access to learning resources, libraries have been established in the female section as well as in Sharoura branch.
- The program self-study evaluation is carried out every three years. The initial self-study evaluation was done in 1432H. Then, it has been done within the framework of the evaluative development project in 1435H, and is being done currently in 1438H.
- The University academic programs regularly monitor performance indicators and conduct external benchmarks (Appendix 4.1.19). On the institutional level, contacts were done with other universities to conduct benchmarking studies.

#### 4.2 Student Learning Outcomes

NU aims to make the learning outcomes of its students in all the programs enable them to acquire knowledge, cognitive and interpersonal skills, and values upon completion of their studies. The University, through the strategic plan of the Vice-Rectorship for Development and Quality, has directed those responsible for the academic programs to consider the student learning outcomes within the five areas specified by the NQF in KSA (Appendix 4.2.1) and in accordance with what has been decided by the NCAAA.

All academic programs at NU (34 academic programs, apart from postgraduate diplomas and masters) have specified program and course learning outcomes in line with the NQF and the NCAAA requirements (Appendix 4.2.2). Also, consultation is provided by academic and professional experts in the formulation of learning outputs in all University programs. The University has reviewed its program leaning outputs within the framework of applying a standardized system for ensuring the quality of the process of program specification through NU Vice-Rectorship for Development and Quality (Appendix 4.2.3). The revision is conducted by the internal audit committees of the academic programs and the technical support provider at the Deanship of Development and Quality (Appendix 4.2.4). In addition, the revision is conducted by the Learning and Teaching Unit and within program specifications revision depending on the template "The External Evaluator of NU Academic Programs" (Appendix 4.2.5). The University also invited an external reviewer with an international experience (Appendix 4.2.6).

The programs responded to the external reviewer's comments regarding the formulation of the learning outcomes (Appendix 4.2.7), or through the approval of study plans for new or amended programs at the Learning and Teaching Unit, Deanship of Development and Quality (Appendix 4.2.8). It also responded through the participation of the Learning and Teaching Unit in reviewing the learning and teaching standard in the quarterly review for the program quality conducted by the Quality Unit at the University Colleges.

There was also a benchmark for NU academic program learning outcomes and the learning outcomes of its counterparts was held with the purpose of achieving the mission and objectives of the academic programs that spring from the University mission. The learning outcomes of most of the NU programs and its counterparts worldwide was performed (Appendix 4.2.9). The learning outcomes of the academic programs at NU were compared to international counterparts as well as providing appropriate suggestions for learning outcomes improvement.

The University instructed all those responsible for the programs to analyse student results and submit them to the concerned academic departmental councils. Accordingly, courses, teaching methods, and evaluation environment shall be improved to achieve the aspired learning outcomes and improve student learning (Appendix 4.2.10), in all the successive quality plans as well as within the documents of institutional accreditation plan in 1437/1438 H (Appendix 4.2.11).

Some programs benefited from contact with some international accreditation bodies to develop their structures and learning outcomes, including the College of Computer Science and Information Systems and the College of Engineering with (ABET), the College of Applied Medical Sciences and the College of Nursing with (AHGPS), the College of Education with (NCATE) which merged with (TEAC) and constituted the Council for the Accreditation of Educator Preparation (CAEP) (Appendix 4.2.12), (Appendix 4.2.13: Programs specifications of Applied Medical Sciences College), and (Appendix 4.2.14: Special Education program specification at the College of Education). Some programs have benefited from the review of international accreditation bodies, such as AHGPS (Appendix 4.2.15).

There are direct and indirect methods to verify the fulfilment of the intended learning outcomes. Indirect methods include student assessment of courses and teaching performance (survey of student opinion about all academic programs at the University level), survey of opinion of graduates (program assessment and student experience assessment of most of the University programs, plus survey of employers' opinion/ employment bodies.

Some programs have prepared a mechanism for direct measurement of learning outcomes such as the two programs of Computer Science and Information Systems (College of Computer Science and Information Systems), the Arabic Language Program and English Language Program (College of Science and Arts, Najran), the Educational Computer Science Program (College of Science and Arts, Sharoura), Pharmacy Program (College of Pharmacy), Home Economics Program (College of Education), and the Nursing Program (College of Nursing). These programs measure academic programs learning outcomes through utilizing direct measurement methods such as midterm exams, final exams, exit exams, observation cards, quizzes, practical exams, assignments, projects and seminars in case of practical programs (Appendix 4.2.16) and (Appendix 4.2.17). Moreover, the College of Engineering utilizes Closo software to measure the learning outcomes of all its programs.

Each program prepares an annual report for the program, as well as it prepares a report to monitor the approved performance indicators. These reports are presented to the Department council and to the College council that submit the minutes of their meetings and their needs to the Rector for giving instructions to provide improvement requirements. The reports also are submitted to the Vice-Rector for Academic Affairs, who refer these reports to the Executive Committee for Teaching and Learning to provide evaluation and recommendation to close the quality loop.

NU has developed an electronic program to measure the learning outcomes of all courses and programs, namely "the electronic program for measuring the learning outcomes" implemented in 1437/1438 H (Appendix 4.2.18: Reports on the learning outcomes of some academic programs). In the framework of the national transformation program 2020 to achieve the vision of the Kingdom of 2030, the University of Najran presented an initiative entitled "Automating the assessment of learning outcomes in higher education" under the domain of "raising the efficiency of higher education." The initiative is accepted in 1438 H with funding of 30 million Riyals. This project had commenced in Najran University, as the university's Rector issued a decision on 16/6/1438 (E-Transaction number 2994) to compose a committee to support the national transition 2020'program under the chairmanship of the Dean of the Faculty of Engineering, which oversees the implementation of the project as well as communication and coordination with the national transformation program 2020.

Advice is also taken from advisory committees of different programs on the appropriateness of the program learning outcomes such as the Computer Science Program, the English Language Program, Heath Colleges Program, and the Sharia Program (Appendix 4.2.19).

This has been designated as one of the strategic plan projects in its second stage (establishing a system for verifying the intended learning outcomes- Code 2/5) with a total cost of SR 2 million.

The learning outcomes of courses and programs are verified by:

#### - Student Progression Rate:

The student progression rate in the first levels of regular Bachelor students a long five semesters, from the 1<sup>st</sup> semester of 1435H to the 2<sup>nd</sup> semester of 1437H, shows that the general average ranged from 24.8% to 46.7%, as it ranged from 16.2% to 40.7% for male students and from 32.1% to 52.9% for female students. These rates are considered acceptable and reflect excellence in the female section. The low rate in the second semester of 1437 H is attributed to the increase in withdrawal cases and transfer from one department to another (Table 4.2.1).

As for Diploma, the student progression rate in the first levels a long five semesters, from the 1<sup>st</sup> semester of 1435H to the 2<sup>nd</sup> semester of 1437H, shows that the general average ranged from 24.8% to 46.7%, as it ranged from 16.2% to 40.7% for male students and from 32.1% to 52.9% for female students. These rates are considered acceptable and reflect excellence in the female section. The low rate in the second semester of 1437 H, is attributed to the increase in withdrawal cases and transfer from one department to another (Table 4.2.2).

Table 4.2.1: Student progression rate at the first level of the Bachelor degree over three years

Semester	Male Students			Female Students			Total		
	Enrolled	Passed in 1 <sup>st</sup> level	Passed (%)	Enrolled	Passed in 1 <sup>st</sup> level	Passed (%)	Enrolled	Passed in 1 <sup>st</sup> level	Passed (%)
351	1588	563	35.5	1559	893	57.3	3147	1456	46.3
352	738	255	34.6	947	378	39.9	1685	633	37.6
361	1569	638	40.7	1517	803	52.9	3086	1441	46.7
362	856	269	31.4	945	443	46.9	1801	712	39.5
371	2010	651	32.4	1640	835	50.9	3650	1486	40.7
372	1015	146	16.2	1206	387	32.1	2221	551	24.8

Table 4.2.2: Student progression rate at the first level of the Diploma degree over three years

Semester	Male Students			Female Students			Total		
	Enrolled	Passed in 1 <sup>st</sup> level	Passed (%)	Enrolled	Passed in 1 <sup>st</sup> level	Passed (%)	Enrolled	Passed in 1 <sup>st</sup> level	Passed (%)
351	114	27	23.7	343	91	26.5	457	118	25.8
352	90	19	21.1	263	104	39.5	353	123	34.8
361	119	18	15.1	196	54	27.6	315	72	22.9
362	170	35	20.6	192	39	20.3	362	74	20.4
371	139	17	12.2	234	86	36.8	373	103	27.6
372	174	24	13.8	308	103	33.4	482	127	26.3

#### 2- Joining postgraduate studies

Joining postgraduate studies according to programs, there are 7 postgraduate study programs at the University with 107 male and female enrolled students, and who graduated from NU. The number of female students is 57, while the male students are 50 till 1435H. In the period 1436-1438H, the number of enrolled postgraduate students reached 233; 26 male students graduated with progression rate of 22.03% and 26 female students graduated with a progression rate of 16.77%, as the general progression rate was 18.88% (Table 4.2.3 Number of enrolled and graduated MA Program Students).

Table 4.2.3: Numbers of students enrolled in and graduated from MA Programs

College	Postgraduate Program	Program Duration	Male Students			Female Students			Total		
			Enrolled	Graduates	Graduates (%)	Enrolled	Graduates	Graduates (%)	Enrolled	Graduates	Graduates (%)
Science & Arts	Applied Linguistics	4-8	-	-	-	30	2	6.66	30	2	6.66
	Mathematics	4-8	-	-	-	50	10	20	50	10	20
Education	Special Education (Learning Difficulties)	2-8	43	10	23.25	40	8	20	83	18	21.68
	Curricula & Teaching Methodology	4-8	35	8	22.85	35	6	17.14	70	14	20
	Kindergartens	4-8	-	-	-	21	-	-	-	-	-
Sharia & Fundamentals of Religion	Hadith & its Studies	4-8	40	8	20	-	-	-	-	-	-
	Jurisdiction	3-8	29	-	-	-	-	-	-	-	-
Administrative Sciences	Business Administration	4-7	39	-	-	35	-	-	-	-	-
Total			186	26	22.03	211	26	16.77	233	44	18.88

Table 4.2.4 shows the proposed numbers of students to be accepted for post-graduate studies programs (MA), 1<sup>st</sup> semester, 1438/1439 H.

Table 4.2.4: Proposed numbers of students admitted for post-graduate studies programs (MA), 1<sup>st</sup> semester, 1438/1439 H

College	Department	Program	Proposed numbers	
			Male	Female
Science & Arts	Mathematics	Mathematics	---	10
	English language	Applied Linguistics	---	10
	Physics	Physics of Advanced Materials	10	---
Education	Special Education	Learning Difficulties	5 basic 3 optional	5 basic 3 optional
	Curricula & Teaching Methods	Curricula & Teaching Methods	5 basic 3 optional	5 basic 3 optional
	Kindergartens	Kindergartens	----	5 basic 3 optional
Sharia & Fundamentals of Religion	Sharia	Jurisdiction	10 basic 5 optional	---
Administrative Sciences	Business Administration	Business Administration	20	20



### 3- Students' Marks/scores

The marks of students in midterm exams, assignments, projects, quizzes, and final exams are considered a direct measurement of learning outcomes. Students' results in an entire term are analysed in all University programs (Appendix 4.2.20: Rates of students' progress for the Computer Program in Sharoura) and (Appendix 4.2.21: A report about the rates of students' progress in the Arabic Language Program). The report shows that most of the rates from level one to six were D, in level seven the highest rate was C, while in level eight the highest rates were B and C. That is attributed to the practical courses and its dependence on field training. It is also noticed that the female student at level one achieved a low A rate with a 0.5 %, only due to their weakness when they joined the program and the lack of a placement test related to the program. Figure 4.2.1 shows students' accumulative rates for eight levels for the Computer Science program at the College of Science and Arts, Sharoura, in the first semester of 1434/1435 H.

At the course level, which directly contributes to the measurement of learning outcomes, e.g. the Computer Program at the College of Computer Science and Information Systems (Appendix 4.2.22), improvements can be made to courses, teaching strategies, assessment methods, or course content (see program reports).

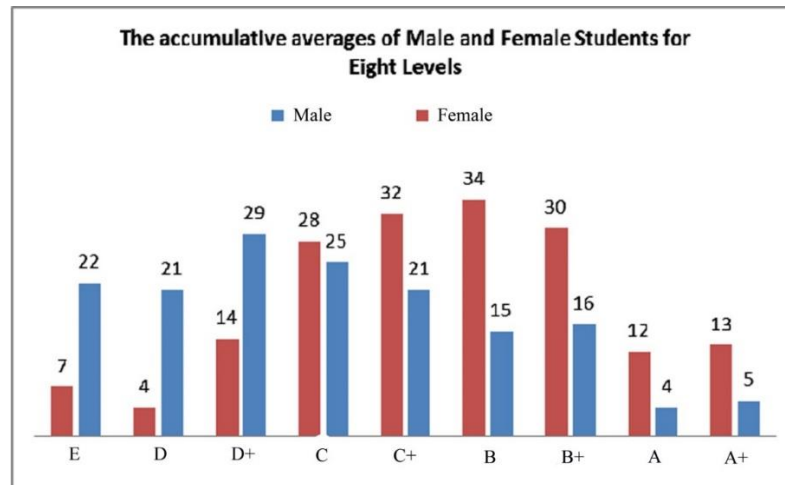


Fig. 4.2.1: Students' accumulative rates for eight levels, Computer Science Program, College of Science& Arts, Sharoura, 1<sup>st</sup> Semester 1434-1435 H.

Tables 4.2.5 and 4.2.6 show students number and progress rates in 8 levels of Chemistry Program, sharoura in the 1<sup>st</sup> semester of 1437/1438 H. Students' progress rates in all levels seem to be normal, the low progress rate (F) reaches 4.25%, while in high levels the progress rate (A and B) is 13.82%. For intermediate levels (C and D), the progress rate is 81.91%.

Table 4.2.5: Students' progress rates at 8 levels of Chemistry program, Sharoura in the 1<sup>st</sup> semester of 1437/1438 H

GPA's Code	GPA	No. of female students at all levels= 94								
		first	second	third	fourth	fifth	sixth	seventh	eighth	total
		13	26	13	12	10	13	3	4	94
F	1-1.9	2	1	-	1	-	-	-	-	4
D	2-2.9	3	8	6	2	8	3	1	1	32
C	3-3.9	8	12	2	9	1	9	1	3	45
B	4-4.9	-	4	5	-	1	1	1	-	12
A	4.9-5	-	1	-	-	-	-	-	-	1

Table 4.2.6: Number and percentage of students to the accumulative GPA of Chemistry Program, Sharoura in the 1<sup>st</sup> semester of 1437/1438 H

GPA's Code	GPA	No. of female students who got the rate	Female students who got the rate (%)
F	1-1.9	4	4.25
D	2-2.9	32	34.04
C	3-3.9	45	47.87
B	4-4.9	12	12.76
A	4-4.9	1	1.06

#### - Student Survey to Evaluate Courses and Teaching Performance

Course and teaching performance for all programs at NU are 100% evaluated by male and female students at the end of each semester. The Performance Measurement Unit at the Deanship of Development and Quality distributes a survey electronically. Then, responses are analyzed. The survey is utilized to evaluate the course and teaching performance at NU. It covers four dimensions, which are:

- The scientific content of the course,
- Learning methodology,
- Textbook,
- Lecturer of the course.

Table (4.2.7) indicates the grade of each dimension as well as the final grade at the level of the course, college, or University according to the Survey.

Table (4.2.7): Grades of course and teaching performance evaluation

Grades	Excellent	Very Good	Good	Average	Weak
	4.24-5	3.43- 4.23	2.62-3.42	1.81-2.61	Less than 1.81

Table 4.2.8 shows the general evaluation of courses at NU colleges along 9 successive semesters, from 1433 to 1438H. Data indicate that students' evaluations relatively increase in an acceptable manner in most courses of NU Colleges. There is a fluctuation in student evaluations of courses and teaching performance in the Colleges of Engineering, Dentistry, Community (female section), and Computer Science. Student evaluations of courses and teaching performance increased, then followed by a decrease in the last year. It can be attributed to the southern border crisis with Yemen, irregular student attendance, and challenges of adapting to e-learning methods at these Colleges.

Table 4.2.8: General evaluation of courses at NU colleges along successive 9 semesters, from 1433 to 1438H

College	33-34 1 <sup>st</sup> semeste r	33-34 2 <sup>nd</sup> semeste r	34-35 1 <sup>st</sup> semeste r	34-35 2 <sup>nd</sup> semeste r	35-36 1 <sup>st</sup> semeste r	35-36 2 <sup>nd</sup> semeste r	36-37 1 <sup>st</sup> semeste r	36-37 2 <sup>nd</sup> semeste r	37-38 1 <sup>st</sup> semeste r
Preparatory Year	3.36	3.49	3.81	3.83	3.79	3.90	3.85	3.69	3.76
%	67.2	69.8	76.2	76.6	75.8	78	77	73.8	75.2
Education	3.48	3.51	3.75	3.76	3.77	3.81	3.79	3.83	3.87
%	69.6	70.2	75	75.2	75.4	76.2	75.8	76.6	77.4

Nursing	3.55	3.56	3.78	3.87	3.83	3.67	3.62	3.91	3.93
%	71	71.2	75.6	77.4	76.6	73.4	72.4	78.2	78.6
Sharia and Fundamentals of Religion	3.82	3.95	3.98	4.04	4.02	4.01	4.03	4.01	3.99
%	76.4	79	79.6	80.8	80.4	80.2	80.6	80.2	79.8
Pharmacy	3.25	3.3	3.41	3.52	3.63	3.60	3.35	3.75	3.66
%	65	66	68.2	70.4	72.6	72	67	75	73.2
Medicine	3.17	3.25	3.37	3.49	3.67	3.65	3.46	3.54	3.81
%	63.4	65	67.4	69.8	73.4	73	69.2	70.8	76.2
Administrativ e Sciences	3.44	3.53	3.68	3.87	3.77	3.76	3.63	3.71	3.80
%	68.8	70.6	73.6	77.4	75.4	75.2	72.6	74.2	76
Applied Medical Sciences	3.58	3.66	3.71	3.72	3.72	3.72	3.75	3.84	3.89
%	71.6	73.2	74.2	74.4	74.4	74.4	75	76.8	77.8
Science & Arts - Sharoura	3.45	3.66	3.77	3.78	3.73	3.77	3.88	3.86	3.89
%	69	73.2	75.4	75.6	74.6	75.4	77.6	77.2	77.8
Science & Arts - Najran	3.45	3.5	3.68	3.65	3.78	3.76	3.74	3.81	3.86
%	69	70	73.6	73	75.6	75.2	74.8	76.2	77.2
Community (Males)	3.84	3.88	3.98	4.13	4.15	4.04	4.16	4.16	3.90
%	76.8	77.6	79.6	82.6	83	80.8	83.2	83.2	78
Community (Females)	3.42	3.53	3.86	3.86	3.75	3.84	3.78	3.89	3.97
%	68.4	70.6	77.2	77.2	75	76.8	75.6	77.8	79.4
Engineering	3.56	3.55	3.97	3.82	3.98	3.99	3.90	3.86	3.83
%	71.2	71	79.4	76.4	79.6	79.8	78	77.2	76.6
Dentistry	3.75	3.93	3.83	3.52	3.93	4.07	3.72	3.79	3.90
%	75	78.6	76.6	70.4	78.6	81.4	74.4	75.8	78
Computer Science	3.55	3.63	3.75	3.71	3.76	3.76	3.79	3.66	3.57
%	71	72.6	75	74.2	75.2	75.2	75.8	73.2	71.4
Languages						3.50	3.54	3.83	3.87
%						70	70.8	76.6	77.4

For general satisfaction, the percentage of satisfaction with courses and teaching performance increases consistently, indicating that NU achieves tangible progress in developing the learning and teaching processes. Table 4.2.9 and Figure 4.2.3 show that satisfaction degree is 'very good' for four years with average of 3.49-3.7, since the maximum assessment degree on the five-scale is 5.

Table 4.2.9: The average of students' general evaluation of courses and teaching performance at the University level (1433-1438H)

Semester	33-34 1 <sup>st</sup> semester	33-34 2 <sup>nd</sup> semester	34-35 1 <sup>st</sup> semester	34-35 2 <sup>nd</sup> semester	35-36 1 <sup>st</sup> semester	35-36 2 <sup>nd</sup> semester	36-37 1 <sup>st</sup> semester	36-37 2 <sup>nd</sup> semester	37-38 1 <sup>st</sup> semester
average	3.49	3.57	3.72	3.78	3.82	3.83	3.75	3.83	3.86
%	69.8	71.4	74.4	75.6	76.4	76.6	75	76.6	77.2

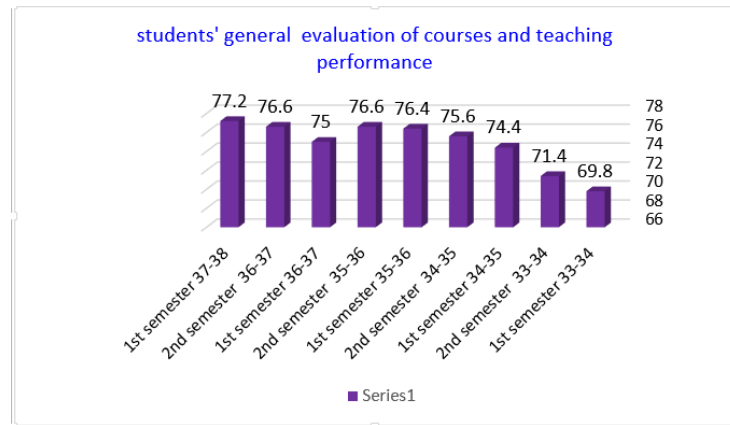


Fig. 4.2.3: Percentage of students' general evaluation of courses and teaching performance at the University level (1433-1438H)

A report on students' general evaluations of courses and teaching performance for each college is prepared on a regular base. It includes an evaluation of the courses of all programs and submitted to the College. At the institutional level, colleges are arranged according to their general evaluation. Figure 4.2.4 shows the general evaluation of courses and teaching performance at the level of colleges in the 1<sup>st</sup> semester of 1437/1438H.

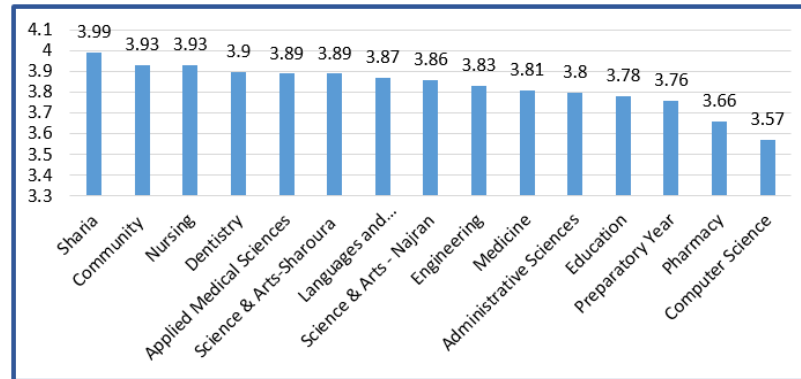


Fig. 4.2.4: General evaluation of courses and teaching performance for the 1<sup>st</sup> semester of 1437/1438H

The recommendations for course and teaching performance evaluation at the University level were as follows:

- The colleges which gained the first five positions in course and teaching performance evaluation were commended and publicized on NU website. These colleges are:
- College of Sharia and Fundamentals of Religion
- Community College
- College of Nursing

- College of Dentistry
- College of Applied Medical Sciences
- The colleges were recommended to do the following:
- To discuss the reports of course and teaching performance evaluation for each program at the department and college councils and to form a committee to take the necessary procedures as well as documentation of these procedures.
- There is a necessity to make improvement plans for every course that got “Good” or lower degree.

#### - Student Experience Survey

Survey of opinion on student experience provides a feedback for faculty members and the program administration. It is applied in some NU programs such as the English Language Program in Sharoura and the Home Economics Program as assessment tools for the program and the learning outcomes. The results obtained from student experience (male and female students) were positive in all the programs.

Student experience is evaluated by an e-questionnaire conducted by the Deanship of Development and Quality in the Second semester of 1437/1438 H. The questionnaire consisted of 346 male and female students from final levels (Table 4.2.11). The questionnaire had four dimensions, namely consultation and support, learning resources and equipment, learning and teaching, and student experience general assessment.

Table 4.2.11: Sample distribution based on gender

Gender	Number	Percentage
Male	135	39%
Female	211	61%
Total	346	100%

The evaluation came as “Very Good” for the learning and teaching, consultation, and learning resources dimensions. The average of the general evaluation for student experience was “Very Good” with 70.8 % (Figure 4.2.6). There are no significant differences based on gender in student experience general evaluation; male (71.4%) and female (70.6%) indicating equivalent activities and learning resources in both sections.

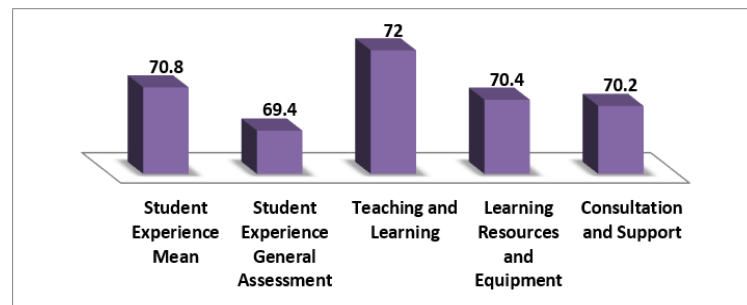


Fig. 4.2.6: General evaluation of student experience dimensions in 1437/1438 H

At college level, there is a remarkable improvement in the results of student experience general evaluation, as it reached 'very good' at all Colleges in the fifth edition of 1437/1438H (Figure 4.2.7).



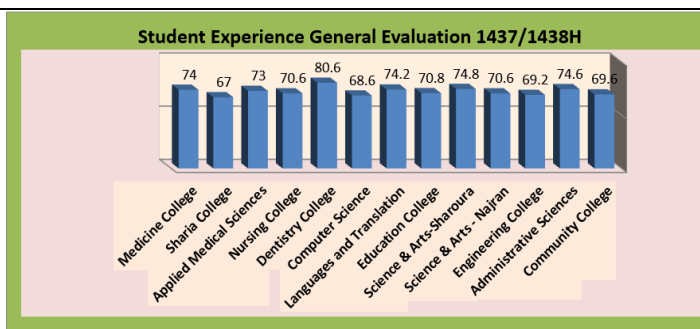


Fig. 4.2.7: Student experience general evaluation at all Colleges 1437/1438H

Upon comparing the results of student experience general evaluation at the University level from 1433-1438H, it indicates a remarkable improvement of student experience about 70%. Thus, it reflects improvement in the processes of learning and teaching and achievement of the programs learning outcomes (Table 4.2.12).

Table 4.2.12: General evaluation of student experience at University level (1433-1438H)

Academic year	Consultation and support	Learning resources and equipment	Learning and teaching	student experience general assessment	Student experience average
37-38	3.51	3.52	3.60	3.47	3.54
%	70.2	70.4	72	69.4	70.8
36-37	3.37	3.19	3.60	3.43	3.40
%	67.4	63.8	72	68.6	68
35-36	3.58	3.41	3.59	3.44	3.52
%	71.6	68.2	71.8	68.8	70.4
34-35	3.34	3.26	3.72	3.63	3.52
%	66.8	65.2	74.4	72.6	70.4
33-34	3.23	2.94	3.5	3.27	3.24
%	64.6	58.8	70	65.4	64.8

#### - Program evaluation Survey

Program evaluation by NU students is periodically conducted at the institutional level by the Performance Measurement Unit. Simultaneously, each college prepares a report including the evaluation of its programs by its students who respond to the program evaluation questionnaire at NU website. In the first semester of 1437/1438 H, it was applied to NU final level students.

Actions of program quality evaluation by NU final level students:

A questionnaire of program evaluation was applied to NU final level students where the sample consisted of (189) students, i.e. (109) males and (80) females, as shown in (Table 4.2.13).

Table 4.2.13: Distribution of program evaluation sample by gender

Gender	Number	Percentage
Male	109	58%
Female	80	42%
Total	189	100%

The survey included a dimension about evaluation of learning achieved by the student' (Table 4.2.14). The response for the items concerning the extent at which learning outcomes were achieved (seven items) was high, with average ranging from 3.79 to 4.09 (Very Good grade).

Table 4.2.14: Student assessment of their programs learning outcomes

Dimension: Evaluation of the learning achieved	3.93	78.6	High
What I have learned in this program (department) is important for my future	4.05	81	High
The program has helped be updated with my specialization	4.01	80.2	High
The program developed my ability for problem solving	3.89	77.8	High
The program has developed my ability to efficiently work within groups	3.79	75.8	High
The program has developed my communication skills	3.94	78.8	High
The program has helped develop my basic skills to use technology	3.89	77.8	High
I have developed the knowledge and skill required for my future career	3.94	78.8	High

#### - Graduate and Employer Survey

Through one of the developmental projects of NU strategic plan (Preparing questionnaires and opinion surveys for graduates and employers- code 8/3), surveys for graduates and employers were prepared for all programs at NU. The questionnaires were applied to many of the university programs in different colleges and specializations such as Colleges of Science and Arts in Njaran and Sharoura, Applied Medical Sciences, Nursing, Education, and Community. The results of the questionnaires showed the satisfaction of the graduates and the employers on the quality of the programs with 'Good' score concerning programs quality and qualified graduates. The employers appreciated the skills of the graduates which match the needs of the job market (Appendix 4.2.23: A report about graduate opinion at the Colleges of Science and Arts in Sharoura and Najran and Applied Medical Science). The satisfaction of graduates and employers indirectly reflect the program efficiency in achieving the learning outcomes. The results of the questionnaires would help highlight the weaknesses to improve the programs.

At the University level, employers were surveyed over two years on the personal and vocational skills of NU graduates (Figure 4.2.10). It showed that the degree of employer satisfaction surpassed 77% in 1434/1435 H. Moreover, there is a positive improvement in the degree of employer satisfaction with NU graduates from 1433-1434 H to 1434-1435 H.

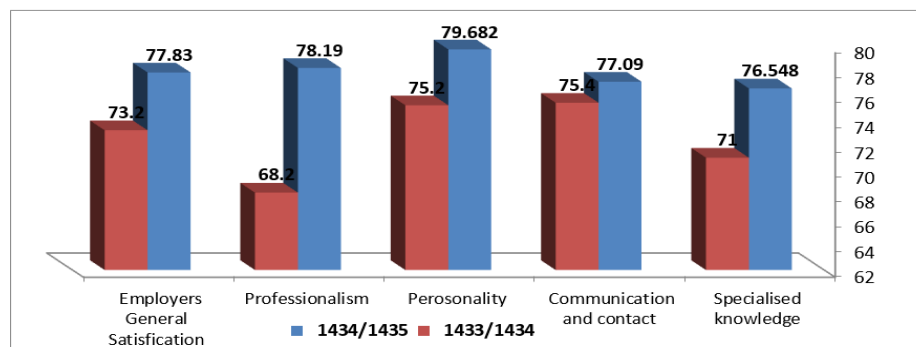


Fig. 4.2.10: The Percentage of employer satisfaction with personal and professional skills of NU graduates

In 1436/1437 H, employers were surveyed on the personal and professional skills of NU graduates (Figure 4.2.11). It showed that the degree of employer satisfaction exceeded 83%.

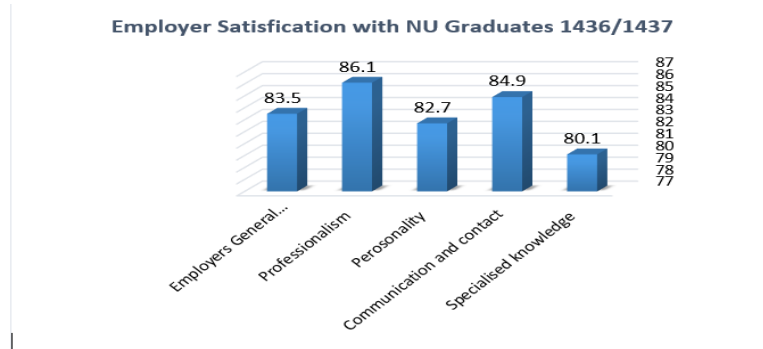


Fig. 4.2.11: Percentage of employer satisfaction with personal and professional skills of NU graduates in 1436/1437H

There is a positive improvement in the degree of employer satisfaction with NU graduates from 1433-1434 to 1436-1437 H. In 1433/1434H, satisfaction degree was 73%, while in 1435/1436H it reached 83.5% as shown in Figure 4.2.12.

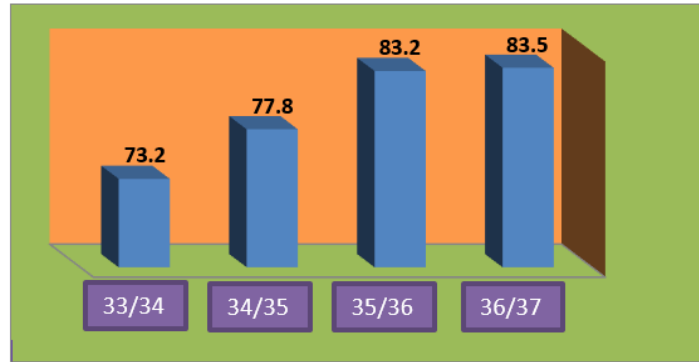


Fig. 4.2.12: A benchmarking of employer satisfaction with the personal and professional skills of NU graduates from 1433-1437H. to 1436-1437.

All the University programs conduct employer surveys about the skills of its graduates, e.g. English Language Program. A questionnaire was applied to a sample of 8 employers in the first semester of 1437/1438 H to measure the satisfaction of employers with the graduates of the English Language Program, Sharoura. The weighted average and the arithmetic means of the questionnaire items, which included three domains, were calculated. The arithmetic means (degree of satisfaction) were very high in all questionnaire domains as well as the overall assessment of the employer satisfaction with the skills of the graduates (Table 4.2.15). For example, employer stratification with Chemistry Program graduates was high (Fig 4.2.13) and graduates' satisfaction with the same program was also high (Fig 4.2.14).

Table 4.2.15: Employer satisfaction with the graduates of English Language Program

Domain	Average	Satisfaction Level
Personality	4.264	Very high
Specialized Knowledge - scientific mastery	4.2857	Very high
Professional	4.2969	Very high
Overall assessment of employer satisfaction with the graduates of English Language Program	4.2812	Very high

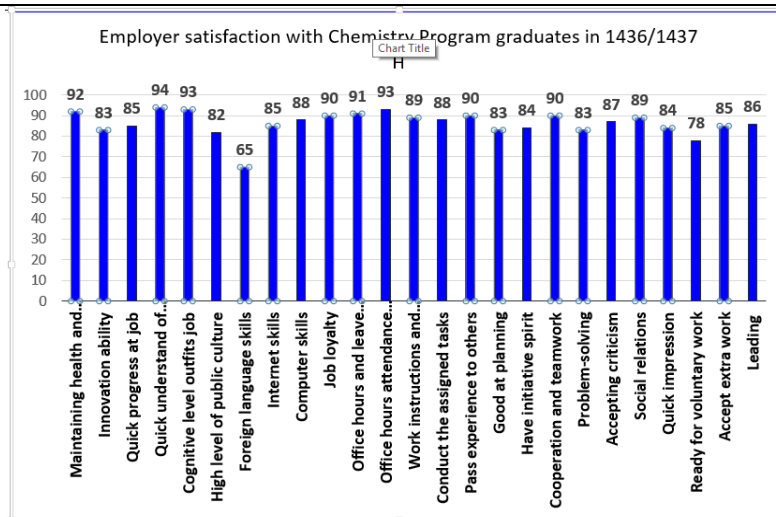


Fig. 4.2.13: Employer satisfaction with Chemistry Program graduates in 1436/1437 H

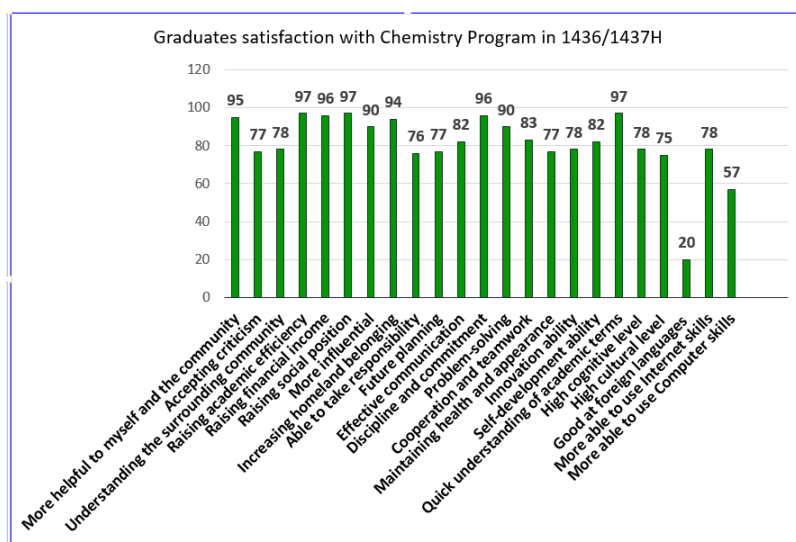


Fig. 4.2.14: Graduates satisfaction with Chemistry Program in 1436/1437H

## 8. Passing Aptitude Tests for National and International Universities

When NU graduates pass aptitude tests to join national and international universities for scholarships, this reflects the quality of the skills and knowledge they have acquired. Table 4.2.16 shows the total number of graduates pursuing Masters and Ph.Ds. They amounted 618 at NU in seven years. Their number has increased considerably, starting with 64 scholars in 1432H to 76 ones in 1434H, then 139 ones in 1437H and 89 ones in 1437/1438H.

Table 4.2.16: The growth in the number of scholarships 1432-1438H

Academic Year	1432	1433	1434	1435	1436	1437	1438
No. of internal scholarships	29	14	19	25	30	53	28
External scholarships	35	61	57	55	65	86	61
Total	64	75	76	80	95	139	89
Total	618						

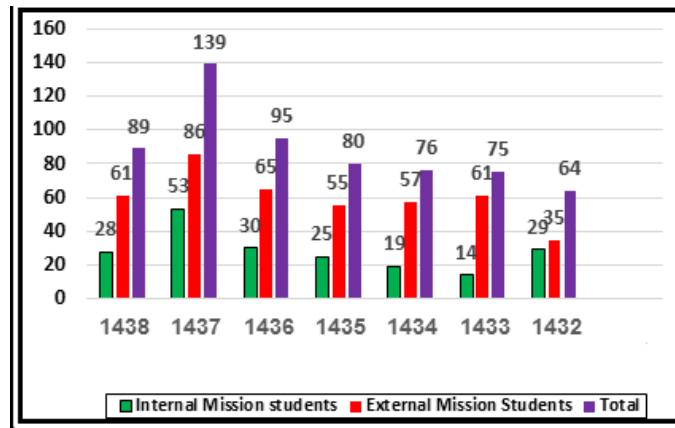


Fig. 4.2.15: The growth in the number of scholarships in 1432-1434 H

The total number of scholars enrolled in the Saudi universities until 1437/1438H was 121, while the number of externally missioned scholars in the United States of America, the United Kingdom, Australia, Canada, France, South Korea, Ireland, Sweden, and Malaysia was 290 (Table 4.2.17). Bringing the total number of internal and external missions to 411.

Table 4.2.17: The total number of NU internal and external missions

Internal scholars in 1436/1437H	93	External scholarships in 1436/1437H	229
Fresh internal scholars in 1437/1438H	28	Fresh external scholarships in 1437/1438H	61
Total	121	Total	290
Total scholarships	411		

#### - Alumni Survey in Career Day

Career Day is held annually at NU with the aim of holding a meeting between the employment bodies and the graduates to enlighten them about job opportunities and to identify the employers' opinion about those who are already employed. The students and faculty members are also invited (Appendix 4.2.24: Career Day Publications in 1434 H). The first Career Day was organized at NU on 26-28/5/1434 H. The employment bodies such as governmental directorates and companies which can create jobs for graduates organized a number of symposia and workshops which can assist graduates and enable them to acquire appropriate skills so as to compete in the job market efficiently. The Alumni Guide has been distributed to attendees in the form of a CD (Appendix 4.2.25: Alumni Guide CD).

In that day, questionnaires were also distributed to the graduates and faculty in order to reach a conclusion about their opinions on the quality of what they have learned, and also to the employers. The results of such questionnaires are considered one of the resources for indirect assessment of the programs learning outcome.



Given the circumstances of the southern border crisis between KSA and Yemen, the Career Day had not been implemented over the past two years. However, the University is keen on the adoption of procedures to provide graduates with employment opportunities. Accordingly, a brief guide to the Career Day has been prepared (Appendix 4.2.26) under the supervision of the Deanship of Student Affairs, in preparation for celebrating it as soon as possible. Moreover, the Vice-Rectorship for Academic Affairs addressed all colleges (Appendix 4.2.27) to continue to take a number of measures that facilitate employment opportunities for graduates, including:

- Continuous communication with employers in order to obtain a view on the skills requirements of graduates of the college programs in accordance with the requirements of the labour market to enable the placement of students after graduation.
- Considering field experience in various programs in terms of preparation, implementation and places of suitable places for training to achieve the aspired learning outcomes.
- Developing the Career Day activities to guarantee effective involvement of the concerned employment bodies in collaboration with the Deanship of Academic Affairs.
- Providing students with training courses in the fields of "how to choose a job", "how to write a CV" and "how to interview" for students of the final levels.
- Updating graduates and recruitment databases constantly.
- Encouraging students to work during the summer vacation.

#### KPI Table

KPI: Retention rate (percentage of students entering programs who successfully complete first year.		NCAAA KPI Reference Number: S4.4 Institutional KPI Reference Number: S4.4		
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
41 %	60 %	41.5 %	-80% Arabian Gulf, Bahrain -49 % King Khalid University - 60 % Cairo University	60 %
<b>Analysis (list strengths and recommendations):</b> -It is recommended to improve the admission requirements for the academic programs and the orientation programs for new students to increase the retention rate of students.				
<b>* Explain:</b> 1. Why this internal benchmark provider was chosen? This internal benchmark is chosen because of the availability of the data from previous years. 2. How was the benchmark calculated? No. of students entering programs who successfully complete first year / Total no. of the fresh students entering programs X 100. 3. Name of the internal benchmark provider. Deanship of Admission and Registration, Najran University.				
<b>** Explain:</b> 4. Why this external benchmark provider was chosen? This external benchmark provider was chosen because they share common characteristics with Najran University and they are well known and well-organized universities. 5. How was the benchmark calculated? No. of the faculty members with verified doctoral qualifications / total no. of the Ph.D				

holders X 100 (based on mutual communication between Najran University and the benchmark providers.

6. Name of the external benchmark provider.

- 4- Cairo University, Egypt.
- 5- Arabian Gulf, Bahrain.
- 6- King Khalid University

#### KPI Table

<b>KPI:</b> Graduation Rate for undergraduate students: Proportion of students entering undergraduate programs who complete those programs in minimum time.			<b>NCAAA KPI Reference Number: S4.5</b> <b>Institutional KPI Reference Number: S4.5</b>	
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
23.52%	50	22%	-67.5 % Arabian Gulf, Bahrain -39.35 % King Khalid University - 85 % Cairo University	50%
<b>Analysis (list strengths and recommendations):</b> <ul style="list-style-type: none"> <li>- The graduation rate of the female students is always more than the graduation rate of the male students.</li> <li>- It is recommended to improve the admission requirements for the academic programs and the orientation programs and the Academic counselling to increase the graduation rate of students.</li> </ul>				
<b>* Explain:</b> <ol style="list-style-type: none"> <li>1. Why this internal benchmark provider was chosen? This internal benchmark is chosen because of the availability of the data from previous years.</li> <li>2. How was the benchmark calculated? No. of students who complete the programs in minimum time / Total no. of the students entering the program in the same cohort X 100.</li> <li>3. Name of the internal benchmark provider. Deanship of Admission and Registration, Najran University.</li> </ol>				
<b>** Explain:</b> <ol style="list-style-type: none"> <li>1-Why this external benchmark provider was chosen? This external benchmark provider was chosen because they share common characteristics with Najran University and they are well known and well-organized universities.</li> <li>2-How was the benchmark calculated? No. of students who complete the programs in minimum time / Total no. of the students entering the program in the same cohort X 100.</li> <li>3-Name of the external benchmark provider.               <ul style="list-style-type: none"> <li>1-Cairo University, Egypt.</li> <li>2-Arabian Gulf, Bahrain.</li> <li>3-King Khalid University</li> </ul> </li> </ol>				

### KPI Table

<b>KPI:</b> Graduation Rate for post graduate students: Proportion of students entering post graduate programs who complete those programs in specified time.			<b>NCAAA KPI Reference Number: S4.6</b> <b>Institutional KPI Reference Number: S4.6</b>	
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
18.88	50%	First record	-Not provided from the external provider	50%
<b>Analysis (list strengths and recommendations):</b> <ul style="list-style-type: none"> <li>It is recommended to improve the admission requirements for the post-graduate programs and the orientation programs and the Academic counselling to increase the graduation rate of post-graduate students.</li> </ul>				
<b>* Explain:</b> <ol style="list-style-type: none"> <li>Why this internal benchmark provider was chosen? It is the available internal benchmark provider.</li> <li>How was the benchmark calculated? No. of post graduate students who complete the programs in minimum time / Total no. of the postgraduate students entering the program in the same cohort X 100.</li> <li>Name of the internal benchmark provider. Deanship of Admission and Registration, Najran University.</li> </ol>				
<b>** Explain:</b> <ol style="list-style-type: none"> <li>Why this external benchmark provider was chosen? This external benchmark provider was chosen because they share common characteristics with Najran university and they are well known and well-organized universities.</li> <li>How was the benchmark calculated?</li> <li>Name of the external benchmark provider. - King Khalid University</li> </ol>				

### 4.3 Program Development Process

Program and course planning is implemented in the form of integrated packages of academic experiences in clear and detailed manner. All program and course specifications identify the knowledge and skills that shall be acquired by the students in addition to the teaching and assessment methodologies (Appendix 4.3.1: NU program and course specifications).

NU has developed a standardized mechanism for academic program specification (Appendix 4.3.2: The standardized mechanism for program specification at NU). At the institutional level, a committee was established by a decision of the Vice-Rector for Academic Affairs (Appendix 4.3.3). The mechanism includes the general framework to which the academic departments shall be adhered in specifying its programs, pertaining to adjusting the program learning outcomes, in accordance with the recommendation 28 of the Developmental Evaluation Review Panel .

The appropriate touchstones are utilized to accept or refuse the new programs or potential modifications. There are templates for preparing study plans as well as their assessment prepared by the Deanship of Development and Quality (Learning and Teaching Unit), such as the study plan template and the external evaluator template, in addition to NCAAA templates such as program specification template, course specification template, and field experience specification template. The Learning and Teaching Unit has prepared a template for the study plan assessment (Appendix 4.3.4), a template for program specification assessment (Appendix 4.3.5), and a template for course specification assessment (Appendix 4.3.6). These templates have been utilized in the assessment of new as well as amended programs.

NU provides 34 academic programs, apart from postgraduate programs, covering health sciences, engineering, computer, educational, administrative, and Sharia studies in order to meet the needs of the community. All the programs provide students with the knowledge and skills they need in line with the missions of the University and programs.

The modification of programs or establishment of new ones is always related to the community needs, the labour market requirements, the developments in the specializations, and in response to improvement plans. Proposal of the establishment of new programs requires examining financial and human resources, an informational survey of similar programs in KSA, and it should be in compliance with the NQF. Then, it shall be submitted to the concerned department and college councils. The study plan proposal shall be submitted to an external evaluator. For reviewing the proposal, it shall be submitted to the Deanship of Development and Quality (Learning and Teaching Unit), then it shall be submitted to the Study Plans and Planning Committee to be approved. Finally, it shall be submitted to the UC to be approved. There is a comprehensive review for the programs every five years.

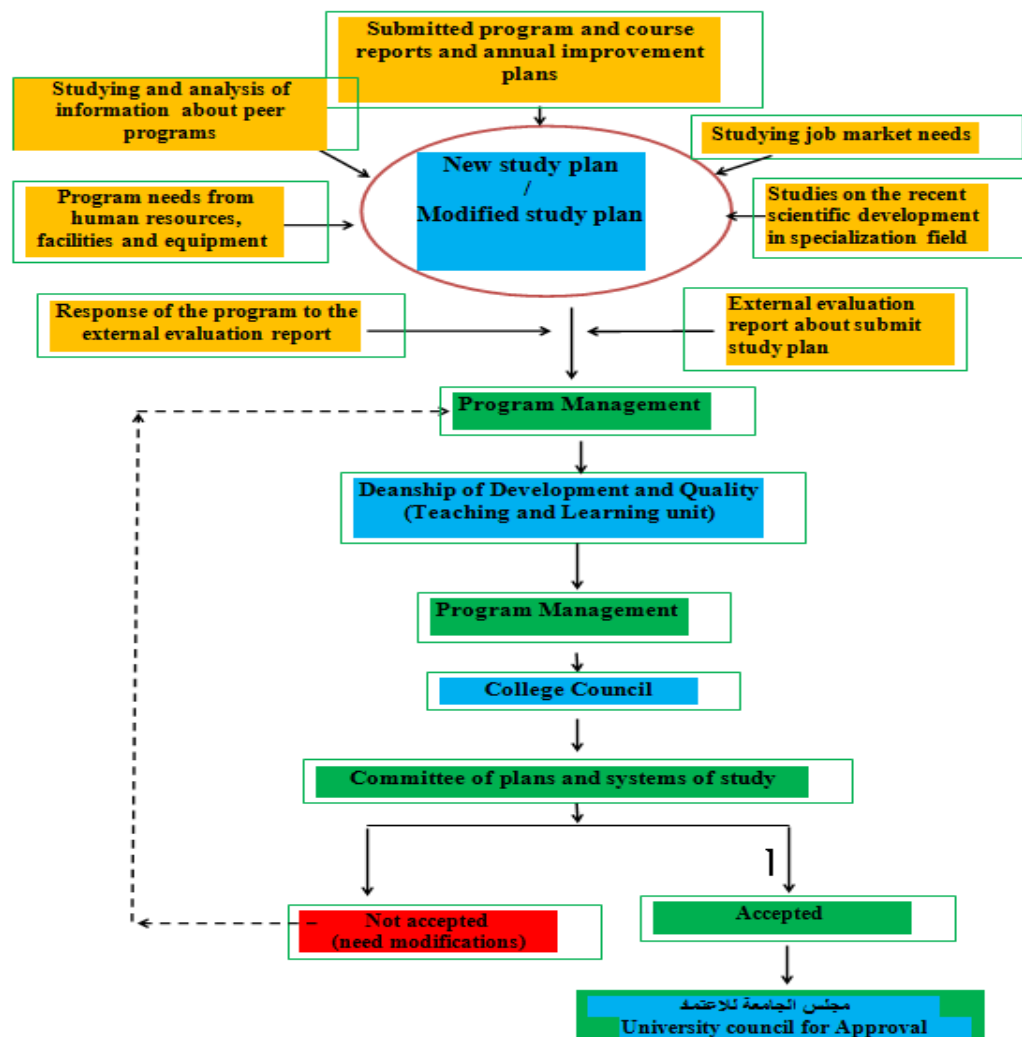


Fig. 4.3.1: Flow Chart for submission of new programs or modification of the current programs.

Table 4.3.1 shows the formation of the Study Plans and Planning Committee at NU concerned with reviewing and approving study plans before being approved by the University Council.

Table 4.3.1: Formation of the Study Plans and Curriculum Committee at NU

Committee	Formation	Approval date
The Standing Committee for Study Plans and Planning	Vice-rector, Vice-rector for Academic Affairs, Vice-rector for Postgraduate Studies and Scientific Research, Vice-rector for Development and Quality, Dean of Admission and Registration and Director of Admission and Registration	11/2/1437 H

The Study Plans and Planning Committee have to verify that all the new or amended plans are in compliance with the University mission and the learning program objectives. They should also be in line with NQF and the requirements of the learning and teaching standard. Specification of programs and courses is a must.

Table 4.3.2: The number of study plans approved by the Study Plans and Curriculum Committee

Programs approved by the Study Plans and Planning Committee in seven years 1431/1432-1437/1438H	No. of the study plans of programs which need modification- Study Plans and Planning Committee in seven years 1431/1432-1437/1438H
22 study plans	7 study plans

Table 4.3.2 shows the number of approved programs as well as programs which need modification, according to the Study Plans and Planning Committee in seven years at the level of NU (Appendix 4.3.7).

In recognition of their significance, the Vice-Rectorship for Development and Quality instructed those responsible for the programs to have advisory committees. These advisory committees would help in programs 'review and assessment, making suggestions for improvement, and boosting students' field training. These committees are supposed to be composed of professionals, experts, and employers concerned with each program (Appendix 4.3.8).

Accordingly, the advisory committees have been established at the level of all programs and some Colleges (Table 4.3.3) as well as (Appendix 4.3.9):

Table 4.3.3: Advisory committees at the level of colleges and programs

No.	College	Advisory Committees	
		College Level	Program Level
1	Sharia and Fundamentals of Religion	*	---
2	Community	*	*
3	Education	-----	*
4	Administrative Sciences	*	---
5	Medicine	*	---
6	Applied Medical Sciences	*	---
7	Nursing	*	---
8	Dentistry	*	---
9	Pharmacy	*	---
10	Computer Science and Information Systems	---	*
11	Science and Arts-Najran	*	---
12	Science and Arts-Sharoura	*	---
13	Engineering	*	---
14	Preparatory Year	*	---



The meetings of the advisory committees were held in the Colleges of Computer Science and Information Systems, Science and Arts in Najran, Sharia and Fundamentals of Religion, Science and Arts in Sharoura, Education and Health Colleges (Appendix 4.3.10: Minutes of the meetings of the advisory committees at some Colleges).

Based on the recommendations of NCAAA experts and within the framework of the evaluative development project, NU has prepared a standardized mechanism at the University level to form advisory boards at colleges (Appendix 4.3.11). NU Rector issued a decision to approve this mechanism (Appendix 4.3.12). Accordingly, some colleges have responded to the mechanism and modified the formation of advisory boards based on this mechanism.

Faculty members are also trained on the modern strategies for university teaching, effective teaching skills, exam systems, students' assessment, and measurement of learning outcomes (Appendix 4.3.13). Figure 4.3.2 shows the number of training programs in learning and teaching organized for faculty members, and the number of trainees from 1432/1433 to 1437/1438 H.

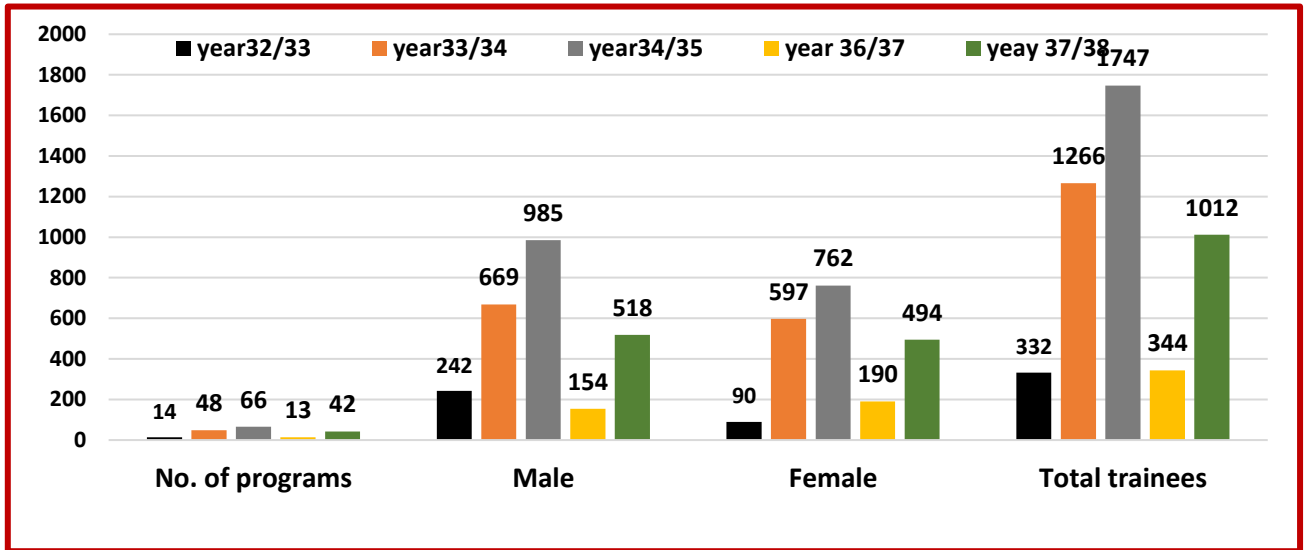


Fig. 4.3.2: The number of training programs in learning and teaching organized for faculty members and the number of trainees for 1432/1433 to 1437/1438 H.

Figure 4.3.2 shows that there is a decrease in the number of training programs provided in the field of teaching and learning during the academic year 36/37 H after the cessation of training during the academic year 35/36 because of the crisis of the southern border with Yemen. It should be noted that after stabilization, the number of training programs increased during 37/38 H (42 programs) and the number of trainees increased to reach 1012.

#### 4.4 Program Evaluation and Review Process

Evaluation and review of programs is a trend that NU always maintains in all its programs in order to identify the points of strength and weaknesses in those programs and whether they meet students' needs, community requirements, and be in compliance with the latest developments in the scientific majors.

NU has developed a system to assess academic programs (Appendix 4.4.1). The system includes the following mechanisms:

##### First: Internal Auditing and Assessment (Annual):

Programs and courses are evaluated and reports are periodically submitted at the end of each semester in order to take the appropriate actions. Programs assessment at NU includes the following:

- Semester reports for courses and comprehensive reports for the entire course reports.
- Annual evaluation of programs.
- Students' evaluation of courses
- Review of advisory committees (The opinion of academic experts and professionals in programs evaluation).
- Survey of students' opinion on program evaluation for final levels.
- Survey of final year student experience.
- Survey of alumni opinion
- Survey of employers' opinion
- Students' evaluation of courses and teaching performance
- Survey of faculty's opinion on the program

The surveys of opinion and the discussions of faculty members at department councils are utilized as tools for evaluating and reviewing programs and for continuous indirect improvement. It helps obtain specific data about the programs, identify the appropriateness of its objectives, and measures the fitness of the graduates' skills to the labor market.

The results of the survey of the faculty members in the second semester of 1434/1435 H., in terms of the average of the four dimensions assessment shown in the figure, in addition to the general average of the program evaluation reached 3.03 on the five-point scale with "Good". Though, the assessment of the teaching environment and administrative work was "Very Good". The questionnaire of the assessment of the faculty members about the program is being implemented after it was suspended last year because of the southern border disturbances with Yemen.

The questionnaire of program assessment was implemented at the University to the final year students in 1437/1438 H. The sample consisted of (189); 109 males and 80 females, as shown in Table 4.4.4.

Table 4.4.4: Program assessment sample distribution due to gender (males and females)

Gender	Number	Percentage
Male	109	58%
Female	80	42%
Total	189	100%

The general program assessment, as well as in all domains of the survey, was "Very Good" with 75.4% by students (Figure 4.4.3), which means a remarkable improvement in the level of the program, with reference to previous years.

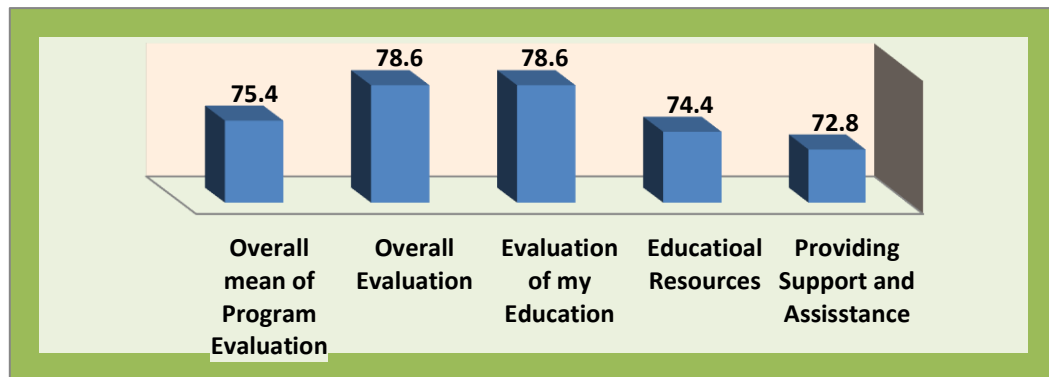


Fig. 4.4.3: Overall program evaluation by students of the final year at NU in 1437/1438 H

Student evaluation of programs was very high with 'Very Good' at most NU Colleges, while the evaluation was 'Good' only at the Colleges of Sharia and Fundamentals of Religion and Administrative Sciences (Figure 4.4.4) due to the lack of adaptation of students to e-learning in some courses. The concerned colleges hold interviews with students to find solutions to this problem.

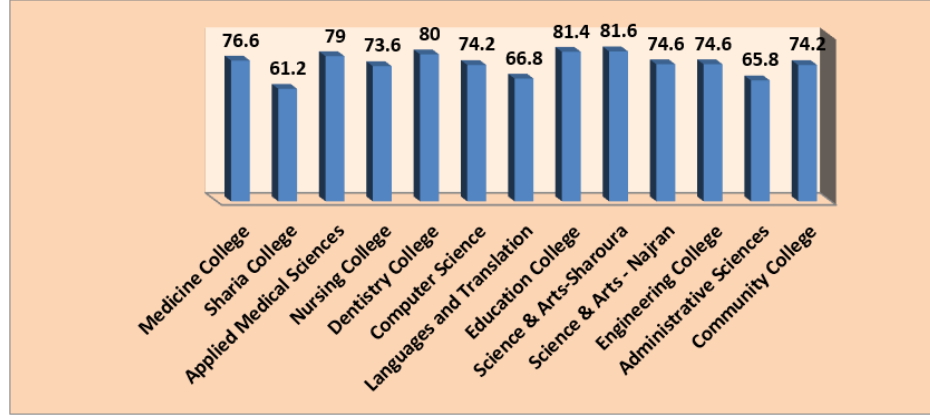


Figure 4.4.4: Results of the overall program evaluation by the students of the final year in 1437/1438 H

Moreover, students' evaluation of courses and teaching performance is done 100% since the first semester of 1432 H. It is a centralized e-evaluation for all courses, supervised by the Deanship of Development and Quality at NU. Based on the reports of course evaluation at the levels of program, college, and University, improvement plans for courses are carried out (Appendix 4.4.2: A report on students' evaluation of courses and teaching performance for the first term of 1437/1438 H).

Student experience is also evaluated including their tendencies towards the knowledge and skills they acquired while studying in the program and the quality of learning and teaching (Appendix 4.4.3: A report on student general experience in 1437/1438 H). Student experience assessment has been previously discussed in detail under the substandard *Student Learning Outcomes*.

The quality of programs and courses is regularly monitored through course reports (Appendix 4.4.4) and the course portfolio which is available at the quality corner at the academic departments (Appendix 4.4.5).

In order to close the quality loop, reports' recommendations shall be discussed at department councils to take the required executive actions as supported by the Vice-Rectorship for Academic Affairs.

#### **Second: Internal Review and Assessment Mechanism** (every five years)

The internal review of programs is conducted through the external evaluator's report prepared according to the template of Learning and Teaching Unit (Appendix 4.4.6). An eminent professor in a similar program from outside the University, who has contributions in quality and experience in the specialization, is chosen in order to evaluate course and program specification, study plans, and the program's report.

An external evaluator and international expert were invited by NU in order to review and evaluate some of the University programs in 1433/1434 H (Appendix 4.4.7).

Some colleges adopted the program evaluation system such as the College of Science and Arts, Najran in its five programs (Figure 4.4.5). The College has developed a mechanism with a timetable for the implementation of the program evaluation system (Appendix 4.4.8: The mechanism of implementing the program evaluation system of the College of Science and Arts).

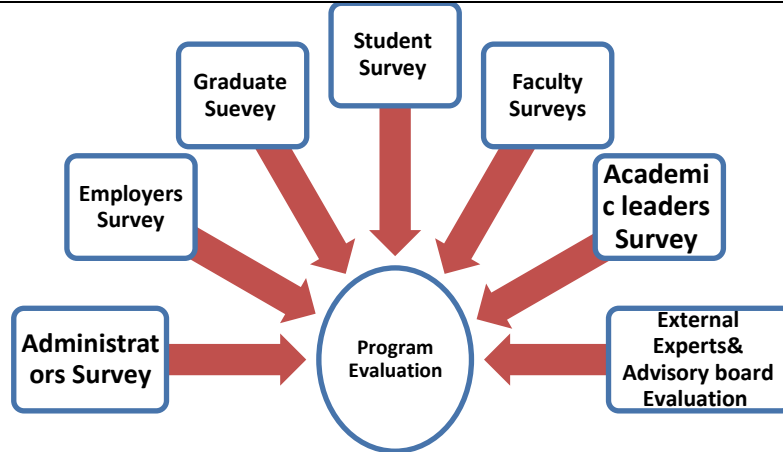


Fig. 4.4.5: Program evaluation elements at the College of Science & Arts, Najran

Some programs also did the review process in light of the NCAAA's standards as well as the requirements of some international accreditation bodies such as the ABET for the programs of the Colleges of Computer Science and Engineering, the AHGPS for the programs of Applied Medical Science College (Physiotherapy- clinical labs- radiological sciences) and the Nursing Program at the College of Nursing. The Special Education program is being reviewed in line with the standards of NCAT, which merged with TEAC and became CAEP. The results of those processes are the development of program learning outcomes, teaching strategies, evaluation methods, and improvement of academic counselling and program facilities and equipment.

Analyses show that NU programs seek continuous improvement using the results of program evaluation and review in the preparation of improvement plans. In addition, it improves study plans to confirm the knowledge and skills of NU students and to qualify them to be suitable for the labor market while at the same time imparting basic skills to be productive and successful citizens who are able to achieve NU mission in teaching and learning.

There are program quality indicators in all the NU programs (Appendix 4.4.9). These indicators include all the eleven standards of accreditation. They are selected at the Learning and Teaching Unit in collaboration with Quality Supporting Units and distributed to all the University programs. Most programs monitor their quality indicators (Appendix 4.4.10). In addition, programs have prepared benchmarks according to the template prepared by the Learning and Teaching Unit. Reports of monitoring program quality indicators shall be submitted to the Vice-Rector for academic Affairs. It is considered as a tool of following-up the University programs and taking the executive actions required for solving any problems. Some programs compared their performance indicators with similar programs inside the University with the aim of improvement and achievement of indicators.

All University programs prepared performance indicators for the intended learning outcomes for the programs and courses (Appendix 4.4.11: Learning outcomes performance indicators of the Program of Psychology, College of Education). In addition, these indicators are monitored at the University programs (Appendix 4.4.12).

An annual plan is prepared to improve the program to overcome all the weaknesses that have emerged in the evaluation reports of the program or the surveys. The implementation of this plan is carried out quarterly using the template prepared by the Learning and Teaching Unit (Appendix 4.4.13: The template of following-up the plan of improving some University programs).

After each semester, student progression rate, at all levels, is monitored through the comprehensive report about courses' reports (Appendix 4.4.14: Example of the overall report on the courses' reports). Apparent completion rate of programs is measured periodically through program annual reports.

Upon completion, the student progression rates in all courses and programs are maintained in an integrated

database at the Deanship of Admission and Registration. The electronic gate of the academic system at NU is also there: <http://edugate.nu.edu.sa/nu/init>. A report on the evaluation of the programs and review process at Najran University according to colleges, programs and gender is attached (Appendix 4.4.15).

#### 4.5 Student Assessment

NU has developed a student assessment system that includes controls and procedures for the quality of students' assessment processes (Appendix 4.5.1: Student Assessment System at NU). The system includes the regulations for the preparation of the test paper and the use of specification table. The evaluation tools shall be appropriate for the level of the courses to measure the desired learning outcomes, use rubrics to assess students' assignments and projects, and review a random sample of students' answer papers.

Faculty members from the various programs of the University are trained on the methods of evaluating students to be suitable for the level and content of the courses, how to prepare the specification table, and the formulation and measurement of the learning outcomes (Training report at Skills Development Unit).

Through the guidance of the Vice-Rector for Post-Graduate Studies and Scientific Research (Appendix 4.5.2) authorized to use the plagiarism detection software to the Vice-Dean of the College of Medicine to apply the software on the assignments and projects of students of Health Colleges (Medicine, Dentistry, Pharmacy, and Applied Medical Sciences) as an initial stage to be circulated later at all NU Colleges during the next year.

There are efficient procedures to make sure that the projects submitted by students are done on their own, through discussion sessions, and they are fairly evaluated and students are given feedback as reflected by their questionnaires. There are also mechanisms to deal with the low-achievers and the outstanding students (Appendix 4.5.3) and (Appendix 4.5.4). Faculty members are trained on assessment methods and preparation of specification tables to assure that all learning outcomes are covered when exams are conducted. Examination questions are also assessed and students' satisfaction is surveyed to affirm that exams are comprehensive and fair.

At the beginning of each semester, every faculty member informs his students of the course contents, its objectives, its expected learning outcomes, teaching strategies, course assessment methods, timing of assessment, and important references according to the course specification (Appendix 4.5.5: A sample of course specifications). This procedure is set out in the main plan of Quality Units at Colleges (Appendix 4.5.6: The Central Plan for Quality Support. Colleges, such as the College of Medicine, have developed this procedure at the first lecture of its study tables. Additionally, a course portfolio is kept at the quality corner at the concerned department, along with a copy of examination paper and some students' projects (Appendix 4.5.7: An example of a course portfolio at the quality corner).

At the end of each semester, each faculty member would evaluate the examination papers and enter the students' scores to a computerized system for inserting marks at the Deanship of Admission and Registration. Every faculty member has access to the deanship through a password, so s/he can insert marks, supervise students' progress, and insert absence on the website: <http://edugate.nu.edu.sa/nu/init>.

At the end of each semester, faculty members would prepare course reports for all the courses taught which include improvement plans for the coming academic year (Appendix 4.5.8: A sample of course reports).

Most of the programs at NU use various methods for direct and indirect assessment of students' achievement. Examples of direct methods include written and verbal exam questions, projects for final level students, presentations, scientific researches, and observation cards in order to measure the aspired learning outcomes. Indirect methods include surveys and interviews. Their answers would reflect what they have learned inside and outside classrooms.



Mechanisms for measuring the outcomes of learning courses in all programs are subject to the courses matrices which include the contents, teaching strategies, and assessment methods. Its aim is using the specification tables for the development of examinations with the performance indicators of the learning outcomes of courses.

NU, represented by the Deanship of Development and Quality, organized training courses for faculty members on how to prepare specification tables, examination systems and student assessment within the skills of effective University teaching and how to measure and evaluate the outcomes of learning in theory and practice. The number of training courses in the field of teaching and learning reached 13 in 1436/1437 H with a total of 344 trainees from the faculty members. The number of courses in 1437/1438 H reached 42 training courses with a total of 1012 trainees (Table 4.5.1). In addition, training courses were also conducted on the measurement of learning outcomes using software for all University Colleges.

Table 4.5.1: Number of faculty trainees in teaching and learning in 1436/1437 H and 1437/1438 H

No.	Year	No. of courses				No. of trainees			
		male	%	female	%	male	%	female	%
1	1436/1437	6	46	7	54	154	45	190	55
2	1437/1438	22	52	20	48	518	51	494	49

Verifying the achievements of learning outcomes differs from one program to another according to the types of programs. Some programs have prepared Exit Exam for knowledge, cognitive and psychomotor skills and, such as English Language Program at the College of Science and Arts, Pharmacy Program, at the College of Pharmacy, Home Economics Program, at the College of Education, and Chemistry Program, at the College of Science and Arts, Sharoura. As for the Computer Science Program (Computer Science and Information Systems College), a plan to measure the program's learning outcomes related to the measurement of course learning outcomes, advisory committees, and indirect methods has been developed (Appendix 4.5.9: A report on the assessment of learning outcomes at the College of Computer Science and Information Systems). Also, the Arabic Language Program (Science and Arts College) made a plan to measure the program's learning outcomes depending on the measurement of course learning outcomes. The College of Engineering utilizes Colso Program to measure the program's learning outcomes.

In 1437-1438 H., NU prepared an electronic program to measure learning outcomes for both courses and programs (Appendix 4.5.10: Handbook of using the software All assessments are subject to the general framework specified by NU regulations, which specify 40% of marks for midterm tests and assignments and 60% of marks for final exams.

According to the University regulations, a student should score two points out of five of Grade Point Average (GPA) for each level. The student should also score 2 points out of 5 in each course; otherwise he will be considered a failure and has to repeat that course.

Student GPA is calculated by distributing the number of accumulative points of courses on the number of credit hours attended (The study and examination regulations in Najran University: Appendix 4.5.11). Table 4.5.2 shows the distribution of marks at some Colleges. A comparative report to evaluate teaching and learning processes and to monitor performance indicators of the 4<sup>th</sup> standard at the program level, both male and female, and at the headquarters of the University and Sharourah location (Appendix 4.5.12).

Table 4.5.2: Assessment marks distribution at some NU Colleges

College	40% for Assignments and Midterm Tests	60% Final Exams
Applied Medical Sciences	20 % written- Midterm test +10 practical/clinical midterm test+ 10 %periodical exams and student activities	40% final theoretical exam + 20% practical/ clinical exam
Pharmacy	5 marks for attendance+10% midterm test+ 10 %midterm test+10 assignments + %5 % observation	40 %final theoretical exam + 20 %final practical
Engineering	30 % written midterm test + 5 %practical / midterm test+ 5% periodical exams and student activities	40 %final theoretical exam + 20 %final practical
Science and Arts	10 midterm theoretical 1 +10 % midterm theoretical 2 +10 % midterm practical 1 +10 midterm practical2	40 %final theoretical exam + 20 %final practical

Moreover, field experience is evaluated according to the nature of each program and to a set of reports and models prepared by the College Administration.

Midterm marks are calculated by one of the following methods:

- Verbal or practical tests, researches, or other class activities and one written test at least; or
- A minimum of two written tests.

A regular student who is absent in more than 25% of the course lectures will be deprived from entering the final exam. Table 4.5.4 shows the grades which students can score in each course.

Table 4.5.4: Distribution of assessment marks at the College of Nursing according to the course

Marks out of 100	Grade	symbol	Average out of 5
95-100	Above Excellent	A+	5.00
90-94	Excellent	A	4.75
85-90	Above V. Good	B+	4.5
80-84	V. Good	B	4.00
75-79	Above Good	C+	3.50
70-74	Good	C	3.00
65-69	Above Pass	D+	2.50
60-64	Pass	D	2.00
Less than 60	Fai	F	1.00

Table 4.5.5: Calculation of points for each course and the first term average

Course	Credit hours	%	Grade	Assessment weight	Points
103 ISLS	2	85	B+	4.5	9
342 Chem.	3	70	C	3.0	9
235 Math.	3	92	A	4.75	14.25
312 Phys.	4	80	B	4.0	16
Total	12				48.25

First Term Average =	Number of points 48.25	4.02
	Total of credit hours (12)	

The measurement of a student's general assessment is based on the accumulative average. Accumulative average means the distribution of the total number of points which a student scores in all the courses he studied at university on the number of credit hours, as shown in Table 4.5.6.

Table 4.5.6: Calculation of points for each course and the second semester accumulative average

course	credit hours	%	grade	Assessment weight	points
103 ISLS	2	96	A+	5.0	10
342 Chem.	3	83	B	4.0	12
235 Math.	4	71	C	3.0	12
312 Phys.	3	81	B	4.0	12
Total	12				46

Second semester average =	Number of points (46)	3.83
	Number of credit hours (12)	

Accumulative average=	Number of points (46+48.25)	3.93
	Number of credit hours (12+12)	

Upon completion of graduation requirements, a student graduates successfully provided that his/her accumulative average should not be less than (2 out of 5). First-degree honour is awarded to a student who scores an accumulative grade of (4.75) to (5.00) out of (5.00) when graduated. Second-degree honour is awarded to a student whose accumulative grade is (4.35) to less than (4.75) out of (5.00) on graduation. All these regulations are available on the University portal:

<http://portal.nu.edu.sa/web/guest/education-regulations>

Students' satisfaction with the fairness and objectivity of courses evaluation is measured by distributing questionnaires with five-point scale. Their satisfaction was 'Very Good', which is quite clear in the items regarding the fairness/objectivity of exams, and students' evaluation of courses and teaching performance when the questionnaire is applied. Table 4.5.7 shows the average of student satisfaction with the fairness and objectivity of exams in the first semester of 1436/1437H. These positive results with 'Very Good' indicate the effectiveness of the process of student evaluation at NU.

Table 4.5.7: The average of student satisfaction with the fairness and objectivity of exams

No.	Item	average	%
5	The faculty member is keen on the continuous assessment of student performance	3.79	75.8
6	The faculty member attends and follows up the exam	3.82	76.4
7	The faculty member takes into account the accuracy of the correction and monitoring of grades	3.95	79
14	The degree of neutrality and fairness of the faculty member in the assessment of students	4.05	81
15	The faculty member formulates exam questions in light of subjects taught to students	4	80
General Assessment		3.91	78.2

Student satisfaction with tests' fairness and the clarity of the assessment touchstones appears through the high averages with "Very Good" in the students' survey on the evaluation of the courses and the teaching performance in 1437/1438 H (Table 4.5.8: Student satisfaction with tests fairness and the clarity of the assessment touchstones 1437/1438 H).

Table 4.5.8: Student satisfaction with tests fairness and the clarity of the assessment touchstones in 1437/1438 H

Item	average	%
Requirements for success in the course (including assessment based on duties and assessment touchstone) were clear for me.	3.9	78
The marking of my exams and duties was fair and suitable.	3.8	77.8

A student has also access to the Deanship of Admission and Registration with a password. It enables him to register or delete courses, print timetables, print the academic record, ...etc. in collaboration with the academic advisor and through the website: <http://edugate.nu.edu.sa/nu/init>.

There are some procedures made to verify that the student projects, researches, and assignments are done on their own. That can be done by discussions, presentations, and follow up by the faculty member.

There are several mechanisms for giving feedback to students regarding the assessment process such as:

- At the beginning of each semester, the course lecturer shall announce how the midterm marks are distributed according to the course specification and the timing of midterm tests.
- After publicizing the scores, the lecturer of the course shall show the student his midterm answer script to compare it with the answer key.
- The lecturer of the course shall announce the result of midterm within two weeks after the exam is taken. He shall also announce the detailed results of the other semester exams prior to the start of the final examination period.
- The student has the right to object to his marks in the mid term test within a week of reviewing his/her answer paper. He can submit an objection application to the concerned lecturer. If he is not satisfied with the lecturer's response, he can also object to the Head of Department, or the Vice-Dean for Academic Affairs.

There are also the University regulations for academic grievances and re-evaluation of exam papers, as follows:

- The student has the right to submit an application for re-evaluating the answer scripts within fifteen days after the result of final exam is announced. The student shall submit the application to the concerned department and inserts it in the academic system and receives a notification of that.
- The student shall not have submitted three previous applications for the re-evaluation of answer scripts of

final exams which were rejected or filed.

- Within 15 days of submitting the grievance, the Head of Department shall ask the concerned lecturer to give prompt response. In case the correction was sound, the Head of Department shall examine the student's answer script and compare it with the answer key so as to confirm that correction was sound. If the student is satisfied, he shall sign a waiver. The Head of Department shall sign the application to be filed and considered as the applications referred to in the second paragraph.
- If the student is not convinced with the evaluation, the Head of Department shall set up a committee of two faculty members, the lecturer of the course is not one of them, to submit a report to him either amending the result or rejecting the application. The student is informed by that decision.
- If the Head of Department is the lecturer of the course, the Vice-Dean for Academic Affairs undertakes the previous procedures.
- Within fifteen days of receiving the notification, the student can send a grievance to the College Council.
- The grievance is officially submitted to the Dean of College including the following data:  
Student's name, his University ID, course number, symbol and name, section number, semester, accumulative average, absence rate, number of warnings, course lecturer's name and test date, justification of request for re-evaluation and student's commitment to the validity of the data he provided, a statement provided by the Deanship of Admission and Registration representing the previous grievances submitted by the student, if any, and the decisions taken therein.
- In case the college council is not convinced with the reasons of the grievance, it shall be filed. If it agrees to re-evaluate the answer script, a committee of three faculty members is to be set-up, at least one of them is from outside the department and the lecturer of the course is not one of them, to re-evaluate the answer script. The committee shall submit its report to the council within fifteen days of the date of its formation, and the council would take action in the first coming session.

**KPI Table**

KPI: Proportion of the academic programs that assessed the Program learning outcomes.			NCAAA KPI Reference Number: Nu4.2 Institutional KPI Reference Number: Nu4.2	
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
70.6 %	50%	20%	20 of King Khalid University	85%
<b>Analysis (list strengths and recommendations):</b> <ul style="list-style-type: none"> <li>Most faculty members are trained to assess program learning outcomes.</li> <li>There is an electronic program to help faculty members to collect the data for program learning outcome.</li> <li>It is recommended for each program to make a plan to assess 2 to 3 learning outcome each year.</li> </ul>				
<b>* Explain:</b> <ol style="list-style-type: none"> <li>Why this internal benchmark provider was chosen? This internal benchmark is chosen because of the availability of the data from previous years.</li> <li>How was the benchmark calculated? No. of the programs that assessed their learning outcomes / No. of all academic programs X 100</li> <li>Name of the internal benchmark provider. Performance Measurement Unit, Najran University.</li> </ol>				
<b>** Explain:</b> <ol style="list-style-type: none"> <li>Why this external benchmark provider was chosen? This external benchmark provider was chosen because they share common characteristics with Najran University and they are well-known and well-organized universities.</li> </ol>				



2. How was the benchmark calculated?  
No. of the programs that assessed their learning outcomes / No. of all academic programs X 100
3. Name of the external benchmark provider.  
-King Khalid University, KSA

#### KPI Table

<b>KPI:</b> Satisfaction of students with the fairness and objectivity of Exams.			<b>NCAAA KPI Reference Number: Nu4.3</b> <b>Institutional KPI Reference Number: Nu4.3</b>	
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
78.2 %	80%	67 %	Not provided from the provider	80%
<b>Analysis (list strengths and recommendations):</b> <ul style="list-style-type: none"> <li>The University is about to achieve the target benchmark.</li> <li>It is recommended to make focus groups with the students to share them how to enhance the assessment system.</li> <li>We have to verify the student achievements through external evaluators not only by internal evaluators.</li> </ul>				
<b>* Explain:</b> <p>1. Why this internal benchmark provider was chosen? This internal benchmark is chosen because of the availability of the data from previous years.</p> <p>2. How was the benchmark calculated? Total average of satisfaction on the five-point scale X 20</p> <p>3. Name of the internal benchmark provider. Performance Measurement Unit, Najran University.</p>				
<b>** Explain:</b> <p>10. Why this external benchmark provider was chosen?</p> <ul style="list-style-type: none"> <li>Not available</li> </ul> <p>11. How was the benchmark calculated?</p> <ul style="list-style-type: none"> <li>Not available</li> </ul> <p>12. Name of the external benchmark provider.</p> <ul style="list-style-type: none"> <li>Not available</li> </ul>				

#### KPI Table

<b>KPI:</b> Proportion of students that evaluated their courses			<b>NCAAA KPI Reference Number: Nu4.4</b> <b>Institutional KPI Reference Number: Nu4.4</b>	
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
100 %	100%	100%	-100% for Arabia Gulf University. - 25 % for Cairo University	100%
<b>Analysis (list strengths and recommendations):</b> <ul style="list-style-type: none"> <li>All of the students in Najran University evaluate their courses electronically at the end of each semester.</li> </ul>				

**\* Explain:**

1. Why this internal benchmark provider was chosen?
  - This internal benchmark is chosen because of the availability of the data from previous years.
2. How was the benchmark calculated?
  - No. of the students who evaluated their courses / Total no. of the students X 100.
3. Name of the internal benchmark provider.
  - Performance Measurement Unit, Najran University.

**\*\* Explain:**

1. Why this external benchmark provider was chosen?
 

This external benchmark provider was chosen because they share common characteristics with Najran university and they are well-known and well-organized universities.
2. How was the benchmark calculated?
 

No. of the students who evaluated their courses / Total no. of the students X 100.
3. Name of the external benchmark provider.
  - Arabian Gulf, Bahrain.
  - Cairo University, Egypt.

#### 4.6 Educational Assistance for Students

NU adopts adequate procedures for ensuring the availability of faculty members during the office hours assigned to them for advising and guiding students. Necessary steps are also taken to provide learning and teaching resources in accordance with the requirements of courses and programs. The University also offers the Preparatory Year Program for preparing male and female students to study at the colleges of the University. Academic counseling and mechanisms of dealing with low achievers and outstanding students are also activated.

NU is committed to provide support and assistance to students to improve their academic achievement. The program requirements and the student services offered by the University are available in the University Handbook (Appendix 4.6.1: NU Handbook) and on the following website: <http://ddq.nu.edu.sa/nu/#/0>.

There are also brochures and handbooks for the majority of colleges and programs. They are available to students, either as hard or soft copies. Here are some examples of links to some of these brochures of NU programs (Table 4.6.1).

Table 4.6.1: Links to the brochures and handbooks of some programs at NU

Program	The brochure's link on the university portal
Radiological Sciences Program	<a href="http://portal.nu.edu.sa/web/applied-medical-sciences-college/150">http://portal.nu.edu.sa/web/applied-medical-sciences-college/150</a>
Home Economics Program	<a href="http://abdulsalam.hostzi.com/house%20eco.pdf">http://abdulsalam.hostzi.com/house%20eco.pdf</a>
Special Education Program	<a href="http://portal.nu.edu.sa/web/education-college/special-education">http://portal.nu.edu.sa/web/education-college/special-education</a>

- There are also brochures for most programs of the University, such as Computer Science Program, Sharoura, Physics and Chemistry Programs, Najran, Special Education Program, Mathematics Program, and English Language Program (Appendix 4.6.2: Handbooks of some academic programs at NU).
- Admission requirements as well as study and exams regulations are available at the following link on the University website: <http://portal.nu.edu.sa/web/deanship-of-admission-and-registration/regulatory-guidelines-for-admission-and-registration>
- Orientation programs for fresh students are held at the beginning of each semester by the academic programs and by the Deanship of Preparatory Year. Faculty members from all programs of the University participate in

these programs to introduce the courses and job opportunities in each specialization. After the preparatory year, similar orientation programs are introduced to students when they join the academic specialization.

- The University is responsible for the quality of the Preparatory Year. This is manifested in the establishment of the Deanship of Preparatory Year which supervises all of its operations. The admission is carried out through the Admission and Registration Deanship in addition to some companies that provide the technical support. Also, orientation and assistance is done by the academic advisors at each program. They offer students counseling and guidance about their studies and academic problems.
- Clearly stated in its announced mission, NU is committed to provide the necessary facilities to support the learning and teaching process and to provide its students with successful academic opportunities. This is manifested in the availability of its faculty members in adequate specific times known as 'office hours' (minimum 3 hours per week in proportion to the teaching load). These hours, which are part of the teaching load of the faculty members, are compulsory. They are included in the semester schedules and known to the students. The aim behind that is providing appropriate advice and counseling for the students. Each University program has certain electronic systems to coordinate and monitor students' study load through the Deanship of Admission and Registration. The implementation of academic counselling and office hours is Monitored by periodic reports set up by the Head of each department.
- The programs follow up the rates of students' year-to-year progress through the program annual reports, and take the necessary procedures accordingly. Examples include the reports on students' progress rates in the Computer Science Program, Sharoura and Arabic Language Program (Appendix 4.6.3).

### Academic counselling

NU has established a central unit for academic counselling supervised by the Vice-Rectorship for Academic Affairs by the Rector's decision No. 4462. In addition to the decision No. 1/36-37 dated 19/5/1437H issued by the Vice-Rector for Academic Affairs concerning the establishment of the unit (Appendix 4.6.4). The decision specifies the tasks of the unit, including:

- Setting up a three-year strategic plan for the unit.
- Following up the establishment of the other Academic counselling Units at various Colleges.
- Setting up the annual executive plan of the units at the level of the University.
- Proposing co-guidance projects among the University Colleges and Deanships.

The University has developed a system for academic counselling (Appendix 4.6.5). It includes the operational mechanism of the Academic counselling Units at Colleges. It can be summarized as follows:

- At the beginning of each academic year/semester, fresh students are allotted to some academic advisors in such a way that each advisor has no more than 20 students.
- At the first week of each academic year/ semester, a meeting attended by academic advisors is held for welcoming fresh students to provide them with the required information about the undergraduate study system and introduce them to their academic advisors.
- Introducing newly appointed faculty members to the University study system, i.e. courses or credit hours.
- Urging academic advisors to activate office hours and inform students to consult the academic advisers when facing any trouble or academic challenge.
- Demanding the Deanship of Admission and Registration to provide the Unit of Academic Counselling with copies of students' name lists and examination results which are required in the follow-up process.

- Urging academic advisors to hold regular meetings (twice a month at least) with their students to have a grasp of their progress and help solve the problems they may face. Then, they should write down all of this in the information register and find out the cases that need help.
- Identifying and motivating outstanding and talented students.
- Identifying low-achievers and those who have social, health, or psychological problems in order to take care of them and help solve their problems.
- Making the necessary records and transcripts related to the work of the academic advisor.
- Holding regular meetings with academic advisors.
- Following up the students' records kept by the academic advisors to make sure that academic counselling activities are activated and that student data are filled in.
- Developing certain questionnaires and studies about academic counselling, and circulating the results so that they help improve the academic counselling at colleges.

Once students are busy for attending classes during office hours and cannot contact the faculty members, they can make other appointments with them.

Some colleges have established academic counselling units, while others have appointed a general coordinator of academic counselling at the college level, in addition to coordinators at the program level.

Based on NU policies in the field of teaching and learning and student assistance, each faculty member is assigned a group of students to academically advise and support them in the admissions, registration, deletion, addition, selection of specialization and guidance to the appropriate sources of learning.

As for psychological, medical, and social counselling, it is currently included within the academic counselling. At the level of the University, it has, in its strategic plan, measured the adequacy and efficiency of all counselling services including academic, social, psychological, and medical counselling in order to activate all systems related to all kinds of counselling. The University supports all guidance practices, so the College of Education has established a unit for psychological counselling (Appendix 4.6.6).

In the field of activities, the Deanship of Student Affairs has set a comprehensive plan for extracurricular activities (cultural, social, and athletic) which is implemented in coordination with colleges and departments (Appendix 4.6.7, The Plan of Student Activities).

In coordinating with the Deanship of Development and Quality, the Deanship of Student Affairs has defined the students' training needs. It has set and started to implement a plan for training students.

The University has adopted various mechanisms for dealing with outstanding, low-achievers, and talented students. Moreover, to support students' learning process and facilitate their communication with the University, each student has an official email on the University website. The University is keen on keeping its campus equipped with facilities for students with special needs.

The academic progress of students is individually monitored as the students in each program are divided into small groups with each group having an academic advisor who offers help and counseling to those who face difficulties. In addition, the rates of students' academic progress from year to year, and their completion rates of the program are followed up. These rates are analyzed in the light of the performance indicators set by the program to determine the categories of students who have difficulties and need help. The necessary measures are taken to help them. The effectiveness of academic counselling processes is evaluated, and student satisfaction with them is measured via questionnaires and electronic means.

There is also a unit of academic counselling for affiliated students. This unit oversees the organization of scientific forums of the affiliated students and their examinations. Moreover, it also helps facilitate their administrative

procedures and tracking their e-transactions via the link:

<http://portal.nu.edu.sa/web/unit-of-academic-guidance/about>.

Students can also send their complaints and suggestions to the University portal through the following link:  
<https://shakwa.nu.edu.sa/>.

Academic counselling and student services are evaluated through surveying the opinions of students at the levels of the University and most of its programs. In 1437-1438 H, NU applied a questionnaire to evaluate the quality of the academic and career services by the students (Final year students) (Appendix 4.6.8: Evaluation of the quality of the academic counselling by students over four years). The sample consisted of (516) students; (292) males and (224) females. The results showed that evaluation of quality of academic and career counselling from the perspective of the final year students at the University, fourth edition, 1437/1438 H is (70%, i.e. Very Good), as shown in Figure 4.6.1.

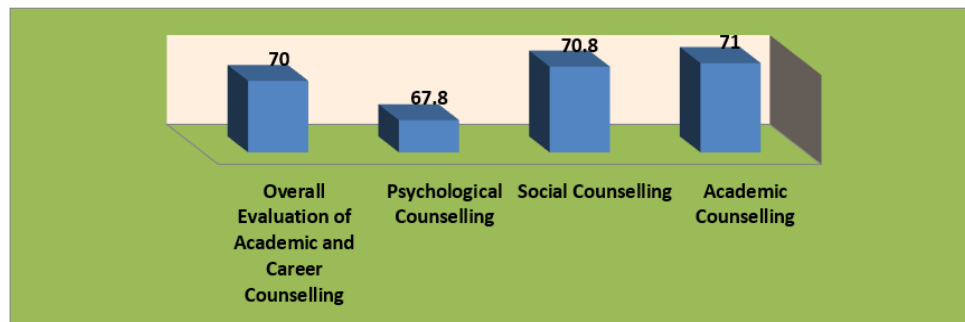


Fig. 4.6.1: Quality evaluation of academic and career counselling by NU students, 4<sup>th</sup> ed., 1437/1438H

The results of evaluation of quality of academic and career counselling from the perspective of students at the level of colleges, ranged from Good to Very Good (Figure 4.6.2: evaluation of quality of academic and career counselling according to students at the colleges level, 1437-1438H).

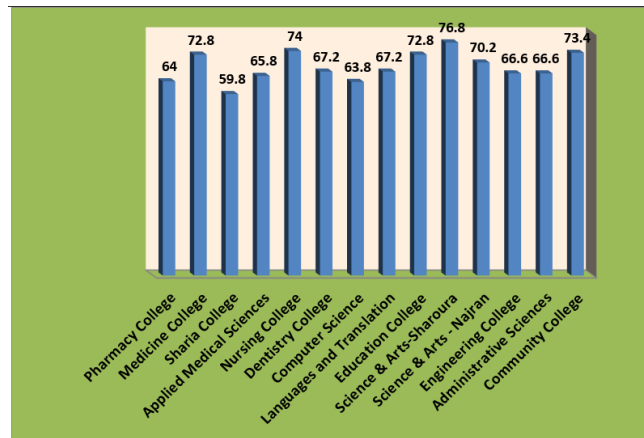


Fig. 4.6.2: evaluation of quality of academic and career counselling by NU students at colleges level, 4<sup>th</sup> ed., 1437/1438H

Table. 4.6.4 Shows a benchmarking of the results of the overall quality assessment of academic and career counselling services over four years (1433/1434 - 1434/1435 - 1435/1436 - 1436/1437 -1437/1438). It illustrates the increase in the satisfaction rate from 52.2% in 33/34 H to 70% in 37/38 H. NU continues to improve the academic counselling services so that the degree of satisfaction reaches 80%. In view of the University's interest in counselling services, it has included the project "Identification and support of the various counselling services for



students, No. 6/1) within the projects of its strategic plan to improve the various guidance services at the University level.

Table. 4.6.4: A benchmarking of the results of the overall quality assessment of academic and career counselling services (33/34 - 37/38H)

Year	Academic counselling	Social Counselling	Psychological Counselling	Overall Assessment of Academic and Career Counselling
37/38	71%	70.8%	67.8%	70.0%
35/36	69%	63.6%	59.4%	64.8%
34/35	69.6%	68.6%	65.8%	67.2%
33/34	61.2%	50.6%	47.6%	52.20%

The University is keen on providing the learning resources of printed books. An electronic library is also available for male and female students and it includes books in the areas of the Holy Qur'an, Islamic Culture, Medicine, Engineering, and Computer Science. Moreover, many databases are available at the e- library such as Proquest Science Journal with more than 660 periodicals, 540 of which are full-text periodicals; Proquest Biology Journal with more than 320 journals, 280 of which are full-text journals; Wilson Applied Science and Technology with 800 journals and periodicals, 200 of which are full-text periodicals; Academic Search Premier with 8300 periodicals, 4500 of which are full-text periodicals; and Dissertation and Thesis that includes 2.4 million theses.

#### NU Faculty Members Assessment of Learning Resources

Figure 4.6.3 show the satisfaction of NU faculty members with the learning resources over four years. In 1434-1435 and 1435/1436H, their satisfaction degree was "Good" and ranged from 61.8% to 67.6%. In the next two years 1436/1437 and 1437/1438, it was improved to reach 'Very Good' and ranged from 70% to 77.8%. (Appendix 4.6.9).

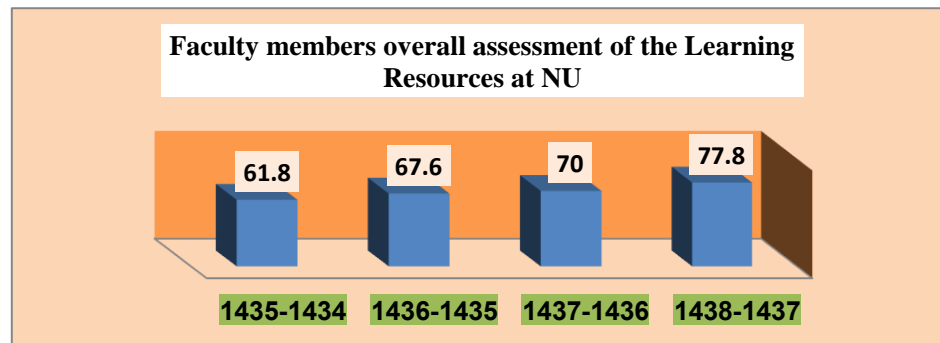


Fig. 4.6.3: NU Faculty members overall assessment of Learning Resources in 34/35 - 37/38H

#### NU Student Assessment of the Library Services

Figure 4.6.4 shows that the average of student satisfaction with library services in 1437-1438 H is "Very Good" with a percentage of 68.8% (Appendix 4.6.10: The report on final year students' evaluation of library services – second semester, 1437-1438 H). Accordingly, NU adopted the process of developing the library and its services through some of the development projects of its strategic plan (1433-1438 H). Student satisfaction with the library services has improved against previous years since as Colleges and female sections have recently accessed library services.

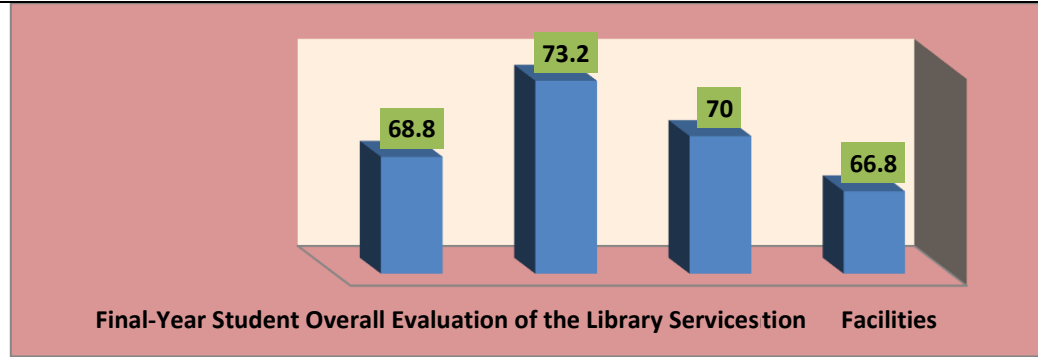


Fig. 4.6.4: Overall student evaluation of library services, 2<sup>nd</sup> semester, 1437-1438 H

The University provides students with research laboratories with standard specifications at the University campus. It provides sufficient training at the University hospital and clinics, and at other field sites, that guarantees the achievement of the desired learning outcomes.

With regard to improving the English language skills in programs taught in English, the University has taken the following actions:

- A committee was formed from the English language program and a member of the Preparatory Year headed by Dean of the College of Science and Arts in Najran by a decision of the Vice-Rector for Academic Affairs No. 3/36-37 dated 19/06/1437 H to develop a formal system to evaluate students' skills in English language and design an appropriate plan to address the inadequacy of English language skills (Appendix 4.6.11).
- The English language skills assessment system for NU students and the skills deficiency plan were prepared (Appendix 4.6. 12: Assessment system for students' skills in the English language).

Including:

- Placement test in the Preparatory Year.
- Adopt the two-level system to compensate for the lack of English language skills by providing general skills at the first level and English writing skills and writing technical reports in the second.
- The development of "Language Club for the students of NU" in the Preparatory Year for developing "English Language skills for special purposes" of students such as writing poetry and articles.
- Preparation of a placement test for students, according to which the course content is determined in the Preparatory Year.
- A continuous practical evaluation in the light of results of the tests of the first and second semesters.
- There are two sub-programs, the first to strengthen the language of low-achievers and the other to enrich the level of good students in English (enhancement hours).
- There is an independent evaluation of the speaking skill (20%) and the listening skill (80%).
- Academic counselling contributes significantly to the identification and treatment of students' problems in English language by directing them to the College's enhancement programs.
- English courses for special purposes are offered to students who do not achieve the required grades in the English language at the preparatory year and join the specialized colleges. The "Medical Terminology" course is offered for the third-level students at the Colleges of Medicine, Applied Medical Sciences (Physical Therapy and Radiological Sciences Programs), Pharmacy, and Dentistry.
- Providing English courses for special purposes to students of the programs that do not require a Preparatory Year such as programs of Colleges of Science, Arts, Administrative Sciences, and Community.

A study was also conducted to develop the Preparatory Year (Appendix 4.6.13). It includes a plan for improving English language skills among students enrolled in the first year of University. Moreover, the University seeks to create an "English Language Center" to offer students courses in English language skills as well as training students to prepare and pass international tests in the field of English language as a kind of academic assistance.

#### 4.7. Quality of Teaching

The University provides textbooks and recent references in sufficient numbers before the beginning of each semester. It is also keen on preparing students and informing them of the requirements of attendance and of various courses at the beginning of each semester. A system has been developed for training the faculty members to improve the quality of teaching. In addition, the training covers the development of program and course learning outcomes and specifications, teaching strategies, methods of assessment, report preparations, and improvement plans.

In its strategic plan (1433-1438 H), NU is committed to improve the quality of teaching through the development of the following operational objectives:

- Implementing recent methods of e-learning.
- Assuring the quality of learning and teaching procedures to students' academic and practical skills.
- Enhancing students' participation in all academic activities.
- Developing the selection mechanisms of the distinguished faculty members.
- Constant development of the faculty members' and academic leaders' skills and abilities.
- Twinning with the global academic programs.

The University has also set policies and strategies for learning and teaching from which the programs derive its strategies for learning and teaching (Appendix 4.7.1: Learning and teaching policies and strategies at NU).

The University has established the Unit of Learning and Teaching within the structure of the Deanship of Development and Quality (Appendix 4.7.2). This unit is concerned with reviewing study plans and providing technical support for the program and course specifications and the teaching strategies and methods of assessment. It also suggests training programs for the faculty members in the field of the quality of learning and teaching in general.

NU has a set of strategies for the assurance of quality of teaching, including:

- Preparing fresh faculty members for teaching and academic responsibilities.
- Holding meetings at the beginning of each semester with program coordinators for orientating fresh students in each program and giving them the program guidebook.
- Publicizing all teaching plans of the University programs on the portal of the Deanship of Admission and Registration on the following link <http://edugate.nu.edu.sa/nu/ui/home.faces>.
- Making course attendance requirements clear to students during the orientation programs. Student regular attendance is followed up and attendance regulations are strictly applied. The student can, through a user name and a password, sign in the portal of the academic system and find out the percentage of attendance in all courses s/he is registered, on the following link <http://edugate.nu.edu.sa/nu/init>.
- Providing textbooks for each program in sufficient numbers at the Central Library (Prince Mishaal Library) before the beginning of the semester. The management of each program defines its requirements of textbooks and references annually and reports them to the Deanship of Library Affairs.

- Teaching of the University programs should be of a high degree of quality through using appropriate strategies that the faculty members have been trained to use.
- Each faculty member is asked to develop a course specification and at the same time, provides his/her students with outline of the course that includes the course content, objectives, learning outcomes, learning resources, teaching strategies, and evaluation methods at the beginning of the course. After the exam, the faculty member writes the course report and submits it to the program coordinator.
- Updating the course portfolio in the quality unit at the academic program with a sample of students' assignments, exam papers, quizzes, answer keys, mark sheets, CVs of the faculty members. This portfolio is used later in reviewing and evaluating the program. (Appendix 4.7.3: An example of course portfolio in the quality corner).
- Making appropriate adjustments to the teaching plans of courses after discussing the course reports submitted to the department coordinators in the end of each semester.
- Developing faculty members' teaching skills through attending training courses such as effective academic teaching skills, modern teaching strategies, using technology in teaching, methods of examinations and student evaluation, writing, measuring and evaluating learning outcomes, and electronic tests.
- Expanding the use of technology in education and training faculty members to use it along with providing them with computer labs equipped with computers and wireless Internet access at all colleges and programs of the University.
- The Deanship of Library Affairs provides up-to-date books and references in the specialization fields of programs at the request of the program coordinator and in an adequate number before the beginning of the semester.
- The General Administration of Information Technology provides technical support in the computer labs in all the programs of the University.
- Evaluating the effectiveness of teaching strategies through student assessment of courses, teaching performance and assessment of learning outcomes.
- In the framework of assessing the effectiveness of the faculty members, the University has set a standardized system for evaluating the performance of faculty members (Appendix 4.7.4). It includes evaluating the faculty member teaching and functional performance, research activity, community service activity, as well as self-development activities. This system was approved by the University and has been applied since 1437/1438 H through the Colleges' departments. It shall result in regular procedures relating to the training of faculty members, encourage them and reward the outstanding ones to be positively reflected on the quality of teaching at the University.

Through its Learning and Teaching Unit, NU developed a system to ensure the quality assurance, completeness and consistency of all university programs and courses specifications (Appendix 4.7.5). It ensures the quality of developing the learning outcomes in accordance with NQF and vocational standards of the programs. Reviewing programs and courses specifications is conducted through the committees of internal audit programs, the quality unit at college and through the technical support employees at the Deanship of Development and Quality. Moreover, the Teaching and Learning Unit has developed templates appropriate for following-up audit procedures. Some of these templates have been sent to colleges and others to the technical support employees at the Deanship of Development and Quality, this go [in accordance with the recommendations of the](#)

[Developmental Review Panel Nos. 26, 27, 29, and 30.](#)

NU has taken the following executive procedures:

Circulating a letter from the Vice-Rector for Development and Quality (Appendix 4.7.6 E-Correspondence No. I.O. - 14728- on 18/3/1437 H) to all programs. It includes 16 executive actions; some of them are indicated as follows:

- Review of programs specification in accordance with specific controls which include the characteristics of learning outcomes as well as the completeness and accuracy of specification by the committees of internal audit programs, technical support at colleges and the external reviewer of the program during the periodic program evaluation.
- Preparing a follow-up template by the Learning and Teaching Unit under the name of "Follow-up report on the implementation of some of the plans to improve the fourth standard regarding the recommendations of the external reviewers", this includes a review of the program specifications. The template was sent by the Vice-Rector for Development and Quality to all Colleges to be filled out and resubmitted (Appendix 4.7.7).
- Following up the implementation and review by colleges' technical support in accordance with the template of the Learning and Teaching Unit (Appendix 4.7.8).

With regard to the quality of reports, a letter from the Vice-Rector for Academic Affairs was directed to the University Vice-Rectors and Deans (Appendix 4.7.9), [in accordance with the recommendations of the Developmental Review Panel Nos. 25 and 31:](#)

The directives included:

- Each course lecturer is committed to prepare a course report at the end of each semester whether in the male or female sections. In addition, a standardized course report is prepared if it was presented in more than one place.
- Preparation of a "comprehensive report on the courses reports" according to the template of the Unit of Teaching and Learning at the end of each semester.
- Review of the courses reports by the technical support at the Deanship of Development and Quality at the College and preparing a report on the audit results.
- Review of the courses reports by the external reviewer when reviewing the program.
- Response by the course lecturer to "the courses reports review" under the supervision of the program coordinator.
- Implementation of the template prepared by the Unit of Teaching and Learning and sent to all technical support officials and the Vice-Deanship of Development and Quality, through the technical support officials at colleges.

While visiting colleges, these procedures were ensured by the Executive Committee of Teaching and Learning at the Vice-Rectorship for Academic Affairs.

Based on the above mentioned and the close of the quality loop, all previous procedures of audits and correction have been implemented. In addition, the revision cycle was repeated while all documents have been uploaded on the website at the final stage. The review processes have been conducted at the University level where feedback provided to the programs according to a template prepared for this purpose and to make the required modifications, if any.



### KPI Table

<b>KPI:</b> Proportion of the faculty members with verified doctoral qualifications			<b>NCAAA KPI Reference Number: S4.3</b> <b>Institutional KPI Reference Number: S4.3</b>	
<b>Actual Benchmark</b>	<b>Target Benchmark</b>	<b>Internal Benchmark*</b>	<b>External Benchmark**</b>	<b>New Target Benchmark</b>
100 %	100%	100%	56% for King Khalid University 100% for Cairo University 85% for Arabian Gulf University.	100%
<b>Analysis (list strengths and recommendations):</b>				
<ul style="list-style-type: none"> <li>- All of the Ph. D. holders in Najran University granted their Ph.D. degrees from reputable and recognized universities.</li> </ul>				
<p><b>* Explain:</b></p> <p>1. Why this internal benchmark provider was chosen? This internal benchmark is chosen because of the availability of the data from previous years.</p> <p>2. How was the benchmark calculated? No. of the faculty members with verified doctoral qualifications / Total no. of the Ph.D. holders X 100</p> <p>3. Name of the internal benchmark provider. Performance Measurement Unit, Najran University.</p>				
<p><b>** Explain:</b></p> <p>-Why this external benchmark provider was chosen? This external benchmark provider was chosen because they share common characteristics with Najran university and they are well-known and well-organized universities.</p> <p>- How was the benchmark calculated? No. of the faculty members with verified doctoral qualifications / Total no. of the Ph.D. holders X 100 (based on mutual communication between Najran University and the benchmark providers.</p> <p>-Name of the external benchmark provider. Cairo University, Egypt. Arabian Gulf, Bahrain.</p>				
<b>KPI:</b> Students overall rating on the quality of their courses			<b>NCAAA KPI Reference Number: S4.2</b> <b>Institutional KPI Reference Number: S4.2</b>	
<b>Actual Benchmark</b>	<b>Target Benchmark</b>	<b>Internal Benchmark*</b>	<b>External Benchmark**</b>	<b>New Target Benchmark</b>
77.2 %	80%	76.2%	- 86% for Arabian Gulf University. - 76.4 for Cairo university. - 72.4 % for King Khalid University	80%
<b>Analysis (list strengths and recommendations):</b>				
<ul style="list-style-type: none"> <li>• All students of the Najran University evaluate their courses.</li> <li>• The student overall rating on the quality of their courses in Najran University is nearly</li> </ul>				

<p>comparable to the external benchmark.</p> <ul style="list-style-type: none"> <li>It is recommended to make focus groups with students to get their comments on the quality of teaching in order to achieve the target benchmark.</li> </ul>																			
<p><b>* Explain:</b></p> <p>1. Why this internal benchmark provider was chosen?</p> <ul style="list-style-type: none"> <li>This internal benchmark is chosen because of the availability of the data from previous years.</li> </ul> <p>2. How was the benchmark calculated?</p> <ul style="list-style-type: none"> <li>Total sum of the values given for the paragraphs of the scale/ No. of the paragraphs X 20</li> </ul> <p>3. Name of the internal benchmark provider.</p> <ul style="list-style-type: none"> <li>Performance Measurement Unit, Najran University.</li> </ul>																			
<p><b>** Explain:</b></p> <p>-Why this external benchmark provider was chosen?</p> <ul style="list-style-type: none"> <li>These external benchmark providers were chosen because they share common characteristics with Najran University and they are well-known and well-organized universities.</li> </ul> <p>-How was the benchmark calculated?</p> <ul style="list-style-type: none"> <li>Total sum of the values given for the paragraphs of the scale/ No. of the paragraphs X 20 (based on mutual communication between Najran University and the benchmark providers.</li> </ul> <p>-Name of the external benchmark provider.</p> <p>4- Arabian Gulf University, Bahrain.</p> <p>5- Cairo University, Egypt.</p> <p>6- King Khalid University, KSA.</p>																			
<table border="1"> <tr> <td colspan="3"> <b>KPI:</b> Ratio of students to faculty members (based on full time equivalent) </td><td colspan="2"> <b>NCAAA KPI Reference Number: S4.1</b>  <b>Institutional KPI Reference Number: S4.1</b> </td></tr> <tr> <td><b>Actual Benchmark</b></td><td><b>Target Benchmark</b></td><td><b>Internal Benchmark*</b></td><td><b>External Benchmark**</b></td><td><b>New Target Benchmark</b></td></tr> <tr> <td>1:15 (average)</td><td>1: 15.6 (average)</td><td>1: 15 (average)</td><td>           - 1: 13 for Arabian Gulf University.            - 1: 11 for Cairo University.            - 1: 20 for King Khalid University         </td><td>1: 15 (average)</td></tr> </table>					<b>KPI:</b> Ratio of students to faculty members (based on full time equivalent)			<b>NCAAA KPI Reference Number: S4.1</b> <b>Institutional KPI Reference Number: S4.1</b>		<b>Actual Benchmark</b>	<b>Target Benchmark</b>	<b>Internal Benchmark*</b>	<b>External Benchmark**</b>	<b>New Target Benchmark</b>	1:15 (average)	1: 15.6 (average)	1: 15 (average)	- 1: 13 for Arabian Gulf University. - 1: 11 for Cairo University. - 1: 20 for King Khalid University	1: 15 (average)
<b>KPI:</b> Ratio of students to faculty members (based on full time equivalent)			<b>NCAAA KPI Reference Number: S4.1</b> <b>Institutional KPI Reference Number: S4.1</b>																
<b>Actual Benchmark</b>	<b>Target Benchmark</b>	<b>Internal Benchmark*</b>	<b>External Benchmark**</b>	<b>New Target Benchmark</b>															
1:15 (average)	1: 15.6 (average)	1: 15 (average)	- 1: 13 for Arabian Gulf University. - 1: 11 for Cairo University. - 1: 20 for King Khalid University	1: 15 (average)															
<p><b>Analysis (list strengths and recommendations):</b></p> <ul style="list-style-type: none"> <li>The target benchmark is achieved at the institutional level.</li> <li>The actual benchmark in Najran University is nearly comparable to the external benchmark.</li> <li>The situation in some programs in Najran University is better than the target benchmark like the medical program (1 faculty: 4 students).</li> </ul>																			
<p><b>* Explain:</b></p> <p>1. Why this internal benchmark provider was chosen?</p> <ul style="list-style-type: none"> <li>This internal benchmark is chosen because of the availability of the data from previous years.</li> </ul> <p>2. How was the benchmark calculated?</p> <ul style="list-style-type: none"> <li>Dividing the number of students on the numbers of faculty members.</li> </ul> <p>3. Name of the internal benchmark provider.</p>																			

<ul style="list-style-type: none"> <li>Performance Measurement Unit, Najran University.</li> </ul>
<p><b>** Explain:</b></p> <p>1-Why this external benchmark provider was chosen?</p> <ul style="list-style-type: none"> <li>These external benchmark providers were chosen because they share common characteristics with Najran University and they are well-known and well-organized universities.</li> </ul> <p>2- How was the benchmark calculated?</p> <ul style="list-style-type: none"> <li>No. of students / No. of faculty members.</li> </ul> <p>3-Name of the external benchmark provider.</p> <p>4. Arabian Gulf University, Bahrain.</p> <p>5. Cairo University, Egypt.</p> <p>6. King Khalid University, KSA.</p>

<b>KPI:</b> Ratio of faculty members who are trained in the fields of teaching and learning.		<b>Afaq KPI Reference Number: A3.1</b> <b>Institutional KPI Reference Number: A3.1</b>		
<b>Actual Benchmark</b>	<b>Target Benchmark</b>	<b>Internal Benchmark*</b>	<b>External Benchmark**</b>	<b>New Target Benchmark</b>
36%	50%	35%	60 % for Cairo University	50%
<p><b>Analysis (list strengths and recommendations):</b></p> <ul style="list-style-type: none"> <li>The target benchmark is not achieved.</li> <li>Enhancing training programs in the fields of teaching and learning at the institutional level as well as at the college level.</li> </ul>				
<p><b>* Explain:</b></p> <p>1. Why this internal benchmark provider was chosen?</p> <p>This internal benchmark is chosen because of the availability of the data from previous years.</p> <p>2. How was the benchmark calculated?</p> <p>No. of trained faculty members in the fields of teaching and learning / Total no. of faculty members.</p> <p><math>560/1556 = 35.99</math></p> <p>3. Name of the internal benchmark provider.</p> <p>Performance Measurement Unit, Najran University.</p>				
<p><b>** Explain:</b></p> <p>1. Why this external benchmark provider was chosen?</p> <p>These external benchmark providers were chosen because they share common characteristics with Najran university and they are well-known and well-organized universities.</p> <p>2. How was the benchmark calculated?</p> <p>No. of students / No. of faculty members.</p> <p>3. Name of the external benchmark provider.</p> <p>1- Cairo University, Egypt.</p>				

○ **Support for Improvements in Quality of Teaching**

The University provides opportunities of academic and professional development for the faculty members. It also supports continuous improvement of the quality of teaching.

NU believes that the presence of qualified trained faculty members is one of the factors of excellence in learning and teaching. Therefore, it keeps in mind the process of professional development of faculty members and developed a system for training them in various domains that promote the quality of teaching.

Therefore, the University has established a unit for skill development that is affiliated to the Deanship of Development and Quality on 24/03/1432 AH. Based on the identification of their needs and the strategic plan of

the university, the unit aims at the professional development of the faculty members, academic leaders and administrative staff, in addition to orienting the fresh faculty members (Appendix 4.8.1: Matrix of faculty members training and the report of the Unit of Skill Development on the training workshops in different domains).

The training plan involved all male and female faculty members, academic leaders and administrative staff. Moreover, the University has included the third strategic objectives in its strategic plan (1433-1438 AH), entitled "*promoting the competencies and efficiency of faculty members*". It includes the following operational objectives:

- Developing the selection policy of the distinguished teaching staff and other staff.
- Constant development of the faculty members' and the academic leaders' skills and abilities.

Table 4.8.1 shows the increase in the number of the training programs in the field of learning and teaching as well as the increase in the number of the trainees from 1432/1433 to 1437/1438 H. The total number of training programs over five years reached 183 and the total number of trainees reached 4701. Clearly, the number of training programs increased from 14 in 1432/1433 H to 66 in 1434/1435 H. However, 1436/1437 H witnessed a decrease in the number of the training courses due to the crisis at the Southern border with Yamen. Afterwards, the number of the training courses increased again where the number of trainees increased from 332 in 1432/1433 H to 1747 in 1434/1435 H and reached 1012 in 1437/1438H. The percentage of female trainees reached 45.37% of the total trainees. As the table shows, there is a remarkable progress in the professional development training processes in the field of quality of teaching at NU.

Table 4.8.1: The development of training programs in the field of learning and teaching and faculty members trainees (1432/1433 - 1437/1438H.)

Academic year	Number of programs	Number of trainees		Total
		Male	Female	
1432/1433H	14	242	90	332
1433/1434H	48	669	597	1266
1434/1435H	66	985	762	1747
1436/1437H	13	154	190	344
1437/1438H	42	518	494	1012
Total	183	2568	2133	4701

A survey on program evaluation distributed to NU faculty members in 1437 - 1438 H shows that the degree of satisfaction with the professional development was 'Very Good' with an average of 3.8 on a five-point scale. In the previous years, the satisfaction degree ranged from 60.6% to 66.6%. This indicates a remarkable improvement in professional development programs for faculty members, both at the Skill Development Unit and at Colleges.

Table 4.8.2: Faculty members' evaluation of the professional development program

Item	Average	%	Grade	Degree of Satisfaction
The professional development available for faculty	3.8	76	Very Good	High

### Job satisfaction of the faculty at NU

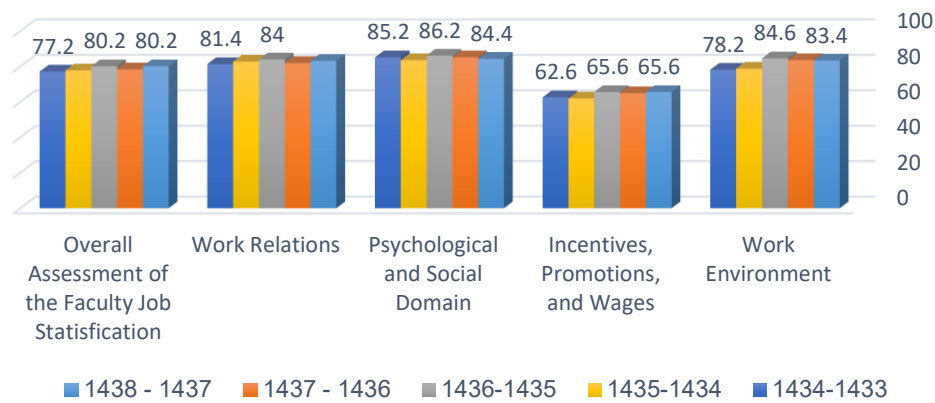


Fig. 4.8.1: Job satisfaction of the faculty members at NU over five years

Since NU is fully convinced of the important role of students in the improvement of the educational process, it has included within its strategic plan (1433-1438 AH) a developmental project (code No. 1/8) under the title, "Continuous upgrading of the scientific, professional and personal skills of students" at a cost of one million Saudi Riyals under the supervision of the Deanship of Student Affairs. In this regard, the Deanship has arranged for training students with the aim of developing their skills in such a way that improves the quality of learning and acquisition of learning outcomes. (Appendix 4.8.2: The training plan for NU students).

NU believes that measuring the effectiveness of training impact on improving the quality of teaching is essential and vital. Therefore, it has provided a developmental project in its strategic plan (code No. 7/10) under the title "The establishment of a system for following up the impact and effectiveness of training courses" with a cost of SR 100,000.

To promote learning and teaching processes, NU established the Deanship of E-learning and Distance Education in 1431/1432 AH.

The Deanship has developed a form for e-courses registration by logging in the e-courses registration system via the user name and password used by the faculty members to log into his PC on campus.

The university has provided, in its strategic plan (1433-1438 H), a developmental project (code No. 1/8) entitled "Continuous development of the deanship of e-learning and distance education". This project is implemented by the Deanship of E-learning and Distance Education at a cost of one million Saudi Riyals.

In response to the processes of developing e-learning, the Deanship of E-learning has launched a new learning service through mobile phones "Blackboard mobile" for the smart devices (iPhone, iPad, Android, iPod, and BlackBerry). The service allows the user, whether a faculty member or a student, to access the contents of their e-courses in an attractive way anywhere and anytime. The blackboard mobile is one of the most successful and effective methods of enriching learning experience. The user of this application can browse the e-courses, follow the updates and new lessons, attend lectures, and access the educational media (video, audio, and photos). The students can also perform their duties and assignments and participate effectively in learning forums, blogs, and other learning activities. They can also get the scores of their assignments and exams. The Deanship of E-learning and Distance Education has also announced an award for excellence in e-learning at the level of the University, which aims to enhance the e-learning system at the University and improve the efficiency of teaching and educational process. It also enables the University to compete for the prize of the National Center for E-learning which targets the University students and faculty members. For more information, please visit the website of the Deanship of E-learning at: <http://portal.nu.edu.sa/web/elearning-deanship/home>.



NU is also working on using modern technology in teaching affairs through the Deanship of E-learning and Distance Education. It uploads tutorial lessons on its website for both faculty members and students on the application of the blackboard and the blackboard mobile including how to access the system, register in electronic learning systems, create and add contents, mark assignments and exams, modify the personal data, receive and send file contents, and record lectures and virtual classrooms.

The Deanship of E-learning and Distance Education provides powerful systems in the field of e-learning which are built on the latest programming techniques and databases. These systems are explained in [Appendix 4.8.3](#).

NU also provides different varieties of specialized software for the academic use by the faculty members and students (see standard 7: Facilities and equipment). The University also provides a number of services including access to the internet, e-mails, office phone, consulting and support in the field of information technology, and maintenance and repair of the electronic devices.

The e-learning system was of great importance and it was applied by the University in the last two years. It was very supportive for the processes of teaching and learning, since in the dangers that resulted from the Southern border crisis with Yemen, which led to irregular student attendance in the direct classrooms. The e-learning system helped the study go on in emergency cases.

The University is interested in training the faculty members in the field of e-learning, through the Deanship of e-learning, as well as through the Skill Development Unit at the Deanship of Development and Quality.

E-Courses assessment by students was 'very good' in most items ([Appendix 4.8.4](#)).

#### ○ **Qualifications and Experience of Faculty members**

NU faculty members have the appropriate qualifications and experience for the courses they teach. They also participate in scholarly activities that ensure they remain up-to-date with the latest developments in their field. In professional programs, the structure of the advisory board includes professionals from the field.

NU is committed to appoint qualified and experienced faculty members in accordance with the regulations of higher education. Faculty members are classified into demonstrators, lecturers, assistant professors, associate professors, and full professors. Appointment is conducted objectively based on their experience, scientific and research potentials.

Over the last seven years, the number of NU faculty members has increased from (730) in 1431/1432 H to (1556) in 1437/1438 H, in a rate of 213.2% (Table 4.9.1). The percentage of Saudi faculty members ranged from 40.8% to 56.56%. It is noticeable that the Saudi percentage has declined due to the increased number of internal and external scholarships. The majority of faculty members in all programs work full time with a percentage over 95% which is positively reflected on the stability of the educational process.

**Table (4.9.1): Ratio of Saudi faculty members over seven years**

Statement Academic year	Faculty members		Saudi %
	Total number	Number of Saudis	
1431/1432	730	354	48.49%
1432/1433	969	437	45.1%
1433/1434	1235	504	40.8%
1434/1435	1418	802	56.56%
1435/1436	1531	834	54.47%
1436/1437	1577	890	56.4%
1437/1438	1556	793	50.96%

The distribution of the faculty members according to their ranks was 1: 1.5: 7.4 (Full Professor: Associate Professor: Assistant Professor) in 32/33H, while during the year 33/34 H the ratio was 1: 3: 10.2, respectively. In 36/37 H, it reached 1: 4.5: 13.2. The small number of full professors in relation to assistant professors and associate professors (Table 4.9.2), points to the need for encouraging faculty members to work for promotions as well as to focus on recruiting more full professors and associate professors. The teaching load of the faculty members is appropriate (data tables at the introduction of the SSR); this load allows good performance in the educational process.

Table 4.9.2: Ratio of faculty members distribution according to their ranks

Academic year	Faculty members						Ratio of Professor: Associate professor: Assistant professor
	Full professor	Associate professor	Assistant professor	lecturer	demonstrator	instructor	
1432/1433	34	52	253	240	371	19	1: 1.5: 7.4
1433/1434	42	130	428	240	364	30	1: 3: 10.2
1434/1435	46	192	449	260	436	35	1: 4.2 : 9.7
1436/1437	67	197	509	324	433	47	1: 2.9: 7.6
1437/1438	33	149	436	487	399	52	1: 4.5: 13.2

At the level of the University, the faculty member to student ratio in the last years was 1:15. This ratio is sufficient and consistent with the international standards and the indicators adopted by NU. Developing and improving quality of the faculty members has been taken care of at NU strategic plan (1433-1438 H) as the third strategic objective entitled "promoting the competencies and efficiency of the faculty members" was followed by the operational objective "developing the selection policy of the distinguished teaching and other staff" and the operational objective "Completing the recruitment of the academic cadres".

As the University aspires to reach the benchmarking value, i.e. 70% of its faculty members are Ph.D. holders, and to implement the recommendations of the external reviewers of the evaluative development project, the University has formed a committee by the Vice-Rector for Post-Graduate Studies and Scientific Research ([Appendix 4.9.1](#)). The committee shall be tasked with listing all faculty members of academic programs and how far they are adequate for the fields of specialization they teach. In addition, the committee shall list scholarships and set up a five-year plan to reach the benchmarking value of 70%. It shall be taken into account that priority is given to the fields of specialization needed by the academic programs. The plan has been built upon the data collected at the beginning of the first semester of 1437/1438 H.

- The number of faculty members of Ph.D. holders at the time of data collection = 604
- The number of lecturers and demonstrators at the time of data collection = 579
- Total number of faculty members with Ph.D., lecturers, and demonstrators = 1138
- Percentage of Ph.D. holders to the total number of faculty =  $604/1138 \times 100 = 53.08\%$
- The ideal number to achieve the benchmarking value of 70% is that the number of Ph.D. holders is 796.6 of the total number of faculty members.
- Thus, the gap (i.e. the required number of Ph.D. holders) is  $796.6 - 604 = 192.6$  faculty members (16.92%).
- The ideal number to achieve the benchmarking value and identify the gap in both male and female sections as well as the expected number of scholarship returnees (Table 4.9.3: Part of the gap analysis report to achieve the benchmarking value of 70% Ph.D. holders).

Table 4.9.3: Part of the gap analysis report to achieve the benchmarking value of 70% Ph.D. holders

College	The ideal number to achieve the benchmarking value of 70%	The Gap	The number required to fill the deficit of specializations	The number required in the female section to adjust the rate of female faculty to female students	Expected number of scholarship returnees in five years	Notes
Sharia and Fundamentals of Religion	50.4	6.4	----	7	10	Achieve the indicator in less than five years
Science and Arts	112.7	41.7	5	38	15	Achieve the indicator in less than five years

Table 4.9.3 has been completed through gap analysis and a five-year recruitment plan to reach the benchmarking value of 70% of faculty are Ph.D. holders, within the framework of the implementation of Recommendation No. 37.

The table shows that its full version can be found in (Appendix 4.9.2: The gap analysis study and recruitment plan). It is noted that in the next five years 1438/1439 to 1442/1443 H, the benchmarking value shall be achieved. It shall be fulfilled through recruitment to fill specialties deficit and recruitment in the female section to adjust the rate of female faculty to the female students as well as scholarship returnees. However, the actual requirement in both the Deanship of Preparatory Year and the Deanship of Community Service shall be considered.

Therefore, this report emanating from the study of the number of NU faculty members recommends the implementation of the decision issued by the Vice-Rector of Post-Graduate Studies and Scientific Research ( E- Correspondence 1292- 5- 438 dated 14/3/1438 H) regarding the approval of the plan to increase the number of faculty members according to their academic qualifications, [this agree with the recommendations nos. 33 and 37 of the review panel in the Developmental Evaluation Project](#). The recruitment plan contained in the study of disciplinary deficit of academic programs, as summarized in Table 4.9.4.

Table 4.9.4: Summary of five-year plan for faculty members recruitment depending on discipline deficit of academic programs

Year	1438/1439	1439/1440	1340/1441	1441/1442	1442/1443	Total
No.	26	26	26	26	26	130
Degree	Assistant Professor	Assistant Professor	Assistant Professor - Associate Professor	Assistant Professor – Full Professor	Assistant Professor	
College priority	Preparatory Year (7) Community (7) Science and Arts, Sharoura (7) Administrative Sciences (6)	Preparatory Year (7) Community (7) Science and Arts, Sharoura (6) Administrative Sciences (6)	Administrative Sciences (6) Dentistry (3) Engineering (4) Education (4) Science and Arts, Najran (5) Computer Science and Information Systems (4)	Preparatory Year (2) Community (2) Administrative sciences (3) Engineering (5) Computer Science and Information Systems (4) Applied Medical Sciences (6) Education (2) Computer Science and Information Systems (2)	Preparatory Year (7) Community (7) Science and Arts, Sharoura (4) Administrative Sciences (5) Nursing (1) Dentistry (1) Applied Medical Sciences (1)	

The first stage to fulfill the requirements of academic programs in the fields of specialization at the University in 1438/1439 H.

The scholarship returnees who are expected to graduate as associate professors can cover 20% of the requirement (about 5 assistant professors).

Accordingly, 21 assistant professors are required to be recruited according to priority needs (Table 4.9.4).

According to the study carried out in the female section on the proportion of faculty members to students, the study recommended the appointment of five female faculty members at Science and Arts College, Sharoura (3 associate professor and 2 assistant professor) as well as 4 female faculty members at Administrative Sciences College (1 full professor and 3 assistant professors). The study recommended the recruitment of 12 faculty members during the coming year according to the plan (according to the fields of specialization listed in the tables above):

- 5 male assistant professors: Preparatory Year (2 English Language Skills - 2 Computer Skills - 1 Mathematics).
- 6 female assistant professors: Community College (4 computers - 2 information systems)
- 1 female assistant professors: Administrative Sciences College (1 Business Administration).

The quality loop has been closed, as NU has issued a recruitment announcement on its website to appoint male and female faculty members in all the required posts at all colleges (Appendix 4.9.3). Currently, the papers of applicants are being examined to choose the most appropriate ones.

The University organizes and hosts international workshops. It invites distinguished scientists and participants from different countries of the world to attend and participate in these workshops e.g. in the field of nanotechnology (Standard 10: Scientific Research).

NU encourages faculty members to participate in conferences, professional workshops, and scientific meetings to enhance their teaching and research competencies. Therefore, most of the faculty members, including those who teach post-graduate courses, participate on a continuous basis, in academic activities to ensure they remain up-to-date with the latest developments in their field of specialization. The number of faculty members' participations at scientific conferences over the past three years from 1434/1435 to 1436/1438 H varied from attendance, presenting research papers, presiding over sessions, and refereeing research papers (Figure 4.9.1).

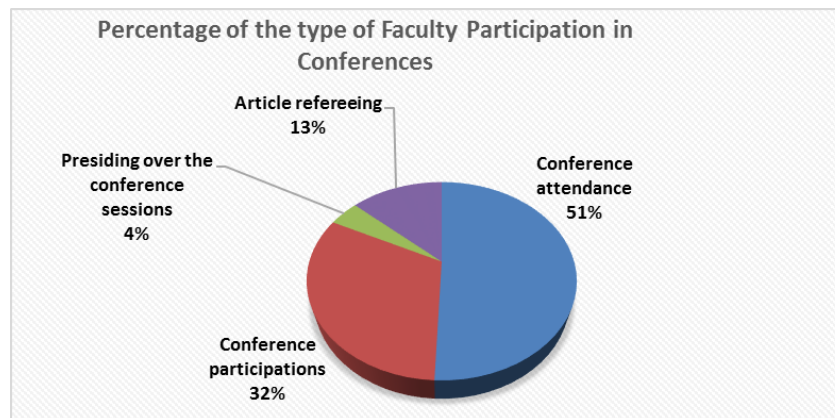


Fig. 4.9.1: Percentage of the type of faculty participation in conferences at NU level (1435-1438H)

In addition to their teaching responsibilities, faculty members carry out researches and offer community service activities as well as the administrative responsibilities and membership of committees and units. All these tasks are considered in the performance assessment of the faculty member as well as in the standards of promotions according to the regulations of Saudi faculty members' recruitment.

The faculty member who is willing to conduct research projects with external institutions either inside or outside Saudi Arabia has the right to get sabbatical leave according to the regulations of the Council of Higher Education in the Kingdom of Saudi Arabia, (a full semester every three years or a full year every five years, to which a plan with a budget should be proposed and at least one research should be accomplished during this sabbatical leave)

The University has a system for recruiting distinguished faculty members and researchers to participate in improving the quality of education and scientific research at the colleges by:

- Attracting distinguished faculty members from well-known international, regional and national universities to join NU faculty members in different departments of the colleges.
- Attracting experienced researchers in the field of scientific research to work at NU research centers.
- Publicizing the need for faculty members and researchers and posting job ads on international websites.
- Evaluating the CVs of the distinguished academics and researchers to select the most suitable for the required jobs.
- Reporting the needs of the colleges and research centers for faculty members and researchers to the University administration for approval and signing contracts.

Within its strategic plan, NU has also included a developmental project No.3/1 under the title, "Establishing recruitment regulations with effective mechanisms to appoint and attract academic staff for NU programs".

NU gives training much attention to improve the performance of faculty members in the field of learning and teaching. The number of the total training programs conducted over three years (1432/1433 to 1434/1435 H) is 28 training programs with a total of 3345 trainees; 1896 male and 1449 female. In 1437/1438 H, the number of training courses increased to 42 with a total of 1012 faculty trainee (Table 4.9.5: Number of faculty trainees in the field of learning and teaching 36/37-37/38 H).

Table 4.9.5: Number of faculty trainees in the field of teaching and learning in 1436/1437 H and 1437/1438 H

No.	Year	No. of courses				No. of trainees			
		male	%	female	%	male	%	female	%
1	1436/1437	6	46	7	54	154	45	190	55
2	1437/1438	22	52	20	48	518	51	494	49

Due to the importance of the faculty members assessment in improving the educational process, a system of faculty members assessment has been prepared through the following procedures:

- A committee was formed by the Vice-Rector for Academic Affairs' decision No. 5/36-37 dated 19/6/1437 H in order to review the evaluation systems of faculty members and develop a new standardized system to be approved and applied at all University Colleges (Appendix 4.9.4).
- The participation of each faculty member in, at least, one academic activity related to the development of teaching in each academic year shall be included in the faculty member assessment system.
- Several committee meetings were held and a standardized faculty member assessment system was prepared.
- The item of teaching performance development activities assessment was added. The relative weight of this item is estimated at 10% of the overall assessment. The faculty member is required to attend or implement an activity related to the development of teaching performance at least every academic year. In addition, the faculty member's teaching performance, research activity, community involvement, and self-development activities are included (Appendix 4.9.5: NU faculty member evaluation system).

In addition, NU students participate in scientific conferences. In the 5<sup>th</sup> National Conference for male and female students in higher education, which was held in Riyadh in 7/1435 H, one of NU female students won the tenth position in the caricature competition. Female students also participated by projects in the area of innovation and entrepreneurship as well as research, public speech and poetry (Table 4.9.6).



Table 4.9.6: Contributions of NU in the 5<sup>th</sup> National Conference for male and female students of higher education, 1435 H.

Area	Participants	Type of Contribution
Drawing competition	1female student	Caricature drawing (won the 10 <sup>th</sup> position)
Innovation and Entrepreneurship	2 female students	A project under the title 'Soap Industry'
Basic Sciences and Engineering	3 female students	A research entitled "Electronic food menu"
Humanities and Social Science	2 female students	A research entitled "Attitudes of female student teachers in Kindergarten Department towards the specialization in the light of the total quality standards for qualifying kindergarten female teacher".
Speech and Arabic Elocution	1female student	Arabic poetry

At the 6<sup>th</sup> scientific conference in 1436 H, a number of NU students won in some areas of the conference (Table 4.9.7).

Table 4.9.7: Number of winners at the Sixth Scientific Conference, 1436 H

Area	No. of NU winners
Innovation	3
Basic and Engineering Sciences	4
Humanities and Social Sciences	10
Master Students Research	4

Moreover, at the 6<sup>th</sup> Scientific Conference in 1437 H, a number of NU students won in some of the conference's areas (Table 4.9.8).

Table 4.9.8: Number of winners at the Seventh Scientific Conference, 1437 H

Area	No. of NU winners
Business industry	1
Solutions and visions 1437 H	1
Innovation	1
Community service	4
Awareness films	1
Basic Sciences and Engineering	5
Humanities and Social Sciences (BA)	10
Humanities and Social Sciences (MA)	7
Health Research	4

#### ○ Field Experience Activities

Field experience activities aimed to furnish students with work experience in vocational sites relevant to their specializations as well as an application to what they learnt from theoretical and practical lecturing.

As an aspect of NU communication with the community, field experience is activated in many vocational programs which include vocational training or internship for Health Colleges. Field experience activity is practiced outside the University in industrial or vocational environment and supervised by the programs academicians and field supervisors from the training institutions.

The academic program specifications include a brief outline of the field experience activities as well as its implementation timetables in the program study plans. Furthermore, a detailed specification of field experience is provided as identical to NCAAA field experience specification template where program objectives, learning outcomes, teaching strategies and assessment methods, including field experience activities, are identified (Table 4.10.1: College programs which include field experience activities: Duration, level, and implementation sites). Students are prepared to participate in the required activities, as assessment touchstones, program objectives, learning outcomes, teaching strategies and assessment methods are clarified to them (Appendix 4.10.1: A field experience specification of some academic programs). For example, field experience specification of Radiological Sciences program can be found on the following link:

<http://portal.nu.edu.sa/web/applied-medical-sciences-college/199>.

Students are prepared before starting field training, where the program provides field experience guidebook for students, as well as field training regulation, as in the College of Engineering on its website:

<http://portal.nu.edu.sa/web/engineering-college/69>

The selection of field training sites and the supervisors of the faculty members are done through the academic programs. In addition, an assessment of the adequacy of these sites for field experience activities is conducted.

Table 4.10.1: College programs which include field experience activities within its formation

No.	College	Field Experience Application Level	Field Experience Duration	Field Experience Sites	No. of Academic Supervisors' Visits
1	Medicine	After the 12 <sup>th</sup> level	12 months	Hospitals	Weekly
2	Applied Medical Science	After the 9 <sup>th</sup> level	6 months	Governmental hospitals- medical rehabilitation centers.	Weekly
3	Nursing	After the 8 <sup>th</sup> level	12 months	Hospitals and Health centers	Weekly
4	Pharmacy	After the 10 <sup>th</sup> Level	6 months	Pharmacies and hospitals	Weekly
5	Dentistry	After the 12 <sup>th</sup> level	12 months	Hospitals	Weekly
6	Education	The 8 <sup>th</sup> level	Full level	Schools	Weekly
7	Science and Arts, Najran	The 8 <sup>th</sup> level	Full level	Schools	Weekly
8	Science and Arts, Sharoura	The 8 <sup>th</sup> level	Full level	Schools	Weekly
9	Engineering	After the 8 <sup>th</sup> level	8 weeks inside the Kingdom or 6 weeks outside the Kingdom by 7 hours per day.	Contracting companies, Civil and Electrical Consultative offices, and factories.	Weekly
10	Administrative Sciences	The 7 <sup>th</sup> & 8 <sup>th</sup> Levels. (Information Systems Program) 8 <sup>th</sup> level (Business Administration Program)	12 months / 6 months	Private companies - Notaries - Investigation and Prosecution - courts.	Weekly

The faculty members pay visits to training sites on a weekly basis to provide supervision and support. After the implementation of field experience, students are assigned to prepare a report on the extent of their benefit of their field experience and improvement suggestions. Student opinion survey is conducted to measure their satisfaction with the field experience acquired. Also, risks to which students might be exposed in training sites are assessed and students are prepared for those possibilities.

Handbooks for field training in the College of Education (Appendix 4.10.2) and the College of Science and Arts (Appendix 4.10.3), field training guidebook for Nursing College (Appendix 4.10.4) and that of Radiological Sciences is available on the following link:

<http://portal.nu.edu.sa/web/applied-medical-sciences-college/log-book>

Field training plan shall be developed in cooperation between the academic program supervisor and field training supervisor. The student is informed with the plan prior to implementation. Both supervisors follow-up and assess the student.

Faculty members pay visits to the field training sites wherein they follow-up students. The student offers brief report of the field experience where field experience is evaluated by the students themselves. By the end of field experience and according to NCAAA template, a report is prepared thereon (Appendix 4.10.5: Field experience reports of some programs). The report is then discussed by the program administrations to develop future improvement plans.

Assessing the program field experience of a sample of students at the University level, in 1437/1438 H (Table 4.10.2), through a five-points scale survey, the degree of satisfaction was up to an average of 3.75 with 75% percentage and 'high' satisfaction degree, reflecting the student benefit of field experience and training.

Table 4.10.2: Student degree of satisfaction on the practical and field skills acquired in the program

Questionnaire Item	Average	%	Satisfaction Degree
The knowledge and skills learnt are important for my future career.	3.75	75	High

Program evaluation by final year students in 1437/1438 H showed that student evaluation of field training programs was "very good" with 74.4 % and an average of 3.72 ( Table 4.10.3).

Table 4.10.3: Degree of students' satisfaction with field training programs

Questionnaire Item	Average	%	Satisfaction Degree
Field training programs (or internship year) are effective in developing my skills	3.72	74.4	High

At the end of the academic year, academic programs assess the field experience through surveying the opinion (Appendix 4.10.6: A sample of field experience evaluation through students in academic programs). In light of these assessments, strengths and weaknesses are identified and appropriate improvement measures are implemented to maximize the utilization of field experience courses.

NU encourages all new academic programs to strengthen field experience in professional programs to connect the University with industrial entities and the labor market. In this context, NU believes that the field experience programs enhance the chances of employing students after completing their university studies. Accordingly, the Vice-Rector for Academic Affairs made a decision (Appendix 4.10.7) to form a committee to improve NU student recruitment opportunities. In addition, the University took a range of procedures to list all the programs that provide the best field experience for its students. The study resulted in finding out that the College of Computer

Science and Information Systems does not provide field experience for its students. The committee recommended adding the field experience to the study plans and to close the quality loop. A letter from the Vice-Rector for Academic Affairs (Appendix 4.10.8) was sent to the Dean of the College of Computer Science and Information Systems to update the study plan and add the field experience course after conducting a benchmarking with counterpart programs in the Kingdom of Saudi Arabia in terms of field experience courses.

○ . **Partnership Arrangements with Other Institutions (If applicable)**

Not applicable at present

**Overall Evaluation** of Quality of Learning and Teaching refer to evidence obtained and provide a report based on that evidence about the extent to which the requirements of the standard of learning are met throughout the institution. The evidence of performance should be summarized and referred to in other documents; including KPIs, survey summary reports and other relevant sources of evidence.

After reviewing available documents supportive to evaluate the University current performance and its good practices in NCAAA institutional self-Assessment standards form, it is showed that the level of quality of the University's current performance with respect to Learning and Teaching Standard is "good" (Table 4.b), with a total of estimate "Four Stars", where there is relative commitment by all the University programs to apply most of the practices pertaining to the Standard.

(Table 4.b): Self-evaluation scale of Learning and teaching Standard

N o.	Learning and Teaching Standard	
	Sub-standard	Stars Assessment
1	Institutional oversight of learning and teaching quality	****
2	Student learning outcomes	****
3	Programs development processes	****
4	Programs evaluation and review processes	****
5	Students assessment	****
6	Educational assistance for students	****
7	Quality of teaching	****
8	Support for improvements in teaching quality	****
9	Qualifications and experience of the faculty members	****
10	Field experience activities	****
11	Partnership arrangements with other institutions	NA
	Overall assessment of learning and teaching standard	****

The evaluation of learning and teaching quality on all sub-standards as well as the overall assessment of Learning and Teaching Standard is "High", with an average of four stars (Appendix 4.b, Self-Evaluation scales of Learning and Teaching Standard). This was fulfilled by the promotion of quality practices of learning and teaching standard at the level of NU as well as utilizing the developmental evaluation project between NU and NCAAA. There were three sub-standards that need to be improved, "Students Assessment", "Educational assistance for Students" and "Support for Improvements in Quality of Teaching". This was recognized by the University in the SSR previously presented as part of the Evaluative Development Project of the Institution. The University has benefited from the recommendations of the external reviewers as well as constant enhance of all practices of learning and teaching standard.

Learning and Teaching Standard is evaluated on the level of all the University programs and on the level of College groups such as Health Colleges, Engineering Colleges, Education Colleges, Languages and Translation Colleges, Sharia Colleges, Administrative Sciences Colleges and Community Colleges (Appendix 4.c: Report of

Self-Evaluation scales of Learning and Teaching Standard at the level of Health Colleges), (Appendix 4.d: Report of Self-Evaluation scales of Learning and Teaching Standard at the level of Computer Science and Engineering Colleges), (Appendix 4.e: Report of Self-Evaluation scales of Learning and Teaching Standard at the level of the Faculties of Education, Science and Arts, and Languages and Translation), (Appendix 4.f: Report of Self-Evaluation scales of Learning and Teaching Standard at the level of Sharia College), (Appendix 4.g: Report of Self-Evaluation scales of Learning and Teaching Standard at the level of Community College) and (Appendix 4.h: Report of Self-Evaluation scales of Learning and Teaching Standard at the level of Administrative Sciences College). College performance was divergent, where some colleges need improvement in the application of some practices of learning and teaching such as the Colleges of Administrative Sciences, Dentistry, Pharmacy, and Sharia.

Some of the KPI chosen by NU to evaluate Learning and teaching Standard indicated in (Table 4.c).

(Table 4. c): KPI of Learning and Teaching Standard Evaluation

Standard	KPI	The Target Benchmark
		1438H
<b>Four: Learning and Teaching</b>	1. Ratio of students to teaching staff. (Based on full time equivalents)	1:15 practical programs 1: 20 theoretical programs 1:5 health programs
	2. Employers satisfaction with the vocational and personal skills of the graduates (general average)	80%
	3. Student assessment of courses quality (average of student overall assessment on five-points scale)	Not less than 80% annually
	4. The proportion of verified Ph.D. holders to the program's total faculty members	100%
	5. The percentage of students joining the program and has successfully completed the first year.	Not less than 60% annually
	6. The percentage of students who joined Bachelor's degree program and have graduated at minimum time.	Not less than 50% annually

We mention here an evaluation of Learning and Teaching Standard under the measurement of direct and indirect KPI:

- The proportion of the faculty members to students in 1437/1438 H at the University level is 1:15 (1556 faculty members to 23340 male/female students at BA and Diploma). It is a benchmarking proportion achieving the University KPI. However, the percentage is much better in some of the University programs such as of Health Colleges Programs, considering the number of enrolled students, where the proportion 1:4 (220 faculty member to 929 student).
- The percentage of employer satisfaction with the graduate personal and vocational skills at the University level is 83.5 %. This ratio is higher than the KPI, i.e. 80 %. It indicates the quality of program and courses planning as well as the quality of teaching processes at NU.
- For the proportion of courses evaluated by students, the benchmarking value is 50 %, but NU achieved 100% of the courses evaluated by students electronically. This is realized through requiring all students to access the University website and evaluate courses and teaching performance so as to be able to get their marks and grades at the end of each semester. The University had succeeded in that over five years.
- The percentage of students who assess courses and teaching performance of the faculty members, the benchmarking value is 50% of the students. NU had achieved this ratio in 1433/1434H with a total of 58.7%, and the percentage reached 65% in the first semester of 1434/1435H. This decline has been rectified through awareness-raising programs and promoting the dissemination of quality culture among students. It resulted in the



increase in the number and ratio of students evaluating courses and teaching performance in the first semester of 1434/1435H, where the percentage reached 79.5 % of courses registered students. Moreover, in 1436/1437H and 1437/1438H, the percentage of student evaluation of courses and teaching performance reached 100%.

- Improvement of student satisfaction with courses and teaching performance quality (average of student assessment on a five-points Scale) ranged from 69.8% in the first semester of 33/34 H to 74.4% in the first semester of 34/35 H. It indicates approaching to the KPI, i.e. 80%. The situation has been rectified through courses improvement plans and upgrading the performance of the faculty members through training and professional development. Accordingly, student satisfaction reached 77.2% during the 2nd semester of 1437/1438H (Table 4.c).
- In terms of general satisfaction, student satisfaction with courses and teaching performance is steadily increasing over time. It indicates that NU is making significant progress in improving teaching and learning processes. (Table 4.2.d) shows that the degree of satisfaction is "very good" over four years with an average that ranged from 3.49 to 3.75 where the maximum rating on the five-point scale is 5 degrees.

Table 4d: The average of students' general assessment of courses and teaching performance at the University level (1433-1438H)

Semester	33-34 1 <sup>st</sup> semester	33-34 2 <sup>nd</sup> semester	34-35 1 <sup>st</sup> semester	34-35 2 <sup>nd</sup> semester	35-36 1 <sup>st</sup> semester	35-36 2 <sup>nd</sup> semester	36-37 1 <sup>st</sup> semester	36-37 2 <sup>nd</sup> semester	37-38 1 <sup>st</sup> semester
Average	3.49	3.57	3.72	3.78	3.82	3.83	3.75	3.83	3.86
%	69.8	71.4	74.4	75.6	76.4	76.6	75	76.6	77.2

- The percentage of verified Ph.D. holders of the faculty members compared to the total number of the faculty members of the University in 1437/1438 H is 100%
- The percentage of verified Ph.D. holders of the faculty members compared to the total number of the faculty members of the University in 1433/1434 H is 39.1% (483 out of 1235) and rated up to 51.9 % in 1434/1435 H (718 out of 1383). It was less than the target benchmark, i.e. 70%. However, the ratio was balanced in some of the University's programs. In order to overcome this situation, the University has recently promoted internal and external scholarships to improve this ratio in the coming years in addition to relative expansion in contracting processes with specialized competence. The percentage reached 53% when analysing the data in the first semester of 1437/1438. Accordingly, a plan was developed over 5 years to reach the benchmarking value of 70%.
- The completion rate of the students in the minimum period of the four-year programs reached 17.7% (Table 4.e), as female student completion rate 23.52% was higher than males 9.92%. While the completion rate of students at the minimum duration of five-year programs reached 12.5% (Table 4.f).

Table 4.e: Student completion rate at the program minimum period at the level of the University programs (four-year programs).

Male Students			Female students			Total		
No. of students enrolled in level I 1434	No. of graduates of level VIII 1437	No. of graduates / enrolled	No. of students enrolled in level I 1434	No. of graduates of level VIII 1437	No. of graduates / enrolled	No. of students enrolled in level I 1434	No. of graduates of level VIII 1437	No. of graduates / enrolled
977	97	9.92%	1322	311	23.52%	2299	408	17.7%

Table 4.f: Student completion rate in the program's minimum period at the level of University programs (five-year programs).

Male Students			Total		
No. of students enrolled in level I 1429	No. of graduates of level X 1434	No. of graduates / enrolled	No. of students enrolled in level I 1429	No. of graduates of level VIII 1434	No. of graduates / enrolled
104	13	12.8%	104	13	12.8%

In addition to some other KPI used in the evaluation of learning and teaching standard at the University level, mentioned in the following paragraphs:

- Student progression rate at the first levels over 5 semesters (from the 1<sup>st</sup> semester of 1435H to the 2<sup>nd</sup> semester of 1437H) at the BA ranged from 24.8% to 46.7%; 16.2%-40.4 for male students and 32.1%-52.9% for female students. These rates are acceptable and reflect excellence of the female section compared to the male one. Low rate at the 2<sup>nd</sup> semester of 1437H was due to student withdraw increase.
- At the Diploma level, student progression rate at the first levels over five semesters (from the 1<sup>st</sup> semester of 1435H to the 2<sup>nd</sup> semester of 1437H) shows that the overall rate ranges from 24.8% to 46.7%; 16.2% to 40.7% for male students and 32.1% to 52.9% for female students. These rates are acceptable and reflect excellence of the female section compared to the male one. Low rate at the 2<sup>nd</sup> semester of 1437H was due to student withdraw increase. The external benchmark was King Saud University, achieving 33%.
- The average of student assessment of guidance academic and vocational services quality on five-point scale over four years 1433/1434-1437/1438H increased from 52.2 % to 70%. The University is still keen on the improvement of academic counselling to reach the benchmarking value, i.e. 80%. Accordingly, the University has included the project "Identification and support of the various guidance services for students, No. 6/1) within the projects of its strategic plan to improve the various guidance services at the University level. In addition, a central academic counselling unit has been established to work with Academic counselling Unit at Colleges. Figuring out solutions for the academic challenges faced by students is considered.
- The numbers of the faculty members at the level of NU, over 10 years, increased greatly and remarkably, where the number mounted up from 414 members in 29/30 H to 1383 members in 34/35 H at a growth rate of 334%. In 37/38 H, the faculty members number reached 1556 with growth rate of 112.5% (Figure 4.a). This reflects NU's interest in providing faculty members to ensure the quality of learning and teaching processes. In this respect, NU has developed a five-year plan to increase faculty members, holders of Ph.D., including the number of scholarship graduates. Accordingly, the benchmarking value shall reach 70% of Ph.D. holders. Implementation of the plan was commenced by recruitment announce to increase the number of the faculty members, taking into consideration the requirements of each academic programs.
- The rate of the faculty members' participation in professional development is 62.5 % (772 members of a total number of 1235) in 1433/1434 H against 65.1 % (900 members of a total number of 1383) in 1434/1435 H. In 1437/1438H, there was constant development in the faculty members' participation in professional development that reached 65%. It reflects the evolution in the professional development of faculty members though the University aspires to reach 80 %.

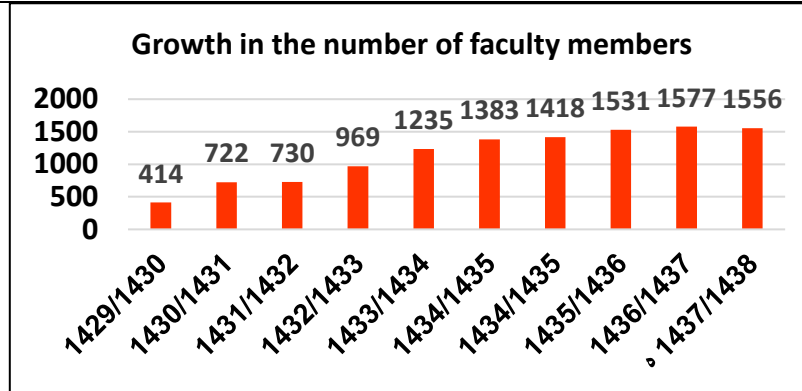


Fig. 4.a: Growth in the number of faculty members at the level of NU over ten years

Table 4.g shows the total number of male and female trainees as well as the number of courses within five years. It should be noted that the number of trainees appears to be greater than the actual number of faculty members, since it includes the faculty attendance of more than one training course.

Table 4.g: Progress of training activity to develop faculty trainees 1433/1434-1437/1438 H

No.	Year	No. of trainees			No. of courses		
		Male	Female	Total	Male	Female	Total
1	1433/1434	1221	824	2045	47	32	79
2	1434/1435	1218	1088	2306	47	36	83
3	1435/1436	340	320	660	14	8	22
4	1436/1437	193	233	426	7	9	16
5	1437/1438	897	910	1807	39	37	76
<b>Total</b>		<b>3869</b>	<b>3375</b>	<b>7244</b>	<b>154</b>	<b>122</b>	<b>276</b>

In spite of the absence of twinning partnerships between NU programs and its global counterparts, NU strategic plan (1433-1438 H), extended to 1441H, did not overlook this orientation and included within its strategic determinants "Partnership" whereof a strategic objective emerges stipulating "*Establishing a framework for national, regional and global cooperation and partnership*". To achieve this, a number of developmental projects, including: the project code 1/6: "Developmental needs study for the University programs to conduct twinning with international programs" with a fourth-degree priority. Moreover, project code 1/7: "Holding partnerships and twinning between the University's programs and global counterpart programs in accordance with the University's mission" with a fourth-degree priority. The University continues to aspire to these partnerships at the level of academic programs, despite the existence of international partnerships and agreements at the research level.

*Provide a general conclusion that includes a list of particular strengths, recommendations for improvement, and priorities for action.*

## Conclusion

NU witnessed significant development in many aspects of learning and teaching processes, as the University has adopted the NQF prepared by NCAAA as a reference to formulate programs and courses' learning outcomes to be easily achieved and measured at the level of all programs. Programs and courses' specifications are set up, in which objectives, learning outcomes, teaching strategies and appropriate evaluation methods are determined. The academic programs need faculty members with expertise and efficiency for help in this respect. Training courses are provided to develop the faculty members professionally and improve their skills in the areas of teaching and scientific research. Moreover, the University supports them to participate in conferences to be up-date-to latest teaching methods and practices as well as the latest findings in their fields of specialization.

The improvement of programs commensurate with recent developments in the fields of specialization and labor market needs. Programs take into account the reckoned KPI, selected by NU from NCAAA developed indicators covering the eleven standards of academic accreditation. Some of the University's programs developed learning

outcomes' performance indicators and conducted direct and indirect measurement thereon, through exit exam and using observation cards to measure personal and communication skills as well as interpersonal skills.

The University has developed electronic software to measure the learning outcomes of all the University's programs. The College of Engineering uses Closo software to measure learning outcomes. All colleges have been trained to use the updated software to measure learning outcomes. The University Vice-Rectorship for Academic Affairs has established a system to ensure the quality of programs and courses specifications, including proper formulation, completeness, accuracy and consistency of the learning outcomes.

The University has developed a procedural system for the establishment of academic programs as well as periodic evaluation of programs and the preparation of a standardized mechanism for academic programs specification at the level of NU. There are executive regulations for study and examination. Students are evaluated on the theoretical and practical aspects of courses through comprehensive and fair evaluation methods. The university has established a central academic counselling unit, under the Vice-Rectorship for Academic Affairs to work with Academic counselling Units at Colleges as well as figuring out solutions for the academic challenges faced by students.

The colleges formed advisory committees at colleges and programs level from faculty members and professionals in various sectors to help develop the learning and teaching processes. Recently, the University has set up a standardized bylaw for all Advisory Committees at Colleges.

The Preparatory Year Deanship is provided to qualify students for academic study through acquiring some communication and English language skills as well as computer and numerical skills. There are adequate, modern learning sources which are compatible with the programs' requirements.

The Vice-Rector for Academic Affairs circulates to prepare periodical programs and courses reports at the site where they were presented in addition to the preparation of consolidated programs and courses report.

The university has developed a standardized system for faculty member assessment, which includes evaluation of teaching and job performance, research activity, community participation and self-development activities. Since 1437/1438 H, the faculty member is required to attend at least one activity per academic year in the field of teaching development. The University has developed a framework for teaching and learning follow-up at the university level based on ensuring the quality of inputs and processes in teaching and learning as well as follow-up by annual reports and KPI monitoring reports through the University Vice-Rectorship for Academic affairs.

In order to improve the employment opportunities for NU graduates, the University monitored the field experience courses and recommended the inclusion of field experience courses in all programs, such as the Computer Science and Information Systems programs. The Central Alumni Unit and the Alumni Units at the Colleges were developed with the inclusion of a career guidance office under the Deanship of Student Affairs. The career day was also developed as well as student training on how to write CV, how to conduct an interview and job selection skills.

As long as the first determinant of NU strategic plan (1433-1438H) is Learning and Teaching and the second determinant is Learning Environment, learning and teaching processes shall be improved. Learning environment and resources improvement shall make the educational practices more effective to achieve the University's vision, mission, and strategic objectives.

#### **Strengths:**

- NU oversees learning and teaching through an appropriate framework and the governing body adheres to provide requirements of promoting learning and teaching processes.
- Targeted learning outcomes are specified by programs and courses through meeting the requirements of professional practice in the Kingdom of Saudi Arabia.
- All programs and courses specifications are set in accordance with the requirements of NCAAA.
- There is an integrated field experience specification that contains precise identification of targeted learning

outcomes and methods of assessment.

- Direct and indirect methods are used to measure the degree of learning outcomes achievement such as student assessment of courses and teaching performance, implemented by 100%. In addition, the University carries out student experience measurement, program assessment to measure programs learning outcomes, and employment institutions survey.
- Development is ongoing in many programs in their study plans which are to be approved by Study Plans and Planning Committee and the University Council.
- Advisory committees, at the level of all programs and college level, are formed of academic experts and talented professionals from various community sectors. Recently, the University has set up a standardized bylaw for all Advisory Committees at Colleges.
- A system of academic counselling as well as dealing with low-achievers and outstanding students is well activated. The faculty members are committed to the allocated office hours to provide academic support, guidance and advice to students. A central Academic counselling Unit, under the Vice-Rectorship for Academic affairs, was established.
- The preparatory year provides students with English language, computer, and numerical skills. Enhancing English language skills among preparatory year students is assured.
- There are plans for student activities that contribute to their academic progress.
- The University works on improving the level of technology used to support the process of student learning.
- The University offers many training programs for the faculty members to develop their skills in relation to effective university teaching as well as support career development.
- Programs are assessed through multiple ways, including external reviewer, advisory committees, and opinion polls for students, graduates and employers.
- There is an elaborate electronic system for admission and registration and students' records are securely maintained.
- Textbooks and modern references are sufficiently available as well as many databases at the electronic Library.
- E-learning systems and training on shifting courses into e-learning are supported.
- Separate reports of programs and courses are prepared at all sites where the program is presented, in addition to consolidated reports for each program and course.
- Internal and external benchmarking of performance indicators carried out at the institutional level.

#### **Recommendations for improvement**

- External benchmarking of the University program quality performance indicators.
- Activating the verification process of student progress levels through correcting random samples of student work by an examiner from another program or institution and hold benchmarking internally and externally at the level of all academic programs across the University.
- Developing health, social and psychological counselling at the University.
- Activating the role of e-means and information technology in the assessment of academic counselling.
- Developing a mechanism to encourage creativity and innovation in the area of teaching.
- Setting an award for effective teaching performance (build on the results of student assessment and effective partnerships in the area of teaching) with the necessity to determine nomination conditions, winning standards, as well as award levels (department, college or University).
- Developing a mechanism for establishing and activating partnerships (twinning) in some of the University programs with counterpart programs regionally and globally.



- Upgrading admission requirements at programs to improve performance level and completion rates.
- Developing a system to measure English language skills for students to develop their language skills in the preparatory year and beyond.
- Continuous improvement of the program for measuring the learning outcomes of academic programs.

**Priorities for action:**

- Completion of the external Benchmarking of the University programs quality performance indicators.
- Activating the verification process of student progress levels through correcting random samples of student work through an examiner from another program or institution and hold benchmarking internally and externally at the level of all academic programs in the University.
- Activating the role of e-means and information technology in the assessment of academic counselling.
- Setting an award for effective teaching performance (build on the results of student assessment and effective partnerships in the area of teaching) with the necessity to determine nomination conditions, winning standards, as well as award levels (department, college or University).
- Developing a system to measure English language skills for students to develop their language skills in the preparatory year and beyond.
- Continuous improvement of the program for measuring the learning outcomes of academic programs.

**Appendices:** (Attachements: 2)

**Link:** <https://goo.gl/gQjNq3>

## 5. Student Administration and Support Services (Overall Rating ☆☆☆Stars)

*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 extracurricular provisions for religious, cultural, sporting, and other activities relevant to the needs of the student body.*

**Note: For Standard 5 the institution must provide 3 or more KPI tables to demonstrate quality assurance. A KPI table is required for sub-standard 5.4. Copy and paste additional tables and place them in the SSRI in the appropriate sub-standard.**

**Provide an explanatory report** about the student administration arrangements and support services, including functions carried out centrally and those managed in colleges or departments. For those managed in departments or colleges, refer to any relevant institution-wide policies or regulations and describe the processes used by the institution to monitor how effectively local services are provided

- Najran University (NU) pays a great attention to student admission and registration. The Deanship of Admission and Registration (DAR) manages the student registration process in a centralized manner each semester according to the current approved study plan that is publicized before the beginning of each academic year. It is DAR responsibility to monitor the implementation of the admission requirements using a well-elaborated electronic system called "Edugate". Edugate provides several electronic services of admission, student registration and all the processes related to the academic programs up till the announcement of the students' results.
- There are approved policies for the University set out in its strategic plan (1433-1438H) for the management of student affairs and support services. Objective No. 6 of the strategic plan aims to achieve excellence in male/ female students' support services.
- A system for academic counselling is established at all University colleges. The system includes mechanisms for student counselling and support for outstanding, low-achieving, and talented students. The University also activated mechanisms of students' complaints and suggestions through the academic advisors and coordinators of the student activities in scientific departments. Moreover, each college is provided with a registrar that has an access permission to register, add and/or drop courses for the students smoothly and using the University portal.
- Deanship of Students' Affairs with its full-established administrative structure is responsible for setting up centralized plans for students' activities and services. It is also responsible for providing technical support and assistance to different colleges (via coordinators in both male and female sections) to set up their own plans. The Deanship is also in charge of financial support, monitoring and evaluating all activities and services.
- The Deanships of Admission and Registration and Students' Affairs have very effective administrative systems that enable students to communicate directly with officials whenever needed or inquired. These systems also provide the possibility of contacting the students' parents.

### Report on sub-standards

#### 5.1 Student Admissions

- Student admission at NU is characterized by its electronic elaborate admission system through the website of the Deanship of Admission and Registration on the following link: <http://dadr.nu.edu.sa/en/>. The system is built on clear, transparent and fair mechanisms accessible to all (even from outside the University). All the documents required for admission are to be electronically filled, printed out and then mailed by the express mail (EMS).

- The Deanship of Admission and Registration publicizes dates, mechanism, and requirements of the electronic admission of 1438/1439H, for high school students and Education Diplomas (post-bachelor) (Appendix 5-1-1) and provides an electronic version on the following links: <http://dadr.nu.edu.sa/en/106> and <http://dadr.nu.edu.sa/en/105>, respectively.
- The handbook clarifies all the general procedures and requirements for admission in NU. It also provides the dates for submitting the application for regular students (male and female sections at Sharurah branch). It presents detailed information about the colleges, departments and disciplines that require joining the preparatory year (male and female sections at Sharurah branch) and all the required documents to be mailed either by express mail or the University portal, for female students (applied for the first time during 1437/1438 H – 2016/2017 G). It also shows the dates of admission's waiting-list for all departments and colleges on the electronic portal and how the student knows about his weighted or eligible score.
- Diploma and Bachelor's general admission requirements on the following link:  
<http://portal.nu.edu.sa/en/web/deanship-of-admission-and-registration/admission-requirements>
- Deanship of Admission and Registration provides guides for using the electronic services (Appendix 5-1-2).
- The regulatory guidelines for admission and registration (Appendix 5-1-3), which include all the details related to the academic system and bursary system.
- A step-by-step admission video is available on the deanship's website on the following link: <https://www.youtube.com/watch?v=mlBjO5gikck&feature=youtu.be>, OR on the Deanship's YouTube channel: <https://www.youtube.com/channel/UCYAH07wDMCKaGddtCBR7b4Q>
- Regulations and executive rules of study and exams include instructions about admission requirements for fresh students and for the academic system such as attendance, apologies, postponement, suspension, dismissing, procedures for final exams, graduation requirements and all the executive rules related to the study in NU. The regulations are approved by the University Council on 14/03/1433 H; Decision No. 8-2-1432/1433 H; downloading the regulation is available at the following link: <http://dadr.nu.edu.sa/en/home>.
- A second stage of admission is opened for a specified period to give another chance for the students who didn't send their documents for final admission during the first stage, the same admission criteria are used for both the first and second stages of admission.
- "The Standing Committee for Study Plans and Academic System" in Najran University directed the administration of programs to design enrichment course/courses for the programs that have lower admission rates than peer programs. These courses but not graded in the student academic records, besides setting an assessment system to ensure that the students accomplished the targeted skills. The College Council has been delegated to approve the study plan of the enrichment course.
- Student admission is centrally controlled by the Deanship of Admission and Registration via the electronic system (Edugate system). This system is characterized by providing many online services for student admission and registration and related processes as issuing student ID cards and registration for programs and courses. The system online services can be browsed from "The Academic Portal" through the following link: <https://edugate.nu.edu.sa/nu/ui/home.faces>
- Academic ID cards Department is available in the Deanship of Admission and Registration in a specified place, equipped with two cameras, two printers and fingerprint devices in order to assure the student identity, for male and female sections. The card is characterized by an internal memory which carries all the information about the student in addition to his/her fingerprint, the card is also covered by a highly secured cover specially designed for NU with providing "The ID Cards Verification Service" on the following link: [https://edugate.nu.edu.sa/nu/ui/guest/University\\_card/index/forwardUniversityCard.faces](https://edugate.nu.edu.sa/nu/ui/guest/University_card/index/forwardUniversityCard.faces)

- Study plans for all the University programs are available on the University portal before starting of the admission processes. The study plan is for all the colleges' bachelors, high diplomas and master degree with information about plan's type, semester, total hours, study's kind and category and it is available on the following link:  
[https://edugate.nu.edu.sa/nu/ui/guest/major\\_plans/index/facultiesMajorsIndex.faces](https://edugate.nu.edu.sa/nu/ui/guest/major_plans/index/facultiesMajorsIndex.faces)
- The study plan is also available on each scientific department's link on the colleges' pages, for example:
  - ✓ College of Computer Science and Information system's Computer Science Department' study plan on the following link: <http://cscis.nu.edu.sa/en/cs-curriculum>
  - ✓ College of Computer Science and Information system, Information Systems Department' study plan on the following link: <http://cscis.nu.edu.sa/en/is-curriculum>
  - ✓ College of Science and Arts, English Department' study plan on the following link: <http://sca.nu.edu.sa/en/study-plan5>
  - ✓ College of Administrative Sciences, Public Administration, female Section's study plan on the following link: <http://adsc.nu.edu.sa/en/148>
  - ✓ College of Education, Home Economics Department' study plan on the following link: <http://education.nu.edu.sa/en/1lesson-plan>
- Admission and Registration Deanship provides a link for colleges and specializations with the names of the available colleges and specializations and the degree awarded to male and female students; and the link is: <http://dadr.nu.edu.sa/en/57>
- Students can be granted initial registration according to predetermined regulations, including a commitment to the study plan with the possibility to manage their schedule via the additional services available at the beginning of the semester. The portal of the Deanship of Admission and Registration also provides the possibility to move from one section to another during add and drop period according to the academic calendar posted on this link <http://portal.nu.edu.sa/en/web/guest/2nd-semester> at the beginning of the semester. In addition to the detailed academic calendar for Bachelor, high diploma and master which determines the availability and the end of each procedure on the following link: [https://edugate.nu.edu.sa/nu/ui/guest/academic\\_calendar/index/academicCalendarIndex.faces](https://edugate.nu.edu.sa/nu/ui/guest/academic_calendar/index/academicCalendarIndex.faces)
- The college academic advisor (the head of the Academic counselling Unit and the vice-head of the Unit in female section) undertakes the distribution of students in the scientific departments to the advisors of the department (staff members) to follow-up and advise them with the details of the course requirements in order to assist the students in the right choice. The college registrar has the authority to provide many services including registration, deletion and addition of courses to the student schedules during the stated time via the electronic University portal.
- Study fees are determined by the Deanship of Community Service <http://dcsl.nu.edu.sa/en/home> only for affiliated students after receiving their University ID in accordance with "Guideline regulations for affiliated students" and it is available in an electronic copy on the page of Community Service Deanship via the following link: <http://dcsl.nu.edu.sa/en/list-of-registration> considering the academic calendar for the affiliated student for the academic year 1437/1438 which is available on the following link: <http://dcsl.nu.edu.sa/en/62>
- The policies of deferral payments and fees collection from regular full-time students are not applied.
- NU follows and applies the universities financial affairs regulation, which is one of the Regulations of Higher Education Council and Universities (third edition, 1428 H (2007 G), chapter seven, which set the rules of bursary and student support.
- Students are to be informed about their schedules and courses which will be electronically offered. The required services for this type of education are provided through the Deanship of E-learning and Distance Education and colleges.

- The E-learning Deanship provides the information and the service related to the e-learning systems for staff members and students, i.e. Blackboard system. The University employees can watch the videos and download " pdf " files via the following link: <http://elearning.nu.edu.sa/en/home>
- The Deanship of E-learning provides a series of educational lessons videos for students on this link: <http://elearning.nu.edu.sa/en/56> and a series of educational lessons videos for the teaching staff on this link: <http://elearning.nu.edu.sa/en/blackboard-learning>. Besides a simple explanation for the e-learning systems on this link: <http://elearning.nu.edu.sa/en/e-learning-systems>.
- A student guide on how to use the e-learning management system; Blackboard is available in a " pdf " format with a download link from educational lessons – using guides – student guide: <http://elearning.nu.edu.sa/en/89> .
- An electronic library of the colleges is available with many courses such as Science and Arts College, Administrative Sciences College and Computer and Information Systems College among others, in a " pdf " format on the download link: <http://portal.nu.edu.sa/en/web/elearning-deanship/electronic-library>.
- E-learning Deanship provided recently the service of Blackboard mobile application for smart phones which is considered as one of the successful effective methods of easy access. This application has features make the user in a permanent link with the course. More information about the system is available on the following link: <http://videos.nu.edu.sa/upload/BBMobile3/BBMobile3.html>
- E-learning Deanship provides the technical support service to solve all the problems that meet the teaching staff and students inside or outside the University and during the informal times with a team of technicians and specialists through this link: <https://www.nu.edu.sa/en/helpdiskvideo>
- Admission and Registration Deanship applies the executive rules of NU that regulate transferring from one University to another or from one college to another or from one specialization to another or the rules for the visiting students and equations for regular full-time students in "Regulations and executive rules of study and exams for undergraduate level" in order to facilitate the application. The Deanship provides on its page some links like:
  - ✓ Transferring to NU is available on this link: [https://edugate.nu.edu.sa/nu/ui/guest/application\\_online/index/UniversityTransferHomeIndex.faces](https://edugate.nu.edu.sa/nu/ui/guest/application_online/index/UniversityTransferHomeIndex.faces)
  - ✓ Master enrolment Requirements (Complementary and transitional) on this link: <http://dadr.nu.edu.sa/en/59>
  - ✓ The rules for the visiting students on this link: <http://dadr.nu.edu.sa/en/47>
- Before the beginning of the semester, the Deanship of Admission and Registration publicizes the decisions related to application of transfer rules, which has been taken by program management in colleges (a committee is formed from members of the respective program, to which the student wishes to transfer, to equate the courses and hours studied by the student in other University, college or program, these should not exceed 40% of the total hours of the program study plan). When needed and for inquiries, students can directly communicate with the Deanship officials or via the email or social network site of the Deanship which is announced on the web page of the Deanship
  - ✓ Contact us on this link: <http://dadr.nu.edu.sa/en/14>
  - ✓ Phone directory of Admission and Registration on this link <http://dadr.nu.edu.sa/en/95>
  - ✓ The link of the Deanship of Admission and Registration on Facebook: <https://www.facebook.com/www.nu.edu.sa>
  - ✓ The link of the Deanship of Admission and Registration on Twitter: [https://twitter.com/@admission\\_nu](https://twitter.com/@admission_nu)
  - ✓ The administration systems also provide a possibility for communication with parents.
- Student satisfaction with admission and registration services for the academic year 1437-1438 H (Table, 5-1-1), was evaluated and the results revealed a satisfaction percent of 78.8% (Appendix 5-1-4).



Table (5-1-1) Percentage of student satisfaction with admission and registration services for the academic years from 1434/1435 to 1437-1438 H.

Academic Year	Percentage of student satisfaction with admission and registration services
1437-1438 H	78.8%
1436-1437 H	74.2%
1435-1436 H	72.4%
1434/1435 H	66.33%

- NU announces and publishes all its activities, services, events and information in many ways depending on the type of information. Media of publishing include public newspapers which are uploaded on the University website under the link of the Press Files: <http://portal.nu.edu.sa/en/web/guest/press-file>. The University newspaper "Sada Aljameaa" the University Echo", in addition to the colleges and supporting deanships' websites which can be accessed through the University portal.
- All the information related to the programs and the colleges are available in the program guide, the college handbook and the student guide on the colleges' website.
- The Deanship of Admission and Registration participates with the colleges in calling for the events of the orientation program, which is held on the first week of the first semester at the University for fresh students of the preparatory year (Appendix 5-1-5). The orientation program provides information about the services and available resources for them, duties and responsibilities, and the regulations and executive rules of study and exams for undergraduate level. Academic advisors and activities coordinators in different colleges organize the events of the orientation week in their colleges to introduce the fresh students to the college, departments and courses of each scientific department and to encourage their diligence, raise their educational level, clarify the role of students activities unit in developing students' skills and to introduce them to academic counselling unit and its participation to supporting the students (Appendix 5-1-6).

## 5.2 Student Records

- The Deanship of Admission and Registration is responsible for student records that are electronically processed by Edugate electronic system and the E-Register systems and all the related processes that are compatible with each other.
- Student records are electronically maintained and stored 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.
- The Deanship of Admission and Registration determines the contents of student records in accordance with the "Regulations and executive rules of study and exams for undergraduate level" (Appendices [A] academic record and grades letters). It also applies NU executive rules, Articles no. 28, 29 and 30 (Appendix [B] is an example for calculating the semester average and cumulative rate) (Appendix 5-2-1).
- The academic record demonstrates student progress and includes the studied courses in each semester with their title, code, number of units, the grades achieved by the student, letter and values of these grades. The record also shows the semester average, cumulative rate, general grade, in addition to the completed courses from previous study for transferred student. The Deanship keeps these records permanently.
- 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 student progress rates from

enrolment till graduation, program completion rate, withdrawal. 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 management.

- 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.
- Student results are immediately uploaded on students' pages after being officially approved by the deans of colleges.
- The system monitors the student's right for 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 when he/ she registers for all courses of the final level (according to the study plan of the program) and the names of the students that are expected to graduate are submitted to the colleges and programs management which in turn are submitted to be approved by the University Council.
- Access to the student page for;
  - ✓ Verification of graduation document is available after registering the student's user name and password on this link:  
[https://edugate.nu.edu.sa/nu/ui/guest/graduation\\_document/index/graduationDocIndex.faces;](https://edugate.nu.edu.sa/nu/ui/guest/graduation_document/index/graduationDocIndex.faces;)
  - ✓ Graduation requirements on this link:  
<http://www.nu.edu.sa/en/web/deanship-of-admission-and-registration/51>
  - ✓ Issuance of Graduation Certificates Procedures and Schedule on this link:  
<http://www.nu.edu.sa/en/web/deanship-of-admission-and-registration/70>
  - ✓ Replacement Document Terms of Issue on this link:  
<http://www.nu.edu.sa/en/web/deanship-of-admission-and-registration/71>
  - ✓ Issuance of the Graduation Certificate on this link:  
<http://www.nu.edu.sa/en/web/deanship-of-admission-and-registration/72>
  - ✓ Honorary Degrees on this link:  
<http://www.nu.edu.sa/en/web/deanship-of-admission-and-registration/73>

### 5.3 Student Management

- NU Policies and regulations have been established for fair and consistent processes of student management. Since its establishment, the University issued an administrative decision No. 42 dated 13/ 5/ 1429 H to form a standing committee for student discipline (Appendix 5-3-1), based on what is stated in Article No. thirty- eight of the "Regulations and executive rules of study and exams for undergraduate level " which is one of the decisions of the " Regulations of Higher Education Council and Universities" passed by the Cabinet Council on 4/4/1414 H.
- The standing committee for student discipline with specified authorities and formed according to the University rector decision for two renewable years and headed by the Student Affairs Dean and the membership of Admission and Registration Dean, General Supervisor on Girls College and Dean of the concerned college. The committee determines the code of student behaviour, rights and responsibilities, which are considered as a guideline for student discipline with specific approved procedures in the document of "Regulations for student discipline" (Appendix 5-3-2). It consists of 17 articles including all rules and procedures for student grievances and complaints in addition to the University policies and

regulations to deal with cheating and other forms of academic misconduct.

- The student has the right to submit a grievance to the University Rector within fifteen days from the issuance of the committee's decision. Disciplinary actions are to be kept in the student's file and recorded in a private place in Student Affairs Deanship; the location of the committee's Head.
- In response to recommendation No. 41, cases with disciplinary actions were registered and reports about the different misconduct cases were made for the academic years 1436/1437 and 1437/1438 H to guarantee the application of justice principle (as one of NU principles) (Appendix 5-3-3).
- In response to recommendation No. 41, a clarification letter from the Head of the Discipline Committee, concerning the clarification of the articles of the regulation that related to the deans' decisions and the students' punishment in article two, was sent to the deans for consistency among similar cases in all colleges (Appendix 5-3-4).
- In response to recommendation No. 41, a Committee of Student Affairs Deanship Employees was formed to increase the spreading of student misconduct contents among staff members and the students (male – female) (Appendix 5-3-5) and to announce these rules during orientation and advising meetings. The committee also addresses the Head of Public Relations and media management, the General Supervisor of the University's website and the deanship's page, Admission and Registration Dean and Information Technology and Communication Dean to fix the regulation on the University and deanships' pages. (Appendix 5-3-6)
- Student misconduct's link on the page of Student Affairs Deanship is: <http://dsaf.nu.edu.sa/37>
- In response to recommendation No. 41, introduce the "Regulation for Student Discipline" during orientation meetings and counselling weeks (Appendix 5-3-7)
- The discipline committees of the colleges were formed and their responsibilities were determined, and also grievance and complaints. (Appendix 5-3-8)
- A service on the University's portal is available for all employees, teaching staff and students and also all the community members to be in link with the University and to submit their complaints or if they have a suggestion or an idea that could help in the University's development, on this link: <https://shakwa.nu.edu.sa/>
- NU stated the responsibilities of the staff and personnel by adopting specific rules for ethical practices issued in the form of a document "The ethical framework of the University". The document is aimed at the teaching staff, scientific researchers and personnel. It is used in alliance and compliance with the laws and regulations of civil service and what is stated in the "Regulations of Higher Education Council and Universities" passed by the Cabinet Council on 4/4/1414 H, especially the articles of accountability.

#### 5.4 Planning and Evaluation of Student Services

- Effective procedures and mechanisms were developed for planning, monitoring and evaluation of student services and activities as mentioned in the strategic plan of the University (1433/1438 H). This is achieved through the second strategic determinant of the plan "Supportive Environment" (Page 223), the sixth strategic objective "excellence in student services and support" (Page 224). In addition to, 8 policies for management of student affairs and supportive services were developed (Appendix 5-4-1).
- The University Council discusses the annual plan of student activities, provided by the Deanship of Student Affairs, before its approval. The proposed plan for the academic year 1437/1438 H was discussed during the second session of the University Council 1436/1437 H and approved (Decision No. 7-2-1436/1437 H). The proposed plan for the academic year 1438/1439H was discussed during the first session of the University Council (1437-1438 H) and approved (Decision No. 8-1-1437/1438 H) (Appendix 5-4-2).

- Deanship of Student Affairs offers adequate support for services and activities to meet the community requirements and achieve the University mission and strategic objectives. The support is provided in accordance with the developmental projects of the University strategic plan, which are implemented by the Deanship of Student Affairs. The following table (5-4-1) illustrates the expenditure from the Deanship budget on the implementation of the plan of the student activities for the academic year 1436/1437 H and 1437/ 1438 H.

Table (5-4-1) Deanship of Student Affairs Expenditure on student activities in 1436/1437 and 1437/1438 H.

Academic Year	Expenditure
1436/1437 H	975.300 SR
1437/1438 H	567.215 SR

- The Deanship of Student Affairs carried out a project under the name of "Identifying extracurricular activities for male and female students" (Code 6/1) and a project for establishing an updated organizational structure for the Deanship of Student Affairs (Code 7/5). They are two of the developmental projects of the University strategic plan. The outputs of the projects are:
  - ✓ Approved and updated organizational structure for the Deanship of Student Affairs available on this link: <http://dsaf.nu.edu.sa/en/organization-chart>
  - ✓ Approved job description handbook specifies the responsibilities of all administrations of the Deanship available on this link: <http://dsaf.nu.edu.sa/en/administration-deanship>
  - ✓ The report of a questionnaire to evaluate student satisfaction with extracurricular activities for the academic year 1437/1438 H (Appendix 5-4-3).
  - ✓ The report of a questionnaire to identify the student actual needs for the services and extracurricular activities for the academic year 1437/1438 H (Appendix 5-4-4).
  - ✓ A list including student actual needs from services and extracurricular activities for the academic year 1437/1438 H (Appendix 5-4-5).
- Student activities plan for the academic year 1437/1438 H (Appendix 5-4-6).
- Student activities plan for the academic year 1438/1439 H (Appendix 5-4-7).
- Student activities action plan of the Deanship of student affairs for 1437/1438 H is available on this link: [:http://dsaf.nu.edu.sa/en/58](http://dsaf.nu.edu.sa/en/58)
- Student activities action plan of the Deanship of student affairs, Female students section, for the academic year 1437/1438H is available on this link: <http://dsaf.nu.edu.sa/en/66>
- Student activities action plans of the colleges (boys and girls) for the academic years 1436/ 1437 H and 1437/1438 H are available on the pages of the colleges, for example:
  - ✓ Action plan of student activities for Science and Arts College-Najran for the academic year 1436/1437 on this link: <http://sca.nu.edu.sa/en/111>.
  - ✓ Action plan of student activities for Science and Arts College -Najran for the academic year 1437/1438 on this link: <http://sca.nu.edu.sa/en/122>
  - ✓ Action plan of student activities and events for Pharmacy College for the academic year 1436/1437 on this link: <http://pharmacy.nu.edu.sa/en/128>.
  - ✓ Action plan of Student Activities Unit for Dentistry College for the academic year 1437/1438 on this link: <http://dentistry.nu.edu.sa/en/201>
  - ✓ Action plan of student activities for Education College for the academic year 1437/1438 on this link: <http://education.nu.edu.sa/en/167>
  - ✓ Action plan of student activities for Nursing College for the academic year 1437/1438 on this link: <http://nursing.nu.edu.sa/en/168>.
  - ✓ Action plan of student activities for Administrative Sciences College for the second semester of 1437/1438 on this link: <http://adsc.nu.edu.sa/en/265>

- The executive regulation for student clubs was made (Appendix 5-4-8).
- In response to recommendation No. 44, the following were done to increase the methods of announcing the plans of the extracurricular activities for all students (male and female) that were prepared by the Student Affairs Deanship for the academic year 1437 / 1438 H (Appendix 5-4-9):
  - ✓ Forming a committee responsible for the announcement of the activities in the deanship.
  - ✓ Publishing the plans of the activities on the deanship and colleges' web page.
  - ✓ Introducing the extracurricular activities during the orientation and counselling meetings that are held by the colleges.
  - ✓ Announcing and introducing the extracurricular activities during the orientation week, for all the University's fresh students.
  - ✓ Publishing the announcements of the extracurricular activities on the signboards and posters.
  - ✓ Publishing the announcements of the activities on the University's Media and Public Relations link: <http://www.nu.edu.sa/en/web/departement-of-information-and-public-relations/home>
- The organizational structure of Student Affairs Deanship has many administrations under the responsibility of qualified employees and staffs. All the administrative, organizational and supervision assistances for the student multiple clubs are provided by these administrations. They also monitor and evaluate all the implemented services and student activities at the University.
- In response to recommendation No. 44, the student supervisors that are assigned of specific tasks by the college, (Appendix 5-4-10) supervise the implementation of the activities plans.
- Reports about the central activities and the clubs and colleges' activities are submitted to the deanship's Development and Quality Unit and in return, it submits them to the Student Affairs Dean to decide and advise according to the results of the reports. These decisions and advice include addressing colleges' deans or the responsible on failure in implementation.
- There are, in the campus and colleges, suitable places that provide services and some student activities. Suitable places are hired for some occasions and games. In each college, there is a theatre to hold the orientation week and the counselling meetings for the students as well as shows, competitions, celebrations, Public lectures, seminars, and some student activities. For example:
  - ✓ Administrative Sciences college's news, activities and events on this link: <http://adsc.nu.edu.sa/en/news>
  - ✓ Shariaa and Fundamentals of Religion college's news, activities and events on this link: <http://shfr.nu.edu.sa/en/events>
  - ✓ Science and Arts college Sharurah's news, activities and events on this link: <http://scashar.nu.edu.sa/en/events>
  - ✓ Nursing college's news, activities and events on this link: <http://nursing.nu.edu.sa/en/announcement>
  - ✓ Science and Arts college at Najran's news, activities and events on this link: <http://portal.nu.edu.sa/en/web/science-and-arts-najran-college/announcements>
  - ✓ Computer Science and Information Systems college's news, activities and events on this link: <http://cscis.nu.edu.sa/en/events>
- The sports stadium and the closed gym at the University's city were inaugurated and the supervisors of the gym's operation and follow-up were appointed for the academic year 1437/1438. A report of the available equipment was made (Appendix 5-4-11).
- The final match for the University's cup on the city' stadium was announced under the supervision of the rector; <http://www.nu.edu.sa/en/home/-/NUContent/CCCBbBnGyAAA/content/122002188>



**Complete a KPI Table for sub-standard 5.4.**

**KPI: Ratio of students to administrative staff**

**NCAAA KPI Reference Number: S5.1**

**Institutional KPI Reference Number: .....**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
1 : 21	1 : 20	1 : 20.5	1 : 21.69	1: 3.6	1 : 14	1 : 20

**Analysis (list strengths and recommendations):**

- The ratio of students to administrative staff was (1: 21), which is nearly equal to the target ratio (1:20), and is somewhat different from the External Benchmark.
- **Strengths:** presence of an appropriate administrative staff.
- **Recommendations:** Take appropriate action to maintain this ratio between student and administrative staff.

**\* Explain:**

1. Why this internal benchmark provider was chosen?

**This internal benchmark is chosen because of the availability of data from previous academic years.**

2. How was the benchmark calculated?

**Total number of students / Total number of administrative staff**

3. Name of the internal benchmark provider.

**Performance Measurement Unit; Vice Rectorship for Development and Quality; Najran University.**

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

**These external benchmark providers were chosen because they share common characteristics with Najran university and they are well known and well organized universities.**

2. How was the benchmark calculated?

**Total number of students / Total number of administrative staff**

3. Name of the external benchmark provider.

**① Cairo University, Egypt; ② Arabian Gulf University, Bahrain; ③ King Khalid University, KSA**

**KPI: Proportion of total operational budget (other than student housing and allowances) allocated to provision of student services.**

**NCAAA KPI Reference Number: S5.2**

**Institutional KPI Reference Number: .....**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
			King Khalid Univ.	
0.0007	0.0050	0.0012	0.0047	0.0030

**Analysis (list strengths and recommendations):**

- The operational budget for the services and student activities expenditure (without student allowances and housing) for the academic year 1436/1437 is SAR 975.300. The budget expenditure for the academic year 1437/1438 is SAR 567.215.
- The low budget of 1437/1438 H is due to the University's attention to the completion of the colleges' gyms and the closed gym and the sports stadium at the University City.
- Strengths:** The University supports the services and activities that meet the students' requirements in the light of the University mission, developmental projects, and strategic plan that should be carried out by Student Affairs Deanship.
- Recommendations:** increasing the budget for the coming years.

**\* Explain:**

1. Why this internal benchmark provider was chosen?

**This internal benchmark is chosen because of the availability of the data from previous academic years.**

2. How was the benchmark calculated?

**Total budget allocated to student services divided by the total budget of the university) \* 100%**

3. Name of the internal benchmark provider.

**Performance Measurement Unit; Vice Rectorship for Development and Quality; Najran University.**

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

**King Khalid University based in the southern region of the Kingdom of Saudi Arabia, almost in the same geographical area to Najran University, one of the oldest universities in the Kingdom and accredited by NCAAA.**

2. How was the benchmark calculated?

**Total budget allocated to student services divided by the total budget of the university) \* 100%**

3. Name of the external benchmark provider.

**King Khalid University, KSA.**

**KPI: Student evaluation of academic and career counselling.**

**NCAAA KPI Reference Number: S5.3**

**Institutional KPI Reference Number: .....**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
%70	%80	%64.8	3.54=70.8	62.5-75.4	76.4	%75

**Analysis (list strengths and recommendations):**

- The results indicate that the ratings are medium, and they are still far from the target one, with differences between males and females (in different colleges) in favour of males.
- Strengths:** UN is keen to provide a good educational environment, through several axes, including the provision of academic and career counselling, as well as measuring the satisfaction of students and evaluating the adequacy of academic and career counselling. The measurement is done on a five-point scale in an annual survey of final year students.
- Recommendations:** Continuing to provide more academic and professional services for students.

**\* Explain:**

1. Why this internal benchmark provider was chosen?

**This internal benchmark is chosen because of the availability of the data from previous years.**

2. How was the benchmark calculated?

**Total Average Scale / Number of scale types) \* (100)**

3. Name of the internal benchmark provider.

**Performance Measurement Unit; Vice Rectorship for Development and Quality; Najran University.**

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

**These external benchmark providers were chosen because they share common characteristics with Najran University and they are well known and well organized universities.**

2. How was the benchmark calculated?

**Total Average Scale / Number scale types) \* (100)**

3. Name of the external benchmark provider.

**① Arabian Gulf University, Bahrain; ② Cairo University, Egypt; ③ King Khalid University, KSA.**

## 5.5 Medical and Counselling Services

- Medical needs are provided for the students/ employees/ teaching staff (male – female) by specialized physicians, assistants and professionally qualified employees in the equipped medical clinics at the University City. Medical services are provided at the campus without fees and with the emergency services. These clinics provide the first medical services for cold and chronic cases and also provide first aid for the critical cases with a facilitation to transfer them to the University hospital.
- [In response to recommendation No. 43](#), The Vice-Rector of Academic Affairs; the general supervisor of the medical services and the University hospital, took the administrative decision no. 8/36-37, dated 3/8/1437 H of appointing a supervisor on the University city clinics, who in turn and with his authorities took decision dated 3/8/1437 of forming clinics board and appointing technicians and personnel (men – women). The clinics have about twenty persons including doctors, nurses, pharmacists and recording technicians (Appendix 5-5-1)
- The campus clinics consist of a department for men and another for women with an equipped general clinic which guarantee an excellent medical service, a reception with an entree for men and another for women, a room for sorting, bandage, and detection, and a pharmacy and an equipped ambulance. There is a diversion for receiving all the calls of the critical cases that demand the presence of the ambulance. A statement of the checked patients and the cases that have been treated in the hostel or the colleges or those that moved to the University hospital, [in response to recommendation No. 43](#) (Appendix 5-5-2).
- There is a Dental clinic at the College of Dentistry with a patient service guide. There are also Physiotherapy clinics in Applied Medical Sciences College at the University City (Appendix 5-5-3).
- Medical services are offered to NU employees and their families through the University hospital located in Najran city on the King Saud Road. The hospital is well-equipped with the latest equipment. It contains vital departments such as surgery units, intensive care units, five inpatient units (two for women and three for men) of total capacity of about 60 beds, a centre for diagnostic radiology, a central laboratory, a pharmacy and a centre for learning and training. Workshops on the basic surgery skills and

endoscopic surgery were held after being approved by the Saudi Commission for Health Specialties (SCFHS). They targeted surgeons, specialists and interns of the entire region's medical sectors as well as fresh graduates (Appendix 5-5-4).

- The number of specialized out-patients clinics in the University hospital has increased from 6 clinics since its inception in 1430 H to 23 clinics in 1439 H. Those clinics include specializations of general medicine, internal medicine, otolaryngology, hearing, obstetrics and gynaecology, surgery, ophthalmology, orthopaedics, family and community medicine, paediatrics, cardiology, dentistry, physical therapy, dermatology and urology. All the clinics provide their services for free and they are shift-based systems. They also provide emergency services all the day long and on holidays. Table (5-5-1) illustrates the statistics for the increasing number of operating clinics in the University hospital from opening till the end of 1439 H.

Table (5-5-1) Statistics for the increasing number of operating clinics in the University hospital from opening till the end of 1439 H

Number of operating clinics	Academic Year
6	Year 1430 H
5	Year 1431 H
5	Year 1432 H
11	Year 1433 H
12	Year 1434 H
14	Year 1435 H
19	Year 1436 H
21	Year 1437 H
22	Year 1438 H
23	Year 1439 H

- The students' perspectives about the level of medical services offered to them were evaluated in the academic year 1437/1438 H. The level of medical services evaluation in the periodic fourth evaluation was rated 78% with a mean of (3.90) on a five-score scale. The first evaluation was rated (46.2%); the second was rated (63.6%); and the third was rated (71.4%) (Appendix 5-5-5). Table (5-5-2) illustrates Percentage of student satisfaction with the medical services provided for the academic years 1434/1435 to 1437/1438 H.

Table (5-5-2) Percentage of student satisfaction with the medical services provided for the academic years 1434/1435 to 1437/1438 H

First evaluation 1434/1435 H	Second evaluation 1435/1436 H	Third evaluation 1436/1437 H	Fourth evaluation 1437/1438 H
46.2%	63.6%	71.4%	78%

- There are indicative plates/signs for the places offering student services such as academic counselling, activity services and activity supervisors in colleges as well as (paper and electronic) billboards announcing the dates and places of offering services.
- Academic counselling services are offered centrally all over the University after establishing the unit of academic counselling which falls under the Vice-Rector of Academic Affairs. That unit was an output of one of the projects of the strategic plan. A decision was issued by His Excellency, the Rector to establish

a central unit for academic counselling at the University according to the recommendations of the standing advisory committee held on 11/05/1436 H (Appendix 5-5-6).

- Units of academic counselling provide counselling services in the colleges of both male and female sections throughout the working hours by professionally qualified faculty members appointed by the college dean. They provide support and counselling for students in order to make use of their capacities, improve their skills and encourage them to academic excellence so that they would be graduated on time after acquiring scientific experience and skills that adequately prepare them to the labour market. Also, they explore their problems and help them to solve them.
- The Head of the Academic counselling Unit is responsible for applying “the mechanism of academic counselling” (Appendix 5-5-7) and “the mechanisms of dealing with the outstanding, low-achievers and talented students” (Appendix 5-5-8). Those mechanisms were prepared by the Deanship of Development and Quality and then they were circulated on all the colleges after being approved. A faculty member was appointed to be a coordinator of academic counselling in each scientific program/ department in accordance with the college’s unit of academic counselling. Students were distributed to the faculty members and then the advising tasks trained on in colleges and in the Deanship of Development and Quality were followed up and practiced. The names of the academic advisers and the names of their students were announced on the college’s websites. The academic records of students were kept in the units of academic counselling in order to continually follow up the state of each student. The following table (5-5-3) shows the links of titles and services available in the unit of academic counselling in the Administrative Sciences college.

Table (5-5-3) The links of titles and services available in the unit of academic counselling in the college of Administrative Sciences.

Title	Link
Academic counselling Unit	<a href="http://portal.nu.edu.sa/en/web/administrative-sciences-college/unit">http://portal.nu.edu.sa/en/web/administrative-sciences-college/unit</a>
The tasks of academic advisers	<a href="http://portal.nu.edu.sa/en/web/administrative-sciences-college/79">http://portal.nu.edu.sa/en/web/administrative-sciences-college/79</a>
Mechanism of academic counselling	<a href="http://portal.nu.edu.sa/en/web/administrative-sciences-college/93">http://portal.nu.edu.sa/en/web/administrative-sciences-college/93</a>
Student's Rights and Responsibilities	<a href="http://portal.nu.edu.sa/en/web/administrative-sciences-college/94">http://portal.nu.edu.sa/en/web/administrative-sciences-college/94</a>
Organizational Structure of academic counselling unit	<a href="http://portal.nu.edu.sa/en/web/administrative-sciences-college/242">http://portal.nu.edu.sa/en/web/administrative-sciences-college/242</a>
The Board of the unit	<a href="http://portal.nu.edu.sa/en/web/administrative-sciences-college/214">http://portal.nu.edu.sa/en/web/administrative-sciences-college/214</a>
How to excel academically in the university	<a href="http://portal.nu.edu.sa/en/web/administrative-sciences-college/95">http://portal.nu.edu.sa/en/web/administrative-sciences-college/95</a>
Know your academic adviser	<a href="http://portal.nu.edu.sa/en/web/administrative-sciences-college/100">http://portal.nu.edu.sa/en/web/administrative-sciences-college/100</a>
Know your academic adviser in the department of public administration	<a href="http://portal.nu.edu.sa/en/web/administrative-sciences-college/99">http://portal.nu.edu.sa/en/web/administrative-sciences-college/99</a>
Know your academic adviser in the department of business administration	<a href="http://portal.nu.edu.sa/en/web/administrative-sciences-college/101">http://portal.nu.edu.sa/en/web/administrative-sciences-college/101</a>
Know your academic adviser in the department of law (systems)	<a href="http://portal.nu.edu.sa/en/web/administrative-sciences-college/102">http://portal.nu.edu.sa/en/web/administrative-sciences-college/102</a>
Know your academic adviser in the department of accounting	<a href="http://portal.nu.edu.sa/en/web/administrative-sciences-college/103">http://portal.nu.edu.sa/en/web/administrative-sciences-college/103</a>



- Career planning and career counselling are presented by holding specialized courses by professional trainers. Those courses are organized by the unit of skills development in the Deanship of Development and Quality targeting academic leaders, administrative leaders and male and female personnel of the University. Those training programs include (Administrative leadership and decision making, skills of working under pressure, skills of dealing with employees, skills of dealing with bosses, organizing and managing meetings, problem-solving skills, skills of planning and following up, and ethics of administrative work).
- In response to recommendation No. 45, a central unit of following up alumni was established and a director was appointed for it by the Deanship of Student Affairs. A board of directors was formed and the main office of the unit was established in the Deanship of Student Affairs (Appendix 5-5-9). The unit's vision, mission and objectives were set up and the organizational structure and the functional handbook of the unit's leaders were prepared (Appendix 5-5-10).
- In response to recommendation No. 45, the decision of establishing the central unit of following up alumni in the Deanship of Student Affairs was reported to all colleges and also the names of the supervisors of the graduate units in colleges were reported to them. Simultaneously, the mechanism of communication between the unit and colleges was set up (Appendix 5-5-11).
- Setting up a plan for increasing the services of employment and career services for graduates and then reporting them to the University leaders to be approved (Appendix 5-5-12),
- Addressing the deans to get the data of graduates and preparing a report of the activities and events held in the academic year 1437/1438 H (Appendix 5-5-13).
- The services of psychological and personal counselling are available for students by the academic advisors in the units of academic counselling. The role of the unit of psychological and educational counselling in the college of Education was activated and a team of specialized advisers was established from both male and female members. In response to recommendation No. 42, the vision, mission and objectives of the unit were set up and the organizational structure and the functional description of the unit were formed (Appendix 5-5-14).
- In response to recommendation No. 42; an action plan was prepared for the unit of psychological and educational counselling and a code of ethics was prepared in case of offering psychological and educational consultations to the University employees (Appendix 5-5-15).
- A group of mechanisms and ways of communication between the personnel and consultants of the unit and students were set up, in response to recommendation No. 42 (Appendix 5-5-16), as follows:
  - ✓ Ways of communication with the unit personnel in the male and female sections.
  - ✓ The mechanism of communication between the unit and the units of academic counselling in colleges.
  - ✓ The mechanism of communication between the unit and students.
  - ✓ The mechanism of identifying students with psychological problems.
  - ✓ The mechanism of dealing with students with psychological or educational problems.
  - ✓ The mechanism of dealing with students with psychological problems who need therapeutic and surgical services.
- Preparing a form of referral to refer students to the unit of psychological and educational counselling and preparing a report on some cases who were dealt with and a list of the training courses and programs which were presented (Appendix 5-5-17).
- The report of the unit of psychological counselling in Sharoura branch about the cases received in the first and second semester of the academic year 1437/1438H (Appendix 5-5-18).
- The University is keen on evaluating the quality level of the counselling, academic and careers services offered periodically to students. Results of the evaluation of the careers and academic counselling in the final year of the fourth evaluation in 1437/1438 H showed a percentage of 70% (Appendix 5-5-19).

- The following table (5-5-4) shows a benchmarking of the results of the total evaluation of the academic, social and psychological counselling services in the University for the academic years from 1434/1435 to 1437/1438 H).

Table (5-5-4) benchmarking of the results of the total evaluation of the academic, social and psychological counselling services in the University for the academic years from 1434/1435 to 1437/1438

The academic year	The first dimension: Academic counselling	The second dimension: Social counselling services	The Third dimension: Psychological counselling services	The overall evaluation of the level of academic and careers counselling services
1437 – 1438	71.0%	70.8%	67.8%	70.0%
1436- 1437	69.0%	63.6%	59.4%	64.8%
1435- 1436	69.6%	68.6%	65.8%	67.2%
1434 – 1435	61.2%	50.6%	47.6%	52.20%

- Generally, as showed in the table and figure, results show that according to the questionnaire items of student assessment, the scores were medium. The overall ratio of final year students' evaluation of the quality level of the careers, academic and counselling services was rated 70% which is not the target, i.e. 80%.

#### 5.6 Extra-Curricular Activities for Students

- NU pays great attention to all the types and aspects of extra-curricular activities. Activities are a basic pillar of the educational mission and they are also important ways of achieving learning goals. The Deanship of Student Affairs and the colleges organize many activities in community, entertainment, religious, social and cultural fields in order to meet the needs of students and to achieve the University's objectives as for providing excellent services and support for students and ensuring a promising future for graduates.
- The University provides adequate support for students to participate in the Hajj and Umrah services and it holds religious competitions, seminars and lectures. The academic schedule is organized to be free on the prayer times. Moreover, there are well-established mosques in the University's central building and all the colleges. The University's scout achieved the excellence shield in Hajj in 1437 H (Appendix 5-6-1).
- The University organizes artistic and cultural events and competitions (Appendix 5-6-2) throughout the academic year. It also encourages students to participate in clubs, competitions and activities by offering awards, certificates, trips, presents and rewards for the winners (Appendix 5-6-3).
- Moreover, it organizes social events and meetings in order to facilitate informal interaction between students such as parties, encounters and internal and external trips (Appendix 5-6-4).
- NU pays attention that all students participate in multiple sport activities. It organizes competitive sport activities (such as the Rector Cup) and non-competitive sport activities (Appendix 5-6-5).
- NU colleges present a monthly report on the executive plan of its activities. Reports on the student activities in colleges for the academic years 1436/1437H and 1437/1438 H (Appendix 5-6-6).
- They also present a semester/ annual report on the results of the executed activities. The results of student activities for the academic years 1436/1437 H and 1437/1438 H (Appendix 5-6-7).
- In response to recommendation No. 44, the Deanship of Student Affairs presents a summary of the booklet of the activities results for the academic year (Appendix 5-6-8).
- The annual report of the Deanship of Student Affairs for the academic year 1436/1437H and 1437/1438 H (Appendix 5-6-9).

**Overall Evaluation of Quality Standard 5.** Refer to evidence obtained and **provide a report** based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

- There are approved policies for NU as part of its strategic plan 1433-1438H for the strategic objectives of the department of student affairs and support services. Developmental projects became part of the routine tasks of the Deanship of Admission and Registration, the Deanship of Student Affairs and the Deanship of E-learning.
- The Deanship of Admission and Registration applies an effective central electronic system where all the required admission documents are available. It also provides electronic and paper guide handbooks for the actions and requirements of admission. The electronic system announces the exam results, updates the records, follows up students' progress averages and reports them as statistical data and reports at the end of each semester to the relevant parties.
- The provided services include registration, addition and dropping of academic courses into the schedules on the specific time through the Edugate. Also the students' records and files are kept on servers and hard disks, and backup copies are kept on CDs. Each student has a personal account on the University's Edugate.
- There are effective procedures which enable the University to communicate with the employees and announce services and events which would ensure the communication with parents when needed.
- The University adopts some behavioural codes for its employees through its ethical framework; it identified the student discipline and its approved actions indicating the regulatory bylaw of the students' disciplinary board with specific specializations. Also it documents all the disciplinary actions in official records kept in the Deanship of Student Affairs.
- The followed systems activate a system for central academic counselling all over the University through qualified faculty members in colleges. They apply approved mechanisms of the student counselling and support system which would activate feedback by evaluating students' satisfaction with the services of academic, vocational and psychological counselling offered to them.
- NU pays attention to extra-curricular activities in order to improve students culturally, socially, ethically and physically. The Deanship of Student Affairs sets up plans of central student activities and services and it provides technical support and regulatory and administrative services for all the colleges in both the male and female sections. It follows up and evaluates all activities and services. Moreover, it conducts studies on the needs of students and the level of their satisfaction with the services and activities.
- The University council discusses the plan of student activities and it provides adequate support to provide services, activities and appropriate places for students and faculty members. Also it provides free direct medical services in clinics located at the University.

**List of particular strengths.**

- Employing an effective central electronic system for registration and admission where all the required documents are available. Those documents are electronically filled in and then they are sent by post.
- Providing paper and electronic guiding handbooks (Video files and Pdf files) on the actions and requirements of registration and admission of students and uploading them on the University's website.
- The computer system in the Deanship of Admission and Registration is supported by professional technicians who are constantly present. It provides a lot of electronic services of student admission and registration and the related processes such as data of student record which is transferred into statistical data and reports to be presented to the relative authorities.
- The required documents are available before starting the processes of admission. They are available for everyone on the electronic gate. All information on the types and requirements of the educational programs and their courses are also available.

- The University ensures the confidentiality of student records data and the control accuracy in accessing them. Each student has a username and a password. A smart card of internal memory storing all the student's information and fingerprint was created. It is enveloped in a high-level security cover especially created for NU.
- The student's personal page on the University's website shows him/her a notification from the Deanship of Admission and Registration about the expected date of his/her graduation at the beginning of the semester when he/she registers all the courses of the last level (according to the program's study plan).
- Activating a system for central academic counselling all over the University through qualified faculty members in colleges and applying approved mechanisms of the student counselling and support system.
- Forming student disciplinary committees from the University's senior personnel and directly reporting students' complaints and grievances in the sentences against them to His Excellency the Rector as stipulated by the document of student disciplinary.
- Forming committees of complaints and grievances in all male and female colleges.
- The ratio of students' satisfaction with student activities and services increased in 1437/1438 H more than in 1436/1437 H.
- The University deanships have got an approved organizational structure and functional handbook as part of the outputs of the developmental projects of the University's strategic plan.
- Paying attention to students' feedback.
- Setting up students' plans and activities in both the male and female sections.

#### **Recommendations for improvement**

1. Preparing standards for publishing and editorial policy of newspapers or student wall magazines.
2. Improve psychological and personal counselling services for the students.
3. Conducting a benchmark to other universities as for students' participation in extra-curricular activities.
4. Improve the procedures of encouraging student participation in the activities that fit their interests.
5. Increasing the publication and advertising of the ethical framework among the University employees.

#### **Priorities for improvement**

1. Preparing standards for publishing and editorial policy of newspapers or students wall magazines.
2. Improve psychological and personal counselling services for the students.
3. Conducting a benchmark to other universities as for students' participation in extra-curricular activities.

**Appendices:** (Attachments: 2)

**Link:** <https://goo.gl/gQjNq3>

## 6. Learning Resources (Overall Rating ☆☆☆Stars)

*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 improved in response to systematic feedback from teaching staff and students.*

**Provide an explanatory report** about the provision of learning resources within the institution. This should include information about the extent to which library services are provided centrally or within colleges. If they are provided in different locations, descriptions should be given of any overall institutional coordination and performance monitoring.

- NU, represented in the Deanship of Library Affairs, pays great attention to planning, development and evaluation of learning resources and services of Prince Misha'al bin Abdullah library (Central Library) with the aim of meeting the requirements of academic programs and the missions of scientific research in the University. In addition, the Deanship of E-Learning and Distance Education has offered many electronic learning courses in some Colleges of the University, and applied the Blackboard system as one of e-learning management systems. Moreover, the University services on the Internet were improved, modern software techniques were used, and intranets were redesigned with the result that browsing and quick search become easier.
- The University branch of Sharurah benefits from the learning resources available on the University website and the e-page of the Deanship of E-Learning and Distance Education. It also benefits from the Arabic and English databases and dissertations available at the digital library on the page of the Deanship of Library Affairs. In addition, a library was established for this branch in the male and female sections.
- The University has approved policies included in its strategic plan (1433-1438 H). These policies enable it to provide learning resources that meet the needs of the University programs, to achieve the fourth strategic objective for enhancing and investing the University facilities and equipment and using modern technologies, and to achieve the fifth strategic objective concerned with upgrading the learning resources in accordance with the standard criteria.
- The University is keen to adequately support cooperation and organization among the Deanships of Library Affairs, E-Learning and Distance Education and Information Technology and Communication, and the management of University website. It aims thereby to ensure easy and quick access to electronic references, to facilitate the learning process, and to ensure the provision of appropriate support to students and faculty in the effective use of library resources.
- The University, represented in the Deanship of Library Affairs, participates in the Saudi Digital Library (SDL), which comprises many databases, e-books, and dissertations. It is continually updated electronically and made available on the University's website. The Deanship of Library Affairs has approved a mechanism for providing and evaluating information resources.
- Working at the Library lasts for long and sufficient hours. It follows a global system for classifying and arranging references. It has also joined the Unified Arab Index to benefit from it in the technical processes along with using the "Symphony" system, which is an integrated system for management of library services. The Deanship also holds training sessions for faculty, students and staff on how to use the library catalogue and databases and organizes workshops in collaboration with SDL and publishers. It also offers the service of briefing beneficiaries of the latest publications and ongoing development in the library.



- Faculty and students have permanent access to all the learning resources available at the University website, the databases and information resources making up the digital library, and to courses that have been converted from paper into electronic form. Moreover, a link on the page of the Deanship of Library Affairs exhibits the Library Index and a link on the page of the Deanship of E-Learning exhibits the Digital Library.
- The library issues lists of electronic databases available in different scientific disciplines (Arabic and foreign) and a handbook of how to use the library catalogues and benefit from databases.
- Photocopy and printing are available at the library for free. In addition, at the library, in the University new building, sufficient facilities are available for using laptops, reading rooms, research and study rooms for individuals and small groups.
- Learning resources services are evaluated and improved in response to feedback from students and faculty. This is accomplished via reviewing the level of satisfaction of faculty and students with available information resources and services offered by the library, and the satisfaction of faculty with e-learning systems.

## Report on sub-standards

### 6.1 Planning and Evaluation

- There are various learning resources in NU other than the Library of Prince Misha'al bin Abdullah (the Central Library) and the libraries of colleges. These include the available electronic library of a number of academic program courses prepared by the Deanship of E-Learning and Distance Education, the University website with its interactive content pages for faculty and students, available information systems, as well as a high-tech system for managing research projects at the Deanship of Scientific Research.
- The University Strategic Plan set a number of policies and objectives for improving learning resources in accordance with the standard criteria through supporting and developing facilities and equipment of the library and information resources, applying e-learning, and using modern technologies (Appendix 6-1-1).
- The Deanship of Library Affairs adopted standard benchmarks for the services of the Central Library and an executive regulation for them (Appendix 6-1-2).
- Preparing a matrix for comparing the standard benchmarks of the University Central Library services to regional and international standards of libraries at the level of Saudi, Egyptian, and Jordanian standards. The study includes the following elements: size of the library- space allocated to the beneficiaries- space allocated to holdings- information resources- periodicals- reference collections- technical procedures- information services- computerization of the library- automatic catalogues- staff- internal environment- requirements of people with special needs- Internet services- digital libraries- study retreats- specialized books- holdings development- reports and statistics- work hours- training of beneficiaries- equal application of the library systems (Appendix 6-1-3).
- [In response to recommendation No. 48](#); a library services improvement plan was prepared and approved in the light of the adopted service standards (Appendix 6-1-4) as an outcome of one of the University Strategic Plan projects (Project 5/2). It is based on the following:
  - Adopting standard benchmarks for library services.
  - Assessing the current status of library services.
  - Reporting on the gap between the current status and the targeted services.

- Deanship of Library Affairs set nine general policies and regulations pertaining to all services offered by the library to maintain holdings and control system and calmness (Appendix 6-1-5), including:
  - The general policy of the library.
  - The policy of supply and instructions.
  - The policy of borrowing.
  - The policy of reference service.
  - The policy of special collections.
  - The policy of periodicals.
  - The policy of e-services.
  - The policy of programs and activities.
  - Instructions of photocopying services.
- Developing a committee and setting the system of the Deanship to follow-up the activation of services and policies of the library in the male and female sections (Appendix 6-1-6).
- An approved mechanism for providing and evaluating information resources (Appendix 6-1-7) is available at the Deanship of Library Affairs, [in response to recommendation No. 48](#). This mechanism is built on providing learning resources and offering information services to the entire University community via collaborative work on the part of those responsible for academic programs, faculty and library staff with the aim of meeting the needs of academic programs according to the priorities of programs development plans and learning requirements of the University.
- This mechanism is modified in the light of studied views of the faculty, monitored rapid scientific progress, and monitored performance indicators related to learning resources, or when a new scientific discipline or programs are newly established.
- To ensure equal provision of information resources ([in response to recommendation No. 48](#)), the library holdings and services at the male and female sections, the following have been implemented:
  - ① Furnishing the Central Library for male and female students (Appendix 6-1-8).
  - ② Addressing the deans of colleges to nominate male and female coordinators of library affairs in the University (Appendix 6-1-9).
  - ③ The letter of the general supervisor of girls' colleges of appointing 3 female officials in the female student library (Appendix 6-1-10).
  - ④ Assigning a Vice-Dean for the Deanship of Library Affairs for females (Appendix 6-1-11).
  - ⑤ Assigning a female manager of the Central Library of female students (Appendix 6-1-12)
  - ⑥ An administrative decision was made by the Dean of Library Affairs to prepare and furnish (4) sub-libraries (traditional and digital) in the female section (Appendix 6-1-13) in the various disciplines (library of Health colleges, Information and Computer, Social and Sharia, and Science and Arts in Sharurah).
  - ⑦ Preparing a list of books supplied to the previously mentioned sub-libraries in the University (Appendices 6-1-14 to 6-1-17).
  - ⑧ Positive steps were taken in the stages of establishing and equipping the central Library for males and another one for females on the University Campus, the sub-libraries in the university colleges and 2 libraries in Sharoura Branch (Appendix 6-1-18).
  - ⑨ Addressing the Deanship of Information and Communication to link the devices in the female student library to the Internet services (Appendix 6-1-19).
  - ⑩ Approving a mechanism that guarantees library services equivalence in both male and female sections (Appendix 6-1-20).
- The University, represented in Deanship of Library Affairs, has subscribed in SDL which includes approximately 550 thousand e-books in various scientific disciplines from more than 300 publishers

worldwide and many databases and theses which are available on the University's website.

- Results (Appendix 6-1-21) showed that the rate of services provided by the library is "high" in the total assessment of the level of satisfaction of the final year students of second semester of 1437/1438 H (Table, 6-1-1).

Table (6-1-1) Arithmetic average and percentage of the axes of students' assessment of the library services for the academic year 1437/ 1438 H.

Items	Arithmetic Average	Percentage	Rate
First axis: Physical environment and facilities	3.34	66.8	Average
Second axis: Organization	3.5	70	high
Third axis: Library staff proficiency	3.66	73.2	high
Overall average of the final year students' satisfaction with library services	3.44	68.8	high

- Results of studying the satisfaction level of the final year students with library services in the 4<sup>th</sup> monitoring achieved (68.8%) which is less than the aspired benchmarking target of (75%).
- The following table (6-1-2) compares the degree of students' satisfaction with the library services for the academic years (1434/1435- 1435/1436- 1436/1437- 1437/1438 H).

Table (6-1-2) benchmarking of the results of students' satisfaction with the library services for the previous years

Academic Year	Percentage of the final year students' satisfaction with library services	Overall average of the final year students' satisfaction with library services
1437 - 1438	68.8%	3.44
1436 - 1437	57%	2.85
1435 - 1436	57.8%	2.89
1434 - 1435	55%	2.75

- To increase students' satisfaction with the services provided by the Deanship of Library Affairs, the following actions were taken:
  - Studying the performance indicator of the ratio of students to library staff prepared by the University Performance Measurement Unit in 1437/1438 H. It showed that the current value of the ratio of students to the library staff was very low (1:1039). In addition, the current situation of human resources in the library of the academic year 1437/1438 H was assessed (Appendix 6-1-22).
  - Identifying the future needs of the employees of the Deanship for the next three years by developing the recruitment plan of the library (in response to recommendation No. 46) from 1438/1439 to 1440/1441 H. (Appendix 6-1-23) to ensure the availability of the specialized staff and accomplishing the national benchmark of library staff when the new Central Library for male and female students and the libraries of colleges that are categorized according to the general specializations of colleges.
- Learning Resources were evaluated from the point of view of male and female faculty for the fourth periodic monitoring of the academic year 1437/1438 H by the University Unit of Performance Measurement at the Deanship of Development and Quality (Appendix 6-1-24).

- Analysis of the results showed that the overall assessment of learning resources was "high" rated 77.8% that is close to the target of 80% although it requires improvement actions. The following table (6-1-3) shows the average and percentage of the evaluation items. It is noted that the high level of evaluation of the staff of learning resources than the former editions, as shown in Table (6-1-3).

Table (6-1-3) Faculty Member Evaluation of the Available Learning Resources for the academic years (1434/1435- 1435/1436- 1436/1437- 1437/1438 H)

Academic Year	faculty member evaluation of the available Learning Resources at NU	Percentage
1437-1438	3.89	77.8
1436-1437	3.50	70
1435-1436	3.38	67.6
1434-1435	3.09	61.8

- A statistic of the number of accesses to SDL by NU staff within the second semester of 2016 G (1438/1439 H) was created of the scientific journals and books published in databases and publishing houses. Table (6-1-4) shows the biggest used databases. Science Direct Journals had the largest number of accesses that mounted to 23.947, followed by Springer eBooks with 12.031, followed by Springer Journals with 3.186, followed by EBSCO with 2.809 accesses.

Table (6-1-4) The most frequently used databases by NU staff in the second semester of 1438/1439 H.

Rank	Database	Downloads
1	Science Direct Journals	23.947
2	Springer eBooks	12.031
3	Springer Journals	3.186
4	EBSCO	2.809
5	EduSearch	2.721
6	Scopus	0.117
7	ProQuest Dissertations	1.328
8	Wiley Journals	968
9	Taylor & Frances	768
10	Science Direct eBooks	652
11	Ecolink	429
12	Emerald Journals	420
13	Humanities index	353
14	Sage journals	310
15	ProQuest	288
16	WoS	263
17	Royal Community of chemistry	193
18	Islamic Info	175

- The Borrowing department offers foreign or Arabic books borrowing services to the beneficiaries from within and outside the University. Borrowing is regulated by standards and regulations set by the library (Appendix 6-1-25). Prince Misha'al bin Abdullah Library witnessed active visits by the staffs of the University for borrowing scientific books during the academic year 1436/1437 H and 1437/1438 H. The

following tables exhibit the borrowing proceedings at Central Library (Table, 6-1-5) and at University libraries (Table, 6-1-6) during 1437/1438 H.

Table (6-1-5) Books borrowing proceedings at Prince Misha'al bin Abdullah  
Central Library during 1436/1437 H

Beneficiaries Categories	Number of borrowings	Number of borrowed books		
		Arabic books	Foreign books	Total
Bachelor and Diploma Students	364	522	570	1092
Postgraduate students	28	80	65	145
Faculty Members	286	624	520	1144
The University staff	40	74	60	134
Community Members	4	7	5	12
Total	722	1307	1220	2,527

Table (6-1-6) Books borrowing proceedings at the University libraries during 1437/1438 H

Beneficiaries Categories	Number of borrowings	Number of borrowed books		
		Arabic books	Foreign books	Total
Bachelor and Diploma Students	639	864	1053	1917
Postgraduate students	35	137	113	250
Faculty Members	591	1714	1832	3546
The University staff	30	55	35	90
Members of the Community	2	6	2	8
Total	1297	2776	3035	5811

- The Borrowing Department has a self-borrowing mechanism, which can be used by beneficiaries to borrow without recourse to the library officer, which saves time and effort and also speeds up the service.
- The Deanship of Library Affairs addresses the Deans requiring them to entrust all faculty members in each academic program to identify their requirements of books and educational aids, besides supplying the library with contents related to the courses (including textbooks, supporting materials, required readings, assignments, previous exams, etc.) so as to be booked at the library for students to use, borrow, or read inside the library. [In response to recommendation No. 48](#), a decision was made to establish a department entitled "Preserved Books" affiliated to Beneficiaries Service Unit (Appendix 6-1-26).
- Corrective procedures taken by the Deanship of Library Affairs based on the results of previous studies:
  1. [In response to recommendation No. 48](#), addressing the Deans and Directors of specialized research centers supervising female sections to list the required scientific books and references in line with the strategy of developing academic programs and scientific research plans of colleges and centres. Replies to the correspondence were reported (Appendix 6-1-27).
  2. The Deanship reports an annual documented list of the information resources available at the library for all the academic programs of the University (Appendix 6-1-28).
  3. The Deanship of Library Affairs requires Deans to assign a representative of each academic program to visit the library in order to assess the adequacy, modernity and diversity of books and references available at the library (Appendix 6-1-29).



4. The adequacy and efficiency of the library collection of scientific books, references and periodicals for NU academic programs in the second semester of 1437/1438 H were evaluated. The following table (6-1-7) illustrates the assessment rating of the axes of the book collection adequacy in terms of their topics, number, modernity and usability (quality of printing and form). The results of the analysis showed the views of the teaching staff that the evaluation was "good" for the axes and the overall assessment.

Table (6-1-7) Evaluation of the adequacy and sufficiency of the library books and references  
For the University academic programs in the second semester of 1437/1438 H

S.	Axis	Evaluation
1	The library collection is sufficient in terms of their topics.	Good
2	The library collection is numerically sufficient	Good
3	The library collection is up to date	Good
4	The library collection is adequate in form and in quality of printing	Good
5	General evaluation of adequacy and sufficiency of the library collection	Good

5. The Deanship of Library Affairs submits an approved list of annual provisions including the addition rate of information resources (i.e. references, books, and periodicals) at the library to the Vice-Rector for Post-Graduate Studies and Scientific Research in 1437/1438 H (Appendix 6-1-30). The following table (6-1-8) shows the items (titles, volume number, and scientific materials for all forms of Arabic and foreign information resources) that have been added to the holdings of Prince Misha'al bin Abdullah library during 1437/ 1438 H.

Table (6-1-8) Annual supply of information resources of the library in 1437/1438 H

S.	Holdings Category	Sources		
		Purchase	Gift	Total
1	Scientific books	20.24	3.80	24.04
2	Periodicals	0	176	176
3	Governmental publications	0	102	102
4	Dissertations (printed)	0	30	30
5	Dissertations (CD)	0	0	0
6	SDL	240.000	0	240.000
7	Databases	204	0	204

#### Complete a KPI Table for sub-standard 6.1.

<b>KPI: Stakeholder evaluation of library and media centre.</b> (Final-year Student evaluation of library services)						
<b>NCAAA KPI Reference Number: S6.1</b>			<b>Institutional KPI Reference Number:</b>			
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabia n Gulf Univ.	
%68.8	%80	%57	3.3=66%	%79.4	%74	%80
<b>Analysis (list strengths and recommendations):</b>						
<ul style="list-style-type: none"> <li>The overall assessment of library services from the perspective of final year students reached</li> </ul>						

(68.8%), which is somewhat close to the target benchmark of 70%, but this percentage is still lower than the external benchmark of Cairo University and Arabian Gulf University, while more than King Khalid University benchmark.

- **Strengths:** Improving student satisfaction with library services.
- **Recommendations:** Activating the plan of the Deanship of Library Affairs to improve library services.

**\* Explain:**

1. Why this internal benchmark provider was chosen?

**This internal benchmark is chosen because of the availability of the data from previous academic years.**

2. How was the benchmark calculated?

**(Total Average Scale / Number of scale types) \* (100)**

3. Name of the internal benchmark provider.

**Performance Measurement Unit; Vice Rectorship for Development and Quality; Najran University.**

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

**These external benchmark providers were chosen because they share common characteristics with Najran University and they are well known and well organized universities.**

2. How was the benchmark calculated?

**(Total Average Scale / Number of scale types) \* (100)**

3. Name of the external benchmark provider.

**① Cairo University, Egypt; ② Arabian Gulf University, Bahrain; ③ King Khalid University, KSA.**

**KPI: Stakeholder evaluation of library and media centre.**

(faculty evaluation of the availability of learning resources)

NCAAA KPI Reference Number: S6.3			Institutional KPI Reference Number: .....			
Actual Benchmark	Target Benchmark	Internal Benchmark *	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
77.8	%80	%70	3.3 = 66%	%85.6	%66	%80

**Analysis (list strengths and recommendations):**

- The overall assessment of the availability of learning resources at NU was 77.8% for the faculty members, which is somewhat close to the target benchmark of at least 80%, while the external benchmark (85.6%) still higher than the actual benchmark of NU.
- **Strengths:** Improving the satisfaction of faculty members with availability of learning resources.
- **Recommendations:** Activating the plan of the Deanship of Library Affairs to provide and evaluate the learning resources.

**\* Explain:**

1. Why this internal benchmark provider was chosen?

**This internal benchmark is chosen because of the availability of the data from previous academic years.**

2. How was the benchmark calculated?

(Total Average Scale / Number of scale types) \* (100)

3. Name of the internal benchmark provider.

**Performance Measurement Unit; Vice Rectorship for Development and Quality; Najran University.**

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

**Cairo University is a prestigious regional university. It is one of the top 500 universities according to the rank of Shanghai 2016, as well as it is the oldest universities in the Middle East.**

2. How was the benchmark calculated?

(Total Average Scale / Number of scale types) \* (100)

3. Name of the external benchmark provider.

**❶ Cairo University, Egypt; ❷ King Khalid University, KSA; ❸ Arabian Gulf University, Bahrain.**

## 6.2 Organization

- Working hours in the Central Library of the University last from 8 a.m to 8 p.m in study days and from 8 a.m to 2.30 p.m in students' vacation. As for databases, the University website and electronic courses, they are available for the students and faculty members all times (24\7).
- The Cataloguing and Classification Department at the library keeps and arranges books in accordance to the Anglo-American cataloguing rules. Scientific books and references are classified using the Dewey Decimal Classification System (Edition 21). The Library subscribes to the Unified Arab Index as it benefits from it in technical operations. A list of information resources divided according to their topics and the library book classification system are displayed in boards and leaflets with numbers for the major and minor specializations (Appendix 6-2-1).
- The Central Library of NU comprises the following information resources (according to 1437/1438 H statistics):
  - More than 129 thousand foreign and Arabic printed books.
  - A collection of printed periodicals (88 titles and 264 volumes) given as a gift to the library.
  - 60 Dissertations (printed) and 60 digital dissertations (CD). The following table (6-2-1) shows the number of Prince Misha'al bin Abdullah Central library holdings of titles, the number of volumes and scientific materials for each form of Arabic and foreign information resources for 1437/1438 H.

Table (6-2-1): Inventory of the holdings of information resources at  
NU Central Library according to 1437/1438 H statistics)

S.	Holdings Category	Total	
		Titles	Volume and Material
1	Scientific books	24591	129580
2	Periodicals	88	264
3	Governmental publications	165	330
4	Dissertations (printed form)	30	60
5	Dissertations (CD form)	30	60
6	SDL	550000	20000000
7	Databases	204	204

- The University Central Library has joined SDL, which comprises many information resources in various scientific disciplines and key databases, which in turn contain large numbers of subsidiary bases (Appendix 6-2-2). The following table (6-2-2) shows the number of information resources available in SDL.

Table (6-2-2): Inventory of the types and numbers of information resources available at SDL

Resource Type	Number
Dissertations (in English)	6 000 000
Books	550.000
Journals	160.000
Conference papers	9 000 000
Media	7.7 000 000
Databases	239

- The library uses the integrated "Symphony" system, which contains a special section on the registration of borrowed and returned books. The library has currently a Borrowing department that provides services of borrowing foreign or Arabic books to the beneficiaries from inside and outside the University. All staff members of the University are automatically entitled to free borrowing from the University's library without exception. As for women, their Mahram carries out the borrowing process on their behalf. The library offers external users the option of borrowing books on payment of recoverable insurance. The procedures of borrowing books are carried out as defined in the borrowing guide of the library of NU, which includes the requirements for obtaining a membership card, materials not allowed for lend, regulations of external borrowing, penalties and fines, and notification of clearance procedures (Appendix 6-1-25). The library is keen to provide a sufficient number of books so that at least a copy is available for visitors.
- The Deanship of Library Affairs facilitates access to electronic databases and information resources via publishing a list (in the form of leaflets) that includes databases in the fields of health, engineering, computer science, education, and natural sciences, the databases of Arabic books, dissertation and e-books, and multi-disciplinary databases in Arabic (Appendix 6-2-3) and in English (Appendix 6-2-4). The library has also prepared a guidebook for students and faculty on how to use the digital library and a guidebook on how to use the library catalogue (Appendix 6-2-5).
- Rules regulating conduct inside the library are announced in the policies and instructions printed handbook (Appendix 6-1-5). The library defined general regulations and policies in the library besides photocopying regulations that is available for free and illustrating general and benchmark services (Appendix 6-2-6). The Deanship of Library Affairs also takes into account announcing the general regulations and guidelines of the library in electronic bulletin boards, panels and posters. Persons in charge at the deanship check if these regulations and guidelines are abided by (Appendix 6-2-7).
- To prevent the misuse of the Internet, the Deanship in collaboration with the Deanship of Information Technology and Communication, blocked sites that do not contain any scientific materials. In addition, a certified document identifying the regulations of Internet usage at the library was prepared (Appendix 6-2-8).
- A mechanism of making complaints or suggestions has been made by the Deanship of Library Affairs (Appendix 6-2-9).
- To maintain and store the contents of the library, these systems are followed:

- Sticking Radio-frequency Identification (RFID) on the books to prevent taking them out the library in an irregular manner.
- Electronic gate at the library entrance.
- A security guard at the entrance of the library.
- Keeping a daily record of the library users and visitors.
- All books have a barcode.
- According to the deanship follow-up systems, no loss or damage to books or references has been reported for the academic year 1437/1438 H.
- According to the deanship follow-up systems, the library administration did not register any rule violation related to Internet misuse in the academic year 1437/1438 H.
- A section has been established for reference materials to be booked and required a lot, especially for University courses in collaboration with all faculty members in all academic programs to supply the library with contents related to the courses (including textbooks, supporting materials, required readings, assignments, previous exams, etc.) so as to be booked at the library for students to use, borrow, or read inside the library.

### 6.3 Support for Users

- The Deanship of Library Affairs is committed to hold periodic courses and training programs for faculty members, students and staff on how to use the library catalogue, services and databases for the University colleges at a rate of at least one course per semester for each one (Appendix 6-3-1).
- In cooperation with SDL, the Ministry of Higher Education, and publishers, the Deanship of Library Affairs organized training courses on how to use the databases available to the library within the framework of the training schedule of SDL information awareness course in 2017/ 1438 H. They were held at the University Theater and were transferred via closed-circuit television system to the Girls College (Appendix 6-3-2).
- The Deanship of Library Affairs urges all colleges of the University to direct its staff to visit the library and deliver some lectures there (Appendix 6-3-3).
- The organizational structure of the Deanship of Library Affairs includes a special section for references (encyclopedias, dictionaries, glossaries, directories and bibliographies) comprising specialized staff through the following link: <http://portal.nu.edu.sa/web/deanship-of-libraries-affairs/95>
- Because the sufficient number of qualified skillful professionals in the field of library sciences and information technology is not available, the library recruitment plan for the next three years has been made to ensure providing specialized staff and accomplishing the national benchmarking standard of library staff (Appendix 6-1-23).
- The Deanship of Library Affairs has its own web index supported by the system of "Symphony" towards searching information resources available at Prince Misha'al bin Abdullah library (paper library holdings). This index allows searching in Arabic and English through the following link: <http://nulib.nu.edu.sa/uhtbin/cgisirsi.exe/?ps=ndYx6MuXek/MAIN/219740003/60/502/X>. Through it, the search topic is identified and then, a list of books and references available at the library, authors' names, number of available copies, and number and location of the book on the library shelves are displayed.
- The information resources available at SDL are accessible through the following links: <http://www.nu.edu.sa/web/deanship-of-libraries-affairs/85>, and



<https://login.nu.edu.sa/cas/login?service=http://lib.nu.edu.sa/DigitalLibrary.aspx>

- The electronic library available at the Deanship of Library Affairs is accessible through the following links: <http://dlaf.nu.edu.sa/en/e-libraries>; and <http://portal.nu.edu.sa/en/web/deanship-of-libraries-affairs/e-libraries>. It includes many downloadable books in the areas of the Holy Qur'an, Islamic culture, medicine, engineering, computer science, general books in Arabic and general books in English.
- The library provides the following services:
  1. The service of briefing beneficiaries of the latest publications, which is divide into:
    - Medical books available at: <http://dlaf.nu.edu.sa/en/64>
    - Engineering books available at: <http://dlaf.nu.edu.sa/en/65>
    - Shariaa and Islamic books available at: <http://dlaf.nu.edu.sa/en/66>
    - Pure science books available at: <http://dlaf.nu.edu.sa/en/67>
    - Computer science books available at: <http://dlaf.nu.edu.sa/en/90>
  2. Suggesting the purchase of books that do not exist in the library through the following link: <http://portal.nu.edu.sa/en/web/deanship-of-libraries-affairs/77>
  3. Displaying on special carriers and closed glass boxes with the titles of the latest holdings in the library
  4. Training programs for the beneficiaries of information services provided by the library through the following link: <http://portal.nu.edu.sa/en/web/deanship-of-libraries-affairs/84>
- To develop e-learning resources, the University has paid great attention to e-learning pattern. It aimed thereby at enabling the Deanship of E-learning and Distance Education to expand its activities including various colleges of the University and ensuring the achievement of the University policy and objectives of developing the skills of faculty and students in using modern technologies in education and learning.
- The Deanship of E-learning and Distance Education applied the blackboard system, one of the e-learning management systems, which allows good interaction and communication between the faculty and students over the Internet.
- To provide the information and services related to e-learning systems to the faculty and students, the Deanship of E-learning and Distance Education provided some explanations of the available systems that contain: (1) visual explanations that contain registered files on using systems, (2) reading explanations that contain a detailed description of each item that was visually explained.
- The University employees can watch video clips or directly download Pdf files from the webpage of the Deanship of E-learning and Distance Education via the link: <http://elearning.nu.edu.sa/en/home> which contains many links such as:
  - ✓ The home page of the educational lessons via this link: <http://elearning.nu.edu.sa/en/traningvideo>
  - ✓ The video series of the educational lessons to the faculty via this link <http://elearning.nu.edu.sa/en/blackboard-learning>
  - ✓ The video series of the educational lessons to students via this link <http://elearning.nu.edu.sa/en/56>
  - ✓ A simplified explanation of e-learning systems via this link: <http://elearning.nu.edu.sa/en/e-learning-systems>
  - ✓ An educational video of the home page of Blackboard system via this link: <http://elearning.nu.edu.sa/en/home/-/NUContent/FqPPzIbPkQO9/content/38259947>
  - ✓ An educational video to explain the content of Blackboard system via this link: <http://elearning.nu.edu.sa/en/home/-/NUContent/FqPPzIbPkQO9/content/38259938>

- ✓ An educational video to explain how to create and manage virtual lectures via this link: <http://elearning.nu.edu.sa/en/home/-/NUContent/Y7oq5dlOzw20/content/91132010>
- ✓ An educational video to explain how to attend virtual classrooms to students via this link: <http://elearning.nu.edu.sa/en/home/-/NUContent/FqPPzIbPkQO9/content/91132118>
- ✓ Download the supporting programs required by the user while browsing the website or running the electronic systems and run and open the visual and text explanation files via this link: <http://elearning.nu.edu.sa/en/78>
- ✓ A student guidebook in a Pdf form of how to use e-learning management system Blackboard that can be downloaded from the link of educational lessons: <http://elearning.nu.edu.sa/en/89>, then click on students' guidebook.
- A guidebook of Blackboard Drive has been created (Appendix 6-3-4).
- An electronic library of the University colleges is available. It contains some courses for some programs of some colleges, e.g. Science and Arts, Administrative Sciences, Computer Science, Information Technology, etc. (Appendix 6-3-5).
- 453 lectures have been recorded in a special studio in the Deanship using the Echo 360 lecture recording system and have been uploaded in video file format on 515 links. They represent all courses and lectures for first and second level irregular students at some colleges of the University (Appendix 6-3-6). Irregular students can watch them via this link on the webpage of the Deanship of Community Service and Continuing Education: <http://dcsl.nu.edu.sa/en/63>.
- The Deanship has recently added the service of Blackboard Mobile for smart phones application, which is considered one of the most successful effective methods for enriching the educational process because of its being easily accessed by the faculty and students, and because of its characteristics and features that allow users to have a permanent link to the course. This link contains more information about the modern system. <http://videos.nu.edu.sa/upload/BBMobile3/BBMobile3.html>
- The Deanship of E-learning and Distance Education connected the Blackboard system to the University Admission & Registration Database. The faculty and students can thereby find and manipulate their own data and courses for each semester using the Blackboard system without returning to the Admission & Registration Deanship. Meanwhile, it allows no modification or change in Admission & Registration Data.
- The Deanship of E-learning provides technical support service to solve the problems that face faculty and students whether in-campus or off-campus after work by teamwork of technicians and specialists via this link: <http://www.nu.edu.sa/en/helpdiskvideo>.
- To increase the transformation of courses into ones supported by e-learning systems (in response to recommendation No. 47), the following actions have been taken:
  - ✓ Developing the administrative and technical structure of the Deanship of E-learning and Distance Education by developing the organizational structure of the Deanship (<http://elearning.nu.edu.sa/en/organizational-structure>), developing and updating the administrative and technical cadres, reformatting and introducing specialized units and departments in the Deanship, illustrating their assigned tasks (Appendix 6-3-7), activating the role of e-learning coordinators at the University colleges, and setting a mechanism of effective communication between the departments of male and female students (Appendix 6-3-8).
  - ✓ Writing a report on the ratio of lecture recording via Echo 360 and a statistic of the number of virtual classrooms that have been established on Blackboard Collaborate and listing the activated sections in 1437/1438 H. A report on activating e-courses over the past three years from 1435/1436 to 1437/1438 H.

has been written (Appendix 6-3-9).

- ✓ Writing a report on activating e-learning and its acceptance at the University colleges, e.g. the report of College of Science and Arts (Appendix 6-3-10) and the report of College of Computer Science and Information Technology (Appendix 6-3-11).
- ✓ Making a plan to benefit from Blackboard system to support the traditional education with e-learning systems and to open new educational choices in some colleges, e.g. Health Colleges, where embarking on e-learning decreases (Appendix 6-3-12).
- ✓ Writing a report on the available facilities and equipment of e-learning in the University (Appendix 6-3-13).
- ✓ Writing a report on the required facilities and equipment of e-learning in the University (Appendix 6-3-14).
- ✓ Writing a report on the training needs and providing the procedures of supporting and developing the faculty to use e-learning systems (Appendix 6-3-15).
- ✓ Preparing a set of projects that help in the technical preparations of the Deanship, including:
  1. A project of the technical specifications of content management of the electronic course (Appendix 6-3-16).
  2. A project of the specifications required in the system of administrating e-learning
  3. A project of the specifications required in the virtual classrooms.
  4. A project of the specifications required in the system of administrating electronic tests.
  5. A project of the specifications required in the system of lectures recording (Appendix 6-3-17).
- A questionnaire has been prepared and analyzed to measure faculty member satisfaction with e-learning systems available in the Deanship in 1437/1438 H (Appendix 6-3-18).
- The standards and key specifications of designing the electronic courses and the standards of accreditation of the Deanship of E-learning have been defined (Appendix 6-3-19).
- To disseminate e-learning in the labor market and the community ([in response to recommendation No. 47](#)), a field study was conducted and its results were analyzed to identify the needs of the labor market of the academic specializations required to establish and define two distance learning programs to serve the labor market and the community (Appendix 6-3-20).
- A strategic plan has been made to the Deanship of E-learning and Distance Education. The strategic objectives and the developmental projects have been reviewed. Performance indicators have been set that match the results of evaluating the satisfaction with e-learning systems and the reports of the deanship's activities. [In response to recommendation No. 47](#), a timetable of implementing the strategic plan has been set (Appendix 6-3-21).

#### 6.4 Resources and Facilities

- The University, represented in its Deanship of Library Affairs, provides sufficient support for services and activities that cover all the needs of equipment and development of library services. The following table (6-4-1) displays what has been spent from the budget of the Deanship of Library Affairs in the academic years 1436/1437 and 1437/1438 H.

Table (6-4-1) Expenditures by the Deanship of Library Affairs on facilities and development of services in 1436/1437 and 1437/1438 H.

Academic Year	Expenditures
1436/1437H.	6.085.900 SR
1437/1438H.	6.880.000 SR

- The library provides Internet services by providing equipped laboratories in the Central library with modern PCs to support the electronic access to resources and reference materials easily.
- The library provides electronic databases from inside and outside the university through the electronic page of the library on the university website, available at <http://www.nu.edu.sa/web/guest/979>.
- The Deanship of Library Affairs seeks to enter into cooperation agreements with other libraries that would allow inter-library borrowing and sharing of resources and services (Appendix 6-4-1).
- The library defined specifications and standards for building electronic libraries (Appendix 6-4-2) at the University colleges in the development project (Code 5/4) of the University's strategic plan projects parallel to the provision of published information resources inside the library.
- The library at the new University building 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) (Appendix 6-1-2).
- There is available licensed software downloaded on modern computers in the Internet lab that contains 27 computers available to the beneficiaries for using in searching, browsing, and accessing the University website, and benefiting from the databases, the electronic library, and all the advantages of other sites. This is meant to support electronic access to information 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 at the library and other groups on the Web.
- The library provides free copying and printing services to beneficiaries. The library management is committed to the photocopying regulations mentioned in the library general policies (Appendix 6-1-5).
- The library has a reading room for the books, scientific journals and information resources in Arabic and English. On the second floor at the College of Engineering, there is a room for foreign books and it has 49 seats. On the second floor at the College of Science and Arts, there is another room for Arabic books and it has 48 seats.
- 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.
- A benchmark of the level of the availability of resources, services, facilities and equipment in the library of high quality and similar educational institutions regarding size and the academic programs offered by the colleges of NU (Appendix 6-4-3).

#### Overall Evaluation of Quality of Standard 6.

Refer to evidence obtained and **provide a report** based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

- The University has approved policies included in its strategic plan. They enable it to provide learning resources that meet the needs of the University academic programs and the missions of scientific research.
- NU pays special attention to planning, development and evaluation of learning resources, services of Prince Misha'al bin Abdullah library (Central Library in male section), Central Library in female section, and other libraries of colleges in male and female sections, what the deanship of e-learning offers, as well as to developing the services of the University portal on the Internet.

- The University Branch of Sharoura benefits from the learning resources available on the University website and the page of Deanship of E-learning and Distance Education, and from the Arabic and English databases and dissertations available in the digital library. In addition, a library was established for this Branch in particular for males and females.
- Deanship of E-Learning provides sufficient support to develop e-learning resources to the University employees to identify e-learning systems via a series of educational lessons (videos and pdf files) and training courses to the faculty and students.
- The library has policies and regulations governing conduct and free photocopying and printing systems are concerned.
- 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. Learning resources are evaluated and improved in response to the opinions of the faculty and students.

#### List of strengths

- Adopting, printing, and publishing standard benchmarks for the Central Library services by the Deanship of Library Affairs.
- Adopting and implementing a plan for improving the library services and setting policies and instructions to the Central Library.
- Creating a system to follow-up activating the plan of services and policies at the Library.
- Applying an approved mechanism for providing information resources that is directly related to the priorities of academic programs development and scientific research plans.
- Establishing specialized minor libraries.
- Preparing a mechanism to ensure equality of services and information resources in the male and female sections.
- Providing data in the form of publications of all information resources available at the library.
- Preparing and accrediting a developed organizational structure of the Deanship of Library Affairs and the Deanship of E-learning.
- Printing and publishing the specifications and standards of building electronic libraries in the colleges of the University.
- Following a global system in classifying, keeping, and arranging books and references.
- Using an integrated electronic system for library services.
- Holding courses and training programs for the faculty, students and staff on how to use the library catalogue and databases.
- Organizing training courses in cooperation with SDL and publishers.
- Following an internal system for keeping the contents of the library and preventing the misuse of the Internet.
- Adopting a recruitment plan at the library.
- Having a mechanism of suggestions and complaints at the library.
- There has been no reported loss or damage to books or references or irregularity related to the misuse of the Internet.
- Conducting actions to develop e-learning resources by the Deanship of E-Learning.
- Preparing technical projects and providing equipment to increase adopting e-learning at the University colleges.
- Assessment of activating e-learning at the colleges.



- Setting-up a plan to benefit from Blackboard System to support traditional learning at the systems of e-learning at Health colleges.
- Preparing projects of the specifications of e-learning management systems, virtual classrooms, e-tests, lecture recording, and managing the content of the e-course.
- Setting-up specifications and standards to design and adopt e-courses in NU.

#### **Recommendations for improvement**

1. Concluding cooperation agreements with libraries at universities or other institutions under which mutual library borrowings and participation in information resources services are implemented.
2. Allocating a section for referential material to be reserved and required a lot, especially for courses.

#### **Priorities for action**

1. Concluding cooperation agreements with libraries at universities or other institutions under which mutual library borrowings and participation in information resources services are implemented.
2. Allocating a section for referential material to be reserved and required a lot, especially for courses.

**Appendices:** (Attachments: 2)

**Link:** <https://goo.gl/gQjNq3>

## 7. Facilities and Equipment (Overall Rating ☆☆☆☆Stars)

*Facilities must be designed or adapted to meet the particular requirements for teaching and learning in the programs offered by the institution, 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 faculty and student and appropriate provision made for associated services such as food services, extra-curricular activities, and where relevant, student accommodation.*

Note: For Standard 7, the institution must provide 2 or more KPI tables to demonstrate quality assurance. A KPI table is required for sub-standard 7.2. Copy and paste additional tables and place them in the SSRI in the appropriate sub-standard.

Provide an explanatory report about the administration of arrangements for planning, development and maintenance of facilities and equipment. This should include cross references to other more detailed facilities planning documents.

Provide a description of the process for the preparation on this standard.

Meeting this standard contained multiple actions, as follows:

- 1- Issuing the administrative decision of His Excellency the Rector approving the organizational structure and establishing the high, main and sub committees of the project of the institutional academic accreditation of the University (Appendix 7/1). The structure includes a main sub-committee for the infrastructure domain including 3 standards, namely facilities and equipment, financial planning and management, and employment processes. The administrative decision clearly defines the responsibilities of the committee of the infrastructure domain.
- 2- Formulating a sub-working team to cover the seventh standard requirements and its sub standards and practices as part of the decision approving the organizational structure and formulating the team of the institutional accreditation.
- 3- Setting up a schedule for the tasks assigned to the team members of the preparation of the standard's self-study.
- 4- Depending on some important documents on comparing the University performance of all the practices related to this standard, such as:
  - Examining the institutional self-evaluation scales of higher education institutions issued by the National Commission for Academic Accreditation and Assessment (NCAAA), 2015. Accordingly, the quality of practices was evaluated in terms of evidence.
  - Examining the final report of the first self-study of Najran University in 1432H.
  - Examining the final report of the self-study of the developmental evaluation of Najran University in 1436H.
  - Examining the strategic plan of Najran University (1433/1438H) and the results of its

- SWOT analysis.
- Reviewing the statistical reports analyzing the questionnaires and surveys of some practices of the standard.
  - Reviewing the projects of the strategic plan of NU implemented in the first, second and third stages and those currently implemented in the fourth stage, and examining the documents of facilities and equipment on implementing those projects.
  - Reviewing the minutes of meeting of the advisory board of the Vice Rectorship of Development and Quality.
  - Reviewing the reports of the general secretariat for following-up and implementing the strategic plan of NU.
  - Reviewing the minutes of meeting of the standing committee for implementing and following-up the strategic plan of NU.
  - Identifying the sources of information and communication to get the required documents and evidence, namely colleges, supporting deanships: (Deanship of Information Technology and Communication, Deanship of Student Affairs, Deanship of E-Learning, and Deanship of Development and Quality), and the main departments (Department of Projects, Department of University Safety and Security, Department of Operation, Department of Transportation, Department of Budget, and Unit of Statistical Analysis).
- 5- Identifying the main required documents and evidence to meet the standard including:
- The strategic plan of the University
  - The financial reports of the University budget (Department of Budget)
  - The reports of Deanship of Information Technology and Communication
  - The annual reports of the University
  - The bylaw of student housing.
  - The report of faculty satisfaction with the available facilities and equipment
  - The report of faculty satisfaction with the adequacy and efficiency of facilities and equipment
  - Reports of the department of safety and security
  - Reports of the department of maintenance
- 6- Preparing institutional self-evaluation scales of the practices of the seventh standard according to the form of NCAAA.
- 7- Writing the first draft of the standard's self-study report.
- 8- Reviewing the report by the self-study committee.
- 9- Editing the report of the self-study committee.
- 10- Seeking the help of an independent opinion.
- 11- Formulating the final report after getting the independent opinion.

## Report on sub-standards

### 7.1 Policy and Planning

The Custodian of the Two Holy Mosques King Abdullah bin Abdul-Aziz - may Allah bless his soul - issued a royal decree to establish Najran University on 10/10/1427H. The University started with some leased buildings at different locations in Najran; those buildings were equipped to be suitable for teaching and learning as much as possible. At the same time, the University made ending up the new University City its main priority. Then, the buildings have been relocated there since 1435/1436H and all the leased buildings have been dispensed with. The new University City is located on the eastern outskirts of Najran on an area of 18 million m<sup>2</sup>. Thus, it is the biggest University City in Saudi Arabia. It includes a male-students campus of 14 colleges and a female-students campus of 14 colleges with a capacity of 45 thousand students. It also includes the buildings of administration, supporting deanships, a university hospital, medical city, research centers, sports and recreation area, and accommodation and housing for faculty and students. Moreover, there are some reserved areas for future investment such as hotels, commercial centers and private schools. The details are clearly shown on the University website: <http://www.nu.edu.sa>.

Planning is a major priority of Najran University. In implementing its vision and mission, the University depends on three primary long-term plans:

- 1- The strategic plan of the University (1433 - 1440 H): (Appendix 7/2); it was supposed to end in 1438H/2018 but it was extended in accordance with the 10<sup>th</sup> Development Plan in Saudi Arabia. The strategic plan consists of 12 strategic objectives. The fourth objective tackles “Enhancing and investing in University facilities as well as utilizing new technology” and it is subdivided into 10 developmental projects concerned with the provision of an atmosphere supporting education, such as:
  - Evaluating the present situation of the University’s facilities and equipment.
  - Adopting national and international benchmarking standards for the University’s facilities and equipment.
  - Completing the University facilities and equipment according to national and international standards.
  - Establishing effective systems for the optimal use of the University facilities according to rules and standards.
  - Enhancing and activating the electronic governance in all transactions of the University.
  - Establishing a system to follow-up the effectiveness of facilities and equipment for people with special needs.
- 2- The 10<sup>th</sup> Five-year Development Plan in Saudi Arabia: (Appendix 7/3). 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): (Appendix 7/4). It is assigned

until 1450 H (2029). Its accordance with the strategic plan of NU was 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 subordinate to the senior administration.

The project of the university budget includes articles and items for providing financial resources and maintenance necessary for the university's facilities and equipment (Appendix 7/5). These articles 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. There is a system allowing scientific departments to identify their financial needs on setting up the budget so that the budget project would include the basic educational requirements in all departments of all colleges such as scientific equipment and laboratories in both the female and male sections (Appendix 7/6). The General Department for Financial Affairs should be reported of the needs of priority colleges.
- The facilities and equipment should accord with the requirements of the university.
- The University adopts a clearly defined policy for procurement and commissioning works in accordance with the laws and governmental rules mentioned in the regulations governing the financial affairs of universities.

The Department of Projects is responsible for all the University projects and facilities including the projects of establishing the new University campus, while the General Department of Supportive Services represented by the Department of Facilities and Maintenance is responsible for periodic maintenance.

In Sharoura branch, the campus projects are currently implemented; they include the University City, faculty accommodation and colleges' buildings.

The University is keen on developing and administrating the facilities and equipment in order to meet its needs. Thus, the projects were effectively implemented; the cost of these projects reached 583,660,000 SR forming 54% of the total budget of 1434/1435 H rated 1,079,175,000 SR (before confirmation credit) (Figure 7/1). The project budget was the same in budgets of the following years which were amounted 1,224,141,000 SR in 2015 and 816,758,000 SR in 2016 and 857,080,000 SR in 2017 and 782,681,000 SR in 2018 (Figure 7/2).



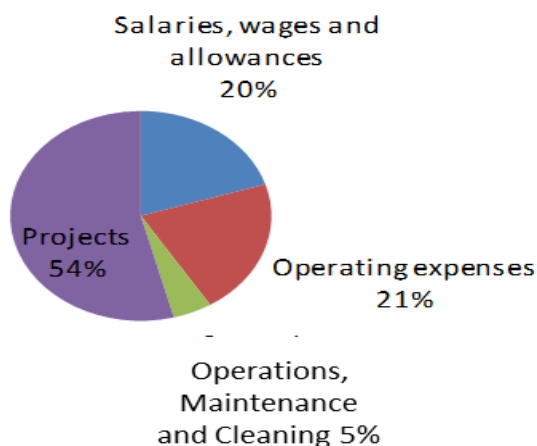


Figure (7/1) Appropriations of Najran University's budget

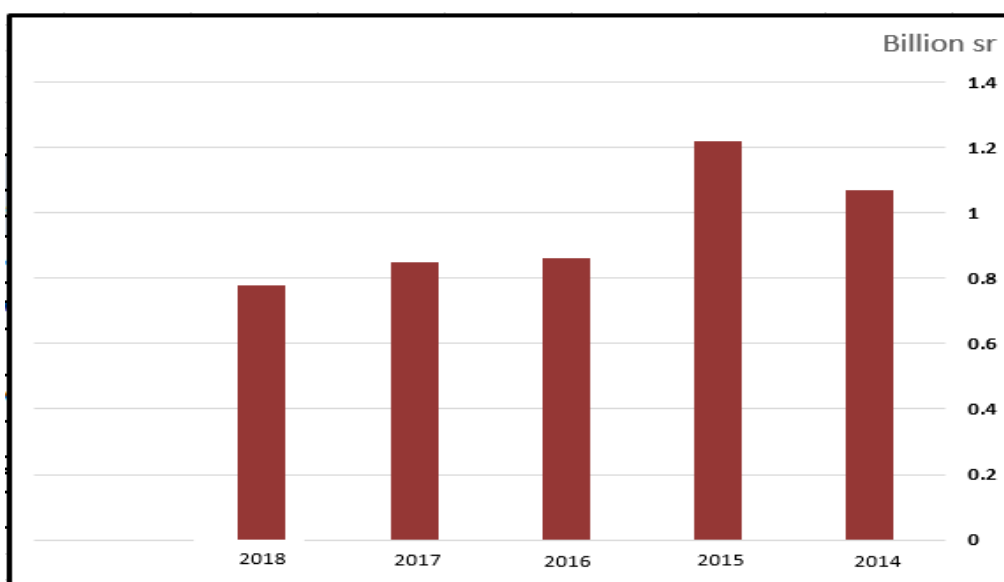


Figure (7/2) The development of Najran University's budget over the past five years

Monitoring the development of the budget allocated to facilities and equipment over the past four years reveals a continuous increase in the project budget, Part IV of the budget. It reaches the maximum value in the budget of 1433/1434 H with 644,728 million SR as shown in Figure (7/3). The increase in total expenditure on the projects is continuing, which reflects the keen interest of the University administration in the completion of these projects to achieve the objectives of the University's strategic plan.

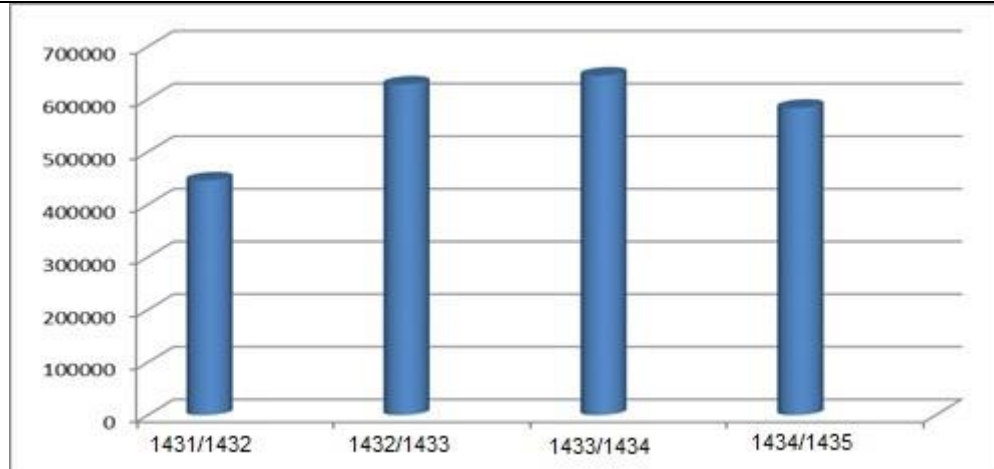


Figure (7/3) The amount allocated to the projects from the budget of the University over the past 4 years

## 7.2 Quality and Adequacy of Facilities and Equipment

The buildings, grounds, and toilets of Najran University are hygienic and clean. The University contracted with one of the cleaning companies (Appendix 7/7). The cleaning company carries out cleaning processes in all the academic and administrative buildings of the University such as the offices of faculty members and administrative staff, laboratories, classrooms, toilets, walkways, mosques, and the surroundings of the University in both the male and female sections. It also includes landscaping, provision of sun shades and green areas in the campus, and provision of seats and restrooms.

All the facilities and equipment are well maintained in order to ensure that all of them work efficiently. There is a plan for annual maintenance set up by the Department of Facilities (Appendix 7/8). It includes six primary divisions: 1- Operating and maintaining the works of buildings and facilities systems: It reviews the operating and maintaining works of the buildings and facilities systems, all types of devices and their appendices, extensions, internal networks inside walls and ceilings, and networks of electricity and phone. 2- Operating and maintaining the works of buildings and facilities: It includes the maintenance of all the civil and architectural works as required. It carries out the necessary repairs in due course after identifying damages and their reasons. 3- Operating and maintaining the works of electricity and communication systems: It is dedicated to operating and maintaining the works of electricity and communication systems stipulated in the first chapter of the competition “The field of work and site services”. It also includes carrying out all the maintenance works and actions that should be done periodically (daily, weekly, monthly, and annually) for each system component. 4- Operating and maintaining elevators: It is dedicated to the works of operating and maintaining elevators stipulated in the first chapter of the competition “The field of work and site services”. It also includes carrying out all the maintenance works and actions that should be done periodically (daily, weekly, monthly and annually). 5- Operating and maintaining works of water and sanitation: It is dedicated to operating and maintaining works of water and sanitation and site services. It also includes carrying out all the maintenance works and actions that should be done periodically (daily, weekly, monthly, and annually) for each system component. 6- Operating and maintaining works of furniture, metal and wooden structures.

All the buildings are provided with safety and security systems (warning alarms, fire extinguishers, water hoses, and first aid boxes) because civil protection systems in KSA requires the provision of safety and security systems in all the governmental buildings and the periodic maintenance of them. Therefore, the Department of Safety and Security was established and it is responsible for the provision of safety and security systems in all the University facilities.

Najran University is keen on surveying the faculty and student satisfaction with the adequacy and efficiency of facilities and equipment. Thus, necessary questionnaires were designed and applied by the Unit of Performance Measurement in the Vice-Rectorship for Development and Quality in order to periodically assess the satisfaction of faculty members with the five sub-standards of the seventh standard "facilities and equipment" since 1434/1435H, (Table 1). The statistical analysis resulted in the following results:

Table (1): Satisfaction level of faculty members with facilities and equipment in the time span (1434/1435 –1437/ 1438H)

Evaluation	The First Axis: Adequacy and efficiency of buildings	Percentage	The second axis: Information technology	Percentage	Overall satisfaction with facilities and equipment	Percentage
First	3.23	64.6	3.37	67.4	3.28	65.6
Second	4.12	82.4	3.58	71.6	3.87	77.4
Third	3.41	68.2	3.42	68.4	3.42	68.4
Fourth	3.60	72.16	3.59	71.8	3.60	72.16
Fifth	3.59	71.8	3.64	72.8	3.61	72.2

- The table shows that the ratio of overall satisfaction of the faculty members with facilities and equipment increased from 65.6% in 1434/1435H to 77.4% in 1435/1436H. Then, it decreased in the third evaluation to be rated 68.4% but it increased again in the fourth evaluation to be rated 72.1%. Then in the fifth evaluation, it was rated 72.2% because the University was relocated to its new campus and its buildings were almost completed.
- The table shows the increasing satisfaction with facilities and equipment in the fifth evaluation in 1437/1438 compared to the previous evaluations. It was rated 72.2% with an arithmetic average of (3.61). However, this ratio is somewhat still far from the target (80%) as mentioned in the distribution of performance indicators of satisfaction with facilities and equipment.

It is worth mentioning that there was a benchmark related to the facilities and equipment of teaching, laboratories, and research. In this framework, Najran University adopted Arabian Gulf University in Bahrain as a benchmark university. Najran University outperformed Arabian Gulf University regarding the ratio of faculty satisfaction with facilities and equipment. In Arabian Gulf University, this ratio was only 71.1%.

There are adequate facilities which would give students an opportunity to get consultations and guidance by the faculty members. There are enough lecture rooms for all students of all programs. All the rooms are equipped with the appropriate illustration, internet connection, seats, ventilation,

lighting, and cleaning. The capacity of lecture rooms is always correlated with the number of students during the lecture. The lecture rooms are varied in their capacity. Hence, colleges take into consideration the number of students and the appropriate rooms.

Practical colleges are provided with laboratories equipped with educational devices such as scientific laboratories in the Colleges of Pharmacy, Dentistry, Applied Medical Sciences, and Nursing; computer laboratories in the College of Computer Sciences; and chemistry laboratories in the College of Science and Arts in Najran and Sharoura. Furthermore, the University provides computer laboratories for students in all colleges. Also, there are halls for student activities equipped with computers connected to the Internet for the use of students under the supervision of the coordinators of student activities in the college (male and female sections). Some Computer laboratories in some colleges are not fully functional and competent due to lack of supervisors, maintenance and the need to update software, so the colleges must set up appropriate mechanisms for students' use.

The University established a Nanotechnology Research Center (NRC) and the Promising Center for Sensors and Electronic Devices. The two centers are the University's interface of scientific research. They provide the needs of faculty members so that they would conduct their research either by the provision of devices or by financing research projects by the Deanship of Scientific Research. Also, the University established the Institute of Studies and Consulting Services, Center of Health Research, Center of Scientific and Engineering Research and Centre for Sharia, Educational and Humanities Research.

The University is also provided with mosques and places for ablution in every mosque in all colleges. Currently, it is establishing the large mosque in the University City. Almost, it is 80% established which comes in accordance with the University policy aiming to provide suitable environment to perform the religious duties according to the Islamic beliefs and traditions and to the University mission.

Moreover, the University is also provided with sun shades and green areas for the students' usage. In addition, parking lots for students, faculty members and all the University employees are provided. There is a central restaurant, a restaurant in the student housing, and some cafeterias in all the University buildings for serving students, faculty members and administrative staff. The Department of Nutrition in the Deanship of Student Affairs provides the needs of restaurants that offer subsidized meals for students and the needs of cafeterias in both male and female colleges.

As for those with special needs, the University has accommodated all the entrances of the buildings to be suitable for their movement. In addition, it has provided elevators and parking lots suitable for them which would allow them to easily move around.

As for the adequacy of facilities and equipment of sporting activities, the sports stadium was opened and the final match of the cup of His Excellency the Rector was played there between the students of the College of Sharia and the students of the College of Science and Arts in Sharoura. Moreover, the sports and bowling hall and a modern swimming pool were opened. The University also announced a number of job vacancies in these sporting facilities.

The University participates in all the national activities, events and occasions either all over Najran or all over KSA. For example, a convoy of students and faculty members participated in raising awareness during the Hajj season, celebration of the National Day, and scientific conferences held by the Ministry of Education.

One objective of the University's strategic plan is to provide excellent services and support for students. To achieve it, a set of developmental projects were implemented, such as:

- Establishing a system for student support services and extra-curricular activities.
- Designing an action plan for extra-curricular activities.
- Establishing a system for following-up and ensuring the effectiveness of extra-curricular activities.

Moreover, the University policies of the strategic plan (Appendix 7/9) encourage providing the required facilities for male and female students in order to participate in the different activities that fit their interests and needs in accordance with the Islamic values.

#### Complete a KPI Table for sub-standard 7.2.

**KPI Table**

KPI: Annual expenditure on IT budget						
NCAAA KPI Reference Number: S7.1						
Institutional KPI Reference Number: _____						
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
4.28% of the University's budget	5%		Cairo Univ., Egypt	Arabian Gulf Univ., Bahrain	King Khalid Univ., KSA	5%
			-	-	3.59	
<b>Analysis (list strengths and recommendations):</b>						
The annual expenditure on IT budget at Najran University was amounted 35,000,000 SR forming 4.28% of the University's budget. The percentage of expenditure on the IT variables varied, as follows:						
<ul style="list-style-type: none"><li>- The percentage of IT budget allocated to each program or each student at the University (-).</li><li>- The percentage of IT budget allocated to software licenses (35%).</li><li>- The percentage of IT budget allocated to IT security (35%).</li><li>- The percentage of IT budget allocated to IT maintenance (30%).</li></ul>						
<b>* Explain:</b>						
1. Why this internal benchmark provider was chosen?						
This internal benchmark is chosen because of the availability of the data from previous years.						



2. How was the benchmark calculated?

The amount allocated to IT / the University's total budget X 100

3. Name of the internal benchmark provider.

Performance Measurement Unit, Najran University.

\*\* Explain:

1. Why this external benchmark provider was chosen?

The external benchmark provider was chosen because it is near to Najran area and due to its good academic reputation locally and regionally.

2. How was the benchmark calculated?

The amount allocated to IT / the University's total budget X 100

3. Name of the internal benchmark provider.

King Khalid University in Abha.

### KPI Table

KPI: Stakeholder evaluation of the IT services (Average overall rating of the adequacy of on a five- point scale of an annual survey NCAAA KPI Reference Number: S7.2 Institutional KPI Reference Number: _____)						
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
%79.47	80%	71.4%	Cairo Univ., Egypt	Arabian Gulf Univ., Bahrain	King Khalid Univ., KSA	80%
			-	-	-	

### Analysis (list strengths and recommendations):

✚ A questionnaire was designed to measure faculty members' satisfaction with communication technology provided by the University. It was applied twice; one in the academic year 1433/1434H and the other in the academic year 1436/1437H. It included the following axes.

- Quickly responding to problems in devices or software.
- Periodic maintenance of devices.
- Providing high-quality Internet services.
- Using e-mail at any time during my work.
- The e-mail box is of suitable size.
- Purchasing of necessary computers.
- The computer accessories are of high-quality.
- Flexible actions for requesting IT services.
- The University provides a good E-correspondence tracking system.

- The University provides a good portal for the personnel's self-service.
- ✚ Another separate questionnaire was designed to evaluate the University's website in the academic year 1436/1437H.

\* Explain:

1. Why this internal benchmark provider was chosen?

This internal benchmark is chosen because of the availability of the data from previous years.

2. How was the benchmark calculated?

= (The scale's overall average / the number of scale's types) X 100

3- Name of the internal benchmark provider.

Performance Measurement Unit, Najran University.

\*\* Explain:

1. Why this external benchmark provider was chosen?

The external benchmark provider was chosen because it is near to Najran area and due to its good academic reputation locally and regionally.

2. How was the benchmark calculated?

= (The scale's overall average / the number of scale's types) X 100

3. Name of the external benchmark provider.?

King Khalid University in Abha.

### KPI Table

#### KPI: Stakeholder evaluation of facilities & equipment:

NCAAA KPI Reference Number: S7.3

Institutional KPI Reference Number: \_\_\_\_\_

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
72.2	80%	72.16%	Cairo Univ., Egypt	Arabian Gulf Univ., Bahrain	King Khalid Univ., KSA	75%
			74.80	71.7	-	

#### Analysis (list strengths and recommendations):

- The performance indicator increases compared to the Arabian Gulf University in Bahrain.
- The University has got a lot of facilities and equipment according to the modern global standards.
- Seeking the increase of satisfaction at Najran University to reach the target.

**\* Explain:**

1. Why this internal benchmark provider was chosen?

This internal benchmark is chosen because of the availability of the data from previous years.

2. How was the benchmark calculated?

= (The scale's overall average / the number of scale's types) X 100

3-Name of the internal benchmark provider.

Performance Measurement Unit, Najran University.

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

The external benchmark provider was chosen because it is near to Najran area and due to its good academic reputation locally and regionally.

2. How was the benchmark calculated?

= (The scale's overall average / the number of scale's types) X 100

3. Name of the internal benchmark provider.

- The Arabian Gulf University in Bahrain.
- Cairo University in Egypt.
- King Khalid bin University in Abha.

### 7.3 Management and Administration

The electronic system of Najran University includes lists of all the University's equipment (Appendix 7/10). It is the responsibility of the Department of Inventory Control in the General Department of Financial Affairs. The University adopts the rules and actions of governmental warehouses as mentioned in the related regulations that stipulate the actual inventory of all the University items every two years by a committee formed by the Rector and then matching the inventory to the asset record.

Also, the University has got complete lists of personal custody of all the University faculty members and staff on the self-service gate for each employee. Thus, the University's electronic system provides complete lists for all the equipment and updates with the possibility of collecting data about personal custody of all the University employees whether they were for teaching, scientific research or personal use e.g. computers, printers and more. Accordingly, the electronic system does not allow employee to leave the University for any reason until returning back all the equipment in custody to the University.

The University's organizational structure includes the Department of Facilities and Maintenance which falls under the General Department of Supportive Services and is directly supervised by the Vice Rector (Appendix 7/11). An experienced director was appointed for this department which is responsible for the University cleaning, waste disposal, environment management and ordinary maintenance works in the buildings such as maintenance of water and electricity, simple carpentry, green areas, maintaining student seats and cleaning of the parking lot (See the plan of annual maintenance of the Department of Facilities and Maintenance). This department is also responsible

for concluding contracts with reputable companies to conduct periodic maintenance of the buildings and devices and to conduct preventive and corrective maintenance (Appendix 7/12).

Moreover, there is a sub-department named “Department of University Safety and Security”; it falls organizationally under the General Department of Supportive Services. It provides guard and security for facilities and equipment in all the University buildings. Thus, all the University’s buildings and facilities are provided with all the requirements of safety and security such as fire extinguishers, water hoses, warning alarms and first-aid boxes (Picture 1).

To maintain the security of all employees, buildings, facilities and equipment, the Department of Safety and Security announced the instructions of safety and security, evacuation, and the proper use of fire extinguishers, in addition to instructions on dealing with fires and hazards such as floods and heavy rains and keeping buildings and devices in a proper status. These safety practices and instructions are done periodically via several means such as posters, the University website and broadcasting them on large display screens that are available at all University buildings. Also, they are circulated by the Department of Safety and Security on all the academic and administrative units (Appendix 7/13).

The Department of Safety and Security provides emergency exits and their signboards. In collaboration with the Civil Defense of Najran province, it also holds training courses for the University employees on dealing with fire.

To protect the properties, the Department of Safety and Security secures vehicle access to the University campus by issuing special permits for car entrance. It also provides security during night who assures closure of all the main doors of the buildings after the end of the working day. Surveillance cameras were also installed in the University's buildings under the supervision of the Deanship of Information Technology and Communication. To protect devices, it provides code numbers for all the computers, printers, and other devices to secure their entry, exit and transition.

It should be noted that the mechanisms of the optimal use of facilities (elevators, Internet, safety and security means and more) are announced in all the University departments (Appendix 7/14). 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.

#### **7.4 Information Technology**

Najran University prepared its first strategic plan (1433-1438 H) on many pillars, one of which is transition from paper to electronic based transactions, and the provision of all the needed fund and human resources for that. In this context, the Department of Information Technology was converted to be the Deanship of Information Technology and Communication. Also, the program of "E-correspondence Tracking System” was established in order to prevent paper based-transactions and to reduce the documentary circle. The Deanship of Information Technology and Communication appropriately and sufficiently provides computers for all the faculty members, students and personnel (Appendix 7/15). Furthermore, the University received Abha award for information technology (1433 H) for the modern interactive services of the University website.

The University updated its website in Arabic and English by the following actions:

- Forming a committee headed by the supervisor on the University website for updating and translating it into English (Appendix 7/ 16)
- Preparing a complete study on its current status (Appendix 7/17).
- Preparing the organizational structure of NU website (Appendix 7/18)
- Translating the University sub-websites which include 4 vice rectorships, 14 colleges, 11 supporting deanships, 7 centers and institutes, and 10 general departments as well as the scientific incubator and Prince Mishaal bin Abdullah Chair. Translators were distributed to those sub-websites to translate them into English (Appendix 7/19)
- An official of updating the University's English and Arabic databases and information was appointed. About 80 % of the databases was updated (Appendix 7/20)
- Preparing a periodic plan for the website maintenance following a planned schedule (Appendix 7/21)
- Preparing a training plan for improving the efficiency of the officials of the major website and sub-websites (Appendix 7/22)
- Holding some courses of the training plan (Appendix 7/23)
- Applying a questionnaire investigating the perspectives of the University employees about the Arabic and English versions of NU website (Appendix 7/24)

A questionnaire was regularly applied in order to investigate the faculty members' perspectives about the adequacy of computer equipment which is considered a requirement for effective teaching. The questionnaire was applied five times from 1434/1435H to 1437/1438H and then benchmarking was conducted to the Arabian Gulf University in Bahrain which outperformed Najran University. In the Arabian Gulf University, the satisfaction with the provision of requirements of utilizing effective teaching styles was rated 79% while in Najran University it was rated 76.4%. The questionnaire items included a complete axis about information technology that was distributed to all the University colleges. The questionnaire included the following elements (Appendix 7/25):

- The availability of computer laboratories to serve the University employees.
- Technical support to help the ITC stakeholders; namely students and faculty members.
- The availability of general rules organizing the acquisition and replacement of devices and software at the University.
- The availability of security systems to protect the privacy of information related to the individuals or the University.
- The provision of training courses for faculty members to ensure the effective use of computers and teaching software.
- Coordination between the programs software to ensure their compatibility
- The availability of security systems to protect devices against viruses coming out of the University

Moreover, the faculty members satisfaction with communication technology provided by the University in 1437/1437H was evaluated (Appendix 7/26). In the second periodic evaluation, the



overall level of faculty members' satisfaction with communication technology was rated (79.47%) with an arithmetic average of (3.97) on a five-typed scale. It is noted that the degree of the faculty members' satisfaction with communication technology in Najran University increased.

In the same context, the University website was evaluated in 1437/1438H by the stakeholders (Appendix 27/7). The percentage of stakeholders' satisfaction with the University portal was (83.4%) with an average of (4.17) on a five-typed scale. The questionnaire included three main domains: the website design, content and usage.

The University website also provides student services such as admission, electronic registration, exams results and filling questionnaires. Other services such as academic, administrative, financial and visitor services are also available through the website. Each college and department at the University has its own website. There are websites established especially for workshops, trainings and the profession day at Najran University. The University portal announces demonstrators' applications, post-graduate studies applications and academic and administrative job vacancies.

The strategic plan of NU included multiple projects related to information technology such as a project of E-correspondence tracking system all over the University named "Expanding the scope of E-correspondence Tracking System services to all the University employees" (Project Code 4/7). The final report of this project was presented in Raby` al-awal 1435 H. Also, a project was implemented in the third stage of the strategic plan of NU and it still extends to the fourth stage (Code No. 4/8) "Establishing a mechanism for following-up and evaluating the efficiency of the electronic administration".

The University fully implements the system of e-government; it is one of the best three universities in KSA according to the classification of "Yesser" (the University website on 10/03/1432 H). The University's website provides many services such as the employees E-correspondence tracking system. The percentage of applying this system among the administrative and academic leaders is 100%, among faculty members is 98%, and among administrator is 96%. However, it highly decreases among students and demonstrators.

In order to solve problems in colleges of girls and in e-learning, the strategic plan of Najran University included a project to provide effective means of communication between male and female sections, as part of the plan's fifth strategic objective "Improving learning resources in line with the standards". Information Technology plays a vital role in the implementation of this project to solve such problems.

The Deanship of Information Technology and Communication provides the technical support necessary for faculty and students such as maintaining computers and their components. Furthermore, it provides the University employees with all electronic services such as dispensing devices, opening electronic accounts, updating data and programs, providing self- service gate for the personnel and faculty, installing and maintaining programs, connecting to the Internet, and handling damages or repairing them by phone or the website of the Deanship. It is noted that programs and devices were renewed, replaced and updated which would always ensure providing modern genuine software at the University and which would be in line with the intellectual property rights and ensure compatibility between different systems.

The Deanship of Information Technology and Communication protects all the data related to the University and information security either data of colleges and different departments or personal data of individuals. In this context, the University provides protection against viruses and harmful programs, operating systems of networks and Communication, and information security systems protecting all the information of the University and its employees and protecting devices against viruses. Those programs are periodically and continually updated. The Deanship issues important circulars to inform all the employees about the regulations of using the Internet such as the prohibited access from any networks other than the University network, preventing the use of any device to access the Internet at the University, and those who use external communication devices to access the University network will be subjected to investigations by the competent authorities. The Deanship also directs the employees to the need to be cautious when using the University network in order to protect it and its equipment as stated in the instructions of using the University network (Appendix 7/28).

Computers are connected to high speed Internet and are available for all the faculty members. Other auxiliary equipment and teaching aids such as data show and smart boards are also provided. In addition, multiple training courses were held for the faculty members in the field of modern software used in teaching, student evaluation and administrative affairs (Appendix 7/29). Also, the Deanship of E-learning held some courses such as the preparation of electronic courses. It also provides electronic lectures for the affiliated students through an integrated studio and it also provides the necessary software and devices. 500 lectures were electronically prepared in all the subjects of the first and second levels of affiliation.

Then, the Black Board system was connected to the system of the database of admission and registration. The systems of E-learning were activated 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.

Information technology is effectively applied to all the administrative systems by the “E-correspondence Tracking System”. The University adopted the slogan “Paperless University/Electronic University” which helped to completely adopt the policy of information technology in its administrative systems, reports and communication. Therefore, the University was one of the best three universities of Saudi Arabia in transition from paper to electronic based transactions (transition to e-government transactions) (Yesser).

### 7.5 Student Residence

Student residence started to receive students in 1435/1436H. It includes 6 towers for about 1200 male and female students. It is located inside the new university city and it is well established. Its healthy environment provides appropriate facilities, as follows:

- A medical center in the University City providing medical services for students in the residence as well as an ambulance (Appendix 7/30).
- Student residence is provided with Internet service; regulations of using it by the students were set up and informed to the students (Appendix 7/31).

- Providing nutrition for the students in the University City. The competent department was assigned (Appendix 7/32).
- A decision was issued to assign the party responsible for supervising and following-up laundry services in the University City (Appendix 7/33).

Students are accepted in the University residence according to the conditions stipulated in Najran University bylaw related to the acceptance of students in the residence (Appendix 7/34). Candidate students are medically examined according to the form prepared by the Deanship of Student Affairs (Appendix 7/35).

Some areas of the residence were allocated to cultural and sporting activities. The first stage of the sport stadium (Picture 3) and some sports halls next to the residence were opened. Also, the residence is provided with a meeting hall and two mosques in the first and third floors.

The residence is supervised by a group of experienced and efficient officials of the Deanship of Student Affairs. They are BA or MA holders and they have got some educational qualification. To maintain the cleaning of the student residence, the Dean of Student Affairs assigned an official responsible for supervising the cleaning and maintenance works in the residence. The decision also explained his tasks (Appendix 7/36). It is noteworthy that cleaners are provided for the residence on two shifts (morning and evening) in accordance with the Department of Services and Maintenance. Security and guard are provided for the residence and its equipment in accordance with the Department of University Safety and Security.

The residence contains a restaurant serving meals for students, two mosques and a good studying hall. Also, there are appropriate vehicles for transporting students twice daily from the housing to their colleges which all are located inside the campus.

Students' residing in the housing is organized by the regulatory bylaw (Instructions for the student housing). Students are informed of those rules and they have to abide by them (Appendix 7/37).

The University projects of the item no. 40 of the 10<sup>th</sup> Development Plan (1436/1437H– 1440/1441) (2015 -2019), included a project named “Signboards in the University City” (Appendix 7-38).

**Overall Evaluation of Quality of Standard 7.** Refer to evidence obtained and **provide a report** based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

The quality level of this standard is very good. The University abided by applying the practices related to the standard. It gives prior attention to planning and, in implementing its vision and mission; it depends on three primary long-term plans: The strategic plan of NU, the 10<sup>th</sup> Five-year Development Plan in Saudi Arabia, and the Strategic Plan of Higher Education in Saudi Arabia (Aafaq). 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 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 after detailed consultation with the stakeholders in the male and female sections.

The University is keen on developing and administrating the facilities and equipment in order to meet its needs. Thus, the projects were effectively implemented; the cost of these projects reached 583,660.000 SR forming 54% of the total budget of 1434/1435 H rated 1,079,175.000 SR. The project budget was the same in budgets of the following years which were amounted 1,224,141 SR in 2015 and 816,758 SR in 2016

The buildings, grounds/floors and toilets of Najran University are hygienic and clean. The University contracted with a cleaning company. All the facilities and equipment are well maintained in order to ensure that they work efficiently. There is a plan for annual maintenance for administrating the University facilities. All the buildings are provided with safety and security systems (warning alarms, fire extinguishers, water hoses and first aid boxes).

Najran University is keen on surveying the faculty and student satisfaction with the adequacy and quality of facilities and equipment. Thus, necessary questionnaires were designed, applied and evaluated by the Unit of Performance Measurement in the Vice Rectorship for Development and Quality in order to periodically assess the satisfaction of faculty members with the five sub-standards of the seventh standard "facilities and equipment" since 1434/1435H. In this context, Najran University adopted the Arabian Gulf University in Bahrain as a benchmarking university.

The University is provided with areas for the prayer in all colleges, sun shades and green areas for students' usage. In addition, parking lots for students, faculty members and all the University employees are provided. As for those with special needs, the University has accommodated all the entrances of the buildings to be suitable for their movement. In addition, it has provided the required equipment for male and female students in order to participate in different activities that fit their interests and needs in accordance with the Islamic values.

The electronic system of Najran University includes lists for all the University equipment (Department of Inventory Control). 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.

To maintain the security of all the employees, buildings, facilities and equipment, the Department of Safety and Security announced the instructions of safety and security, evacuation, and the proper use of fire extinguishers, in addition to instructions on dealing with fires and hazards such as floods and heavy rains and keeping buildings and devices in a proper status. These safety practices and instructions are done periodically.

The University updated and completed its website in Arabic and English. A questionnaire was applied in order to survey the faculty members' perspectives about evaluating the adequacy of computer equipment. The website also provides student services such as admission, electronic registration, exams results and filling questionnaires. Other services such as academic, administrative, financial and visitor services are also available through the website. Each college and department at the University has its own website.

The Deanship of Information Technology and Communication provides the technical support necessary for faculty and students such as maintaining computers and their components. Furthermore, it provides the University employees with all electronic services such as dispensing devices, opening electronic account, updating data and programs, providing all the electronic forms, providing the self- service gate for personnel and faculty, installing and maintaining software, connecting to the Internet, and handling damages or repairing them by phone or by the website of the Deanship. It is noted that programs and devices were renewed, replaced and updated which would always ensure providing modern genuine programs at the University and which would be in line with the intellectual property rights and ensure compatibility between different systems.

Information technology is effectively applied to all the administrative systems by the “E-correspondence Tracking System”. The University adopted the slogan “Paperless University” which helped to completely adopt the policy of information technology in its administrative systems, reports and communication. Therefore, the University was one of the best three universities of Saudi Arabia in transition from paper to electronic based transactions (transition to e-government transactions) (Yesser).

Student residence started to receive students in 1435/1436H. It includes 6 buildings for about 1200 students. It is located inside the new university city and it is well established and has got a healthy environment. Students are accepted in student residence according to the conditions stipulated in Najran University bylaw related to the acceptance of students in the residence. The residence is supervised by a group of experienced and efficient officials of the employees of the Deanship of Student Affairs.

#### **Strength:**

- 1- Establishing the new University City on an area of 18 million m<sup>2</sup>.
- 2- The availability of the University strategic plan (1433-1440H).
- 3- The positive effects of establishing the new University city. It caused a cultural and urban quantum leap in Najran; it caused the increasing of the urban area in the city.
- 4- Providing job opportunities and large investment projects in Najran region. Those projects provide services necessary for the University and its faculty and students.
- 5- The University academic leaders (Vice Rectors) supervise all the University's executive departments.
- 6- Fully applying the e-government system at the University which would provide a gate for the faculty, personnel and students and provide all the electronic services for the University employees.
- 7- There are computers and software for all the faculty and personnel all over the University.
- 8- The Deanship of Information Technology and Communication provides technical support of software, maintenance of devices, networks and communication, and computers for all the University employees.
- 9- Holding many training courses for the faculty and personnel covering all the training areas.



- 10- Surveying the stakeholders' perspectives about the efficiency and adequacy of facilities, equipment and technical staff.
- 11- Providing electronic lectures for the affiliated students through an integrated studio and providing the necessary software and devices.
- 12- Establishing a housing compound for boys and another one for girls in the new University City.

**Recommendations for Improvement:**

- 1- Providing transportation between the new University City and Najran city in order to facilitate the movement of students, faculty, service providers and reviewers.
- 2- Giving more attention to landscaping and green spaces (green belt around the borders of the University City).
- 3- Providing adequate signboards indicating the entrances and exits of the campus as well as inside colleges.
- 4- Providing transportation all the day between the colleges on campus.
- 5- Increasing the number of study rooms.
- 6- Increasing the number of training courses for faculty members to ensure the optimal use of computers and modern technology in the field of teaching.
- 7- Continually holding practical training for the university employees on issues of safety and security such as evacuation and fire extinguishing.

**Priorities of implementation:**

1. Increasing the number of study rooms.
2. Increasing the number of training courses for faculty members to ensure the optimal use of computers and modern technology in the field of teaching.
3. Providing adequate signboards indicating the entrances and exits of the campus as well as inside all colleges.

**Appendices:** (Attachments: 2)

**Link:** <https://goo.gl/gQjNq3>

## 8. Financial Planning and Management (Overall Rating ☆☆☆Stars)

*Financial resources must be adequate for the programs and services offered and efficiently managed in keeping with program requirements and institutional priorities. Effective systems must be used for budgeting and for financial delegations and accountability providing local flexibility, institutional oversight and effective risk management.*

*Provide an explanatory report describing budgeting, financial planning and funding submission processes and arrangements for an audit. The explanation should include a list of financial reports that are prepared. Information should be given about levels of financial delegation within the institution with reference to other documents that set out institutional policies and regulations relating to these delegations.*

**Provide a description** of the process for the preparation on this standard.

**To fulfill the standard, the following measures have been taken:**

- His Excellency, the Rector took a decision for approving the organizational structure and the formation of the high, main and sub committees of the University Academic Accreditation Project (Appendix, 8/1). The structure comprises a sub-committee of the infrastructure domain represented in three standards: facilities and equipment, planning and financial management, and recruitment processes. It illustrates the main tasks of the competent committee.
- Sub teamwork was formed to define the requirements of the standard, which involves sub standards and practices, according to the decision of the organizational structure accreditation and the formation of the institutional accreditation team.
- Defining the timetable of the tasks assigned to the team of the standard self-study.
- Utilizing some significant documents when comparing the University performance in the whole relevant practices, such as:
  - Self-evaluation scales of higher education institutions, issued by NCAAA in 2015. Accordingly, the standard practices quality has been evaluated through investigating the documents and appendices.
  - The preliminary SSR of NU in 1432 H.
  - The final SSR of NU developmental evaluation project 1436H.
  - NU Strategic Plan (1433/1438 H.) and SWOT analysis results.
  - The statistical reports of the results of the questionnaires and surveys relevant to the standard practices.
  - NU strategic plan projects which were implemented in the first, second, and third stages as well as those which are under implementation in the fourth stage, as well as the documents of facilities and equipment in the implementation of the projects.
  - The Advisory Board minutes of the Vice-Rectorship for Development and Quality.
  - The reports of the General Secretariat for NU strategic plan follow-up and implementation.
  - The minutes of the standing committee of NU strategic plan follow-up and implementation.
  - Identifying the information resources and competent bodies, such as colleges, supporting deanships and administrations (Deanship of Development and Quality, General Administration of Financial Affairs and Unit of Statistics and Information) which possess

the required documents and appendices.

- The standard accomplishment necessitates the following documents and appendices:
  - The University Strategic Plan.
  - Financial reports of the University budget (Budget Administration).
  - Reports of the General Administration of Financial Affairs and its sub-administrations.
  - Comptroller's reports.
  - Regulation of the financial affairs in Saudi Universities (issued by the Council of Higher Education, Decision No.6/2 on 11/6/1426, and the approval of the Custodian of the Two Holy Mosques, on 27/6/1416).
  - Report of the annual closing account of the budget (Financial Administration).
  - Regulation of Rector's delegations over the present year.
  - Annual statistical reports of NU.
  - Report of financial resources adequacy from the perspective of faculty members.
- Preparing self-evaluation scales of the eighth standard according to the template of Academic Accreditation and Evaluation Center at Education Evaluation Commission (EEC).
- Preparing the first draft of the standard SSR.
- Reviewing the report by Self-Study Committee.
- Modifying the report according to the comments of the Self-Study Ccommittee.
- Taking independent opinion into consideration.
- Creating the final report after obtaining independent opinion

## Report on sub-standards

### 8.1 Financial Planning

The budget of the University goes in line with its mission and strategic objectives. Such compatibility is obvious in the University strategic plan (Appendix 8/2), which is based on six strategic determinants, involving twelve objectives. The second strategic determinant "Supportive Environment" comprises four objectives as follows:-

1. Enhancing and investing in University facilities as well as utilizing new technology.
2. Improving learning sources in line with the universal standards.
3. Providing excellent services and support for students.
4. Developing the financial and administrative systems according to the total quality standards.

**Furthermore, the University has added the following aspects to its policies:**

- ✓ Activating the strategic plan through administrative decisions considering the University's strategic plan as a part of the development and preparation of the draft budget.
- ✓ Financial proposals of the program plans are the cornerstone on which the University depends when preparing its annual financial plan. Also, the University abides by establishing systems that enable the programs to identify and follow-up their funds.

Over the past years, the University provided all the requirements of the educational and research process, faculty member salaries and rewards as well as student services and rewards. Furthermore, according to the Royal Decree No. 7/9045 dated 27/6/1416 H. as well as the financial affairs executive rules of the Council of Higher Education No. 6/2 dated 11/6/1416 H., the University has made great accomplishments in the campus projects in order to provide the supportive environment of learning and teaching which helps in achieving the University mission and strategic objectives.

The Rector approves the annual budget after being discussed with Deans of Colleges, Supporting deanships and directors to define the essential requirements. Then, the University Council reviews the project that should be endorsed and completes its forms to be sent to the Ministry of Finance according to the applicable financial regulations. Such measure assures that financial resources are sufficient, so programs, units and administrations will do their work with no risks or threats. Rates of income and expenditure, on the long run, are taken into account. Eventually, the UC endorses the budget and the Rector issues a resolution at the beginning of the fiscal year. General Administration of Financial Affairs is in charge of the whole financial affairs. It has a general supervisor headed by Rector. It also comprises the following sub-managements:

- ✓ Budget and Planning Department.
- ✓ Financial Department.
- ✓ Purchasing Department.
- ✓ Warehouses Department.
- ✓ Inventory and Custody Control Department.

The Financial affairs' executive rules, set out in the Education regulations (Appendix 8/3), stipulates that the budget shall be divided into (4) sections:

Section I: salaries, allowances and wages.

Section II: expenditures and operation.

Section III: programs and maintenance, cleaning and security contracts.

Section IV: new projects and construction.

Sections I, III and IV are centrally administered by the University Administration. However, operation expenditures of laboratory devices, chemicals, furniture, teaching requirements, raw materials, maintenance, spare parts provision, and buildings repair, stated in section II, are disbursed upon the needs of the units, colleges or different departments.

It should be noted that the cost of implementing the development projects of the university strategic plan is taken into consideration in preparing the fifth financial plan. Spending on the projects included in the strategic plan of the university is prioritized. The projects of the strategic plan of the university have been involved in the university projects included in the 10<sup>th</sup> development plan (1436/1437 H. - 1440/1441 H.) (2015-2019) (Appendix 8/4).

General Administration of Financial affairs meets the requirements of the new programs, equipment or facilities. It supports this by the appendices of work plans relevant to such projects which the University's comptroller reviews before being sent to the Ministry of Finance for approval. Additionally, rates of expenditure on salaries and other aspects comparing to the rate of total

expenditure are controlled to manage any deficit that may arise in the budget items. In this regard, the University has included in its strategic plan some policies related to the financial management and planning, such as:

- ✓ Establishing a system relevant to assessment and follow-up of budgets and expenditure plans.
- ✓ Cooperating with the Ministry of Finance to review the carryover system so as to give flexibility to the financial plan.
- ✓ Conducting risk assessment studies and creating plans to interact with them.

The General Administration of financial affairs has a system to evaluate and follow up the relation between the budget expenditure plans using latest accounting E-Systems, such as E-accounting system approved by Ministry of Finance. It comprises three substantial interfaces: I. The University budget, II. Budget items and disbursement and III. Various aspects of disbursement. The program also involves various options which illustrate the connection between budget and the disbursement aspects (Appendix 8/5).

All scientific departments define their financial needs when drafting the budget so that it shall include all essential requirements for learning process, either for faculty members, scientific equipment, or laboratories for both male and female sections. Relevant templates are available, so they are officially sent on the E-corresponding tracking system. Being filled in, the templates are forwarded to the budget administration to be added after the approval of the competent departments. Such mechanism is applied to male and female sections (Appendix 8/6).

NU does not resort to borrowing as a financial strategy to increase its capabilities instead of using it to meet the unforeseen short-term operating expenses. The University is not entitled under the law to obtain loans to finance or cover the unforeseen financial burdens. Disbursement shall be implemented according to the budgeted appropriations. The amounts allocated in a particular item may be transferred to another item. Transference must be agreed upon in advance and in accordance with the regulations and laws and the approval of the Ministry of Finance.

To provide some financial resources essential for Female Colleges' equipment and to implement some strategic plan projects, NU has adopted a policy of diversifying income sources. It has previously resorted to the Higher Education Fund and the Standing Committee which handles the circumstances in Female Colleges (Appendix 8/7). Nevertheless, funds provided by the Saudi government, under the auspices of the Ministry of Finance, are the primary supplier of NU budget. The new establishment of Najran University and its geographical location, as a border zone with Yemen, has prevented the construction of massive regional economic projects, so it substantially relies on the governmental finance. However, it could provide some self-resources, represented in other systems and securities, fines and sanctions, rents and premiums, and other miscellaneous revenues, rating SAR 1.800.000 in the fiscal year 1434/1435 H. (Table 8/1) reveals that the sum remarkably declined to SAR 955.175 in the fiscal year 1436/1437H because the revenue of systems and other securities reduced due to lack of competitions and statements of work relevant to the University projects which revealed such item in 1434/1435 H.



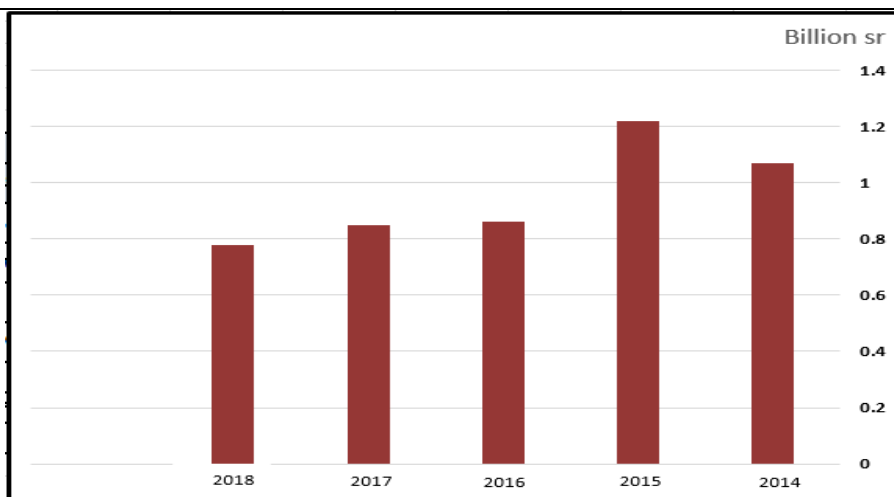
**Table (8/1) NU self-resources in 1434/1435-1436/1437H**

Account	Account No.	Revenues/SAR 1434/1435	Revenues/SAR 1436/1437
Other systems and securities	8821	1.400.000	285.000
Sanctions and fines	9101	250.000	583.557
Rents and premiums	9001	-	86.600
Other Revenues	9103	150.000	-
Total	-	1.800.000	955.175

It is important to note that the budget of the University has doubled in only four years (Table 8/2). This shows the interest of Saudi government in supporting the higher education. The budget increased from SAR 536.967 to SAR 1,172,000,000 in the fiscal year 2014, with an increase of SAR 92,825 million compared to the budget of the fiscal year 2014. The increase reached to SAR 1.224.141 in 2015 H. Whereas, it declined to SAR 816.758 in 2016, and reached 857,080,000 SR in 2017 and 782,681,000 SR in 2018 (Figure 8/1) because of the current crisis in southern region, the participation of Saudi Arabia in the war, and the decline in the world price of oil. Accordingly, the budget of the Kingdom declined to \$ 224 billion and the budget of Saudi universities, including NU, diminished as well.

**Table (8/2) Development of NU's budget during the period 2010-2018 (SAR)**

Fiscal Year	<u>Section I</u> (Salaries, allowances and wages)	<u>Section II</u> (expenditure and operation)	<u>Section III</u> (programs & contracts of maintenance, cleaning and security)	<u>Section IV</u> (new projects & construction)	Total (million)
2010	101.676	149.817	27.329	258.145	536.967
2011	104.000	153.190	31.891	340.976	630.057
2012	159.000	168.844	39.548	398.956	766.348
2013	217.200	226.307	52.008	583.660	1.079.175
2014					1.172.000
2015					1.224.141
2016					816.758
2017					857.080
2018					782.681



**Figure (8/1) Development of NU's budget during the fiscal years 2014-2018**

In addition, the budget of the University has been increased, where all sections of the budget are consolidated by additional sums in addition to the original appropriations through addendum and transfers from the Ministry of Finance. Numbers in Table (8/2) show the increase of appropriations (total amounts of funds after addendum), as well as the value of the amounts disbursed during the period 1430/1431-1436/1437H.

**Table (8/3) Additions, transfers and actual disbursing in NU's budget during the period from 1430/1431 to 1436/1437 H. (SAR Million)**

Fiscal Year	1430/1431		1431/142		1432/1433		1433/1434		1434/1435
Budget Sections	Fund after modification (Addendum)	Actual Disbursing	Fund after modification (Addendum)	Actual Disbursing	Fund after modification (Addendum)	Actual Disbursing	Fund after modification (Addendum)	Actual Disbursing	Fund after modification (Addendum)
Section I	87176	74945	101676	33477	188200	181860	241600	241555	340200
Section II	161139	159012	141696	33759	195601	195331	206417	206090	228560
Section III	21141	21130	27329	1944	31805	31027	45683	44235	75270
Section IV	291027	283095	258145	62515	628360	627868	669448	669109	665980
Total	560484	538185	65288	131696	1043966	1036089	1163148	1160989	1310000

Comparing the budget of NU, whose students' number is 31580 to the budgets of both Jazan University, whose students' number is 61000 (according to Jazan University website), and Al-Qassim University, whose students' number is 55000 (Al-Qassim University website) and investigating the results of table (8/4) indicating that the increase in the budget of NU is almost double the increase in the budget of Jazan University and almost equal to the rate of increase in Al-Qassim University in the fiscal year 1435/1436H. However, it is obvious that the budget of the three universities declined in 1436/1437H, except for Al-Qassim University, because of the kingdom participation in war in Yemen and the low price of oil.

The student's share of NU budget in 1434/1435H amounted to SAR .48.368; it is higher than its counterpart in the budget of Jazan University, i.e. SAR 30.551 and Al-Qassim University, i.e. SAR 44.895 Riyals. While, it remarkably reduced in 1436/1437H to SAR 25.863 in NU, SAR 28655 in Jazan University, and SAR 47360 in Al-Qassim University.

**Table (8/4) Budgets of three Saudi universities: NU, Jazan University and Al-Qassim University during the period 1434/1435-1436/1437 H.**

University	Budget in the fiscal year 1434/1435H (thousand Riyals)	Budget in the fiscal year 1435/1436H (thousand Riyals)	Increase in budget	Budget in the fiscal year 1436/1437H (thousand Riyals)
Jazan	1.771.953	1.851.160	79.207	1.747.985
Qassim	2.334.550	2.565.440	230.890	2.604.821
Najran	1.079.853	1.172.000	92.147	816.758

Such funding has enabled NU to be a comprehensive university which involves the whole specialities required for labour market. Currently, 31580 students study in 14 colleges: including Colleges of Medicine, Dentistry, Applied Medical Sciences, Pharmacy, Nursing, Engineering, Computer Science, Administrative Sciences, Sharia and Fundamentals of Religion, Science and Arts, Education, Community and Languages and Translation. The State's great support shall enable the University to complete its projects, to achieve excellence and to be at the forefront of other universities by considering its educational facilities, buildings and teaching cadres. Accordingly, quality and level of specialities will be positively impacted in the future.

Rate of expenditure disbursement increases annually. More than half of total expenditure is allocated for the fourth section (new projects and construction). Rate of disbursement remarkably increased in the budget of 1436/1437 H. Although the budget was SAR 816,758 million, the expenditure was SAR 1,224,141. Accordingly, SAR 407,383 million was added as a result of the university's needs, especially the expenditure for the new construction. Aspects of disbursements were distributed as follows: SAR 32,625 million for the first section (salaries, allowances and wages), SAR 185,995 million for the second section (expenditure and operation), SAR 66095 million for the third section (programs and contracts of maintenance, cleaning and security) and SAR 598137 million for the fourth section (new projects and constructions). (Figure 8/2) indicates the rate of expenditure disbursed from the University's total budget (original appropriation, addendum and transfers) during the period from 1431/1432 H. to 1436/1437 H.

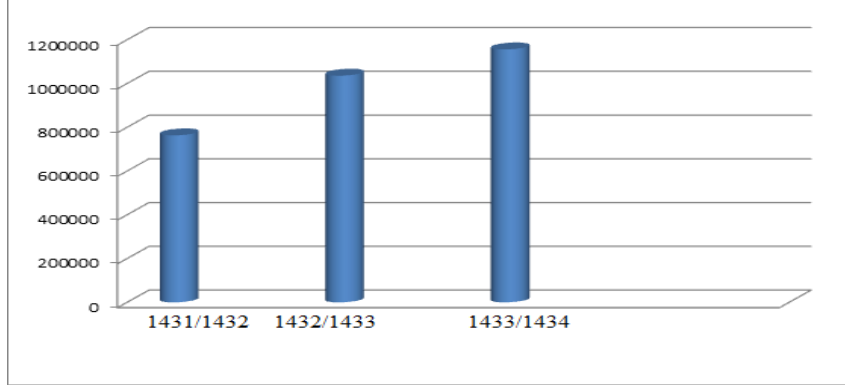


Figure (8-2) Rate of expenditure disbursed from the University's total budget during the period from 1431/1432 H. to 1436/1437 H.

To reduce rate of expenditure through grants, the University established a comprehensive library, established by Prince Mashaal Bin Abdullah (Prince Mashaal Library) as well as a Prince Mashaal Chair for Endemic Diseases as a grant provided by donors.

The University sets its annual financial plan according to the rules set by the competent departments. The Ministry of Finance sends a letter to the University to determine its needs in the new fiscal year. The university prepares its budget draft and estimates the annual expenses of the units and their activities as well as the administrations. The Ministry of Finance, Ministry of Civil Service and Ministry of Economy and Planning study the University's proposal. The Ministry of Finance provides the University's needs according to its requirements and the financial report submitted by the University over the last five years. If it weren't for such report, the Ministry wouldn't provide the financial needs. Eventually, the budget is approved and announced.

#### Complete a KPI Table for sub-standard 8.1.

##### KPI Table

KPI: total operating expenditure (other than accommodation and student allowances) per student.

NCAAA KPI Reference Number: S8.1

Institutional KPI Reference Number: \_\_\_\_\_

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
SR 15.122	SR 20.000		Cairo Univ., Egypt	Arabian Gulf Univ., Bahrain	King Khalid Univ., KSA	SR 20.000
			-	-	29.727 SR	

##### Analysis (list strengths and recommendations):

The student's total expenses at Najran University amounted to SR 15,122, which is a low rate compared to the student's total expenses at King Khalid University. This illustrates the low budget of Najran University, which constitutes only one third of the budget of King Khalid University. It is obvious that such indicator isn't available in Arabian Gulf University in Bahrain and Cairo University in Egypt.

\* Explain:

1. Why this internal benchmark provider was chosen?

This internal benchmark is chosen because of the availability of the data from previous years.

2. How was the benchmark calculated?

Total budget allocated for the expenses of learning process/ Total number of the University students.

3. Name of the internal benchmark provider.

Performance Measurement Unit, Najran University.

\*\* Explain:

1. Why this external benchmark provider was chosen?

The external benchmark provider was chosen because it is near to Najran area and due to its good academic reputation locally and regionally.

2. How was the benchmark calculated?

Total budget allocated for the expenses of learning process/ Total number of the University students.

3. Name of the external benchmark provider.

King Khalid University in Abha.

## 8.2 Financial Management

According to the regulations of the Ministry of Education, the financial administration of the universities is organized; each university has its own independent budget issued by a royal decree specifying its revenues and expenses. The General Administrative of Administrative and Financial Affairs at NU supervises all financial and administrative affairs at the university and the application of financial regulations, decisions, instructions, and systems at the university and makes sure of their proper and effective performance, especially the regulation concerning the financial affairs in universities (Appendix 8/8).

The General Administrative of Financial Affairs, chaired by the Rector, comprises five major departments: Budget and Planning Management, Financial Management, Purchasing Management, Warehouses Management, and Inventory and Custody Control Management. These five major departments ensure distribution of competencies and flexible accomplishment of tasks. A Saudi competent faculty member occupies the position as general supervisor of financial affairs. The General Auditing Bureau monitors the budget. Board of Education establishes the provisions of pre-disbursement financial monitoring which Ministry of Education, Ministry of Finance and Economy and General Auditing Bureau prepare.

Directors of academic and administrative organizational units are in charge of financial expenditure in NU. 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. Audits indicate adherence to regulations and the requirements of preparing official financial reports. The organizational handbook of NU comprises the financial power and delegation (Appendix 8/10).



According to Article 3 of the Financial Affairs Regulation of universities, NU prepares its draft budget through coordination with the University's academic and administrative units, estimating expenses and clarifying the relevant justifications (Appendix 8/11). Then, the Rector submits the draft budget to the University Council for approval before being sent to the Minister of Education and the Ministry of Finance which is entitled to modify its aspects.

The Ministry of Education defines systems of financial accounting in the University and their regulations. Also, the Ministry of Finance specifies its regulations. Such systems involve accurate monitoring of expenditure and adherence to budget because they are electronically linked to the Ministry of Finance through an electronic program (Appendix 8/5). The impact resulted will be assessed on the University's annual budget projections. The university's financial officials explain any discrepancies between rates of expenditure and actual expenditure according to any developments, and provide relevant appendices, evidence and proof. Consequences regarding the expectations of the university's annual budget are investigated.

Accounting systems of the University are consistent with the professionally accepted standards of financial accounting. They are consistent with the laws and regulations which stipulate the presence of a comptroller and an assistant or more according to the amount of work. The UC issued a decision concerning such systems. Financial monitoring incorporates two stages as follows:

#### **1. Financial Monitoring prior to Disbursement**

The UC should appoint a comptroller and an assistant or more according to the Rector's nomination of those who meet the legal requirements and for a period of 3 years (Article 20 of the Financial Regulation of Higher Education Council and Universities). The comptroller is assigned to perform the following:

1. Making sure that disbursement and collecting processes follow up the Regulations of Higher Education Council and Universities (Article 22 of the Financial Regulation of Higher Education Council and Universities).
2. Disbursement shall not be conducted without the comptroller's authorization, whether it is a payment order, check or transfer (Article 23 of the Financial Regulation of Higher Education Council and Universities).
3. Verifying that all the current and non-current funds/assets of the University are used for the specified purposes and that the competent departments have adequate procedures to ensure the integrity and proper use of these funds. (Article 27 (A) of the Financial Regulation of Higher Education Council and Universities).
4. Following-up of the stipulated financial and accounting regulations and verifying their application, sufficiency and appropriateness as well as submitting proposals to the Rector. (Article 27 (B) of the Financial Regulation of Higher Education Council and Universities).
5. Checking custody and safes every 3 months to make sure that no amounts remain in these two items (Article 27 (C) of the Financial Regulation of Higher Education Council and Universities).
6. Ensuring the application of warehouses rules and controlling inventory process and the intactness of its procedures. (Article 27 (D) of the Financial Regulation of Higher Education Council and Universities).

## 2- Financial Monitoring after Disbursement

The University Council appoints an external auditor, who meets the legal requirements, for renewable fiscal year.

The external auditor is entitled to:

2. Access all records and documents and request any data and clarifications to verify the University assets and liabilities.
3. Review the university account and submit a report to the Rector every three months.
4. Review the University's final annual account and its financial status, and submit a report to the Rector within two months after the fiscal year. (Appendix 8/12).

Discrepancy of expenditure or disbursing ratios of the budget sections demonstrates the University's application of auditing and monitoring pre- and post- the disbursement. (Table 8/5) indicates that expenditure ratio of the budget during 1433/1434 H. ranges from 96.8% to 99.9%. Whereas it ranges from 81.1% to 99.1 % of the budget during 1436/1437 H. (Table 8/6)

Table (8/5) Actual expenditure ratios (actual disbursement) of the budget sections in 1433/1434 H.

Budget Sections		Fund after modification	Actual expenditure	Proportion of expenditure or disbursement
Section I	Salaries and wages	241.600	241.555	99.9%
Section II	Operation expenses	206.417	206.090	99.8%
Section III	programs and contracts of operation and maintenance	45.683	44.335	96.8%
Section IV	Projects and facilities	669.448	669.109	99.9%
Total		1.163.148	1.160.989	99.81%

Table (8/6) Actual expenditure ratios (actual disbursement) of the budget sections in 1436/1437 H.

Budget Sections		Fund after modification	Actual expenditure	Proportion of expenditure or disbursement
Section I	Salaries and wages	340.200	276.200	81.1%
Section II	Operation expenses	228.564	226.307	99.1%
Section III	programs and contracts of operation and maintenance	75.270	62.974	83.6%
Section IV	Projects and facilities	665.987	658.660	98.9%
Total		1310021	1224141	93.4%

Budget management has a flexible system which permits turning from a section to another in budget in coordination with the competent departments inside and outside the University. This is conducted according to the instruction of the Ministry of Finance and as an implementation of budget flexibility and of Article (8) of the State's General Budget Decree, and simplifying measures of transference between financial appropriations (Appendix 8/13). Disbursement is totally based on the appropriations of the budget (Appendix 8/14).

### 8.3 Auditing and Risk Management

Financial planning comprises appropriate measures that estimate risks and verifies its appropriateness. 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 shall have financial surplus or another alternative to overcome any expected risk. Furthermore, the plan comprises strategies that reduce risks and provide financial resources that enable NU to face the estimated risks (Appendix 8/15).

The University's Internal auditing Unit, headed by the Rector, carries out internal financial auditing (Appendix 8/16). Its work is independent from that of the departments which are related to General Administration of financial Affairs. Its takes into account the accounting systems which laws of the state and Ministry of finance defined. It is supervised by the comptroller, appointed by the University to fulfill processes of internal auditing before disbursement.

External Financial auditing is annually conducted by an external auditor (Appendix 8/17) who meets the legal requirements for a renewable fiscal year and appointed by the UC. He is entitled to access the University's financial documents and statements, audit its account, submit a report to the Rector every three months and audit its annual final account. General Auditing Bureau significantly participates in the completion of external financial auditing.

The Ministry of Finance follows up the University budget and ensures that disbursement is based on correct items and adheres to the rules and regulations of the Ministry of Finance. Internal and external follow-up reduces potential financial risks. Implementation of projects according to the University's strategic plan diminishes risks as well.

**Overall Evaluation of Quality of Standard 8. Refer to evidence obtained and *provide a report based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.***

The quality level of the standard is very good and its practices are properly applied. NU's budget comprises various sections that ensure equal distribution of revenues and achieve its mission. Cost of the developmental projects of NU's strategic plan is taken into account when preparing the University's fifth financial plan which is consistent with the tenth development plan (1436/1437-1440/1441 H) (2015- 2019).

His Excellency, the Rector supervises the preparation of NU's annual budget and takes delegation decision every new fiscal year. Budget is set after consultation with the competent bodies. Values of income and expenditure, on the long run, are taken into account. There should be a system that permits flexibly and turning from a section to another, conducting transference in budget in coordination with the competent departments inside and outside the University. In addition, male and female scientific departments have to define its financial requirements when setting the budget.

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. Such system involves accounting modern systems. NU also diversifies income resources. General Administration of financial Affairs sets budget as well as financial accounts and monitors all financial affairs. General Administration of Financial Affairs, chaired by the Rector and supervised by a faculty member, comprises five 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. The Financial Accounting systems at the University represent the systems of the Ministry of Education and the regulations of the Ministry of Finance. Such systems, which are electronically connected to the Ministry of Finance, ensure accurate auditing and adherence to the budget.

The budget management has a flexible system which permits transfer from item to another in the budget in coordination with the competent departments inside and outside the University. It prevents expenditure problems at the end of fiscal year. 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 another alternative to overcome any expected risk.

The University Internal auditing Unit, headed by the Rector, carries out internal financial auditing. Its takes into account the accounting systems which laws of the state and Ministry of finance defined and supervised by the comptroller appointed by the University. Whereas, Financial external auditing is annually conducted by and external auditor in addition to General Auditing Bureau

#### **Strengths:**

1. The provision of governmental funding covers all sections of NU budget.
2. General Administration of Financial Affairs oversees all financial affairs of the University, comprises (5) different departments that accurately apply financial rules as well as regulations and work under the direct supervision of the Rector.
3. Planning and Financial Affairs Management aims to achieve Mission of NU according to the priorities of the strategic plan.
4. The Rector's delegations of financial power to vice-Rectors, Deans, and directors achieve flexibility and overcome urgent disbursement problems.
5. Preparation of the draft budget plan is based on consultation with various departments, that it is submitted to the University Council for approval and reported to the Ministry of Finance following the templates previously prepared by the Ministry of Finance.
6. Providing financial accounting systems approved by NU which appoints a comptroller.
7. Providing risks management plan involving a sub-plan relevant to financial risks management in NU.
8. Providing financial affairs E-Systems connected to the Ministry of Finance to ensure monitoring and following-up on the University budget.
9. There is an external auditor for the University

#### **Improvement Recommendations:**

Preparing a future financial plan on the University's academic programs to provide an environment that reinforces learning process in the light of the increased numbers of students and requirements of the labor market.

#### **Priorities of Implementation:**

Preparing a future financial plan on the University's academic programs to provide an environment that reinforces learning process in the light of the increased numbers of students and requirements of the labor market.

**Appendices:** (Attachments: 2)

**Link:** <https://goo.gl/gQjNq3>

## 9. Employment Processes (Overall Rating ☆☆☆Stars)

*Teaching and other staff must have the qualifications and experience for effective exercise of their responsibilities and professional development strategies must be followed to ensure continuing improvement in faculty and staff expertise. Performance of all faculty and staff must be evaluated, with outstanding performance recognized and support provided for improvement where required. Effective, fair, and transparent processes must be available for the resolution of conflicts and disputes involving faculty and or staff.*

Provide an explanatory report about the processes for employment and professional development of teaching and other staff. The explanation should include a description of how colleges and departments are involved in the selection of faculty members, a description of institutional policies on staff development and promotion, and indicators used for monitoring the quality of staff management processes throughout the institution,

**Provide a description** of the process for the preparation on this standard.

The preparation of this standard required several procedures, shown as follows:

- 1) The Rector's administrative decision of adopting the organizational structure and forming higher, major and sub-committees of the University's institutional academic accreditation project (Appendix 9/1). The organizational structure includes a sub-committee for the infrastructure domain, comprising 3 sub-standards, namely facilities and equipment, planning and financial administration, and employment processes. It also explains the main tasks of the committee in charge of the domain.
- 2) A sub-working group was formed to fulfill the requirements of the 9<sup>th</sup> standard, including its sub-standards and practices, within the framework of the decision on adopting the organizational structure and forming the institutional accreditation team.
- 3) Setting out a timetable for performing the tasks of the 9<sup>th</sup> standard's self-study preparation group.
- 4) Relying on several significant documents when comparing the University's performance in all practices relating to the standard, including:
  - Studying the institutional self-evaluation scales of higher education institutions, issued by NCAAA (2015). Thus, the quality of the 9<sup>th</sup> standard's practices was evaluated after referring to and studying documents.
  - Studying the final report of NU's first self-study (1432 H).
  - Studying the final report of NU's Developmental Evaluation Project (1436 H).
  - Studying NU's strategic plan (1433-1438 H) and the results of the University's SWOT analysis.
  - Briefing on the statistical reports on the analysis of questionnaires and surveys relating to some practices of the standard.
  - Briefing on NU's strategic plan projects implemented during the first, second and third stages and those being implemented in the fourth stage, besides examining employment documents



upon the implementation of such projects.

- Briefing on minutes of the meetings of the advisory board of the Vice-Rectorship for Development and Quality.
- Briefing on the reports of the General Secretariat for Implementing and Following up the University's Strategic Plan.
- Briefing on minutes of meetings of the Standing Committee for Implementing and Following-up the University's Strategic Plan.
- Identifying sources of information and contact bodies through which documents and evidence can be obtained, namely:
  - The Deanship of Development and Quality.
  - The Deanship of Faculty and Personnel Affairs.
  - The General Secretariat for Implementing and Following up the Strategic Plan.
  - The Skills Development Unit at the Deanship of Development and Quality for obtaining a list on the training courses provided to the University employees.
  - The Performance Measurement Unit at the Vice-Rectorship for Development and Quality.
  - Unit of Statistical Analysis.

5) Identifying the main documents and evidence required for fulfilling the standard, as follows:

- The University's strategic plan (Appendix 9/2).
- The regulations of the affairs of the University's Saudi employees and their equivalents (issued by the Higher Education Council's Decision No. 4\6\1417 on 26\8\1417 H and the Custodian of the Two Holy Mosques' Approval No. 7\b\12457 on 22\8\1418 H).
- Non-Saudi employment regulations at universities (issued by the Higher Education Council's Decision No. 3\4\1427 and the Custodian of the Two Holy Mosques' Approval No. 7\b\16785 on 4\11\1417 H).
- Reports of the Deanship of Faculty and Personnel Affairs.
- The regulations of financial affairs in Saudi Universities (issued by the Higher Education Council's Decision No. 2\6 on 11\6\1426 and the Custodian of the Two Holy Mosques' Approval on 27\6\1416 H).
- The University's annual statistical reports.
- Reports on the results of the questionnaires of faculty members' and employees' job satisfaction.

6) Preparing the institutional self-evaluation scales for the 8<sup>th</sup> standard's practices based on the model of NCAAA at the Education Evaluation Commission.

7) Preparing the first draft of the self-study report of the standard.

- 8) Reviewing reports issued by the self-study committee.
- 9) Introducing modifications to the reports provided by the self-study committee.
- 10) Seeking independent opinion.
- 11) Drafting the final report after obtaining the independent opinion.

## Report on sub-standards

### 9.1 Policy and Administration

The Universities' success in achieving their goals requires the availability of a number of regulatory changes properly, the most important of which is the "employment framework" which reflects the University's entity and lays down the general framework of the characteristics of its employees. It is also considered one of the determinants of the organizational behavior that affect the employee's satisfaction and the level of their performance.

The significance of the "employment framework" increases in the light of the rapid regulatory changes gone through by the University and the strong competition as well as the implementation of the quality and academic accreditation standards, leading the University to continuous creativity and development.

The Vice-Rectorship for Development and Quality developed the "employment framework" (Appendix 9/3), including all 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 personnel separately. The framework was approved by the Rector. The Deanship of Faculty and Personnel Affairs is committed to such framework over five years, provided that the framework is implemented gradually on an annual basis., The Rector approved the employment framework (Appendix 9/4) .

NU depends on a set of policies and rules that govern the employment process and are compatible with relevant regulations and instructions. Such policies include rights, tasks, responsibilities, promotions, vacations, career development, complaints, disciplinary actions, appeal procedures and others in accordance with laws in force in the Kingdom of Saudi Arabia. With regard to Saudi faculty members and their equivalents, they shall be employed in accordance with the regulations of the affairs of the Saudi universities' staff, including faculty members and their equivalents (issued by the Higher Education Council's Decision No. 4\6\1417 on 26\8\1417 H and the Custodian of the Two Holy Mosques' Approval No. 7\ب\12457 on 22\8\1418 H (Appendix 9/5). With respect to contracted faculty members, they shall be employed in accordance with the regulations of employment of non-Saudi in universities (issued by the Higher Education Council's Decision No. 3\4\1417 H and the Custodian of the Two Holy Mosques' Approval No. 7\ب\16785 on 4\11\1417 H). Both regulations are included in the Higher Education Council's regulations (Appendix 9/6).

The Deanship of Faculty and Personnel Affairs is keen on spreading the policies and rules governing the employment process through the issuance of some booklets and the University online portal. This is besides mainstreaming such policies and rules through the administrative communication system and distributing them to the new faculty members at the beginning of each year in an appropriate manner.

NU adopts effective strategies to regulate the occupation of leadership positions in consultation and coordination with the Rector, Vice-Rectors and Deans confidentially, according to the periodical reports of the persons nominated for the position and their academic and community activities.

The regulations of the Higher Education Council and universities and its bylaws are considered the main reference that governs the employment process, evaluation, performance, supervision, promotions, disciplinary actions, grievance procedures and appeals for faculty members. Due to the significance of employment processes and the University's keenness on providing competent faculty members and personnel, the University adopted a set of policies relating to employment processes within the framework of its strategic plan 1433-1440 H. The third objective of the plan was dedicated to "enhancing competencies of faculty members and their equivalents", including several development projects topped by:

- Establishing an employment regulation with effective mechanisms for appointing academic cadres and their equivalents.
- Studying the training needs of academic cadres and faculty.
- Designing mechanisms to encourage research contributions and professional development for faculty members.
- Establishing a comprehensive system for evaluating, following up and improving the performance of faculty members and academic leaders.
- Current evaluation (quantitatively and qualitatively) of the academic structure of the University programs according to the program's requirements.
- Establishing a system for the follow-up and documentation of the practices of appointment, transfers and secondments for faculty members and their equivalents.
- Establishing a system for the follow-up and documentation of the disciplinary practices of faculty members and their equivalents.
- Establishing a system for following-up the training impact and effectiveness for faculty members and their equivalents.

Six projects have been implemented during the first, second, and third stages of the University's strategic plan, representing 68.8% of the overall achievement of objectives on the level of the 5-year plan. This contributed to increasing the percentage of achievement of the University's mission from 28.6% following the finalization of the first stage projects to 42.1% following the finalization of the second stage projects. The percentage continued to rise following the finalization of the third stage projects of NU strategic plan (Appendix 9/7).

With regard to appointing and enhancing competence of demonstrators and young researchers, the University approves the appointment of the top university graduates as demonstrators. The University also approves sending them on internal and external missions and transparently announces this on its website. For example:

- The University contracted with the graduates of the College of Computer Science & Information Systems (the University website on 17 Dhu'l-Hijjah \ 1432 H).
- Appointment and scholarship of 61 demonstrators and faculty members (the University website on 7 Muharram 1434 H).
- The University Council's approval of appointing 53 demonstrators and faculty members (the

University website on 22 Jumada the Second 1434 H).

- Appointment and scholarship of (50) demonstrators and faculty members (the University website on 4 Rajab 1434 H).
- Appointment and scholarship of (110) demonstrators and lecturers (the University website on 5 Rabi' Al-awwal 1435 H).
- Appointment of (101) faculty members and scholarship of (103) demonstrators and lecturers in 1436H.
- Appointment of (72) Saudi faculty members: (9) assistant professors, (5) female and male lecturers, (58) female and male demonstrators and (89) demonstrators and lecturers on scholarship in 1437H.

Teaching loads are distributed to faculty members in all the University programs in a fair and objective manner according to their academic degrees and specializations through the official department councils. A maximum of 10 hours are allotted to full professors, 12 hours to associate professors, 14 hours to assistant professors, and 16 hours to lecturers and demonstrators. The specialization of faculty members should be taken into consideration on the distribution of courses.

The University has announced and approved rules and procedures for promoting Saudi and non-Saudi faculty members (Appendix 9/8). Such rules and procedures took into consideration the promotion procedures and policies based on article 25 of the Higher Education and Universities' regulations in Saudi Arabia and according to the scientific production, teaching and service of the community, as well as promotion equivalence for foreign faculty members who were promoted in their home country in other universities during their work at NU through the regulations of equivalence of academic promotions (Appendix 9/9).

With respect to the promotion of University personnel, it is subject to the promotion bylaw issued by the Council of Civil Service's decision No. (1\686) on 15\3\1421 H, affiliated to the Diwan/bureau of the Prime Minister through letter No. 7\11900 on 19\6\1421 H and enacted as of the beginning of the fiscal year 1421\1422 H (Appendix 9/10). The University is keen on implementing the new job performance evaluation systems and commenced implementation of the job performance management bylaw (Appendix 9/11) issued by the Ministerial Decree No. 5202\700 on 10\9\1437 H; it replaced the job performance evaluation bylaw issued in 1436 H. The Deanship of Faculty and Personnel Affairs organized a two-day training program on the new bylaw in May 2017 in collaboration with the Vice-Deanship of Development and Quality at the auditorium of the College of Engineering, in presence of deans of colleges, general directors, managing directors, and administration leaders. The training program was broadcasted to the administration of female leaders at the auditorium of the College of Science and Arts for girls to explain the new regulations applied as of the beginning of this year and the key issues relating to the job performance management bylaw, in addition to presenting the obligatory classification methods and the working methods of the performance charter.

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. This is announced at the beginning of each Hijri year through the annual editions of the University regulatory handbook (Appendix 9/12).

The University identified success indicators of the employees' administration and employment policies (Appendix 9/13). The University's performance is compared with that of NU's reference universities. The Vice-Deanship of Development and Quality represented in the Unit of Performance Measurement established a set of performance indicators for the employment standard periodically, namely:

- The number of workshops and training courses held at the University or the Kingdom to develop the performance of the administrative board and administration leaders.
- The percentage of participation in the continuous development activities of the administrative board and administration leaders.
- The percentage of the administrative board's or administration leaders' satisfaction with the feasibility of training courses and workshops.
- The replacement rate of faculty members in the educational institution (job stability).
- The percentage of participation in the professional development activities and the continuous development of faculty members.
- The rate of cases upon which disciplinary measures were imposed.
- The rate of cases in which disciplinary decisions were appealed against.
- The rate of disputes in which faculty members are involved.
- The rate of disputes in which employees and personnel are part.
- The rate of faculty members who leave the University for Relevant Reasons.

It is worth mentioning that a procedures handbook 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 (Appendix 9-14).

#### Complete a KPI Table for sub-standard 9.1.

**KPI Table**

<b>KPI: proportion of faculty members leaving the institution in the past year for reasons other than age retirement.</b> <b>NCAAA KPI Reference Number: S9.1</b> <b>Institutional KPI Reference Number: _____</b>						
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
5%	Not increase about 10%	2% %	Cairo Univ., Egypt	Arabian Gulf Univ., Bahrain	King Khalid Univ., KSA	3%
			-	8%	0.19%	
<b>Analysis (list strengths and recommendations):</b> - KPI at NU decreased compared with the Arabian Gulf University in the Kingdom of Bahrain. - Unavailability of the KPI at Cairo University.						



- King Khalid University excels over NU in the retention of faculty members, given that the faculty members leaving (resigned) the university has not exceeded 0.19%, compared to 5% at NU.

**\* Explain:**

1. Why this internal benchmark provider was chosen?

It was chosen because of the availability of the internal evaluation for the past academic year retrieved from the data included in Afaq plan.

2. How was the benchmark calculated?

(The total number of faculty members leaving the university at the end of the year divided by the total number at the beginning of the year) \* 100%

3. Name of the internal benchmark provider.

Afaq Unit, Najran University.

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

An external benchmark which has similar circumstances to those of NU was selected due to its good reputation among the Gulf academic community. Another external benchmark different from NU in terms of establishment and environment was also selected.

2. How was the benchmark calculated?

(The total number of faculty members leaving the university at the end of the year divided by the total number at the beginning of the year) \* 100%

3. Name of the external benchmark provider.

- The Arabian Gulf University in the Kingdom of Bahrain.

- Cairo University in Egypt.

- King Khalid University.

**KPI Table**

**KPI: Proportion of faculty members participating in professional development activities during the past year.**

**NCAAA KPI Reference Number: S9.2**

**Institutional KPI Reference Number: \_\_\_\_\_**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
%35.6	%50	33.1%	Cairo Univ., Egypt	Arabian Gulf Univ., Bahrain	King Khalid Univ., KSA	%40
			-	-	36%	

**Analysis (list strengths and recommendations):**

The proportion of faculty members who contributed to the professional development activities at NU in 1436\ 1437 H is about 35.6%, which is similar to that of King Khalid University.

It is worth noting that the KPI is not available at the Arabian Gulf University in the Kingdom of Bahrain and Cairo University in Egypt.

**\* Explain:**

1. Why this internal benchmark provider was chosen?

This internal benchmark is chosen because of the availability of the data from previous years.

2. How was the benchmark calculated?

(The total number of faculty members who received training courses divided by the total number of faculty members) \* 100%

3. Name of the internal benchmark provider.

Performance Measurement Unit, Najran University.

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

An external benchmark which has similar circumstances to those of NU was selected due to its good reputation among the Gulf academic community. Another external benchmark different from NU in terms of establishment and environment was also selected.

2. How was the benchmark calculated?

(The total number of faculty members who received training courses divided by the total number of faculty members) \* 100%

3. Name of the external benchmark provider.

King Khalid University in Abha.

## 9.2 Recruitment

NU is keen on recruiting 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). The recruitment process starts from the scientific department which identifies its needs and submits them to the Dean of College, and then to the Rector who approves such needs. The College's administration and the scientific department coordinate with the Deanship of Faculty and Personnel Affairs to conclude the contract.

With regard to Saudi and non-Saudi faculty members (contracted), job vacancies and their requirements are announced on the University website (in coordination with the two programs of "Jadara" (Worth) and "Saed" (Assistance) at the Ministry of Civil Service) and on relevant government websites such as the websites of cultural attaches at the Saudi Embassies in various countries. This announcement identifies the college or the department wishing to contract "required academic degree, major and job description". Afterwards, CVs of applicants should be sent for

consideration and approval of department councils and colleges based on majors, qualifications, expertise and required skills as well as personal characteristics and teaching skills. Nominations are sent to the Deanship of Faculty and Personnel Affairs to finalize the rest of appointment procedures, taking into consideration the extent to which new appointments are compatible with desired characteristics of the University employees. In all appointment stages, rules and bylaws established by the Ministry of Education and the regulations of the Higher Education Council and Saudi universities are abided by.

The University announced its most recent needs to occupy several academic and scientific jobs (full professors, associate professors, assistant professor, language instructor R.6 (6<sup>th</sup> rank) and demonstrators) for both men and women in April 2017, which was announced on the University's website: [http://www.nu.edu.sa/announcements/-/asset\\_publisher](http://www.nu.edu.sa/announcements/-/asset_publisher). The application period started from 21\07\1438 H to 01\08\1438 H, given that 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.

NU's professional programs have an adequate number of successful experienced faculty members to provide students with practical guidance on the requirements of labor market (Appendix 9/15), and it applies to all colleges.

The new faculty members receive guidance to ensure acquainting them with the University, its services, programs, students' development strategies, and development priorities. At the beginning of the academic year, each program develops qualifying programs for faculty members to ensure their inclusion at the university rapidly and easily (Appendix 9/16). In addition, there is a central qualification for fresh faculty by Skill Development Unit at Deanship of Development and Quality. For example, the program for the Bachelor of Medicine and Surgery holds meeting with the college administration in order to acquaint new faculty members with the college's vision, mission and objectives as well as organizational structure, academic plan and credit hours. An overview of the University's most significant regulations and laws is also given, besides guidance on how to evaluate faculty members in academic aspects. The meeting is concluded with a familiarization tour for departments, laboratories, classrooms and libraries. The officer in charge of faculty affairs explains all necessary procedures for the issuance of the resident permit, medical examination, bank procedures and other immediate services or administrative issues and those relating to the holiday system, according to the University's adopted system.

The qualifying program also includes a set of training workshops that help faculty members in their job such as electronic training, the blackboard, and presentation of the most modern teaching strategies as well as the effective methods for evaluating students, how to use the e-library and the digital information available on the University's website. The program aims to establish means and ways that develop faculty members and train them on the modern methods of improving their curricula, teaching practices and procedures of scientific researches.

The Academic Counselling Unit provides an introductory lecture to explain the concept of academic counselling, its goals, required tasks of the academic advisor, and services provided to students. Faculty members are also advised through communication with the Academic Counselling Office to

obtain information relating to the course such as schedules or office hours.

The students' rate is appropriate to each faculty member in terms of specializations. 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 (The Strategic Plan for Higher Education in Saudi Arabia). NU's KPI in the 3<sup>rd</sup> round of Afaq plan for the academic year 1436\ 1437 H was very good. The University's present situation was evaluated according to targeted indicators and levels determined by the future plan of university education "Afaq". This report compares NU's KPI with the other 28 Saudi universities based on the statistical data collected by the follow up system "Nama soft", in addition to surveying the University employees (Appendix 9/17).

It is clear that the appropriate rate of the students to that of faculty members according to various specializations at NU helped the great development of numbers and academic degrees of faculty members on the level of the University colleges, as shown in (table 9/1):

- There is a steady increase in the number of faculty members at the University, given that it multiplied about 3 times during the first five years of the University, which indicated the increase of the number of colleges, students, final year students as well as affiliated students, graduate students and faculty members at the university's service centers such as the University hospital and physiotherapy, and research centers, including the Promising Center for Sensors and Electronic Devices. The increasing number of faculty members is also attributed to the increase of the university budget.
- The total number of faculty members at the University for the academic year 1436/1437 H reached approximately 1504 members, 51.9% is non-Saudi. Thus, there is a balance between contracted and Saudi faculty members. The relative deviation does not exceed 2% in favor of the contracted faculty members, which refers to the University's tendency towards Saudization, given that the rate of the Saudi faculty members was 41% of the overall percentage of faculty members in 1434 H.

**Table (9/1): The increasing number of faculty members at the University during the period 1428/129 H – 1436/1437 H**

Faculty Members	Academic Year							
	1428/1429	1429/1430	1430/1431	1432/1433	1433/1434	1434/1435	1435/1436	1436/1437
Saudi	207	340	361	437	504	617	664	772
Non-Saudi	207	382	390	532	731	766	834	782
Total	414	722	751	969	1235	1383	1498	1504

Source: NU's annual reports

The University programs have an adequate number of faculty members at the colleges of boys and girls with their various academic degrees (table 9/2). Analyzing the figures in Table 3 indicates that:

- All academic degrees are available at the University, the majority of which are for Ph.D. holders who account for 39.1%, followed by MA holders representing 34.8% and finally BA holders.

**Table (9/2): The number of faculty members and their equivalents according to their academic qualification in 1437\1438 H.**

Academic Degree	Saudi		Non-Saudi		Total		
	Male	Female	Male	Female	Male	Female	Total
Ph.D.	97	12	253	147	450	159	609
MA	192	94	146	110	338	204	542
BA	217	181	2	5	219	186	405
Total	506	287	501	262	1007	459	1556

Source: The annual statistical report of Najran University for 1437\ 1438H.

- The percentage of non-Saudi is 65.7% of the overall Ph.D. holders at the University which is a high rate, while the percentage of MA Saudi holders is high representing 52.8% of the overall MA holders at the University. The percentage of the non-Saudi BA holders does not exceed 1.7% of the overall BA holders.

- The percentage of male faculty members in all academic degrees is high, accounting for 64.7% of the overall faculty members.

With respect to the number of faculty members according to the degree or academic position, the figures shown in (Table 9/3) indicate that:

- The number of "lecturers" at NU came at the forefront of the total number of faculty members, accounting for 31.3%, followed by "assistant professors" who represent 28%, then "demonstrators" who are 25.6%. This may be attributed to the modernity of the University and indicates the University's tendency to provide Saudi cadres to work there in the future in a manner that allows the increase of the percentage of Saudi employees to a large extent.

- While the percentage of "associate professors" is 9.5% of the overall faculty members at the University. The percentage of "professors" significantly decreases and does not exceed 2.1% of the total number of faculty members, which may be attributed to the decreasing number of graduate programs at the University.

**Table (9/3): The number of faculty members and their equivalents according to the academic degree in 1437\1438**

Academic level	Saudi		Non-Saudi		Total		
	Male	Female	Male	Female	Male	Female	Total
Full professor	6	0	19	8	25	8	33
Associate professor	17	5	84	43	101	48	149
Assistant professor	92	11	229	104	321	115	436
Lecturer	159	94	146	88	305	182	487
Demonstrator	222	177	0	0	222	177	399
Language instructor	10	0	23	19	33	19	52
Total	506	287	501	262	1007	549	1556

Source: NU's annual statistical report for 1437\1438 H

By comparing the rate of students to faculty members at NU with other Saudi universities, we find that the number of students enrolled in various programs at NU reached 31580 students, while the number of faculty members was 1556. Thus, the rate of students to faculty members reached



20.3 students\ faculty members. By comparing this rate to its counterpart at Jazan University, which established four years before NU in 1423 H, it reached 28 students\ faculty members and 22 students\faculty members at King Faisal University. These results indicate that NU has the lowest rate of students to faculty members, which emphasizes the University's provision of benchmarks for the rates of students to faculty members.

### 9.3 Personal and Career Development

Evaluation touchstones for the performance of faculty members and employees were determined. Performance evaluation criteria for faculty members were determined through a model prepared by the Deanship of Development and Quality. It was adopted by the various department councils and faculty members were acquainted with such model. Faculty members also evaluate themselves and the evaluation is confidentially conducted with the knowledge of the head of department and the dean of college. Reports are kept with the dean of college to maintain the confidentiality of the evaluation. In accordance with the principle of constant improvement and in light of the University's strategic goals, the importance of applying a unified system for evaluating the performance of faculty members emerges due to its significance in improving the level of performance and increasing effectiveness in the development of academic courses, their content and adopted teaching methods. In addition, it is considered a method to ascertain the extent to which the University achieves its goals and mission. Thus, the Vice-Rector for Academic Affairs made decision No. (5\36\37) on 19\6\1437 H to form a committee to review the system of "faculty performance evaluation" (Appendix 9/18) in academic programs. Among the tasks of the committee are the following:

Reviewing the evaluation system of faculty members at NU Colleges.

- 1- Including an item in the evaluation model to prove that each member participates in at least one activity on teaching development in every academic year. .
- 2- Designing a mechanism for encouraging faculty members to attend activities relating to the personal and professional development.
- 3- Developing a new unified system to evaluate faculty members for applying it to all colleges.

The committee concluded with a unified evaluation model for faculty members at the University to be introduced including the aforementioned items (Appendix 9/19). The unified evaluation system consists of four main domains, as follows:

#### **First: Evaluation of teaching performance (relative weight 50%):**

This section includes the teaching plan during the academic year and the academic courses to be taught by faculty members along with explaining the aspects of development in each course as well as the activities to be carried out to improve the efficiency and effectiveness of teaching, methods or any data that have direct relations with the teaching process. It includes three main evaluations, namely:

- 1- Students' evaluation of the course conducted through a prepared model.
- 2- Head of department's evaluation of the faculty members conducted through a prepared model.

3- Attending any activity relating to the development of teaching (conference, workshop or any other event) conducted through a prepared model.

**Second: Evaluation of research performance (relative weight 30%):**

Faculty members are evaluated in the field of scientific research. It shows the research scientific contributions of faculty members that contribute to the information and application database in the field of specialization, including researches published in specialized scientific journals, conferences, technical memoranda, and worksheets. This is conducted through a prepared model.

**Third: Evaluation of community service activities (relative weight 10%):**

It highlights the role of faculty members and its effectiveness at the University and explains the committee's works where faculty members participate as well as the reasons beyond their choice. This is conducted through a prepared model.

**Fourth: Self-development (relative weight 10%):**

This part focuses on faculty members, developing their capacities and improving their performance. This is conducted through a prepared model.

In addition, faculty members are assessed through a questionnaire (Appendix 9/20) to evaluate educational courses and teaching performance of faculty members at NU from the students' perspective, which is prepared and analyzed by the Performance Measurement Unit at the Vice-Rectorship for Development and Quality. It is published electronically on the University's website. Faculty members include students' evaluation in the courses they teach and in the course's file. The outcomes of the questionnaire's analysis are sent to the Vice-Rector for Development and Quality to be sent to the deans of colleges for briefing.

As for the administrative staff, their performance is evaluated through the criteria applied at the Ministry of Civil Service in the governmental institutions. The process of evaluating job performance is positive, confidential and official. This is carried out through the implementation of the performance management regulations (see Appendix 9-11) issued by the Ministerial Decree No. 5202\700 on 10\9\1437 H replacing the job performance evaluation regulation issued in 1436 H through which personnel' performance is evaluated according to prepared models officially twice a year.

Requirements of performance improvement are explicitly identified in cases where performance is not satisfied. A development plan for faculty members was developed and implemented to decrease the percentage of unqualified faculty members and, when necessary, identify imbalances in the rate of faculty members to students according to the following steps:

- The Vice-Rectorship for Development and Quality cooperated with University colleges to identify faculty members about whom observations were made with regard to the aspects of teaching, research, community and self-development, besides developing a unified model to this end at the level of colleges (Appendix 9/21).
- Identifying unqualified faculty members at colleges.

- Identifying deficiencies in the skills of faculty members at all colleges by the Skills Development Unit at the Deanship of Development and Quality.
- 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, community and self-development.
- Applying the training impact measurement system to follow up the performance of faculty members after raising their capacities and monitoring the extent to which their performance is improved.

Official reports on the evaluation of faculty members' and employees' performance are kept confidential and documented. Faculty members and employees are given the opportunity to add any observations on the evaluation of their performance, including points of disagreement.

Distinguished academic and administrative performance is appreciated and rewarded at various levels. The deans of colleges and managing directors are keen on recognizing and rewarding outstanding faculty members and personnel financially and morally through an exceptional increase or bonus. Pursuant to the decrees of the cabinet launched on 25\12\1437 H preventing any awards during 1438 H to rationalize expenditures, awards decreased this year. Awards were allowed again according to royal decrees in Shaaban, 1438 H to give awards to some personnel in some colleges such as the College of Science and Art (Appendix 9/22).

All faculty members and other employees are provided with fair and appropriate opportunities for personal and career development, where the professional development courses held by the University for faculty members and employees and carried out by the Skills Development Unit at the Deanship of Development and Quality are announced as well as the courses to be implemented by the Deanships of Libraries and E-Learning. This reflects the availability of equal opportunities for everyone. The deans of colleges and managing directors are keen on not allowing the same individual to join more than two training programs during the year, which is stated by the Skills Development Unit when announcing its training courses.

NU prepares its employees from faculty members and personnel who appear to have the leadership qualities to take on many positions. The "Emkan" program (Appendix 9/23) has been launched to prepare young Saudi academics to take on all positions related to the development and quality at the University and provide them with the necessary relevant expertise. This is in addition to holding several leadership positions at the university by several young researchers as deans and vice-deans for some colleges and supporting deanships.

The promotions bylaw and its equivalence include criteria that ensure the achievement of the University mission, the quality of education and its improvement, the community service, in addition to their contributions to scientific research (Appendices 9/8, 9/9 and 9/10).

NU organizes many training programs related to professional development to improve the skills of the employees. The bulk of this is the responsibility of the Skills Development Unit at the Deanship of Development and Quality (Appendix 9/24), which covers all the required training courses. Such training courses and workshops are implemented for faculty members and employees based on the

study of training needs. The University also encourages faculty members and employees to register in these courses and give certificates to attendees. The training includes a package of courses for faculty members in the fields of quality education, teaching methods, modern methods of evaluation and a package of courses for employees and administrative leaderships at the University.

(Table 9/4) indicates that:

- The number of training courses held by the Skills Development Unit in 1437\1438 reached 96 courses, topped by male faculty members who received 39 training courses accounting for 40.7% of the overall implemented courses, followed by female faculty members who received 38.5% of the overall training courses, which highlights the University's keenness on developing the skills of its faculty members.

**Table (9/4): The distribution of training courses to targeted categories in the academic year 1437\1438 H**

No	Category	No. of courses	The percentage out of the overall courses	Training hours	The percentage out of the overall training hours	No. of trainees	The percentage out of the overall trainee numbers
1	Male faculty members	39	40.7%	265	44.5%	897	39%
2	Female faculty members	37	38.5%	250	42%	910	39.8%
3	Male personnel	8	8.3%	50	8%	187	8%
4	Female personnel	12	12.5%	30	5%	292	12.7%
Total		96	100%	595	100%	2286	100%

- The number of training courses for male personnel in 1437/1438 H reached 8 courses accounting for 8.3 of the overall implemented courses, while the female personnel received 12.5% of the overall courses.
- The number of trainees at the university reached 2286 trainees from faculty members and personnel, with various percentages according to their categories. They are topped by 910 female faculty members who account for 39.8%, followed by 987 male faculty members representing 39% of the overall trainee number, while the number the male personnel reached 187 and for female ones it was 292.
- The number of training hours reached 595 hours; 44.5% of which for male faculty members and 42% for female members.

In addition, other courses are provided to help faculty members who carry out their teaching and research tasks efficiently such as the courses provided by the Deanship of Library Affairs on using digital libraries. Such courses included all colleges at the University.

Out of the keenness of the Skills Development Unit on ensuring that trainees are aware of the latest developments in their specializations and on following up their achievements in this regard, the

training impact of faculty members and personnel participating in training programs is measured so that such training programs achieve their set goals (Appendix 9/25).

NU is keen on measuring the rate of job satisfaction among its staff periodically through a questionnaire prepared by the Performance Measurement Unit at the Vice-Rectorship for Development and Quality. Such evaluation was conducted 5 times since 1433 H and the results were unsatisfied for the University leaders. The rate of the 5<sup>th</sup> periodical evaluation for 1436/1437 reached (61.2%) with arithmetic average (3.06). This was following the application of the job satisfaction questionnaire on a sample of (273) employees (males\ females) from various administrations at the University (Appendix 9/26). This rate is low just like the previous results (the 1<sup>st</sup> evaluation in 1433/1434 (67%), the 2<sup>nd</sup> evaluation in 1434/1435 (63.4%), the 3<sup>rd</sup> evaluation in 1435/1436 (61.8%) and the 4<sup>th</sup> evaluation in 1436/1437 (64%)). All of them represent low rates compared to the standard values which are not than 80% as KPI for the University.

In order to improve the rate of job satisfaction among the University employees, a committee for "improving job satisfaction among the University employees" was formed and according to its recommendations in its first session, the Vice-Rector for Development and Quality made a decision forming "an integrated system for improving job satisfaction among the University employees" (Appendix 9/927) through the formation of several sub-committees:

- 1- A committee for academic and administrative excellence awards.
- 2- A committee for the social club for faculty members and employees.
- 3- Committee of Mazaya "Privileges"

#### **9.4 Discipline, Complaints and Dispute Resolution**

The University has an 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. The University applies the relevant regulations in this regard if amicable solutions fail. The University Website's Complaints and suggestions System for students, faculty and employees, as well as reviewers, enables the presentation of any complaints and suggestions easily with attaching any relevant supporting files. Complaints and suggestions are given specific numbers to be held by the complainant to identify the relevant action taken by the University;. In order to ensure proper handling of malicious complaints, the complainant must approve the information they provide and agree that complaints are correct. The complainant shall bear the responsibility if the contrary is proven. Competent authorities shall determine what is required in this regard in light of the Cabinet's decree No. 94 on 25/4/1406 H on the rules for the reduction of malicious complaints and false claims, and confirmed by the Supreme Order No. 9303\ on 25/ 7/1426 H.

When the University receives the complaint or suggestions, the relevant executive procedures are taken until it is completed and adjudicated. The complainant can follow his complaint through its number to identify taken procedures. In this regard, the procedures of dispute resolution at the University are taken as a first step through the intervention of an independent individual such as the dean, managing director, or neutral persons. If such endeavors fail, disputes or complaints are referred to a senior Vice-rector, if necessary.



NU applies the rules and regulations that define the disciplinary procedures stipulated in the Council of Higher Education and Universities (Appendix 9/28), which define the duties and responsibilities of faculty members (Articles 43, 44 and 45), as well as the articles concerning discipline of faculty members in case of breach of their duties or negligence in responsibilities or non-compliance with instructions or inappropriate behavior. These articles also specify the rights of appeal against disciplinary decisions (articles 82-90) of the Council of Higher Education and Universities.

With regard to the University employees, in case of any breach of their duties or negligence in the responsibilities or non-compliance with instructions or misconduct, or complaints against them, the University applies the "Employees' Disciplinary System" applicable in the Kingdom and its explanatory note issued by a virtue of the Royal Decree No. m\ 7 on 1/2 / 1391H and was approved according to the decision of the Cabinet No. 1023 on 28/10/1390 H (Appendix 9/29).

In addition, the Rector made a decision to form the Standing Committee to look into the violations of the employees, and its members are updated from time to time, given that the Rector made the decision No. (46040 - 64 - 438) on 15/8/1438 H to re-form the standing committee which shall examine issues referred to it by the Rector, conduct investigations, write and hear statements and defense, and the proof thereof shall be attached in the minutes with the committee's decision on what it considers appropriate for the violation so as to be submitted to the Rector (Appendix 9/30).

In general, the University adopted three significant principles with regard to its disciplinary procedures, as follows:

- Achieving the accountability principle that depends on reward and punishment in all academic and administrative dealings at the University.
- All disciplinary procedures, settlement of disputes and appeals are carried out according to applicable rules and bylaws include in the regulations of the Higher Education Council and Universities as well as the employees' disciplinary system applied in the Kingdom.
- Ensuring the right to appeal against disciplinary decisions before an official/member of a committee of higher level than the one that took the decision.

#### **Overall Evaluation of Quality Standard 9:**

Refer to evidence obtained and **provide a\_report** based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

The level of quality in the performance of this standard is very good and there is a commitment to the application of practices related to the standards. The Vice-Rectorship for Development and Quality developed the "employment framework" including all desirable characteristics of the University employees in terms of age, balance between males and females, qualifications, mix of culture, educational background and Saudization for each faculty member and personnel separately. The framework was adopted by the Rector. NU depends on a set of policies and rules that govern that employment process and are compatible with relevant regulations and instructions. Such policies include rights, tasks, responsibilities, promotions, vacations, career development, complaints, disciplinary actions, appeal procedures and others in accordance with laws in force in

the Kingdom of Saudi Arabia. The Deanship of Faculty and Personnel Affairs is keen on spreading policies and rules that govern the employment process.

Teaching loads are distributed to faculty members in all the University programs fairly and objectively according to their academic degrees and specializations through the official department councils. A maximum of 10 hours is dedicated to full professors, 12 hours to associate professors, 14 hours to assistant professors, and 16 hours to lecturers and demonstrators. The major of faculty members should be taken into consideration while distributing teaching loads. This is in addition to the availability of certified and announced rules and procedures for the promotion of Saudi and foreign faculty members as well as the regulations of equivalence of academic promotions of faculty members who are promoted in their home countries. With respect to the promotion of University personnel, it is subject to the promotion bylaw issued by the Council of Civil Service's decision No. (1\686) on 15\3\1421 H. The University also implemented the job performance management issued by the Ministerial Decree No. 5202\700 on 10\9\1437 H; it substitutes the job performance evaluation bylaw issued in 1436 H.

NU is keen on recruiting experienced faculty members who receive effective guidance to acquaint them with the University, its services, programs, students' development strategies, and development priorities. Each program develops a preparation program for the new faculty member to ensure their inclusion in the community rapidly and easily. The students' rate is proportional to each faculty member in terms of specializations. 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. NU's KPI in the 3<sup>rd</sup> round of Afaq plan for the academic year 1436\1437 H was very good. The University's present situation was evaluated according to targeted indicators and levels determined by the future plan of the university education "Afaq".

The University involves all academic degrees, the majority of which goes to Ph.D. holders rating 39.1%, followed by MA holders representing 34.8% and finally BA degree holders. The percentage of non-Saudi is rated 65.7% of the overall Ph.D. holders at the University which is a high rate, while the percentage of MA Saudi holders is high representing about 52.8% of the overall MA holders at the University. The percentage of the non-Saudi BA holders does not exceed 1.7% of the overall BA holders.

The evaluation touchstones of faculty members and employees are identified. As for the evaluation criteria of faculty members. They were identified through a model prepared by the Deanship of Development and Quality. The Vice-rector for Academic Affairs also made decision No. (5\36\37) on 19\6\1437 H for the formation of a review committee for reviewing the "faculty members' performance evaluation system" in academic programs.

With respect to personnel, their performance is evaluated through the application of the job performance management bylaw issued by the Ministerial Decree No. 5202\700 on 10\9\1437 H, where the performance of personnel is officially evaluated twice per year according to models prepared to this end.

Excellent academic and administrative performance is appreciated and awarded at all levels. Deans of colleges and managing directors are keen on appreciating and awarding distinguished faculty

members and personnel financially and morally through providing them with an exceptional bonus or allowances. NU further organizes several training programs on professional development to develop the skills of employees, given that the number of training courses implemented by the Skills Development Unit in 1437\ 1438 H reached 96 courses, divided into 39 ones for male faculty members rated 40.7% of the overall implemented courses, followed by female faculty members representing 38.5% of the overall implemented courses. This reflects the University's keenness on developing the skills of its staff.

In order to improve the level of job satisfaction among the University employees, a committee for "improving job satisfaction among the University employees" was formed. According to the committee's recommendations in its first session, the Vice-Rector made a decision for establishing "an integrated system for improving job satisfaction among the University employees".

The University has an announced electronic mechanism for addressing complaints against faculty members and employees or their own complaints; the University website has a special system for complaints and suggestions for students, faculty members, employees and reviewers. The University also applies the rules and regulations that identify the disciplinary measures stipulated in the regulations of the Higher Education Council and Universities with respect to faculty members as well as the "employees' disciplinary system" with regard to the University employees.

#### **Strengths:**

- The availability of the "employment framework" and the application of its criteria to identify desirable characteristics of the University employees.
- The availability of a mechanism for the delegation of authorities.
- Announcing job vacancies on the University website in coordination with "Jadara" (Worth) and "Saed" (Assistance) programs at the Ministry of Civil Service.
- The University developed and implemented a plan for the development of unqualified faculty members and imbalance in the rate of faculty members to students was also identified.
- An annual increase in the number of faculty members and employees, especially Saudi employees, as a result of the increasing number of students.
- Fair and objective distribution of teaching loads to faculty members based on their professional degree (full professor- associate professor- assistant professor- lecturer-demonstrator).
- The availability of a bylaw for promotions that includes standards which ensure the achievement of the University mission, quality of education and community service, besides its contributions to scientific research.
- The number and specializations of faculty members are proportional to students.

#### **Recommendations:**

- Increasing training programs for faculty members with regard to the recent teaching strategies and evaluation systems.

- Full implementation of faculty members' and employees' evaluation mechanism.
- Increasing the effectiveness of preparation programs for faculty members and the preparation of a comprehensive guidance handbook.

**Implementation Priorities:**

- Increasing the effectiveness of preparation programs for faculty members and the preparation of a comprehensive guidance handbook.
- Full implementation of faculty members' and employees' evaluation mechanism.
- Increasing training programs for faculty members with regard to the recent teaching strategies and evaluation systems.

**Appendices: (Attachments: 2)**

**Link:** <https://goo.gl/gQjNq3>

## 10. Research (Overall Rating ☆☆☆☆Stars)

**Provide an explanatory report** describing the nature and extent of research involvement of the institution and of teaching staff within it. The explanation should include a description of organizational arrangements for developing and monitoring research activity across the institution; including any research centers and activities to encourage research by individual staff members. Indicators used for monitoring research performance should be listed.

The latest organizational structure of Najran University shows all the major organizational units which have significant role in the scientific research system of Najran University. The highest organizational unit responsible for managing the scientific research system in Najran University is the Vice Rectorship for Post-Graduate Studies and Scientific Research. There is also, the Scientific Council of Najran University which was established according to the System of the Council of Higher Education and Universities and its regulatory Decisions, issued by Royal Decree No. (M / 8) and dated 4/6/1424 H, which is responsible for developing policies, procedures and executive decisions related to scientific affairs of faculty members, research, studies and publications. The Vice Rector for Post-Graduate Studies and Scientific Research is the Chairman of this council. In addition, the Deanship of Scientific Research, the Deanship of Post-Graduate Studies and the Deanship of Library Affairs are the highest executive units associated with the Vice Rectorship for Post-Graduate Studies and Scientific Research in Najran University.

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

- 1- Promising Center for Sensors and Electronic Devices (PCSED) (Currently: Center of Advanced Materials and Nanotechnology Research).
- 2- Scientific and Engineering Research Center.
- 3- Health Research Center.
- 4- Sharia, Educational, and Humanities Research Center.

There is a scientific chair at Najran University called " The Scientific Chair of Prince Mishaal bin Abdullah for conducting scientific research on endemic diseases in Najran region"

Najran University established the Institute of Studies and Consulting Services which is responsible for offering expertise and scientific studies in a variety of fields, and marketing the University research and advisory services through effective partnerships with the public and private sectors.

Najran University employs its scientific and technical capabilities to keep up with the strategic directions of the Kingdom in the fields of science and technology, as defined by the Comprehensive National Plan for Science and Technology in the Kingdom. To Achieve this, the University established the Science and Technology Unit, which is administratively associated with the Vice Rector for Post-Graduate Studies and Scientific Research.

Najran University established the Central Unit for Chemical and Radioactive Materials based on the decision No 435 -1- 709 issued by the University Rector dated on 21/1/1435 H. The Central Unit for Chemical and Radioactive Materials is responsible for monitoring and assuring safe storage for the chemical and radioactive materials in the laboratories of all the colleges and research centers according to the international standards in this respect. This unit is administratively associated with the Vice Rector for Post-Graduate Studies and Scientific Research.



In addition, the other major organizational units which have significant role in the scientific research system of Najran University and administratively associated with the Vice Rectorship for Graduate Studies and Scientific Research are: Administration of Scholarship Missions and Training, Cooperation and International Agreements Unit, and Publishing and Translation Unit.

It is worth mentioning that Najran University established the Innovation and Entrepreneurship Unit in 1435H, which administratively associated with the Vice Rector of the University. The purpose of establishing this 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 in Najran University to transform their ideas to successful projects in the business market.

Job description, distribution of responsibilities, and delegation of authorities for all the previously mentioned organizational units were prepared by experts to assure the efficiency and quality of the scientific research system in Najran University.

Najran University has an efficient system for quality assurance to monitor, evaluate, and continuously improve all aspects of university activities, including scientific research. This system of quality assurance is ruled by the Vice Rectorship for Development and Quality. Under the umbrella of the Vice Rectorship for Development and Quality, the following organizational Units are included:

- The Deanship for Development and Quality, which is the major executive unit associated with the Vice Rectorship for Development and Quality.
- The Consultant Council for Development and Quality.
- The General Secretariat for following up the implementation of the strategic plan of the University.
- The Performance Measurement Unit.
- The Department of Administration Development.
- The Executive Office for Future Plan for University Education in Saudi Arabia (AFAQ=Horizons).

In addition, there are Permanent Committees and Supervisory Committees, which are branched from the University Council. Such committees follow up the implementation of some decisions taken by the University Council concerning important activities, including the scientific research. Some of the Permanent Committees and Supervisory Committees which related to scientific research aspects are:

- Permanent Committee for Scholarships and Training
- Supervisory Committee for Scientific Chairs.
- Permanent Committee for Scientific Research and Engineering.
- Permanent Committee for Scientific Sabbatical.

A strategic plan for scientific research in Najran University which includes strategic goals as well as related performance indicators was developed; (Appendix 10.6). The Scientific Research Board of the Deanship of Scientific Research approved the strategic plan of scientific research of Najran University on 10 /3/1437 H. Officially, all research units in Najran University including research centers have been notified to develop their research plans in the light of this strategic plan. 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 undergraduate students regarding 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. In addition, the scientific research policy set rules and regulations to avoid conflict of interest in

activities related to research. It is worth mentioning, that Najran university has a code for ethics which prohibited all forms of conflict of interest in all the activities of the University including those related to scientific research.

There is a central library at Najran University called "Prince Mishaal Library" which provides various sources of information needed by faculty members, researchers and students in all fields and disciplines.

The criteria of promoting faculty members applied in Najran University give high weight (60%) to the scientific research criterion; (Appendix10.26). 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 teaching 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.

Najran University has one of the most powerful research project management systems that manage all aspects of scientific research; (Appendix 10.43). The most important features and functions of the system used by Najran University can be presented as follows:

- 1- Submitting the new research project proposals to the Deanship of Scientific Research, college and research centre.
- 2- Reviewing and tracking the research project workflow.
- 3- Submitting and tracking the financial loans for the research project.
- 4- Exploring the standard research project management process, and downloading the standard templates used in the research projects.
- 5- Updating basic information of faculty members and researchers, and managing the settings of SMS-notifications.
- 6- Get the user handbook of the system and any other related guides that help faculty members and researchers use the research project management system.
- 7- Find details of contacts with any Research Unit in the University.

The reporting function of the research project management system used in Najran University allows building, following up and evaluating many different types of reports which cover all the aspects and activities of the scientific research in the University (Fig. 10.1).

It is worth mentioning that previously mentioned features and functions of this system can be accessed by each faculty member or researcher in Najran University, to deal with the different aspects of his/her own research projects only, using his/her username and password. On the other hand, the Vice-Rector for Post-Graduate Studies and Scientific Research and the Dean of the Deanship of Scientific Research, have the authorities which allow them to access all the features, functions and contents of this system in order to follow up and evaluate all the data and information related to the activities of scientific research of all faculty members and researchers involved in scientific research in Najran University. Consequently, the high authorities of scientific research in the University can accurately take the right decisions which will lead to continuous improvement of scientific research in Najran University.

Fig. (10.1): The different types of reports that can be built followed up and evaluated through the reporting function of the research project management system, which cover all the aspects and activities of scientific research activities in Najran University.

Research Projects Management Solution

جامعة نجران  
NAJRAN UNIVERSITY

التقارير

Main الرئيسية

إعلانات  
Announcements

التقديم  
Submission

البحوث  
Researches

السلف والمكافآت  
Loans and  
Rewards

المنهجية المعتمدة  
Standard Process

البيانات الشخصية  
Personal Data

إعدادات  
Settings

المساعدة  
Help

اتصل بنا  
Contact Us

**Research Projects Workflow Reports**

1. Report of Research Projects Submitted to Deanship of Scientific Research
2. Report of Research Projects that need to be reviewed
3. Report of Research Projects that need the approval of Deanship of Scientific Research
4. Report of Research Projects that need Rewards Allocation
5. Report of Research Projects that need to sign contract
6. Report of Research Projects that did not send the research reports
7. Report of Research Projects that did not send any research report in general
8. Report of Research Projects that send research reports and need approval

**Research Projects Approval Statuses Reports**

9. Accepted Research Projects Report
10. Rejected Research Projects Report
11. Cancelled Research Projects Report
12. Comparison for Research Projects according to research centers, collages and Research Competition Number
13. Comparison for Rejected Research Projects according to research centers, collages and Research Competition Number
14. Number of Research Projects for each PI and CO PI, explaining research stages and statuses.

**Report of Research Papers and Researcher information**

15. Published Research Projects Report.
16. Research Project Papers and Scientific Journals Report.
17. Comparison for Published Research Projects according to research centers, collages and Research Competition Number.
18. Primary Investigators Report.
19. CO-Primary Investigators Report

**Financial Loans & Rewards Reports**

20. Financial Loans Statistics according to research centers and stages.
21. Financial Loans Statistics according to collages and stages.
22. Financial Loans Detailed Report according to research centers and stages.

The previously mentioned evidence and facts indicate the presence of harmonized systems controlling the scientific research and related activities in Najran University.

### Provide a description of the process for the preparation on this standard:

The Rector of Najran University issued an administrative decision approving the organizational structure of the project of the evaluation study for the institutional accreditation of Najran University, which is implemented in cooperation with the National Center for Assessment and Academic Accreditation (NCAAA). The decision also included the approval of the formation of the self-assessment team and the self-study for the institutional accreditation of Najran University.

According to the organizational structure of the project, the Standing Committee for Quality and Academic Accreditation in Najran University is supervising the Higher Committee for the project, which in turn branches to different committees, the Committee of Community Participations was one of these committees.

The Committee of Community Participations is responsible for the tenth standard of scientific research and the eleventh standard of university relations with community. The Committee of Community Participation Context held several meetings to design a work plan which included all activities required for self-evaluating the scientific research standard, i.e. collecting data and documents, analyzing data, examining documents, discussing the results with committees responsible for other NCAAA standards, and drawing conclusions. The designed work plan was implemented in cooperation with the Information and Documentation Committee and the Technical Committee to Prepare the Self-Study Report as well as the committees responsible for the other NCAAA standards.

Within the framework of the designed work plan, the following tasks have been carried out by the Committee of Community Participations:

- 1- Study the report of the external review panel, following the external developmental reviewing visit to Najran University during the period 14-19 March 2015 within the Developmental Evaluation Project between Najran University and the National Commission for Assessment and Academic Accreditation and (NCAAA); (Appendix 10.1).
- 2- Study all the requirements for fulfilling the scientific research standard and related sub-standards, in the document "Standards for Quality Assurance and Accreditation of Higher Education Institutions" prepared by NCAAA in 2015; (Appendix 10.2).
- 3- Study the Annual University Reports of the years 1436/1437 H (2015) and 1437/1438 H (2016); (Appendix 10.3).
- 4- Review the electronic portal of Najran University; <http://www.nu.edu.sa> ; (Appendix 10.4).
- 5- Review the strategic plan of Najran University; 1433-1438 H; (Appendix 10.5).
- 6- Review the strategic plan of scientific research in Najran University 1438-1440 H; (Appendix 10.6).
- 7- The decision of the Scientific Research Board of the Deanship of Scientific Research No. 2/3/1437, to approve the strategic plan of scientific research of Najran University; (Appendix 10.7).
- 8- Review the Circular, (N0. 437-36-42251) on 8/10/1437H., addressed to the Scientific Research Centers for the need to adhere to the strategic plan of scientific research in the University on making their research plans; (Appendix 10.8).
- 9- Study the Report on Budget Allocated to Scientific Research at Najran University for the Years 1436/1437 H and 1436/1437 H, issued by Budget Management of Najran University; (Appendix 10.9).
- 10- Review the Unified Bylaw of Regulations for Scientific Research in Saudi Universities; issued by the Council of Higher Education (Decision No. 10/02/1419 H); (Appendix 10.10).
- 11- Review the unified bylaw of regulations for Post-Graduate Studies in Saudi Universities; issued by the Council of Higher Education (Decision No. 06/03/1417 H); (Appendix 10.11).
- 12- Review the document of Ethics of Scientific Research on Living Creatures, issued by Royal Decree No. (M / 59), dated 14/9/1431 H; (Appendix 10.12).
- 13- Review the document of Executive Regulations for Scientific Research on Living Creatures Document, issued by King Abdul-Aziz City for Science and Technology issued in 1433 H; (Appendix 10.13).
- 14- Review the document of "Scientific Honesty Document", emerged from the program of the "National Plan for Science, Technology and Innovation", issued on 27/6/1432 H; (Appendix 10.14).



- 15- Review the document of the Copyright System and its Executive Regulations, issued by the Royal Decree No. (M / 41), dated 2/7/1424 H; (Appendix 10.15).
- 16- Review the document of the Patent System, issued by the Royal Decree No. (M / 38), dated 10/06/1409 H; (Appendix 10.16).
- 17- Review the accomplishment report of the Scientific and Engineering Research Center, 1435-1437 H; (Appendix 10.17).
- 18- Review the accomplishment report of the Health Research Center, 1435-1437 H; (Appendix 10.18).
- 19- Review the accomplishment report of the Shariaa, Educational, and Humanities Research Center, 1435-1437 H; (Appendix 10.19).
- 20- Review the approval decision of annual reports of achievements of Najran University's scientific research centers by the Scientific Research Council of the Deanship of Scientific Research, assuring the necessity to prepare such reports on continuous basis; (Appendix 10.20).
- 21- Review the accomplishment report of the Promising Center for Sensors and Electronic Devices (PCSED) (Currently: Center of Advanced Materials and Nanotechnology Research), 1435-1437 H; (Appendix 10.21).
- 22- Review the international joint research contract which was signed between Najran University through its Center of Advanced Materials and Nanotechnology Research (Previously: The Promising Center for Sensors and Electronic Devices) and the Institute of Catalysis and Petro Chemistry of the National Council for Scientific Research in Spain, 1434 H; (Appendix 10.22).
- 23- Review the report about the research performance indicators which was published in Thomson Reuters (ISI) Web of Knowledge based on a request from King Abdulaziz City of Science and Technology (KACST), in September 2011; (Appendix 10.23).
- 24- Review the Proceedings of the International Workshop in Advanced Materials for Sensors, Electronic Devices and Renewable Energy (IWASER-2012), organized by the Promising Centre for Sensors and Electronic Devices (PCSED) (Currently: Center of Advanced Materials and Nanotechnology Research), Najran University, Najran, 14-16 May, 2012; (Appendix 10.24).
- 25- Review the bylaw of the regulations related to the affairs of the Saudi faculty members and their equivalents in the Saudi University; Council of Higher Education; Decision number 4-6-1417; (Appendix 10.25).
- 26- Study the obligatory Comprehensive System of Regular Evaluation of Najran University's Teaching Staff; (Appendix 10.26).
- 27- Review the list of the new projects introduced in the implementation plan of the strategic plan of Najran University 1433-1438; (Appendix 10.27).
- 28- Review the decision of the Rector of Najran University to assign a female faculty member to hold the position of Vice-Dean of Scientific Research in the female campus; (Appendix 10.28).
- 29- Study the final report of Najran University's performance indicators for the academic year 1437/1438 H; (Appendix 10.29).
- 30- Review recent reports from Administration of Scholarship Missions and Training; 1438H; (Appendix 10.30).
- 31- Review the minutes of the meeting of the Scientific Council of the Deanship of Scientific Research on 10/24/2016; (Appendix 10.31).
- 32- Review the decision No. (71/1438) of the Vice Rector for Development and Quality, issued on 24/2/1438 H , concerning the approval of an obligatory bylaw which includes the policy of Najran University regarding formation of advisory boards in colleges and the procedures which should be used, to monitor the actions and decisions taken by these advisory boards; (Appendix 10.32).
- 33- Review the decision number 15-2-1436/1437H of the Najran University's Council issued on 18/7/1437H concerning the approval of the organizing bylaw regarding all aspects of establishing and managing scientific chairs; (Appendix 10.33).



- 34- Review the administrative decision of the Rector of Najran University, which was issued in 1435 H, concerning the establishing the Innovation and Entrepreneurship Unit; (Appendix 10.34).
- 35- Review the decision No 435 -1- 709 issued by the University Rector dated on 21/1/1435 H concerning the approval of establishing the Central Unit for Chemical and Radioactive Materials; (Appendix 10.35).
- 36- Review the decision of the Vice Rector for Development and Quality number 43/1437 dated on 18/2/1437 H concerning the formation of a teamwork for reviewing the mission, goals and strategic objectives of Najran University; (Appendix 10.36).
- 37- Study the Risk Plan of Najran University, 1437H; (Appendix 10.37).
- 38- Study the Scientific Citation Report number 727 concerning Najran University, derived from WEB of SCIENCE data base; 2017; (Appendix 10.38).
- 39- Study the document of the “Program of National Transition, 2020”; Council Of Ministers, 2016; (Appendix 10.39).
- 40- Review the administrative decision issued by the Rector of Najran University on 16/06/1438 H, concerning the establishment of the “Committee of Supporting Initiatives of Najran University”; (Appendix 10.40).
- 41- Review the administrative decision issued by the Dean of College of Engineering on 1/2/1438 H, to establish the Green Buildings Research Unit; (Appendix 10.41).
- 42- Study the Accomplishment Report of the Green Buildings Research Unit at the College of Engineering, 2017; (Appendix 10.42).
- 43- Review and evaluate the handbook of the Research Project Management System used by Najran University; (Appendix 10.43).

The collected data were analysed, and the results were discussed with all members of the Committee of Community Participation, as well as with members of other Committees. Then, the Committee of Community Participation carried out the following tasks, respectively:

- a) Prepared the self-evaluation report of the scientific research standard on the self-evaluation scales template, issued by NCAAA in 2015, to be sent to the independent opinion after reviewing.
- b) Prepared the first draft of the self-study report of the scientific research standard on the template issued by NCAAA in 2015, and sent to the independent opinion, after reviewing. After receiving the observations of the independent opinion, the Committee of Community Participation prepared the second draft of the self-evaluation report of scientific research standard. Then, the second draft of the Institutional Self Evaluation Report, which included all standards, including scientific research standard, was reviewed by an expert in the Technical Committee for Preparing the Self-Study Report and prepared the final copy of the Institutional Self Evaluation Report, which was sent to NCAAA among other documents required for Institutional Accreditation of Najran University.

## **Report on sub-standards**

### **10.1 Institutional Research Policies**

The university mission statement “Offering teaching and learning that address the needs of community and labor market, effective contribution to sustainable development through conducting applied research and optimal use of modern technologies, and establishing partnerships at the local, regional and global levels.”; (Appendix 10.4), reflects the University's interest in conducting applied scientific research for the purpose of sustainable development of Najran community. The focus on the applied scientific research, suits the nature of Najran university which is a newly established and located in relatively distant geographic area in the southern part of the Kingdom of Saudi Arabia. The community in such geographic area needs the results of applied research, in order to be used directly

in the development plans and solving the problems of the community.

One of the strategic determinants or directions of the strategic plan of Najran University; (Appendix 10.6), is "Science and knowledge", that has two strategic goals which are relevant to scientific research and post-graduate studies, i.e. goals number 9 and 10:

- Strategic Objective number 9: "Developing academic research policy to support sustainable development". This strategic objective includes the following operational objectives:

- Developing the strategies and activities of scientific research.
- Employing and utilizing modern technologies in scientific research.
- Activating university role in studying the history and heritage of Najran area and its natural resources.
- Utilizing scientific research in providing specialized scientific consultation.
- Directing scientific research toward future studies, which contribute to sustainable development.

- Strategic Objective number 10: "Improving Post-graduate Programs According to International Academic Standards". This strategic objective includes the following operational objectives:

- Increasing number of post-graduate programs according to university requirements and community needs.
- Improving the system of study missions (scholarships) to keep up with the knowledge and research development.

Based on the results of analyzing the external and internal factors affecting the activities of Najran University,(SWOT Analysis); (Appendix 10.6), and putting into consideration the vision, mission, and strategic goals of the University the following guidelines have been developed for the activities of scientific research in Najran University:

- 1-Work to ensure high quality scientific research and provide adequate budget, according to international standards.
- 2-Support research environment to contribute in enriching all branches of human knowledge, in order to reach distinguished scientific and applied contributions which meet the needs and expectations of the stakeholders.
- 3-Support applied research and studies in Najran area to contribute in revealing its natural resources as well as preserving its literary, architectural, and historical heritage.
- 4-Encourage cooperation and partnerships with industrial section as well universities and research centers in the countries of council of gulf cooperation and all over the world.
- 5-Encourage economic benefit from the results of scientific research.
- 6-Expanding the scientific research chairs system in order to solve problems and meet needs of Najran community.
- 7-Establishment of high quality post-graduate study programs to assure high ranking position among other national and international higher education Institutions, in this respect.
- 8- Proper appreciation of the contributions of post-graduate students in joint research projects.
- 9- Encourage faculty members to use the most recent information extracted from their research activities or other sources which are relevant to their specialization, in improving the courses they are teaching, after obtaining an approval from the department council.
- 10- The commitment to the laws and regulations related to intellectual property rights in the Kingdom of Saudi Arabia.

A strategic plan for scientific research in Najran University which includes strategic goals as well as related performance indicators was developed; (Appendix 10.6), in the light of the strategic plan of Najran University. This was done in response to one of the recommendations (# 60)contained in the the report of the external review panel, following the external developmental reviewing visit to

Najran University during the period 14-19 March 2015 within the Developmental Evaluation Project between Najran University and the National Commission for Assessment and Academic Accreditation and (NCAAA); (Appendix 10.1). The Scientific Research Board of the Deanship of Scientific Research approved the strategic plan of scientific research of Najran University on 10/3/1437 H; (Appendix 10.7). The strategic goals of scientific research in Najran University are as follows:

- 1- Improving the scientific research facilities and equipment according to standard criteria.
- 2- Providing information resources and databases for the purposes of scientific research
- 3- Developing scientific research skills of faculty members and researchers
- 4- Strengthening funding and motivation systems for distinctive scientific production.
- 5- Enhancing creativity and innovation in conducting applied scientific research.
- 6- Sponsoring and supporting innovators.
- 7- Establishing research partnerships at the national and global levels.
- 8- Supporting research papers of economic returns and which are related to industry.

Officially, all research units in Najran University including research centers have been notified to develop their research plans in the light of this strategic plan; (Appendix 10.8).

A policy for the scientific research has been developed in the light of the strategic plan for scientific research in Najran University. In addition, Najran University adopts a policy that indicates its responsibility toward participation in achieving the Vision of the Kingdom of Saudi Arabia 2030.

The University encourages faculty members and researchers to apply for competitive initiatives/projects related to the "Program of National Transition 2020", (Appendix 10.39). The "Program of National Transition, 2020" has been developed by the "Council of Economic Affairs and Development" based on a request from the Council of Ministers, and aims to achieve a progressive strategic objectives that will lead to achieving the Vision of the Kingdom of Saudi Arabia, 2030. The "National Transition Program 2020" was launched in its first stage at 24 government entities, represented by the Ministries, including Ministry of Education, and a number of other public bodies, which are mainly related to the strategic objectives of "Vision of Kingdom of Saudi Arabia, 2030". The timeframe for this program started in 2016 and will continue to 2020. Each participated government entity supposed to identify the most important obstacles and challenges to achieve the goals of "Vision of Saudi Arabia 2030", and then sets its strategic objectives to overcome such obstacles and challenges. Following that, initiatives/projects need to be carried out by the participated government entities to achieve these objectives. The Ministry of Education announced its strategic objectives, and asked the Saudi Universities to participate in achieving these objectives by submitting proposals for initiatives/projects, on a competitive basis. The Rector of Najran University issued an administrative decision on 16/06/1438 H to establish the "Committee of Supporting Initiatives of Najran University", (Appendix 10.40). The Committee is responsible of coordination, cooperation and communication with the "Office of "Achieving the Vision of 2030" at the Ministry of Education, concerning participation in achieving the strategic objectives of the "National Transition Program 2020". In addition, the committee should encourage the academic, research and administrative units in Najran University to apply and submit initiatives and projects. The committee will provide them with the necessary technical and scientific support. Furthermore, the committee is responsible for including all initiatives and programs of Najran University which are compatible with the "National Transition Program 2020" and the Vision of 2030 within the strategic plan of Najran University. It is worth mentioning that Najran University submitted a proposal of initiative/project entitled "Automating of Measuring Learning Outcomes Process in Higher Education", which aims to increase the efficiency of higher education. The Proposal was successful, and a budget of a 160 million Saudi

Riyals was allocated from the Ministry of Education to achieve the objectives of this initiative/project, over a period of 4 years. The initiative/project is supervised by the Dean of College of Engineering, and involves highly qualified researchers and faculty members from Najran University. This indicates the active role of Najran University in achieving the Vision of 2030 as well encouraging creativity in several fields, including the field of curriculum development and improvement of teaching and evaluation methods.

A decision was issued by the Rector of Najran University, to assign a qualified faculty member from the female section to occupy the position of Vice-Dean of the Deanship of Scientific Research, based on the nomination of the Dean of the Deanship of Scientific Research - Decision no. (39759/36) on 28/2/1437H; (Appendix 10.28). This indicates that Najran University is providing comparable support for male and female faculty members to encourage and enhance scientific research. This agrees with the recommendations (# 63) contained in the the report of the external review panel, following the external developmental reviewing visit to Najran University during the period 14-19 March 2015 within the Developmental Evaluation Project between Najran University and the National Commission for Assessment and Academic Accreditation and (NCAAA); (Appendix 10.1).

It is worth mentioning that Najran University is committed to both the Unified Bylaw for Scientific Research in Saudi Universities issued by the decision of the Council of Higher Education number (2/10/1419 H); (Appendix 10.10) and the unified bylaw for postgraduate studies in Saudi Universities issued by the Higher Education Council Decision No. (3/6/1417 H); (Appendix 10.11).

The research centers in Najran University, i.e., Scientific and Engineering Research Center, Health Research Center and the Islamic, Educational, and Humanities Research Centre prepared annual reports of achievements during the period 1435-1437 H; (Appendix 10.17), (Appendix 10.18), and (Appendix 10.19), respectively. The Scientific Council of Deanship of Scientific Research has approved these annual reports, assuring the necessity to prepare such reports on continuous basis; (Appendix 10.20). This was done in response to one of the recommendations (# 61) contained in the the report of the external review panel, following the external developmental reviewing visit to Najran University during the period 14-19 March 2015 within the Developmental Evaluation Project between Najran University and the National Commission for Assessment and Academic Accreditation and (NCAAA); (Appendix 10.1).

The Deanship of Scientific Research has set criteria for scientific publishing; (<http://www.nu.edu.sa/ar/web/deanship-of-scientific-research/17>), which should be followed by teaching staff members and researchers, when publishing their papers in scientific journals, in order to ensure the quality of published scientific research. Such criteria were developed based on international standards known in the field of scientific publications.

Najran University adopted the system of "Ethics of Scientific Research on Living Creatures", issued by Royal Decree No. (M / 59), dated 14/9/1431 H; (Appendix 10.12), and its Executive Regulations issued by King Abdul-Aziz City for Science and Technology issued in 1433 H; (Appendix 10.13). The University also adopted the "Scientific Honesty Document", emerged from the program of the "National Plan for Science, Technology and Innovation" issued on 27/6/1432 H; (Appendix 10.14). It worth mentioning that Najran University issued a code for ethics, which covered performance and practices that associated with all activities in the university including scientific research. Furthermore, the College of Medicine established a specialized committee responsible for the ethics of medical research. In addition, 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 teaching staff members as well as students. On the other



hand, a general high level committee needs 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.

There are some agreements between Najran University and some universities and research centers and agencies in the field of scientific research and associated activities at the local, regional, and international levels; Table 10.1.

Table 10.1: The local, regional and international bodies collaborating with Najran University in the field of scientific research, and purpose of cooperation.

Cooperating Party With Najran University	Country	Purpose of Cooperation
Chonbuk National University	South Korea	Expert exchange, joint research, and training in the field of Nano Technology
Brunel University	United Kingdom	Consultation in Strategic Planning
The University of Granada	Spain	Joint Research Projects in Nano Technology
Lille 1 University of Science and Technology.	France	Scientific Cooperation
Lille 2 University of Health and Law	France	Scientific Cooperation
Rowan University	United States of America	Scientific Cooperation
The University of Manchester	United Kingdom	Scientific Cooperation
Chinese Academy of Sciences	China	Joint Research in Nano Technology and advanced Materials
National Research Institute	Egypt	Scientific Cooperation in different areas of Nano Technology
Institute of Catalysis and Petrochemistry, Spanish Council for Scientific Research (CSIC)	SPAIN	Joint Research Projects in Nano Technology
Institute of Public Administration	Kingdom of Saudi Arabia	Developing and improving the organizational structure of Najran University
Ministry of Education - University Education Sector (formerly: Ministry of Higher Education)	Kingdom of Saudi Arabia	-Transforming "The Center of Advanced Materials and Nanotechnology Research" to "The Promising Center for Sensors and Electronic Devices". - Financial support for "The Promising Center for Sensors and Electronic Devices".
King Abdulaziz City for Science and Technology	Kingdom of Saudi Arabia	Supporting scientific research projects in the field of Nano Technology

The number of these agreements needs to be increased and areas of cooperation need to be expanded to cover more specialties. 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. The areas of cooperation with the local industry sector need to be expanded to include other areas of cooperation such as collaborative research projects and researchers exchange.



## Complete a KPI Table for sub-standard 10.1

### KPI Table

<b>KPI:</b> Proportion of the total, annual operational budget dedicated to research. <b>NCAAA KPI Reference Number: S10.6</b> <b>Institutional KPI Reference Number: NU 10.1.1</b>				
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
0.50 %	1.0 %	0.40 %	0.36%	_*
<p>*No new target benchmark has been set.</p> <p>Analysis (list strengths and recommendations):</p> <p>1- The KPI Table for the performance indicator " Proportion of the total, annual operational budget dedicated to research, NCAAA KPI Reference Number: S10.6, used in the submitted self study report of Najran University, showed that Najran University has not achieved the target value (1%) in both actual benchmark (measured in 1437/1438 H; 0.5%) and the internal benchmark (measured in 1436/1437 H; 0.4%). However:</p> <p>a- Najran University slightly increased the Proportion of the total, annual operational budget dedicated to research in the year 1437/1438 H comparing to the assigned budget in the previous year 1436/1437 H.</p> <p>b- The KPI of Najran University in the year 1437/1438 slightly exceeded the KPI of King Khalid University- i.e. the external benchmark (0.36%).</p> <p>2- Based on the attached report concerning the rate of change between the budget assigned for the current year 1438/1439 H and the budget project requested for the coming year 1439/1440 H at Najran University, we find that the budget which requested for scientific research in the coming year 1439/1440 H increased by 122.2% comparing to the budget allocated for scientific research in the current year 1438/1439.</p> <p>3- It has been mentioned in the self study report of Najran University some successful efforts made by the University to compensate the relatively low budget assigned for scientific research:</p> <p>a) Najran University won a competitive initiative/project related to the "Program of National Transition 2020" entitled "Automating of Measuring Learning Outcomes Process in Higher Education", which aims to increase the efficiency of higher education. The budget approved by the National Transformation Support Committee 2020, to achieve the objectives of this initiative/project is 160 million Saudi Riyals, covering a period of 4 years. The allocated budget will help in supporting the scientific research system in Najran University. The initiative/project includes many qualified faculty members and researchers from Najran University. It is worth mentioning the Najran university recently submitted another three proposals for new initiatives/projects which were successful.</p> <p>b) Some faculty members and researchers in Najran University received research grants from King Abdulaziz City of Science and Technology (KACST) to conduct scientific research.</p>				
<p>* Explain:</p> <p>1. Why this internal benchmark was chosen?</p>				

▪Because it is an Institutional KPI, so that benchmarking between the actual KPI measured in the year 1437/1438 H with the same KPI measured in the previous year 1436/1437 H, will give an indication about possible progress, which might have been achieved in this respect.

2. How was the benchmark calculated?

▪By using the formula

$$\text{KPI} = [\text{Total amount of budget expended on scientific research in certain year} / \text{Total amount of Najran University operational budget in same year}] \times 100$$

3. Name of the internal benchmark provider:

▪The Performance Measurement Unit; Vice Rectorship for Development and Quality; Najran University.

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

▪King Khalid University lies almost in the same geographical area and is considered as competitor to Najran University. Because of this, using the KPI of King Khalid University in the external benchmark is logic, so that Najran University can compare itself with a competitive University.

2. How was the benchmark calculated?

▪
$$\text{KPI} = [\text{Total amount of budget expended on scientific research in certain year} / \text{Total amount of King Khalid University operational budget in same year}] \times 100$$

3. Name of the external benchmark provider:

▪Deanship of Academic Development and Quality at King Khalid University.

## 10.2 Faculty and Student Involvement in Research:

According to the promotion criteria applied by Najran University on faculty members, the scientific research productivity represents 60%, teaching performance 25%, while community service activity represents 15% of the total score, which indicates the relatively high weight of the scientific research productivity criterion; (Appendix 10.25). In addition, a new obligatory comprehensive system for regular evaluation of Najran University's teaching staff has been approved by the Vice-Rector for Post-Graduate Studies and Scientific Research; (Appendix 10.26). According to this system, a relatively high weight, i.e. 30%, has been assigned for scientific research criterion among other criteria that included in this system. These systems of faculty members' evaluation, applied by Najran University are of great value in motivating faculty members to be involved in scientific research activities. This was done in response to one of the recommendations (# 62) contained in the the report of the external review panel, following the external developmental reviewing visit to Najran University during the period 14-19 March 2015 within the Developmental Evaluation Project between Najran University and the National Commission for Assessment and Academic Accreditation and (NCAAA); (Appendix 10.1).

The Deanship of Scientific Research has a special program to fund the research projects of successful proposals submitted by teaching staff members of Najran University, on competitive basis. The Research Funding Program started its first stage in the academic year of 1430/1431 H, and successfully continued to the seventh stage 1437/1438 H. Table 10.2, shows an increase in the number of accepted research projects proposals and the allocated budget in the year 2015 comparing to same figures in the year of 2014. However, the number of accepted proposals and the allocated budget were slightly decreased in the year of 2016 comparing to same figures in the year of 2015. This decrease in the year of 2016 is positively correlated with the decrease in the budget allocated for

the scientific research in Najran University; (Appendix 10.9). In every academic year, a call for submitting research project proposals is announced on the Web site of the Deanship of Scientific Research. 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. Successful proposals of research projects are selected for funding on competitive basis. The Deanship of Scientific Research provides for teaching staff members and researchers, all the necessary information and rules required to submit successful proposals. In addition, feedback from the Deanship of Scientific Research is provided to Faculty members who have unsuccessful proposals about the evaluation results of their proposals, so their proposals can win in the next times. Such policy gives experience to Faculty members concerning writing successful competitive research proposals.

Table 10.2: Number of submitted and accepted scientific research projects' proposals and allocated budget within the framework of the program of supporting scientific research of the faculty members of Najran University managed by the Deanship of Scientific Research, in the last three stages of the program.

Fifth Stage 1435/1436 H (2014)		
Submitted Proposals	Accepted Proposals	Allocated Budget
278	156	3,542,400 SR
Sixth Stage 1436/1437 H (2015)		
Submitted Proposals	Accepted Proposals	Allocated Budget
395	224	4,545,600 SR
Seventh Stage 1437/1438 H (2016)		
Submitted Proposals	Accepted Proposals	Allocated Budget
425	179	3,693,600 SR

Furthermore, 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; Table 10.3. According to policies of scientific research adopted by Najran University, the Deanship of Scientific Research has set a number of conditions and criteria regarding the characteristics of the scientific journals, which should be committed to it by faculty members and researchers when publishing their papers, , i.e. :

- 1-To be a scientific journal in the ISI lists known worldwide.
- 2-To be included in the journal's lists of the National Commission for Assessment and Academic Accreditation (NCAAA), in the Kingdom Saudi Arabia.
- 3-To have a high Impact factor.
- 4-To be issued by recognized organizations or bodies.

These conditions and criteria help to a great extent in enhancing the quality of the scientific research conducted in Najran University.

Table 10.3: Training workshops on the different aspects of scientific research, offered to faculty members through Skills Development Unit at the Deanship of Development and Quality in the period 1433-1438 H.

No.	Training Workshops	Year	Number of Attended Faculty Members *	
			Male	Female
1	Writing Successful Proposals of Competitive Research Projects.	1433	37	36
2	Basics of Scientific Research and Scientific Publishing.	1434	36	-
3	Design of Questionnaires.	1434	55	-
4	Statistical Analysis using SPSS program.	1434	51	-
5	Ethics of Scientific Research.	1434	14	-
6	Quality of Scientific Research and Mechanisms of Publishing in ISI Journals.	1435	86	67
7	Scientific Research Publishing in ISI Journals.	1435 & 1436	54	34
8	Skills of Writing Research Plan for Master and Doctorate Theses.	1438	10	28
9	Skills of Scientific Supervising of Theses.	1438	21	-
10	Methodology in Planning Scientific Research (Skills, Mechanisms, Ethics).	1438	23	38
11	Design and Analysis of Electronic Questionnaires.	1438	17	37
12	Management of Electronic References of Scientific Research Using Endnote Program	1438	27	38
13	Performance Indicators for Evaluating and Benchmarking of Scientific Research in Universities.	1438	15	13
14	Competitive Research Projects.	1438	17	20
15	Building and Managing the Research Team.	1438	20	27
Total Number of Attended Faculty Members			483	338

\*Some workshops were offered more than one time over the two terms of the academic year.

Najran University gives teaching staff and researchers opportunities to attend scientific conferences in areas related to their specializations (Appendix 10.3and Appendix 10.6); Table 10. 4, shows the participation of faculty members and researchers of Najran University in International and Regional Scientific Conferences during the last years, i.e. 2015and 2016.

Table 10.4: Number of international and regional conferences and symposium in the different countries during the years 1436/1437 H (2015) and 1437/1438 H (2016), attended by faculty members from Najran University:

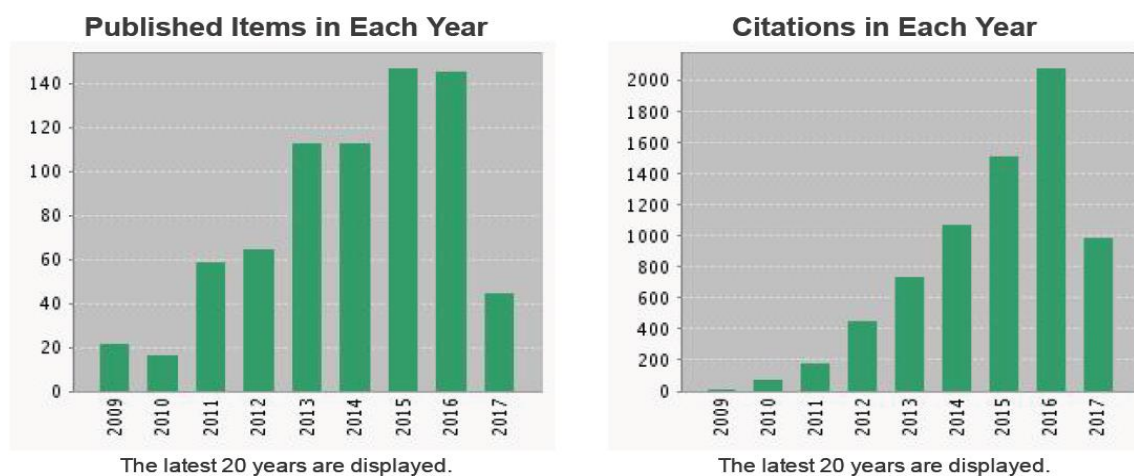
Country	Number of International and Regional Conferences and symposium	
	Year 1436/1437 H (2015)	Year 1437/1438 H (2016)
United States of America	18	30
Canada	11	16
Australia	3	4
New Zealand	2	3
United Kingdom	2	4
Malaysia	5	6
Italy	2	2
Spain	2	3
Germany	1	2
Argentina	1	1
Japan	1	2
Czech	1	1
Denmark	1	1
Turkey	1	1
Egypt	1	1
Algeria	1	2
United Arab Emirates	-	4
Bosnia and Herzegovina	-	1
Total	53	84

The numbers of teaching staff members who participated in scientific conferences increased in 1437/1438 H (2016) comparing to same figures in 1436/1437 H (2015), which indicates increasing the awareness of faculty members about attending scientific conferences to improve their skills as well as increasing the support of Najran University in this respect.

According to the Scientific Citation Report number 727 concerning Najran University, derived from Thomson & Reuters Database WEB of SCIENCE Database; 2017, the numbers of citations for the scientific research papers of faculty members of Najran University which have been published in ISI journals are 2083 and 990, for the years 1436/1437 H and 1437/1438 H, respectively (Appendix 10.38; Figure 10.3). These results indicates that target value of the KPI" number of citations in refereed journals in certain year per full time equivalent faculty members in the same year " for Najran University, i.e. 1:1, was achieved in the year 1436/1437 H. However, the value of this KPI measured at the end of the year 2017, slightly shifted away from the target value, which was 1:1.6. This could be due to the reduction in the budget allocated to scientific research in Najran University in the year 1437/1438 H, comparing to the allocated budget of the year 1436/1437 H. It is recommended to increase the budget allocated to the scientific research in Najran University as well as enhancing the culture and skills of international publishing of scientific research among faculty members of Najran University.



Figure 10.3 : Number of citations for scientific research conducted by faculty members and researchers in Najran university during the period 2009-2017\* :



\*Source: Thomson & Reuters Database WEB of SCIENCE Database; 2017

According to the reports of the QS-University Rankings concerning the top Universities in the Arab Region (<https://www.topuniversities.com/university-rankings/arab-region-university-rankings>), using "average number of citations per paper as a ranking indicator", Najran University ranked the third, third and second for the years of 2015, 2016 and 2017, respectively, comparing to other Universities in the kingdom of Saudi Arabia, (Table 10.5). This Indicates the high quality and impact of the scientific research conducted in Najran University. In addition, according to the previously mentioned reports, Najran University had rank numbers 11 and 10 for the years of 2016 and 2017, respectively, comparing to the other Universities in the kingdom of Saudi Arabia, when using "average number of papers per faculty member" as a ranking indicator. Considering the fact that Najran Universities is a newly established university, such reports indicate relatively high scientific research activity in Najran University.

Table (10.5) The rank number of Najran University using different ranking indicators comparing to other Universities in the kingdom of Saudi Arabia, according to the reports of QS-University Rankings concerning the top Universities in the Arab Region (<https://www.topuniversities.com/university-rankings/arab-region-university-rankings>):

Year	Ranking Indicator	
	Average Number of Citations per Paper	Average Number of Papers per Faculty Member
	Rank Number	Rank Number
2015	3	- *
2016	3	11
2017	2	10

\*No recorded data

The central library named "Prince Mishaal Library" in Najran University plays an important role in the scientific research system in Najran University; (Appendix 10.3). The "Prince Mishaal Library" has too many titles, in various scientific fields needed by faculty members, researchers and students at

Najran University to be used as references for their scientific research; (Table 10.6). It is noted that the central library provides digital library service for faculty members, researchers and students in both the women section and men section, where they can access to the site of the digital library (<https://login.nu.edu.sa/cas/login?locale=en>) with their own password from anywhere and use the various databases so they can read and study the latest books, scientific periodicals and journals, scientific Thesis and Dissertations, and other Publications. The number of titles for the different sources of information covering all Scientific and literary specialties increased in 2016 comparing to that of 2015, which indicates the continuous support for the central library, and consequently will have positive impact on scientific research. In addition the central library of Najran University provides another service for the faculty members and researchers which is called "Scientific Repository", through the site <https://repository.nu.edu.sa/>, where they can access to this site from anywhere by using their own user names and passwords, to search by subject, author, area of specialization, and year about published papers, books, Theses and Dissertations, etc. It is noted that recently Najran University took practical actions to equip a central library on the female section similar to that on the male section. In addition, there are sub-libraries on the female section and the male section at the University Campus in Sharoura.

Table 10.6: Number of Titles for the different sources of information covering all Scientific and literary specialties in Najran University which can be found/accessed in the Prince Mishaal Central Library and average number per title, for the years 1436/1437 H (2015) and 1437/1438 H (2016):

Source of Information	Number of Titles		Average Number of Copies per Title	
	1436/1437 H (2015)	1437/1438 H (2016)	1436/1437 H (2015)	1437/1438 H (2016)
Scientific Book	22289	24591	5	5
Periodicals	93	88	4	3
Governmental Publication	169	165	2	2
Theses and Dissertation (Hard Copy)	27	15	1	2
Theses and Dissertation (Soft Copy)	829	15	1	2
Saudi Digital Library	310000	500000	1	1
DataBase	304	204	1	1

According to the strategic plan of scientific research; (Appendix 10.6) in Najran University, the research units in Najran University should consider establishing partnerships with international research centers, in order to contribute in achieving the goals of the National Development Plan as well as achieving the vision and mission of the University. In this trend, the Promising Center for Sensors and Electronic Devices "Currently: The Center of Advanced Materials and Nanotechnology Research", organized the International Workshop in Advanced Materials for Sensors, Electronic Devices and Renewable Energy (IWASER-2012); on 14-16 May, 2012; (Appendix 10.24). In addition, the Promising Center organized an international workshop on February 19, 2014 for a delegation of eight South Korean Universities specialized in Nano Technology, in cooperation with the Ministry of Higher Education, to exchange knowledge and expertise in this area; (Appendix 10.21).

Najran University adopted the “Unified Bylaw of Regulations for Scientific Research in Saudi Universities”, issued by the Council of Higher Education” in the year of 1419 H; (Appendix 10.10), which indicates in article No. 2 the necessity to develop a generation of distinguished Saudi researchers who are well trained to conduct original and high quality scientific research through encouraging post-graduate students, demonstrators, lecturers and junior researchers to participate in conducting scientific research.

According to the accomplishment report of the Promising Center for Sensors and Electronic Devices (PCSED) (Currently: Center of Advanced Materials and Nanotechnology Research); 1435-1437 H; (Appendix 10.21), the first encyclopedia ever published in the field of semiconductor nanotechnology (January 2017, ca. 4210 pages, Hardcover - ISBN: 1-58883-199-X “7-Volume Set”), was edited by Professor Dr. Ahmad Umar, the distinguished senior researcher at the Center of Advanced Materials and Nanotechnology Research in Najran University. In addition, two senior researchers at the center were invited in 2016 to co-author 3 book chapters in three of the best seller books in the field of Nano Technology. Moreover, the center registered 7 patents in the field of Nano Technology during the period from 2009 to 2016. Furthermore, the researchers in the center published 71 papers in 2015 and 80 papers in 2016, in highly impact ISI journals. It is worth mentioning that the Center of Advanced Materials and Nanotechnology Research in Najran University received 5 awards during the period 2015-2016. These awards are as follows:

- 1- Federation of Arab Scientific Research Councils Award for Outstanding Scientific Research in Nanotechnology; Jordan, 2015.
- 2- The Award of Professor Osama El-Khouly in Environmental Science; Academy of Scientific Research and Development; Egypt, 2016.
- 3- Best Research Award; Kuwait International Nanotechnology Conference and Exhibition, February, 9-11; Kuwait, 2016.
- 4- Science Appreciation; Kuwait International Nanotechnology Conference and Exhibition, February, 9-11; Kuwait, 2016.
- 5- NRI of the Year-2016 Award- ACADEMICS (UAE region) TIMES NOW and ICICI, INDIA, MUMBAI INDIA, 11 April, 2016 by the Minister of Power, Coal, New and Renewable Energy, Government of India; UAE, 2016.

According to the policy of Najran University in scientific research, junior researchers including post-graduate students are given opportunities to enhance their experience and skills of scientific research. Participating of junior researchers and post-graduate students in joint and collaborative research projects is one of the strategies which provide such opportunity. For example, this was considered in the agreement contract of the joint research project which was signed between Najran University through its Center of Advanced Materials and Nanotechnology Research (Previously: The Promising Center for Sensors and Electronic Devices) and the Institute of Catalysis and Petro Chemistry of the National Council for Scientific Research in Spain, 1434 H; (Appendix 10.22). The sixth article of the contract indicates that 4 Students and 4 researchers from Najran University will be trained at the Institute of Catalysis and Petrochemistry in Spain, in the following areas:

- Catalytic reactor Tune-up
- Literature/Patents surveys
- Reactants/Products analysis
- Catalyst preparation techniques
- Catalyst Characterization techniques
- Catalytic testing
- Data analysis/interpretation

- Catalyst optimization
- Reaction optimization

Najran University sends its distinguished graduates to study for master, doctorate degrees, as well as fellowship, at major local, regional, and international universities, through scholarships which are annually declared on a competitive basis; (Appendix 10.30). Table 10.7, shows numbers of Najran University graduates/researchers/staff who received external and internal scholarships in the years 1436/1437 H (2015) and 1437/1438 H (2016). The decrease in the numbers in 2015 comparing to same figures in 2016 could be due to the reduction in the budget of Najran University in this year comparing to the year of 2015; (Appendix 10.9). In addition (Table 10.8) and (Table 10.9) for 2015 and 2016, respectively, show that numbers of graduates who were studying abroad for master, doctorate degrees, as well as fellowship, remarkably increased in 2016 comparing to same figures in 2015, which indicates the increase of the support of Najran University to achieve its strategic goals regarding the improvement of scientific research. The findings of post-graduate students involved in scientific research are usually highlighted in Sada Al-Jameah, which is the periodical news paper issued on regular basis by Najran University; (Appendix 10.4).

The Unified Bylaw for Regulation of Scientific Research in Saudi Universities (Issued by the Council of Higher Education in the year of 1419 H); (Appendix 10.5), which is adopted by Najran University, indicates in its article No. 2 the necessity to correlate between scientific research and National development plans. The mission of Najran University states the commitment of Najran University to the applied scientific research that of great value in satisfying the community needs. In addition, the eighth strategic goal of the strategic plan of scientific research in Najran University, (Appendix 10.6), clearly indicates that the University will give special funding for the scientific research projects associated with the industrial sector. This will consequently has positive impact on the economics of the community.

Table 10.7: Numbers of Najran University graduates/researchers/staff who received external and internal scholarships in the years 1436/1437 H (2015) and 1437/1438 H (2016):

Targeted Scientific Degree	Numbers of graduates/researchers/staff											
	1436/1437 H (2015)						1437/1438 H (2016)					
	External Scholarship			Internal Scholarship			External Scholarship			Internal Scholarship		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Master	26	9	35	9	20	29	12	3	15	6	5	11
Doctorate	25	6	31	11	3	14	23	-	23	11	3	14
Fellowship	1	-	1	9	1	10	1	-	1	2	1	3
Others *	15	3	18	-	-	-	18	4	22	-	-	-
Total	67	18	85	29	24	53	54	7	61	19	9	28

\* Studying abroad in foreign Universities to pass the tests required for enrolment in postgraduate programs.

Table 10.8: Numbers of Najran University graduates/researchers/faculty members who are continuing their study abroad in the different countries during the academic years 1436/1437 H (2015):

Country	Targeted Degree											
	Master			Doctorate			Fellowship			Others*		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Kingdom Of Saudi Arabia	11	23	34	14	6	20	9	1	10	-	-	-
United States of America	12	4	16	11	-	11	-	-	-	32	9	41
United Kingdom	13	5	18	10	4	14	-	-	-	13	-	13
Australia	2	-	-	3	-	3	-	-	-	3	-	3
Canada	-	-	-	-	1	1	-	-	-	-	1	1
France	-	-	-	-	-	-	1	-	1	1	-	1
Total	38	32	68	38	11	49	10	1	11	49	10	59

\* Studying abroad in foreign Universities to pass the tests required for enrolment in postgraduate programs

Table 10.9: Numbers of Najran University graduates/researchers/staff who are continuing their study abroad in the different countries the academic years 1437/1438 H (2016):

Country	Targeted Degree											
	Master			Doctorate			Fellowship			Others		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Kingdom Of Saudi Arabia	13	28	41	30	11	41	10	2	12	-	-	-
United States of America	30	8	38	42	3	45	1	-	1	15	7	22
United Kingdom	17	2	19	43	9	52	-	-	-	15	3	18
Australia	2	-	2	8	2	10	-	-	-	-	-	-
Canada	1	-	1	1	1	2	-	-	-	1	1	2
France	-	-	-	-	-	-	3	-	3	1	-	1
South Korea	-	-	-	1	-	1	-	-	-	-	-	-
Ireland	-	-	-	1	-	1	-	-	-	-	-	-
Sweden	-	-	-	-	-	-	1	-	1	-	-	-
Malaysia	-	-	-	-	1	1	-	-	-	-	-	-
Total	63	38	101	126	27	153	15	2	17	32	11	43

\* Studying abroad in foreign Universities to pass the tests required for enrolment in postgraduate programs

Najran University encourages undergraduate and postgraduate students to be involved in the scientific research and related activities. The Deanship of Student Affairs announces every year about the Student Scientific Conferences, which are organized annually by the Ministry of Higher Education for students of Universities in Saudi Arabia. The Deanship announces about axes of student scientific conferences and conditions of participation at proper time before the conference date. The Deanship assigns faculty members to supervise the students who wish to participate in the conference. In addition, the Deanship support the students who wish to participate by offering training workshops on subjects related to skills of writing scientific research, innovation and creativity, and using scientific research databases on the internet. Moreover, the Deanship assign financial awards for students whose participations successfully reach the final selection based on the



decision of the internal evaluation committees formed by the Deanship of Student Affairs to decide on the best students' participations to be presented at the conference. Table 10.10, shows number of submitted and accepted Students Participations of Najran University, in the last three Student s' Scientific Conferences.

Table 10.10: Number of submitted and accepted Participations' Proposals of Najran University Students, based on the decision of the internal evaluation committees formed by the Deanship of Student Affairs to decide on the winning students' participations to be presented, in the latest three conferences.

Axis of the Scientific Conference	The Scientific Conference for Students of Higher Education					
	The Fifth Conference Riyadh, 1435 H		The Sixth Conference Jeddah, 1436 H		The Seventh Conference Al-Medina, 1438 H	
	Number of Submitted Proposals	Number of Accepted Proposals	Number of Submitted Proposals	Number of Accepted Proposals	Number of Submitted Proposals	Number of Accepted Proposals
Under-Graduate Students						
Business Industry	-	-	-	-	1	1
Scientific Research	52	30	28	14	42	20
Innovation, Small Projects and Community service	2	1	3	3	4	4
Total	54	31	31	17	47	25
Post-Graduate Students						
Scientific Research	5	4	8	3	8	7

Complete a KPI Table for sub-standard 10.2.

#### KPI Table

**KPI:** Number of citations in refereed journals in the previous year per full time equivalent faculty members.

**NCAAA KPI Reference Number: S10.2**

**Institutional KPI Reference Number: NU 10.2.1**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
1:1.57=(0.63)	1:1 =(1.0)	1.32:1 =(1.32)	(0.59)	-*

\* No new target benchmark has been set

#### Analysis (list strengths and recommendations):

Najran University surpassed the target value of the KPI in the year 1436/1437 H; however, the ratio of number of citations in refereed journals per full time equivalent faculty members in the year 1437/1438 H decreased comparing to the value of the KPI in the year 1436/1437 H which surpassed target value. This could be due to the reduction in the budget allocated to scientific research in Najran University in the year 1437/1438 H, comparing to that allocated in the year 1436/1437 H. On the other hand, Najran

University slightly exceeded King Khalid University concerning the KPI which measures number of citations in refereed journals in the previous year per full time equivalent faculty members.

It is recommended to increase the budget allocated to the scientific research in Najran University as well as enhancing the culture and skills of international publishing of scientific research in ISI scientific journals, among faculty members of Najran University. This will result in achieving the target value, i.e. 1 citation per 1 faculty member.

**\* Explain:**

1. Why this internal benchmark was chosen?

▪Because it is an Institutional KPI, so that benchmarking between the actual KPI measured in the year 1437/1438 H with the same KPI measured in the previous year 1436/1437 H, will give an indication about possible progress, which might has been achieved in this respect.

2. How was the benchmark calculated?

▪By using the formula:

$KPI = \frac{\text{Number of citations for papers of faculty members in Najran University in refereed journals in certain year}}{\text{Total number of full time equivalent faculty members in the same year}}$

3. Name of the internal benchmark provider.

▪The Performance Measurement Unit; Vice Rectorship for Development and Quality; Najran University.

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

▪King Khalid University lies almost in the same geographical area and is considered as competitor to Najran University. Because of this, using the KPI of King Khalid University in the external benchmark is logic, so that Najran University can compare itself with a competitive University.

2. How was the benchmark calculated?

▪ $KPI = \frac{\text{Number of citations for papers of faculty members in Najran University in refereed journals in certain year}}{\text{Total number of full time equivalent faculty members in the same year}}$

3. Name of the external benchmark provider.

▪Deanship of Academic Development and Quality at King Khalid University.

**KPI:** Proportion of full time teaching staff with at least one refereed publication.

**NCAAA KPI Reference Number: S10.3**

**Institutional KPI Reference Number: NU 10.2.2**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
15.5%	50.0%	22.5%	29.0%	-*

\* No new target benchmark has been set

**Analysis (list strengths and recommendations):**

Najran University has not achieved the target value of the KPI (50%), in the year 1436/1437 H which recorded 22.5%. In addition, the proportion of full time teaching staff with at least one refereed publication decreased in the year 1437/1438 H (15.5%). This could be due to the reduction in the budget allocated to scientific research in Najran University in the year 1437/1438 H, comparing to that allocated in the year 1436/1437 H. Moreover, Najran University was less than University of Dammam (Currently Imam Abdulrahman Bin Faisal University) concerning this KPI which measures proportion of full time teaching staff with at least one refereed publication, where it recorded 29% in that University.

Based on these results, it is recommended to increase the budget allocated to the scientific research in Najran University as well as enhancing the culture and skills of international publishing of scientific research in ISI scientific journals, among faculty members of Najran University. This will result in achieving the target value, i.e. 50%.

**\* Explain:**

1. Why this internal benchmark was chosen?

▪Because it is an Institutional KPI, so that benchmarking between the actual KPI measured in the year 1437/1438 H with the same KPI measured in the previous year 1436/1437 H, will give an indication about possible progress, which might has been achieved in this respect.

2. How was the benchmark calculated?

▪By using the formula:

$$KPI = \frac{[\text{Number of full time equivalent teaching staff with at least one refereed publication in certain year}]}{[\text{Total number of full time equivalent teaching staff in the same year}]} \times 100$$

3. Name of the internal benchmark provider.

▪The Performance Measurement Unit; Vice Rectorship for Development and Quality; Najran University.

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

▪Because the ranking of University of Dammam (Currently Imam Abdulrahman Bin Faisal University) is close to the ranking of Najran University according to the reports of the QS-University Rankings concerning the top Universities in the Arab Region (<https://www.topuniversities.com/university-rankings/arab-region-university-rankings>).

2. How was the benchmark calculated?

▪
$$KPI = \frac{[\text{Number of full time equivalent teaching staff with at least one refereed publication in certain year}]}{[\text{Total number of full time equivalent teaching staff in the same year}]} \times 100$$

3. Name of the external benchmark provider.

▪Vice Presidency for Postgraduate Studies and Scientific Research; University of Dammam (Currently Imam Abdulrahman Bin Faisal University).

### KPI Table

**KPI:** Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty members.

**NCAAA KPI Reference Number: S10.4**

**Institutional KPI Reference Number: NU 10.2.3**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
1:18 = (.06)	1:5 =(0.2)	1:30 = (.03)	(0.17)	- *

\* No new target benchmark has been set

#### Analysis (list strengths and recommendations):

The target value of the KPI "Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty members" in Najran University is 1:1, i.e. 1 paper or report presented at academic conference per 1 full time equivalent faculty member. This indicates that Najran University has not achieved the target value in both actual benchmark (measured in 1437/1438 H) and the internal benchmark (measured in 1436/1437 H). In addition, Najran University was markedly less than King Khalid University concerning the KPI which measures number of papers or reports presented at academic conferences during the past year per full time equivalent faculty members. This indicates the necessity of designing improving plan to improve the performance indicator of Najran University in this respect, to reach the target value, i.e. 1 paper or report presented at academic conference per 1 full time equivalent faculty member.

It is recommended to increase the budget allocated to the scientific research in Najran University as well as enhancing the culture and skills of active participation in the scientific conferences among faculty members, to present and publish their scientific research.

#### \* Explain:

1. Why this internal benchmark was chosen?

▪Because it is an Institutional KPI, so that benchmarking between the actual measured KPI in the year 1437/1438 H with same KPI measured last year 1436/1437 H, will give an indication about possible progress, which might has been achieved in this respect.

2. How was the benchmark calculated?

▪By using the formula:

KPI= [Number of papers or reports of faculty members in Najran University, presented at academic conferences in certain year] / [Total number of full time equivalent faculty members in the same year]

3. Name of the internal benchmark provider.

▪The Performance Measurement Unit; Vice Rectorship for Development and Quality; Najran University.

#### \*\* Explain:

1. Why this external benchmark provider was chosen?

▪King Khalid University lies almost in the same geographical area and is considered as

competitor to Najran University. Because of this, using the KPI of King Khalid University in the external benchmark is logical, so that Najran University can compare itself with a competitive University.

2. How was the benchmark calculated?

▪KPI= [Number of papers or reports of faculty members in Najran University, presented at academic conferences in certain year] / [Total number of full time equivalent faculty members in the same year]

3. Name of the external benchmark provider.

▪Deanship of Academic Development and Quality at King Khalid University.

### 10.3 Commercialization of Research

The Institute of Consultation Studies and Services in Najran University is mainly working on attaining the most efficient and optimal utilization of University human and technical resources. It markets the research and consulting services of the University in public and private sectors inside and outside the kingdom through offering expertise and conducting theoretical and empirical studies and offers advisory services to government and private sectors, particularly in the areas of health, engineering, technology, Shariaa, humanities, education, administration, and strategic planning. Such activities have great impact on consolidating the relations between the University and community in addition partially it helps in increasing the revenue of the University.

On 24/2/1438 H, the Vice-Rector for Development and Quality issued a decision No. (71/1438), stating approval of 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 advisory boards; (Appendix 10.32). 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, they should be included as members in the advisory board. In case if the college has any idea which may have potential commercial benefits, this idea will be well discussed and evaluated by related experts in the advisory board.

Najran University adopts the copyright system and its executive regulations issued by Royal Decree No. (M / 41), dated 2/7/1424 H; (Appendix 10.15) and the Patent System, issued by the Royal Decree No. (M / 38), dated 10/06/1409 H; (Appendix 10.16). It is worth mentioning that article number eleven of 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 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.

Najran University adopts the Document of the Scientific Honesty, issued by the program of the National Plan for Science, Technology and Innovation on 27/6/1432H; (Appendix 10.14), which prevents conflict of interest in scientific research and associated activities. In addition, the scientific research policy which emerged from the strategic plan of the scientific research in Najran University set certain 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. Preventing conflict of interest in the field of scientific research will have a positive effect in creating the appropriate and stimulating environment to transform the results of research and scientific studies conducted at the at Najran University into projects with a profitable economic return for all participating parties.



The strategic plan of scientific research of Najran University; (Appendix 10.6) indicates the strategic directions of the University toward encouraging creativity and transferring to the stage of knowledge-based economy. Najran University adopts and encourages the culture of entrepreneurship among faculty members, researchers and postgraduate and undergraduate students. Najran University established the Innovation and Entrepreneurship Unit in 1435H; (Appendix 10.34). 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, and consequently increase job opportunities for graduates as well as enhance the economics of the community. A mutual project between the Innovation and Entrepreneurship Unit and Deanship of Scientific Research was designed and initiated in 1438H to develop a distinctive mechanism for commercial marketing of the results of scientific research at Najran University.

#### 10.4 Facilities and Equipment

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. These Research centers are:

- 1- Promising Center for Sensors and Electronic Devices (PCSED) (Currently: Center of Advanced Materials and Nanotechnology Research).
- 2- Scientific and Engineering Research Center.
- 3- Health Research Center.
- 4- Shariaa, Educational, and Humanities Research Center.

##### 1- Promising Center for Sensors and Electronic Devices (PCSED) (Currently: Center of Advanced Materials and Nanotechnology Research):

- Promising Centre for Sensors and Electronic Devices (PCSED)' was officially established by Najran University, by the Decree of the Ministry of Higher Education, Kingdom of Saudi Arabia dated on 24/3/1432 H, 27/02/2011. The PCSED is a unique research centre, focuses on the fabrication and characterization of new, innovative, and functional Nanomaterial for efficient utilization in several application areas related to sensors and electronic devices. PCSED is committed to conducting high quality research.

- The research topics covered in the center are as follows:

- 1) Designing, Fabrication and Characterizations of new and innovative functional Nanomaterials
- 2) Sensor device applications: The fabricated functional Nanomaterials are used for the fabrication of various sensor applications as:
  - i) Chemical/gas sensors
  - ii) Field effect transistors (FETs) based chemical/gas sensors
  - iii) Electrochemical Biosensors
  - iv) Optical sensors
- 3) Electronic device applications: The fabricated functional Nanomaterials are used for the fabrication of two important electronic device applications as :
  - i) p-n heterojunction diodes
  - ii) Field emission devices

●Facilities, Equipments, and Instruments:

a) Fabrication Area:

- Clean Room: It is worth mentioning that the “Clean Room”, established by the PCSED Center, is considered the first “Clean Room” in the Kingdom of Saudi Arabia.
- Inductively Coupled Plasma (ICP) Etcher which has the following functions:
  - 1) PROCESS REACTOR MODULE
  - 2) VACUUM MODULE
  - 3) AUTO-PRESSURE CONTROL MODULE
  - 4) ICP MODULE
  - 5) PRE CLEANING MODULE
  - 6) SYSTEM CONTROL MODULE
  - 7) FRAME & CONTROL RACK
- 8) Chiller
  - IR furnace
  - Magnetron sputtering system (2 RF & 1 DC)
  - Mask-aligner system.
  - Plasma Enhanced Chemical Vapour Deposition system
  - Rapid Thermal Process System (for the metal)
  - Spin Coater
  - Mini-Thermal Evaporator

b) Analysis Area:

- Nano surf easy Scan 2 (STM System)
- CV Meter
- Differential Scanning Calorimeter DSC N-650
- Field Emission Scanning Electron Microscopy
- FTIR –Spectrometer Spectrum 100 (Perkin Elmer)
- I-V Measurement System
- LCR Meter
- Raman Station 400 (Raman -Scattering Spectroscopy)
- JEM-2100F Transmission Electron Microscope.
- Thickness Measuring System
- X-ray diffractometer (X-Pert Pro)
- X-ray diffractometer (Bruker D8 ADVANCE)

c) General Area

- Ball Milling Production of Nanomaterials by Ball milling Method
- Thermo Scientific Heraeus Labofuge 200 Centrifuge
- Desiccator
- Distillation Water
- Dry Oven
- Electronic Balance
- Glass Cutter
- Liquid Nitrogen Plant
- LNP10(Helium pressure )
- Computer Aided Microscope
- Muffle Furnace

- Press Instrument
- Sample Coater
- Sample Dryer

#### Accomplishments:

According to the accomplishment report of the Promising Centre for Sensors and Electronic Devices (PCSED) (Currently: Center of Advanced Materials and Nanotechnology Research), 1435-1437 H; (Appendix 10.21), the following accomplishment were recorded:

- The center established several international and regional partnerships in the field of Nano technology research; i.e. :
  - Chonbuk National University, South Korea
  - The University of Granada, Spain
  - Lille 1 University of Science and Technology, France
  - Lille 2 University of Health and Law, France
  - Rowan University , United States of America
  - The University of Manchester, United Kingdom
  - Chinese Academy of Sciences, China
- Professor Dr. Ahmad Umar, the distinguished senior researcher at the center edited the first encyclopedia ever published in the field of semiconductor nanotechnology (January 2017, ca. 4210 pages, Hardcover - ISBN: 1-58883-199-X “7-Volume Set”).
- Two senior researchers at the Center were invited in 2016 to co-author 3 book chapters in three of the best seller books in the field of Nano Technology.
- The center registered 7 patents in the field of Nano Technology during the period from 2009 to 2016.
- The researchers in the center published 71 papers in 2015 and 80 papers in 2016, in highly impact ISI journals.
- The center received 5 awards during the period 2015-2016.
- On February 19, 2014, The center, organized a workshop for a delegation specialized in Nano Technology, from eight South Korean Universities, in cooperation with the Ministry of Higher Education, to exchange knowledge and expertise in this area.
- According to report about the research performance indicators which was published in Thomson Reuters (ISI) Web of Knowledge based on a request from King Abdulaziz City of Science and Technology (KACST), in September 2011; (Appendix 10.23), research performance indicators were recorded for 30 selected research institutions within KSA based on a review of their literature and patenting output. Najran University was among four top Saudi Universities which achieved an average nci in physical (NANO) research, close to or over world average impact, i.e. King Abdulaziz City for Science and Technology (0.90); King Faisal Specialist Hospital and Research Centre (1.06); Najran University (1.04); and Prince Sultan University (2.36).

## 2- Scientific and Engineering Research Center:

- The Scientific and Engineering Research Center was established to support and encourage high quality scientific research in engineering and scientific disciplines. The organizational structure of the center contains four research units, i.e.,
  - 1- Studies and Research Unit.
  - 2- Scientific Research Unit.
  - 3- Engineering Research Unit
  - 4- Partnership Unit.

The Scientific and Engineering Research Center provides advisory services to researchers and faculty members in the scientific college to overcome the difficulties that may face the different scientific colleges in carrying out scientific research projects. In addition, the Center is working on enhancing the linkage between researchers in the different scientific colleges in Najran University and in peer universities to encourage joint research projects in various scientific fields. The Scientific and Engineering Research Center published 45 scientific research papers on various subjects of science and engineering, in ISI-journals during the period 1435 H to 1437 H; (Appendix 10.17).

### 3- Health Research Center:

The Health Research Center was established in 14/11/1430 H. The Center includes a number of scientific and research units as well as an information technology unit and a translation and publishing department. Since the establishment date, the Health Research Center took the responsibility to achieve the following goals:

1. Encourage teaching staff members and researchers who are working in the medical fields in Najran University to conduct health research with scientific value.
2. Provide the necessary resources for high quality scientific research.
3. Achieve missions and goals of the University to encourage and support applied scientific research.
4. Contribute to the monitoring of epidemic and endemic diseases in the region of Najran, finding the necessary solutions to reduce such diseases, as well as establishing the concept of preventive treatment.
5. Provide a dependable database to be available for researchers in the medical fields.

The Health Research Center published 20 scientific research papers on various subjects of medicine, in ISI-journals during the period 1435 H to 1437 H; (Appendix 10.18). In addition, The Center was granted patent No. 4287 dated 20/8/2015 corresponding to 5/11/1436 H in the field of safe use of radiology from the Saudi Patent Office; (Appendix 10.3).

### 4- Shariaa, Educational, and Humanities Research Center

The main goal of the Center is to reach excellence in studies and scientific research in diverse areas of Shariaa, humanitarian and educational discipline in Najran University. The Center includes the following units:

- 1- Shariaa Research Unit
- 2- Educational Research Unit
- 3- Social Research Unit
- 4- Administrative and Economic Research Unit
- 5- Research Policy Unit
- 6- Development and Training Unit
- 7- Measurement Unit

Since the establishment of the Center for Shariaa, Educational and Humanities Research, the center is working to achieve this goal through the following activities:

1. The preparation and implementation of research plans that fall within the research plan of the center which is linked to the development issues and needs of the community.
2. Preparation of studies in the fields of Shariaa, humanitarian and educational sciences that required by colleges and scientific centers in Najran University or required by universities and scientific centers from outside the university.
3. Provide advisory services to researchers and teaching staff members concerning the different

aspects of conducting scientific research such as research design, data analysis, and discussing the analyzed data.

4. Provide a stimulating and encouraging environment for conducting high quality scientific research in Shariaa, humanitarian, and educational fields.

The Center for Shariaa, Educational and Humanities Research has published 29 research papers in recognized scientific journals during the period 1435-1437 H; (Appendix 10.19).

It is worth mentioning that colleges have equipped research laboratories- in addition to the teaching laboratories- which are accessible to faculty members, researchers, and post-graduate and under-graduate students to conduct high quality research.

### Scientific Chairs:

Najran University has a Scientific Chair called "Prince Mishaal's Chair for endemic diseases in Najran region". Najran University is using the finance allocated for this Scientific Chair in the purchase of scientific equipment and equipping laboratories that serve in conducting high quality research in this area. In addition, this finance is used in attracting distinguished researchers in the field of endemic diseases. Moreover, the Scientific Chair conducts medical and health surveys in Najran region, including carrying out laboratory tests in the laboratories of Medical Colleges of Najran University and that of the University Hospital. Furthermore, the Scientific Chair of Prince Mishaal provides financial, scientific, and technical support for applied medical research in the field of endemic diseases and infectious diseases in the region of Najran, which are published in ISI medical journals. It is worth mentioning that the Najran University's Council approved an organizing bylaw regarding all aspects of establishing and managing scientific chairs by the decision number 15-2-1436/1437H dated on 18/7/1437H; (Appendix 10.33).

The Performance Measurement Unit at the Vice-Rectorship for Development and Quality measured the opinion of faculty members about the adequacy of laboratories and equipment, libraries, and research data bases provided by the University to conduct high quality scientific research, on a scale from 1 to 5 whereas 5 is the best. An average of 3.55 and a percentage of 71% were recorded, which indicates relatively high degree of satisfaction as mentioned by the Performance Measurement Unit in its last report for the academic year 1437-1438 H; (Appendix 10.29).

A committee was formed, based on the decision no. 43/1437 dated on 18/2/1437 H, issued by the Vice-Rector of Development and Quality; (Appendix 10.36), to study and review the projects of Najran University's strategic plan, under the current external and internal environmental factors that affecting the activities of Najran University, including scientific research activity. Based on the review of this committee, one of the new projects that have been introduced is the strategic project No. 5/7 entitled "Equally modernizing laboratories and equipment in both male and female sections"; (Appendix 10.27). This agrees with the recommendation (# 63) contained in the the report of the external review panel, following the external developmental reviewing visit to Najran University during the period 14-19 March 2015 within the Developmental Evaluation Project between Najran University and the National Commission for Assessment and Academic Accreditation and (NCAAA); (Appendix 10.1).

Safety measures in Laboratories of colleges and research centers are among the priorities of Najran University. According to the internal quality assurance system applied by Najran University, each laboratory should design and declare its policy for using this laboratory that includes instructions related to the safety of the users.



Najran University established the Central Unit for Chemical and Radioactive Materials based on the decision No 435 -1- 709 issued by the University Rector dated on 21/1/1435 H; (Appendix 10.35). The Central Unit for Chemical and Radioactive Materials is responsible for monitoring and assuring safe storage for the chemical and radioactive materials in the laboratories of all the colleges and research centers according to the international standards in this respect. This unit is administratively associated with the Vice Rector for Post-Graduate Studies and Scientific Research.

The Dean of the College of Engineering issued an administration decision on 1/2/1438 H to establish the Green Buildings Research Unit (Appendix 10.41), which will be specialized in conducting applied research on the design and construction of modern environment-friendly buildings, including the application of processes that are environmentally responsible and resource-efficient throughout a building's life-cycle: from planning to design, construction, operation, maintenance, renovation, and demolition. Two working papers were submitted by the Green Buildings Unit to be presented in the coming International Conference of the Saudi Engineers Association in Riyadh, 2017, (Appendix 10.42). In addition, The Green Buildings Unit Organized two open days, in which students of college engineering presented scientific posters concerning different subjects related to green engineering, e.g., green buildings, smart cities, and renewable energy. Such activities will have great value in improving the attitude of the students as well as graduates toward community and environment as well. Furthermore, the Green Buildings Unit in Najran University is planning to sign a memorandum of understanding with the Saudi Green Buildings Forum to exchange experience and information. The activities of the Green Buildings Research Unit are expected to have a positive impact on Najran Community and scientific community.

Najran University has the General Administration for Supportive Services, which includes the Administration of University Safety and Security, among some other administrations. The Administration of University Safety and Security is responsible for all the safety and security measures of the Facilities and equipment in the university including laboratories. Recently, the Vice-Rectorship for Development and Quality in cooperation with the Administration of University Safety and Security designed a risk plan; (Appendix 10.37), which includes chapters about 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. It is worth mentioning that most of the colleges established units for safety and security, which are administratively connected with the Administration of University Safety and Security at the University level. Most of these units organized training workshops on measurements and procedures associated with safety and security in cooperation with Administration of University Safety and Security and Saudi Civil Defense in Najran District; (Appendix 10.3).

The Administration for Legal Affairs Najran University 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.

#### **Overall Evaluation of Research Performance. *Provide a report:***

For a university, the report should include statistical data on the extent and quality of research activities; including competitive grants, publications and citations and other relevant information benchmarked against appropriate institutional benchmarks;

- The highest organizational unit responsible for managing the scientific research system in Najran University is the Vice Rectorship for Post-Graduate Studies and Scientific Research. There is also, the Scientific Council of Najran University.

- Najran University adopts a policy that indicates its responsibility toward participation in achieving the Vision of the Kingdom of Saudi Arabia, 2030.
- The Deanship of Scientific Research, Deanship of Post-Graduate Studies and the Deanship of Libraries Affairs are the highest executive units associated with the Vice Rectorship for Post-Graduate Studies and Scientific Research in Najran University.
- The Administration of Scholarship Missions and Training, Cooperation and International Agreements Unit, and Publishing and Translation Unit have significant role in the scientific research system of Najran University.
- Najran University has four research centers
  - 1- Promising Center for Sensors and Electronic Devices (PCSED) (Currently: Center of Advanced Materials and Nanotechnology Research).
  - 2- Scientific and Engineering Research Center.
  - 3- Health Research Center.
  - 4- Shariaa, Educational, and Humanities Research Center.
- Najran University established the Science and Technology Unit to keep up with the strategic directions of the Kingdom of Saudi Arabia in the fields of science and technology.
- Najran University established the Central Unit for Chemical and Radioactive Materials which is responsible for monitoring and assuring safe storage for the chemical and radioactive materials in the laboratories of all the colleges and research centers according to the international standards in this respect.
- Najran University established the Innovation and Entrepreneurship Unit, to contribute to the knowledge-based economy in line with the strategic directions of Saudi Arabia.
- Najran University has an efficient system for quality assurance to monitor, evaluate, and continuously improve all aspects of university activities, including scientific research. This system of quality assurance is ruled by the Vice Rectorship for Development and Quality.
- A strategic plan for scientific research in Najran University which includes strategic goals as well as related performance indicators was developed. Officially, all research units in Najran University including research centers have been notified to develop their research plans in the light of this strategic plan.
- There is a central library in Najran University called "Prince Mishaal Library" which provides various sources of information needed by faculty members, researchers and students in all fields and disciplines.
- 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 teaching staff members of Najran University, on competitive basis.
- Najran University has one of the most powerful research project management systems that manage all aspects of scientific research.
- 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.
- There are some agreements between Najran University and some universities and research centers and agencies in the field of scientific research and associated activities at the local, regional, and international levels.
- Najran University gives teaching staff and researchers opportunities to attend scientific conferences in areas related to their specializations.
- According to the Scientific Citation Report number 727 concerning Najran University, derived from

Thomson & Reuters Database WEB of SCIENCE Database; 2017, the numbers of citations for the scientific research papers of faculty members of Najran University which have been published in ISI journals are 2083 and 990, for the years 1436/1437 H and 1437/1438 H, respectively. These results indicates that target value of the KPI" number of citations in refereed journals in certain year per full time equivalent faculty members in the same year " for Najran University, i.e. 1:1, was achieved in the year 1436/1437 H. However, the value of this KPI measured at the end of the year 2017, slightly shifted away from the target value, which was 1:1.6. This could be due to the reduction in the budget allocated to scientific research in Najran University in the year 1437/1438 H, comparing to the allocated budget of the year 1436/1437 H. It is recommended to increase the budget allocated to the scientific research in Najran University as well as enhancing the culture and skills of international publishing of scientific research among faculty members of Najran University.

- According to the reports of the QS-University Rankings concerning the top Universities in the Arab Region (<https://www.topuniversities.com/university-rankings/arab-region-university-rankings>), using "average number of citations per paper as a ranking indicator", Najran University had rank numbers 3, 3, and 2 for the years of 2015, 2016 and 2017, respectively, comparing to other Universities in the kingdom of Saudi Arabia. This Indicates the high quality and impact of the scientific research conducted in Najran University. In addition, according to the previously mentioned reports, Najran University had rank numbers 11 and 10 for the years of 2016 and 2017, respectively, comparing to the other Universities in the kingdom of he Saudi Arabia, when using "average number of papers per faculty member" as a ranking indicator. Considering the fact that Najran Universities is a newly established university, such reports indicate relatively high scientific research activity in Najran University.

- The major accomplishment the Centre of Advanced Materials and Nanotechnology Research can be summarized as follows:

- The center established several international and regional partnerships in the field of Nano technology research; i.e.:

- Chonbuk National University, South Korea
- The University of Granada, Spain
- Lille 1 University of Science and Technology, France
- Lille 2 University of Health and Law, France
- Rowan University, United States of America
- The University of Manchester, United Kingdom
- Chinese Academy of Sciences, China

- Professor Dr. Ahmad Umar, the distinguished senior researcher at the center edited the first encyclopedia ever published in the field of semiconductor nanotechnology (January 2017, ca. 4210 pages, Hardcover - ISBN: 1-58883-199-X "7-Volume Set").

- Two senior researchers at the center were invited in 2016 to co-author 3 book chapters in three of the best seller books in the field of Nano Technology.

- The center registered 7 patents in the field of Nano Technology during the period from 2009 to 2016.

- The researchers in the center published 71 papers in 2015 and 80 papers in 2016, in highly impact ISI journals.

- The center received 5 awards during the period 2015-2016:

- 1- Federation of Arab Scientific Research Councils Award for Outstanding Scientific Research in Nanotechnology; Jordan, 2015.
- 2- The Award of Professor Osama El-Khouly in Environmental Science; Academy of Scientific Research and Development; Egypt, 2016.
- 3- Best Research Award; Kuwait International Nanotechnology Conference and Exhibition, February, 9-11; Kuwait, 2016.
- 4- Science Appreciation; Kuwait International Nanotechnology Conference and Exhibition,

February, 9-11; Kuwait, 2016.

- 5- NRI of the Year-2016 Award- ACADEMICS (UAE region) TIMES NOW and ICICI, INDIA, MUMBAI INDIA, 11 April, 2016 by the Minister of Power, Coal, New and Renewable Energy, Government of India; UAE, 2016.

▪ On February 19, 2014, "Najran University Center of Advanced Materials and Nanotechnology Research, organized a workshop for a delegation specialized in Nano Technology, from eight South Korean Universities, in cooperation with the Ministry of Higher Education, to exchange knowledge and expertise in this area.

▪ According to report about the research performance indicators which was published in Thomson Reuters (ISI) Web of Knowledge based on a request from King Abdulaziz City of Science and Technology (KACST), in September 2011; (Appendix 10.23), research performance indicators were recorded for 30 selected research institutions within KSA based on a review of their literature and patenting output. Najran University was among four top Saudi Universities which achieved an average nci in physical (NANO) research, close to or over world average impact, i.e. King Abdulaziz City for Science and Technology (0.90); King Faisal Specialist Hospital and Research Centre (1.06); Najran University (1.04); and Prince Sultan University (2.36).

● Najran University sends its distinguished graduates to study for master, doctorate degrees, as well as fellowship, at major local, regional, and international universities, through scholarships which are annually declared on a competitive basis.

● Najran University has a Scientific Chair called "Prince Mishaal's Chair for endemic diseases in Najran region". Najran University is using the finance allocated for this Scientific Chair in the purchase of scientific equipment and equipping laboratories that serve in conducting high quality research in this area. In addition, this finance is used in attracting distinguished researchers in the field of endemic diseases.

● Safety measures in Laboratories of colleges and research centers are among the priorities of Najran University. According to the internal quality assurance system applied by Najran University, each laboratory should design and declare its policy for using this laboratory that includes instructions related to the safety of the users.

● Najran University established the Central Unit for Chemical and Radioactive Materials to be responsible for monitoring and assuring safe storage for the chemical and radioactive materials in the laboratories of all the colleges and research centers according to the international standards in this respect. This unit is administratively associated with the Vice Rector for Post-Graduate Studies and Scientific Research.

● Najran University established the Green Buildings Research Unit at the College of Engineering, which will be specialized in conducting applied research on the design and construction of modern environment-friendly buildings, including the application of processes that are environmentally responsible and resource-efficient throughout a building's life-cycle. The activities of the Green Buildings Research Unit will have a great value in improving the attitude of the students as well as graduates toward community and environment. This will have a positive impact on Najran Community and scientific community.

### Strengths:

- 1- Najran University has clear policies and regulations for scientific research and related activities.
- 2- Najran University has one of the most powerful research project management systems that manage all aspects of scientific research and related activities.
- 3- Najran University adopts a policy that indicates its responsibility toward participation in achieving the Vision of the Kingdom of Saudi Arabia, 2030.
- 4- A strategic plan for scientific research in Najran University which includes strategic objectives as well as related performance indicators was developed.



- 5- The Deanship of Scientific Research developed criteria for scientific publishing based on international standards known in the field of scientific publications.
- 6- The criteria of regular evaluation of faculty members, recently developed in Najran University, give relatively high weight (30%) to the scientific research criterion.
- 7- The Deanship of Scientific Research has a special program to fund the research projects of successful proposals submitted by teaching 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.
- 8- 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.
- 9- 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, and post-graduate and undergraduates students.
- 10- The scientific research policy set rules and regulations to avoid conflict of interest in activities related to research.
- 11- Najran University established the Innovation and Entrepreneurship Unit in 1435H, to provide opportunities for creators and innovators to transform their ideas to successful projects in the business market.
- 12- Najran University established the Green Buildings Research Unit, which will be specialized in conducting applied research on the design and construction of modern environment-friendly buildings. The activities of the Green Buildings Research Unit will have a positive impact on Najran Community and scientific community.
- 13- 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.
- 14- The University Council approved the establishment of a new Master program in Materials Science and Nanotechnology which is expected to enhance the excellence, which Najran University already has, in the field of nanotechnology research.
- 15- The Center of Advanced Materials and Nanotechnology Research (Previously: Promising Centre for Sensors and Electronic Devices (PCSED) in Najran University is a Distinguished Research Center at the level of the Kingdom of Saudi Arabia.

#### **Priorities for Improvement:**

- 1- General high level committee at the institutional level needs 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.
- 2- The number of agreements between Najran University and regional and international universities and research centers needs to be increased and areas of cooperation need to be expanded to cover more specialties.
- 3- 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.
- 4- 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.
- 5- Najran University needs to establish a specialized administration or specialized committee responsible for marketing research and technology transfer.



6- Complete the organizational and functional structure of the Scientific and Engineering Research Center, Health Research Center, and Shariaa, Educational, and Humanities Research Center. It is worth mentioning that the Scientific Council of the Deanship of Scientific Research recently issued obligatory administrative decisions for each Research Center in Najran University to submit a working plan to fill the organizational units of its organization structure with qualified scientific, technical and administrative cadres in short time. It is worth mentioning that all research centers in Najran University have already completed and well designed organization structures; however, the Center of Advanced Materials and Nanotechnology Research (Previously the Promising Center for Sensors and Electronic Devices) and Health Research Center are working on improving their organization structures and expected to this task in few days.

**Appendices: (Attachments: 2)**

**Link:** <https://goo.gl/gQjNq3>

## 11. Institutional Relationships with the Community (Overall Rating ★★★★★ Stars)

**Provide an explanatory report** about institutional policies for community service activities and media or other contacts to develop community understanding and support. The explanation should include information about how contributions to the community are recognized within the institution.

Najran University adopts a mission which indicates the importance of community services and establishing positive mutual relationships with the community. In addition, the strategic plan of Najran University 1433-1438 H (Appendix 11.5), which has been extended to 1440H, includes the strategic objective number 11 which states "Continuous and effective Commitment to community services". This objective includes several operational objectives, i.e.:

- To promote the participation of University units to be houses of expertise to serve the community.
- To activate the involvement of students and faculty members in community services.
- To meet the needs of the University branch at Sharoura as well as needs of other provinces in Najran regarding new study programs, in accordance with the mission of the University and its strategic objectives.
- To enhance community events specialized in maintaining the identity and heritage of Najran community.
- To gain confidence of Najran community.

Several projects related to community services and improving the positive attitude of faculty members, employees, and students toward Najran community, were designed in the implementation plan of the strategic plan of Najran University to achieve these goals. Many of these projects were successful in achieving its goals, according to the achievement reports of General Secretariat for the implementation of the strategic plan of Najran University (Appendix 11.9).

The framework of Najran University policies; (Appendix 11.5), emerged from the strategic plan of Najran University, and related to the relationships of the University with the community, includes the following items:

- 1 -Working on making Najran University the fortress for intellectual and cultural heritage of Najran region as well as the southern part of the Kingdom of Saudi Arabia.
- 2 -Building special relationships with the community to provide the community with services and scientific solutions for its problems.
- 3 - Encouraging the experts of the community to be involved in the proper events and activities of the University to benefit from their opinions in developing and improving the academic programs as well as educational and research activities at the university.
- 4 - Enhancing partnerships with industrial section and employers to provide specialized training programs for students of Najran University to keep them aware of the most recent skills required by the job market.
- 5 -Building effective bridges to ensure effective communication with the graduates on a regular basis, and inform them of the activities and developments of the university, and encourage them to positively participate in such activities.
- 6 - Following-up all aspects which are relevant to the reputation of the University in the community, and continuously improve this reputation through provision of accurate and honest information about its activities and achievements.

Some of the core values adopted by Najran University are directly relevant to the principles of dealings with community, such as honesty, responsibility, transparency, accountability, and respect; (Appendix 11.5).

The Deanship of Community Service and Continuing Education is the highest executive unit in the organizational structure of Najran University which is responsible for managing all the activities of the University concerning community services. The Deanship developed its own strategic plan, (Appendix 11.6) in the light of the strategic plan of Najran University. According to the report of the external review panel, following the external developmental reviewing visit to Najran University during the period 14-19 March 2015 within the Developmental Evaluation Project between Najran University and the National Commission for Assessment and Academic Accreditation and (NCAAA), and for the purpose of completing the achievement of its strategic goals , especially under the conditions and events currently underway in Najran District, the Deanship of Community Service and Continuing Education extended its strategic plan to 1440 H. Furthermore, the Deanship updated the analysis of the internal and external environmental factors affecting its activities (SWOT Analysis); (Appendix 11.14). The Deanship of Community Service and Continuing Education used the results to conduct scientific study to prioritize the short/long term strategic goals; (Appendix 11.15). The Vice Rector of Najran University issued the administrative decision number (4), dated 26/12/1437 H.; (Appendix 11.16), to approve the prioritized strategic goals of the Deanship of Community Services as well as to inform all academic, research, and administrative units of the University to put in their consideration the prioritized strategic goals of the Deanship while designing their plans of community services. The results of the previously mentioned study can be summarized in the following table; (Table, 11.1).

Table 11.1: The results of the recent study conducted by the Deanship of Community Services and Continuing Education to prioritize its strategic goals:

Strategic Objectives	Percentage of Achievement Till 1438H	Priority Level
Facing the problems of the sustainable development requirements	76%	First
Participating in solving the local community problems	64%	Second
Establishing strategic partnership with the private and public sectors	56%	Third
Meeting the community needs inside and outside the University	22%	Fourth
Preparing efficient cadres and educational leaders	23%	Fifth
Disseminating culture, knowledge and awareness among the individuals of the local community	44%	Sixth

The Deanship of Community Service and Continuing Education prepares annual report on contributions of Najran University to the community. In addition, community services provided by Najran University are published on the Electronic Portal of Najran University (<http://www.nu.edu.sa/ar/home>) which can be accessed through the Web site link (<https://stu.nu.edu.sa/Achievement/list.aspx>); (Appendix 11.18).

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 easily get any detailed information he/she needs to know about Najran University, e.g. available colleges and study programs, admission and registration systems, learning and teaching strategies and methods, Grading system, requirements for graduation, etc., . According to the core values adopted by Najran University and based on the

commitment to the strategy of the Administration of Public Relations and University Media; (Appendix 11.24), all the information found on these Web sites are reviewed by the Administration of Public Relations and University Media to assure the honesty and reliability. Such Web sites can be accessed through the electronic portal of Najran University <http://www.nu.edu.sa> or through any Web search engine like Google. Examples of the main Web sites which have been previously mentioned are:

- Deanship of Admission and Registration  
<http://dadr.nu.edu.sa>
- Deanship of Preparatory Year  
<http://dpy.nu.edu.sa>
- Deanship of Students Affairs  
<http://dsaf.nu.edu.sa>
- Deanship of E-Learning  
<http://elearning.nu.edu.sa/en>
- Deanship of Post-Graduate Studies  
<http://dpgs.nu.edu.sa>
- Najran University Twitter  
[http://twitter.com/Najran\\_Univers](http://twitter.com/Najran_Univers)
- Press File  
<http://www.nu.edu.sa/web/guest/press-fileu>
- Student Electronic Services (Secured – For Enrolled Students)  
<https://stu.nu.edu.sa/form/login.aspx>

Najran University established a Central Unit for Alumni Affairs, based on the decision of the Rector of University No. 436-1-4465 on 5/14/1436H; (Appendix 11.22). The Central Unit of Alumni Affairs is responsible for designing and following up the implementation of specialized work programs to enhance the relationships of the University with the Alumni. This agrees with the recommendation (#67) contained in the the report of the external review panel, following the external developmental reviewing visit to Najran University during the period 14-19 March 2015 within the Developmental Evaluation Project between Najran University and the National Commission for Assessment and Academic Accreditation and (NCAAA); (Appendix 11.1).

The Deanship of Community Service and Continuing Education developed a database for community services. The database can be easily accessed by all academic, research, and units in Najran University through the Electronic Portal of Najran University (<http://www.nu.edu.sa/ar/home>) which can be accessed through the Web site link (<https://stu.nu.edu.sa/Achievement/list.aspx>); (Appendix 11.18).. An administrative decision, number 1, dated on 17/12/1437 H. (Appendix 11.21), was issued by the Vice-Rector of Najran University, which requires that colleges, research centers, deanships and administrations in Najran University must be committed to the following items:

- a. Preparing an annual plan of community service according to the requirements of the National Commission for Academic Accreditation and Assessment-NCAAA. A copy of this plan should be submitted to the Deanship of Community Service and Continuing Education at the beginning of each academic year.
- b. Continuous updating for the data of community services.

In addition, the previously mentioned decision, (Appendix 11.21), indicated that the Deanship of Community Service and Continuing Education should form a committee, by the end of each academic year, that will be responsible for analyzing the data available on the Community Services

Database website, writing a report that illustrates the weaknesses and strengths of relationships with community across the university, and developing proposals to overcome weaknesses and enhance strengths. This report should be sent to all University units.

The comprehensive strategy Administration of the Public Relations and University Media in Najran University, (Appendix 11.24), contains work programs, within a specific time framework, which will lead to achieving the mission and strategic goals of the Administration as well as improving the communication between the University and stakeholders inside and outside the University campus.

**Provide a description** of the process for the preparation on this standard:

The Rector of Najran University issued an administrative decision approving the organizational structure of the project of the evaluation study for the institutional accreditation of Najran University, which is implemented in cooperation with the National Center for Assessment and Academic Accreditation (NCAAA). The decision also included the approval of the formation of the self-assessment team and the self-study for the institutional accreditation of Najran University.

According to the organizational structure of the project, the Standing Committee for Quality and Academic Accreditation in Najran University is supervising the Higher Committee for the project, which in turn branches to different committees, the Committee of Community Participations was one of these committees.

The Committee of Community Participations is responsible for the tenth standard of scientific research and the eleventh standard of university relations with community. The Committee of Community Participation Context held several meetings to design a work plan which included all activities required for self-evaluating the Institutional Relationships with the Community standard, i.e. collecting data and documents, analyzing data, examining documents, discussing the results with committees responsible for other NCAAA standards, and drawing conclusions. The designed work plan was implemented in cooperation with the Information and Documentation Committee and the Technical Committee to Prepare the Self-Study Report as well as the committees responsible for the other NCAAA standards.

Within the framework of the designed work plan, the following tasks have been carried out by the Committee of Community Participations:

- 1- Study the report of the external review panel, following the external developmental reviewing visit to Najran University during the period 14-19 March 2015 within the Developmental Evaluation Project between Najran University and the National Commission for Assessment and Academic Accreditation and (NCAAA); (Appendix 11.1).
- 2- Study all the requirements for fulfilling the Institutional Relationships with the Community standard and related sub-standards, in the document "Standards for Quality Assurance and Accreditation of Higher Education Institutions" prepared by NCAAA in 2015; (Appendix 11.2).
- 3- Review the administrative decision of the Vice Rector of Najran University concerning the approval of concerning the approval of the strategy of the Public Relations and University Media, 1438 H; (Appendix 11.3).
- 4- Study the annual university reports of the years 1436/1437 H (2015) and 1437/1438 H (2016); (Appendix 11.4).
- 5-Review the strategic plan of Najran University; 1433-1438 H; (Appendix 11.5).
- 6- Review the strategic plan of the Deanship of Community Service and Continuing Education; 1433-11438 H; (Appendix 11.6).



- 7- Review the electronic portal of Najran University; <http://www.nu.edu.sa> ; (Appendix 11.7)
- 8- Study the final report of Najran University's performance indicators for the academic year 1437/1438 H; (Appendix 11.8).
- 9- Study the Final reports on the implementation of the projects of the first, second, and third stages of the implementation plan of the strategic plan of Najran University 1433-1438 H; (Appendix 11.9).
- 10- Review the Final Report of the project "Evaluation of Najran Community Needs from the Academic Research and Academic Units of Najran University- Code No.11-2" conducted by the Deanship of Community Services and Continuing Education; 1433H; (Appendix 11.10).
- 11- Study the obligatory Comprehensive System of Regular Evaluation of Najran University's Teaching Staff; (Appendix 11.11).
- 12- Study the Unified Bylaw for Saudi Faculty Members, issued by the Council of Higher Education, Decision Number 4/6/1417H, Dated 26/8/1417H; (Appendix 11.12).
- 13- Review the decision number (71/1438) of the Vice Rector for Development and Quality, issued on 24/2/1438 H, concerning the approval of an obligatory bylaw which includes the policy of Najran University regarding formation of advisory boards in colleges and the procedures which should be used, to monitor the actions and decisions taken by these advisory boards; (Appendix 11.13).
- 14- Review the recent study of updating the SWOT analysis of the internal and external factors affecting the activities of the Deanship of Community Service and Continuing Education; 1436 H; (Appendix 11.14).
- 15- Review the recent study to prioritize short/long term strategic goals of the Deanship of Community Service and Continuing Education; 1436 H; (Appendix 11.15).
- 16- Review the Administrative decision no. (4), dated 26/12/1437 H., issued by the Vice-Rector of the University for approving the NU priorities for short/long term strategic goals/objectives regarding community relationships; (Appendix 11.16).
- 17- Review the decision number 15-2-1436/1437H of the Najran University's Council issued on 18/7/1437H concerning the approval of the organizing bylaw regarding all aspects of establishing and managing scientific chairs; (Appendix 11.17).
- 18-Review the website of community service database, created and supervised by the Deanship of Community Services and Continuing Education; <https://stu.nu.edu.sa/Achievement/list.aspx>; (Appendix 11.18).
- 19-Review the document of designating the community relationship coordinators in the units of Najran University who are responsible for updating the data related to community service provided by their units; (Appendix 11.19).
- 20- Review a document concerning the training workshop provided for the community service coordinators by the Deanship of Community Service and Continuing Education, about using the community service database; (Appendix 11.20).
- 21- Review the administrative decision, No.1, dated on 17/12/1437; issued by Vice-Rector concerning the system of community service in Najran University; (Appendix 11.21).
- 22- Review the decision issued by the Rector of Najran University No. 436-1-4465 on 5/14/1436 H, to establish the Central Unit of Following up the Alumni Affairs in Najran University; (Appendix 11.22).
- 23- Study the regulatory bylaw of the Central Unit of Following up the Alumni Affairs in Najran University; (Appendix 11.23).
- 24- Study the strategy of the Administration of Public Relations and University Media at Najran University; 1438-1440 H; (Appendix 11.24).
- 25- Review the report about the research performance indicators which was published in Thomson

Reuters (ISI) Web of Knowledge based on a request from King Abdulaziz City of Science and Technology (KACST), in September 2011; (Appendix 11.25)

26- Review the Accomplishment Annual Reports of the Deanship of Community Services and Continuing Education, 1436-1437 and 1437-1438 H; (Appendix 11.26).

27- Review the Document of Program Specifications of some programs in the College of Education and College of Science and Arts in Najran University; 1437-1438 H; (Appendix 11.27).

28- Review the report of the Skills Development Unit at the Deanship of Development and Quality about training workshops on subjects related to community participation, 1438; (Appendix 11.28).

29-Review the accomplishment report of the Promising Center for Sensors and Electronic Devices (PCSED) Currently: Center of Advanced Materials and Nanotechnology Research), 1435-1437 H; (Appendix 11.29).

30-Review the memorandum of understanding between Najran University and the Municipal Council of Najran, 1439 H; (Appendix 10.30).

31-Review the administrative decision issued by the Dean of College of Engineering on 1/2/1438 H, to establish the Green Buildings Research Unit; (Appendix 10.31).

The collected data were analysed, and the results were discussed with all members of the Committee of Community Participation, as well as with members of other Committees; considering all the requirements for fulfilling the Institutional Relationships with the Community standard and related sub-standards, in the document "Standards for Quality Assurance and Accreditation of Higher Education Institutions" prepared by NCAAA in 2015; (Appendix 11.2). Then, the Committee of Community Participation carried out the following tasks, respectively:

a) Prepared the self-evaluation report of the scientific research standard on the self-evaluation scales template, issued by NCAAA in 2015, to be sent to the independent opinion after reviewing.

b) Prepared the first draft of the self-study report of the Institutional Relationships with the Community standard on the template issued by NCAAA in 2015, to be sent to the independent opinion, after reviewing. After receiving the observations of the independent opinion, the Committee of Community Participation will prepare the second draft of the self-evaluation report of Institutional Relationships with the Community standard. Then, the second draft of the Institutional Self Evaluation Report, which includes all standards including scientific Institutional Relationships with the Community, will be reviewed by an expert in the Technical Committee for Preparing the Self-Study Report to prepare the final copy of the Institutional Self Evaluation Report, which will be sent to NCAAA among other documents required for Institutional Accreditation of Najran University.

## Report on sub-standards

### 11.1 Institutional Policies on Community Relationships

The Mission text of Najran University includes important elements concerning relationships with the community, i.e. "Offering teaching and learning that address the needs of community and the labor market, effective contribution to sustainable development through conducting applied research and optimal use of modern technologies, and establishing partnerships at the local, regional and global levels"; (Appendix 11.7). In addition, some of the core values adopted by the university are directly relevant to the principles of dealings with community, such as honesty, responsibility, transparency, accountability, and respect.

Based on the Strategic Plan of Najran University 1433-1438 H; (Appendix 11.7), the important strategic goal which is directly associated with developing and enhancing positive relationships with the community, i.e. Strategic Objective No. 11: "Continuous and effective commitment towards

community service.". This goal includes several operational objectives, i.e.:

- To promote the participation of University units to be houses of expertise to serve the community.
- To activate the involvement of students and faculty members in community services.
- To meet the needs of the University branch at Sharoura as well as needs of other provinces in Najran from new study programs, in accordance with the mission of the University and its strategic Goals.
- To enhance community events specialized in preserving the identity and heritage of Najran community.
- To gain confidence of Najran community.

The most important trends of policies that concern the relationships of the University with the community, which emerged from the strategic plan of Najran University (1433-1438 H) can be summarized as follows :

- 1 -Working on making Najran University the fortress for intellectual and cultural heritage of Najran region as well as the southern part of the Kingdom of Saudi Arabia.
- 2 -Building special relationships with the community to provide the community with services and scientific solutions for its problems.
- 3 - Encouraging the experts of the community to be involved in the proper events and activities of the University to benefit from their opinions in developing and improving the academic programs as well as educational and research activities at the university.
- 4 - Enhancing partnerships with industrial section and employers to provide specialized training programs for students of Najran University to keep them aware of the most recent skills required by the job market.
- 5 -Building effective bridges to ensure effective communication with the graduates on a regular basis, and inform them of the activities and developments of the university, and encourage them to positively participate in such activities.
- 6 - Follow-up all aspects which are relevant to the reputation of the University in the community, and continuously improve this reputation through provision of accurate and honest information about its activities and achievements.

The Deanship of Community Service and Continuing Education is the highest executive 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; (Appendix 11.6). 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.

According to the recommendation # 64 contained in the report of the external review panel, following the external developmental reviewing visit to Najran University during the period 14-19 March 2015 within the Developmental Evaluation Project between Najran University and the National Commission for Assessment and Academic Accreditation and (NCAAA); (Appendix 11.1), and for the purpose of completing the achievement of its strategic goals , especially under the conditions and events currently underway in Najran District, the Deanship of Community Service and Continuing Education extended its strategic plan to 1440 H. Furthermore, the Deanship updated the analysis of the internal and external environmental factors affecting its activities (SWOT Analysis); (Appendix 11.14). The Deanship of Community Service and Continuing Education used the results to conduct scientific study to prioritize the short/long term strategic goals; (Appendix

11.15). The Vice Rector of Najran University issued the administrative decision number (4), dated 26/12/1437 H.; (Appendix 11.16), to approve the prioritized strategic goals of the Deanship of Community Services as well as to inform all academic, research, and administrative units of the University to put in their consideration the prioritized strategic goals of the Deanship while designing their plans of community services. The order of strategic goals after prioritization became as follows:

- 1-Disseminating culture, knowledge and awareness among the individuals of the local community.
- 2-Establishing strategic partnership with the private and public sectors.
- 3-Preparing efficient cadres and educational leaders.
- 4-Participating in solving the local community problems.
- 5-Facing the problems of the sustainable development requirements.
- 6-Meeting the community needs inside and outside the University.

The Deanship of Community Service and Continuing Education prepares annual report on contributions of Najran University to the community. In addition, community services provided by Najran University are published on the Electronic Portal of Najran University (<http://www.nu.edu.sa/ar/home>) which can be accessed through the Web site link (<https://stu.nu.edu.sa/Achievement/list.aspx>).

According to Unified Bylaw for Saudi Faculty Members, issued by the Council of Higher Education, Decision Number 4/6/1417H, Dated 26/8/1417H; (Appendix 11.12), the promotion criteria applied by Najran University on faculty members; the scientific research productivity represents 60%, teaching performance represents 25%, while community service activity represents 15% of the total score. On the other hand, Najran University developed an obligatory unified system for regular evaluation of faculty members. According to this system, the criterion of community activities composes 10% of the total score of this regular evaluation; (Appendix 11.11).

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 easily get any detailed information he/she needs to know about Najran University, e.g. available colleges and study programs, admission and registration systems, learning and teaching strategies and methods, Grading system, requirements for graduation, etc.. According to the core values adopted by Najran University and based on the commitment to the strategy of the Administration of Public Relations and University Media; (Appendix 11.24), all the information found on these Web sites are honest and dependable. Such Web sites can be accessed through the electronic portal of Najran University <http://www.nu.edu.sa> or through any Web search engine like Google. Examples of the main Web sites which have been previously mentioned are:

▪Deanship of Admission and Registration

<http://dadr.nu.edu.sa>

▪Deanship of Preparatory Year

<http://dpy.nu.edu.sa>

▪Deanship of Students Affairs

<http://dsaf.nu.edu.sa>

▪Deanship of E-Learning

<http://elearning.nu.edu.sa/en>

▪Deanship of Post-Graduate Studies

<http://dpgs.nu.edu.sa>

▪Najran University Twitter

[http://twitter.com/Najran\\_Univers](http://twitter.com/Najran_Univers)



•Press File

<http://www.nu.edu.sa/web/guest/press-fileu>

•Student Electronic Services (Secured – For Enrolled Students)

<https://stu.nu.edu.sa/form/login.aspx>

## 11.2 Interactions with the Community

As the Deanship of Community Service and Continuing Education is the highest executive authority responsible for the community participation system in Najran University; it has taken the responsibility for disseminating the culture, knowledge and awareness among the members of the local community and establishing strategic partnerships with the public and private sectors for the development and advancement of the community; (Appendix 11.24). Based on studies conducted by the Deanship of Community Service and Continuing Education about community needs and as result of 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 Sharoura, Yadamah and Habuna in Najran Region; (Appendices 11.3, 11.7, 11.14, 11.15, 11.16, and 11.17).

Najran University encourages faculty members to participate in forums in which significant community issues are discussed and plans for community development considered. The criterion of community service activity represents 15% of the total score in case of the promotion criteria applied by Najran University; (Appendix 11.12), while it represents 10% in case of the criteria used for regular evaluation of faculty members in the University; (Appendix 11.11).

A cooperation agreement was signed between the Deanship of Community Services and Continuing Education at Najran University and the Social Charity Fund in Najran region, which states that the Deanship of Community Services and Continuing Education provides vocational Diploma programs in Najran and Sharoura, which take one to two years to get the Diploma degree, depending on the specialty of the programs; (Appendix 11.11). 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. Priority to register at these programs is given to those learners from needy families in Najran region, based on a social research report prepared and submitted by the Social Charity Fund to the Deanship of Community Services and Continuing Education. These programs improve the skills of learners which are required in job market, and in return learners will have more opportunities to get better jobs as well as improve their future career. This will result in making them productive members in the community, as well as providing decent life for them and their families; Table 11.2.

Table 11.2: The vocational Diploma programs provided by the Deanship of Community Services and Continuing Education to high school graduates in the region of Najran who are unable to complete their education at the university level.

No.	Vocational Diploma	Duration of Study	Place of Study
1	General Education	One Year	Najran & Sharoura
2	Psychological Guidance	One Year	Najran
3	Applied Computer	One Year	Najran & Sharoura
4	English Language	Two Years	Najran
5	Programming and Data Bases	Two Years	Najran & Sharoura
6	Banking	Two Years	Najran
7	Computer Sciences	Two Years	Najran, Sharoura & Yadamah
8	Human Resources	Two Years	Sharoura



According to the annual report of the Deanship of Community Service and Continuing Education for 1436-1437 H; (Appendix 11.26), Najran University offered 74 training programs attended by 3385 trainee, whereas 57 of these training programs, attended by 2921 trainee, covered subjects related to community education and to current community issues. Moreover, in the year 1437-1438, Najran University offered 82 training programs attended by 3091 trainee, whereas 25 of these training programs, attended by 1601 trainee, covered subjects related to community education and to current community issues. Some examples of the trainee target groups in these training programs from Najran community were:

- Administrative leadership of government departments
- Local Citizens
- Employees in government departments
- Teachers from different schools
- Schools' students
- Employees from Najran Emirate

The target value of the KPI "Number of community education programs provided as a proportion of the number of departments" adopted by Najran University is 1 Community Education Programs: 2 Academic Department. The actual benchmark in this respect was found to be 1:1.4 (measured in 1437/1438 H), while that of the internal benchmark (measured in 1436/1437 H) was 1.7:1. This indicates that Najran University successfully achieved the target in both the actual and the internal benchmark measured, which indicates the high performance of Najran University concerning Institutional Relationships with the Community. Because of these results, it is recommended that Najran University need to design an enhancement plan to achieve the new target benchmark set by Najran University, i.e. 2 Community Education Programs : 1 Academic Department.

There are several factors which maintain the continuity of contacts between Najran University and schools in Najran region. Schools in Najran region are considered partners in the training process of students of the College of Education and College of Science and Arts in Najran University; (Appendix 11.27). In addition, conducting scientific research in the College of Education on educational topics related to the pre-university education stage gives good opportunity to apply the findings of these researches in the schools of Najran region which will result in improving the education in the pre-university stage as well as enhancing the relationship with schools. Furthermore, educational leaders and experts in the pre-university education stage are invited to be members in the advisory boards of these colleges. It is worth mentioning that the Deanship of Community Service and Continuing Education in Najran University offers training workshops for leaders, teachers and students of schools in Najran region to improve their knowledge and skills in different educational areas and issues; (Appendix 11.26). In addition, several academic and research units in Najran University such as the Promising Center for Sensors and Electronic Devices (Currently: Center of Advanced Materials and Nanotechnology Research) and Department of Mathematics at the College Science and Arts at Sharoura invite students of some schools to attend some events. Visits of schools' students to Najran University to attend some events enhance the relationship between the University and the community; (Appendix 11.7).

Najran University, represented by the Institute of Studies and Consulting Services and College of Engineering, signed a memorandum of understanding with the Municipal Council of Najran in 1439 H; (Appendix 11.30). According to that memorandum of understanding, the College of Engineering at Najran University will be an expert-house for the Municipal Council of Najran. The College of Engineering will conduct research and studies as well as provides consulting services in

areas related to the needs of the Municipal Council of Najran. This will be of great help to the Municipal Council of Najran to carry out its plans concerning the development of Najran community. This cooperation with the Municipal Council of Najran will participate in achieving the mission and strategic objectives of Najran University concerning its responsibility toward the community.

Najran University established the Green Buildings Research Unit in 1438 H (Appendix 11.31), which will be specialized in conducting applied research on the design and construction of modern environment-friendly buildings. The activities of the Green Buildings Research Unit will have a positive impact on Najran Community and scientific community.

In the context of Najran University responsibility toward community; (Appendix 11.5), 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; (Appendix 11.28); Table, 11. 3.

The eighth strategic goal in the strategic plan of Najran University indicates the necessity to secure a promising future career for the graduates; (Appendix 11.5). Several strategic projects was included in the implementation plan of the University strategic plan, to achieve this strategic goal; (Appendix 11.9), i.e.:

- Establishing a unit to follow up Alumni affairs in all academic units of the University.
- Establish effective communication paths with graduates and employers.
- Designing suitable questionnaires and opinion polls for graduates and employers.
- Conducting study to identify recruitment areas and employing requirements, for graduates of academic programs.
- Determine the requirements for a professional development plan for graduates.
- Develop a professional development plan for graduates and graduates.
- Developing effective marketing programs for the graduates.

Table 11.3: Training workshops offered by the Skills Development Unit at the Deanship of Development and Quality 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.

No.	Training Workshops	Targeted Group	Year	Number of Attendants
1	Analysis of Internal and External Environmental Factors - SWOT Analysis.	Female Employees of Education Administration in Najran.	1434 H	22
2	Skills of Planning and Following up.	Female Employees of Education Administration in Najran.	1434 H	22
3	Self-Assessment Standards Proposed for Implementation in the Emirate of Najran Region.	Employees of the Emirate of Najran Region.	1437 H	5
4	Self-Assessment Standards for the Emirate of Najran Region.	Administrative Leaders of the Emirate of Najran Region.	1437 H	27

Najran University established a Central Unit for Alumni Affairs, based on the decision of the Rector of University No. 436-1-4465 on 5/14/1436H; (Appendix 11.22). The Central Unit of Alumni Affairs is responsible for designing and following up the implementation of specialized work programs to enhance the relationships of the University with the Alumni. A bylaw was issued and approved which covered all aspects of the Central Unit of Alumni Affairs such as vision, mission, strategic objectives, organizational structure, job tasks as well as principles and procedures that regulate its function as well as its relationships with the offices of following up alumni affairs at the colleges, which were established at the University's colleges according to the internal system of quality assurance in Najran University established several years ago; (Appendix 11.23). According to this bylaw, the offices of alumni affairs in colleges will be functioning under the auspices of the Central Unit of Alumni Affairs. An action plan was designed and activated within time frame by the Central Unit of Alumni Affairs which includes specific programs for enhancing relationships with alumni of Najran University to achieve the eighth strategic goal of the University.

One of the major administrations in Najran University is the Administration of Operations, which includes the Management of Property and University Endowments among some other management. The University Endowments supposed to receive funding support from individuals and organizations in the community. However; the main source of the annual budget comes from the Government. For example, the Ministry of Education - University Education Sector (formerly: Ministry of Higher Education) sought to achieve the objectives of the Eighth Development Plan of the Kingdom of Saudi Arabia, which focused on supporting and encouraging scientific research and technological development to enhance the efficiency of the national economy and to cope with the international trend towards knowledge-based economy through a number of initiatives and programs. One of these important initiatives is the "Promising Research Centers". Within the framework of this initiative, the Ministry of Education supported the establishment of some promising research centers in a number of Saudi Universities, including Najran University. 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; (Appendix 11.29). The activities of the Promising Center for Sensors and Electronic Devices in Najran University include research areas with clear social, environmental and economic impact on the community. The financial support received by the Promising Center for Sensors and Electronic Devices in Najran University through the initiative of the Ministry of Education- University Education Sector – helped in conducting high quality scientific research; (Appendix 11.25). Moreover, Najran University won research grants from King Abdulaziz City for Science and Technology to conduct few research projects; (Appendix 11.29).

The Deanship of Community Service and Continuing Education developed a database for community services; (Appendix 11.18). Faculty members, researchers as well as employees can access to this database through the following website link: <https://stu.nu.edu.sa/Achievement/list.aspx>. The Deanship has assigned coordinators in the academic, research and administrative units in Najran University who are responsible for inserting/updating the data of community services carried out by these units onto the database of community services. A training workshop for the community service coordinators was held to train them on how to use the database of community services; (Appendix 11.19). This was done in response to one of the recommendations (# 65) contained in the the report of the external review panel, following the external developmental reviewing visit to Najran University during the period 14-19 March 2015 within the Developmental Evaluation Project between Najran University and the National Commission for Assessment and Academic Accreditation and (NCAAA); (Appendix 11.1).

To ensure the continuing improvement of community service provided by Najran University, a decision, No.1, dated on 17/12/1437 H. (Appendix 11.21), was issued by the Vice-Rector of Najran University; (Appendix 11.21), which requires that colleges, research centers, deanships and administrations in Najran University must be committed to the following items:

a. Preparing an annual plan of community service according to the requirements of the National Commission for Academic Accreditation and Assessment-NCAAA. A copy of this plan should be submitted to the Deanship of Community Service and Continuing Education at the beginning of each academic year.

b. Continuous updating for the data of community services.

In addition, the decision indicated that the Deanship of Community Service and Continuing Education should form a committee, by the end of each academic year, that will be responsible for analyzing the data available on the Community Services Database website, writing a report that illustrates the weaknesses and strengths of relationships with community across the university, and developing proposals to overcome weaknesses and enhance strengths. This report should be sent to all University units.

Prince Mishaal's Scientific Chair for endemic diseases in Najran region provides financial, scientific, and technical support for high quality applied medical research in the field of endemic diseases and infectious diseases in the community of Najran region; (Appendix 11.4). In addition, The Scientific Chair conducts medical and health surveys in Najran region, including carrying out laboratory tests in the laboratories of Medical Colleges of Najran University and that of the University Hospital.

The Vice-Rector for Development and Quality issued the decision No. (71/ 1438) on 24/ 2/ 1438 H to approve the unified organizational bylaw for forming advisory boards in colleges of Najran University; (Appendix 11.13). 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 programs which are offered inside each college. This was done in response to the recommendation (# 66) contained in the the report of the external review panel, following the external developmental reviewing visit to Najran University during the period 14-19 March 2015 within the Developmental Evaluation Project between Najran University and the National Commission for Assessment and Academic Accreditation and (NCAAA); (Appendix 11.1).

It is worth mentioning that some colleges of Najran University were established advisory boards at both the college and program levels which can be considered as good practice. The advisory members from different sectors in the community participate in evaluating the different aspects of the programs so that graduates from these programs can fit in the job market. In addition, those members facilitate training of the programs' students in their premises as well as offer job opportunities for programs' graduates.

Najran University has a university hospital located on a large area of 155,600 square meters at a total cost of 400 million Saudi riyals, to be an integrated hospital that meets all the health needs of the university and Najran community; (Appendix 11.7). The rank of the university hospital is the fourth among other universities, at the Kingdom level. The university hospital includes departments for emergency, hypnosis, surgical operations, intensive care and diagnostic radiology, as well as sixteen clinics, and laboratories.



## Complete a KPI Table for sub-standard 11.2.

### KPI Table

**KPI:** Proportion of full time teaching and other staff actively engaged in community service activities.

**NCAAA KPI Reference Number: S 11.1**

**Institutional KPI Reference Number: NU 11.2.1**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
26.4%	50.0%	13.8%	17.0%	_*

\* No new target benchmark has been set

Analysis (list strengths and recommendations):

1-The KPI Table for the performance indicator " Proportion of full time teaching and other staff who are actively engaged in community service activities, NCAAA KPI Reference Number: S 11.1, used in the submitted self study report of Najran University, showed that Najran University has not achieved the target value (50 %) in both actual benchmark (measured in 1437/1438 H; 26.4%) and the internal benchmark (measured in 1436/1437 H; 13.8%). However:

a- The KPI of Najran University almost doubled in the year 1437/1438 H, comparing to the KPI measured in the previous year 1436/1437 H.

b- The KPI of Najran University in the year 1437/1438 H (i.e. actual benchmark 26.4%), exceeded the KPI of King Khalid University, (i.e. the external benchmark 17%).

2-Najran University developed an obligatory unified system for regular evaluation (annual evaluation) of faculty members. According to this system, the criterion of community activities composes 10% of the total score of this regular evaluation. This system had been approved on 15/8/1438H. Applying this system is expected to increase proportion of full time teaching and other staff who are actively engaged in community service activities in the near future.

#### \* Explain:

1. Why this internal benchmark provider was chosen?

▪Because it is an Institutional KPI, so that, the benchmarking between the actual measured KPI in the year 1437/1438 H with same KPI measured last year 1436/1437 H for Najran University, will give an indication about possible progress, which might has been achieved in this respect.

2. How was the benchmark calculated?

▪This indicator is applied in the last week of a certain academic year by calculating the percentage of: [ Number of full time teaching and other staff actively engaged in community service activities in The university / Total number of full time teaching and other staff in the University ] X 100

3. Name of the internal benchmark provider.

▪The Performance Measurement Unit; Vice Rectorship for Development and Quality; Najran University.

#### \*\* Explain:

1. Why this external benchmark provider was chosen?

▪King Khalid University lies almost in the same geographical area and is considered as competitor to Najran University. Because of this, using the KPI of King Khalid



University in the external benchmark is logic, so that Najran University can compare itself with a competitive University.

2. How was the benchmark calculated?

▪  $KPI = \left[ \frac{\text{Number of full time teaching and other staff actively engaged in community service activities in The university}}{\text{Total number of full time teaching and other staff in the University}} \right] \times 100$

3. Name of the external benchmark provider.

▪ Deanship of Academic Development and Quality at King Khalid University.

### KPI Table

**KPI:** Number of community education programs provided as a proportion of the number of departments.

**NCAAA KPI Reference Number: S 11.2**

**Institutional KPI Reference Number: NU 11.2.2**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
1:1.36 = (.74)	2:1 = (2.0)	1.68:1 = (1.68)	(4.29)	_*

\* No new target benchmark has been set

#### Analysis (list strengths and recommendations):

The target value of the KPI "Number of community education programs provided as a proportion of the number of departments" in Najran University is 2 Community Education Programs: 1 Academic Department, i.e. 2.0. This indicates that Najran University has not achieved the target value in both actual benchmark (measured in 1437/1438 H) and the internal benchmark (measured in 1436/1437 H). In addition, Najran University was markedly less than King Khalid University concerning the KPI which measures number of community education programs provided as a proportion of the number of departments. This indicates the necessity of designing improving plan to improve the performance indicator of Najran University in this respect, to reach the target value, i.e.: 2 Community Education Programs per 1 Academic Department.

#### \* Explain:

1. Why this internal benchmark was chosen?

Because it is an Institutional KPI, so that, the benchmarking between the actual measured KPI in the year 1437/1438 H with same KPI measured last year 1436/1437 H for Najran University, will give an indication about possible progress, which might has been achieved in this respect.

2. How was the benchmark calculated?

This indicator is applied in the last week of a certain academic year by calculating the ratio of: [Number of educational and training programs provided to the community in a certain year] / [Total number of academic departments in Najran University in the same year].

3. Name of the internal benchmark provider.

The Performance Measurement Unit; Vice Rectorship for Development and Quality; Najran University

#### \*\* Explain:

1. Why this external benchmark provider was chosen?

▪ King Khalid University lies almost in the same geographical area and is considered as competitor to Najran University. Because of this, using the KPI of King Khalid

University in the external benchmark is logic, so that Najran University can compare itself with a competitive University.

2. How was the benchmark calculated?

- KPI= [Number of educational and training programs provided to the community in a certain year] / [Total number of academic departments in Najran University in the same year].

3. Name of the external benchmark provider.

- Deanship of Academic Development and Quality at King Khalid University.

### 11.3 Institutional Reputation

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; (Appendix 11.7). The Administration of Public Relations and University media is composed of two units:

#### 1- The Public Relations Unit:

Responsibilities:

- a. Communicating with the stakeholders of the University inside the University.
- b. Communicating with the stakeholders of the University from outside the University to strengthen the relationship of the University with the community.
- c. Contribution to the implementation of the official visits' protocols of Najran University in accordance with identified liabilities in this regard.
- d. Organizing the activities and events of the University and providing the required factors for their success.
- e. Designing and publishing the University advertisements on and off campus.

#### 2- The University Media Unit:

Responsibilities:

- a. Documenting all the activities of the University.
- b. Publicizing the University news in all mass media.
- c. Communicating with all mass media to cover all activities and events of the University.
- d. Responding to any inquiry may receive from the media about activities of administrative, academic or research units of the University.
- e. Issuing the University newspaper ("Sada Al-Jameah"; In English this title means: "Echo of the University").

The Administration of Public Relations and University Media developed a comprehensive strategy for monitoring and enhancing the reputation of the University; (Appendix 11.24), according to the recommendation # 68 mentioned in the report of the external review panel, following the external developmental reviewing visit to Najran University during the period 14-19 March 2015 within the Developmental Evaluation Project between Najran University and the National Commission for Assessment and Academic Accreditation and (NCAAA); (Appendix 11.1). The strategy of the Administration of Public Relations and University Media was approved by an Administrative Decision issued by the Vice Rector of Najran on 20/4/1438H; (Appendix 11.3). 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.

The text of the mission of the Administration of Public Relations and University Media clarifies

its role in monitoring and enhancing the reputation of Najran University; which states "Support the positive cooperation and enhancing the trust between Najran University and the stakeholders on campus and the community by using effective policies and distinguished programs in the field of public relations and University media through efficient media communication channels, and constructs a technically and administratively distinct media system"; (Appendix 11.24).

Najran University has appointed an official spokesperson with experience in the field of public relations and media; (Appendix 11.7). The official spokesperson has the authority to contact with community organizations, citizens, media and social media to clarify matters related to the University's activities and comment on any subjects related to the University. The respond of the official spokesperson is committed to the rules and regulations applied by Najran University as well as to the core values adopted by the University and to the strategy and policies of the Administration of Public Relations and University Media in this respect.

In addition, Najran University provides the opportunity for citizens or organizations in the community to communicate directly with the Rector of Najran University to submit any query or complaint by clicking on an icon which appears on the electronic portal of Najran University under the title of "Communicating with the Rector"; (Appendix 11.7). By pressing this icon, three other icons will appear. One of these icons allows the user to read and see infographic presentation which shows how to write and send the query or the complaint. The second one allows the user to write and send the query or the complaint. The third icon allows the user to follow up the query or the complaints sent to the Rector of the University, and receive the final feedback.

Najran University is keen to measure the degree of satisfaction of the stakeholders in Najran community about the services and Community Participations provided by the University in various fields through the Performance Measurement Unit in the Vice Rectorship for Development and Quality.

According to the report of the Performance Measurement Unit for the year 1437/1438 H concerning the satisfaction degree of Najran community about the services and Community Participations provided by the university; (Appendix 10.8), the following results were reported:

- 1- Training: 74.6%
2. Initiatives for community development: 73.2%
- 3 - Employing scientific research to serve the community: 72.2%
- 4- Consulting: 67.8%
- 5- Awareness Campaigns: 69.4%
6. Symposia and conferences 63.4%

The average rating for the degree of satisfaction about all the previously mentioned fields was 71.6%

According to report about the research performance indicators which was published in Thomson Reuters (ISI) Web of Knowledge based on a request from King Abdulaziz City of Science and Technology (KACST), in September 2011; (Appendix 11.25), research performance indicators were recorded for 30 selected research institutions within KSA based on a review of their literature and patenting output. Najran University was among four universities which had relatively smaller total output, but achieved an average nci in physical and mathematics research, close to or over world average impact, i.e. King Abdulaziz City for Science and Technology (70 papers; average nci = 0.90); King Faisal Specialist Hospital and Research Centre (55 papers; nci =1.06); Najran University (30 papers; nci =1.04); and Prince Sultan University (17papers; nci =2.36). Such information is an indicator for the high quality scientific research in Najran University, which enhance the reputation of the University in this regard.

The reports of the QS-University Rankings concerning the top Universities in the Arab Region (<https://www.topuniversities.com/university-rankings/arab-region-university-rankings>), using "average number of citations per paper as a ranking indicator", indicated that Najran University had rank numbers 3, 3, and 2 for the years of 2015, 2016 and 2017, respectively, comparing to other Universities in the kingdom Saudi Arabia. This Indicates the excellent reputation of Najran University concerning scientific research using "average number of citations per paper" as a performance indicator for scientific research.

According to the reports of the QS-University Rankings concerning the top Universities in the Arab Region (<https://www.topuniversities.com/university-rankings/arab-region-university-rankings>), using Web's Impact as a ranking indicator, Najran University had rank numbers 7, 9, and 9 for the years of 2015, 2016 and 2017, respectively, comparing to other Universities in the kingdom of Saudi Arabia. Considering the fact that Najran Universities is a newly established university, the previously recorded rank numbers are considered reasonable. On the other hand, the relatively slight backward in the ranking of Najran University over the years of 2015, 2016 and 2017, indicates the need to improve the Web sites associated with Najran University. Such improvement is expected to occur in the near future after achieving the goals of the new work programs developed in the strategy of the Administration of Public Relations and University Media in Najran University.

**Overall Evaluation of Quality Standard 11.** Refer to evidence obtained and *provide a report* based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

- The Mission text of Najran University includes important elements concerning relationships with the community. In addition, some of the core values adopted by the university are directly relevant to the principles of dealings with community, such as honesty, responsibility, transparency, accountability, and respect.
- Based on the Strategic Plan of Najran University 1433-1438 H, the important strategic goal which is directly associated with developing and enhancing positive relationships with the community, i.e. Strategic Objective No. 11: "Continuous and effective commitment towards community service." This goal includes several operational objectives, i.e.:
  - To promote the participation of University units to be houses of expertise to serve the community.
  - To activate the involvement of students and faculty members in community services.
  - To meet the needs of the University branch at Sharoura as well as needs of other provinces in Najran from new study programs, in accordance with the mission of the University and its strategic Goals.
  - To enhance community events specialized in preserving the identity and heritage of Najran community.
  - To gain confidence of Najran community.
- The most important trends of policies that concern the relationships of the University with the community, which emerged from the strategic plan of Najran University (1433-1438 H) can be summarized as follows :
  - 1 -Working on making Najran University the fortress for intellectual and cultural heritage of Najran region as well as the southern part of the Kingdom of Saudi Arabia.
  - 2 -Building special relationships with the community to provide the community with services and scientific solutions for its problems.
  - 3 - Encouraging the experts of the community to be involved in the proper events and activities of the University to benefit from their opinions in developing and improving the academic programs as well as educational and research activities at the university.
  - 4 - Enhancing partnerships with industrial section and employers to provide specialized training



programs for students of Najran University to keep them aware of the most recent skills required by the job market.

5 -Building effective bridges to ensure effective communication with the graduates on a regular basis, and inform them of the activities and developments of the university, and encourage them to positively participate in such activities.

6 - Follow-up all aspects which are relevant to the reputation of the University in the community, and continuously improve this reputation through provision of accurate and honest information about its activities and achievements.

•The Deanship of Community Service and Continuing Education is the highest executive 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. In order to complete the achievement of its strategic goals, especially under the conditions and events currently underway in Najran District, the Deanship of Community Service and Continuing Education extended its strategic plan to 1440 H. Furthermore, the Deanship updated the analysis of the internal and external environmental factors affecting its activities (SWOT Analysis). The Deanship used the results to conduct successful scientific study to prioritize its short/long term strategic goals. The order of the strategic goals after prioritization became as follows:

- 1- Disseminating culture, knowledge and awareness among the individuals of the local community.
- 2- Establishing strategic partnership with the private and public sectors.
- 3- Preparing efficient cadres and educational leaders.
- 4- Participating in solving the local community problems.
- 5- Facing the problems of the sustainable development requirements.
- 6- Meeting the community needs inside and outside the University.

•The Deanship of Community Service and Continuing Education prepares annual report on contributions of Najran University to the community. In addition, community services provided by Najran University are published on the Electronic Portal of Najran University (<http://www.nu.edu.sa/ar/home>) which can be accessed through the Web site link (<https://stu.nu.edu.sa/Achievement/list.aspx>).

•According to Unified Bylaw for Saudi Faculty Members, issued by the Council of Higher Education, Decision Number 4/6/1417H, Dated 26/8/1417H, the promotion criteria applied by Najran University on faculty members; the scientific research productivity represents 60%, teaching performance represents 25%, while community service activity represents 15% of the total score. On the other hand, Najran University developed an obligatory unified system for regular evaluation of faculty members. According to this system, the criterion of community activities composes 10% of the total score of this regular evaluation.

• Najran University provides many Web sites 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, e.g. available colleges and study programs, admission and registration systems, learning and teaching strategies and methods, Grading system, requirements for graduation etc..

• Based on studies conducted by the Deanship of Community Service and Continuing Education about community needs and as result of 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 Sharoura, Yadamah and Habuna in Najran Region.

•Najran University encourages faculty members to participate in forums in which significant



community issues are discussed and plans for community development considered. The criterion of community service activity represents 15% of the total score in case of the promotion criteria applied by Najran University, while it represents 10% in case of the criteria used for regular evaluation of faculty members in the University.

- A cooperation agreement was signed between the Deanship of Community Services and Continuing Education at Najran University and the Social Charity Fund in Najran region, which states that the Deanship of Community Services and Continuing Education provides vocational Diploma programs in Najran and Sharoura, 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.

- According to the annual report of the Deanship of Community Service and Continuing Education for 1436-1437 H; (Appendix 11.26), Najran University offered 74 training programs attended by 3385 trainee, whereas 57 of these training programs, attended by 2921 trainee, covered subjects related to community education and to current community issues. In addition, Najran University offered 82 training programs attended by 3091 trainee, whereas 25 of these training programs, attended by 1601 trainee, covered subjects related to community education and to current community issues. Some examples of the trainee target groups in these training programs from Najran community were:

- Administrative leadership of government departments
- Local Citizens
- Employees in government departments
- Teachers from different schools
- Schools' students
- Employees from Najran Emirate

The target value of the KPI "Number of community education programs provided as a proportion of the number of departments" adopted by Najran University is 1 Community Education Programs: 2 Academic Department. The actual benchmark in this respect was found to be 1:1.4 (measured in 1437/1438 H), while that of the internal benchmark (measured in 1436/1437 H) was 1.7:1. This indicates that Najran University successfully achieved the target in both the actual and the internal benchmark measured, which indicates the high performance of Najran University concerning Institutional Relationships with the Community. Because of these results, it is recommended that Najran University need to design an enhancement plan to achieve the new target benchmark set by Najran University, i.e. 2 Community Education Programs : 1 Academic Department.

- Schools in Najran region are considered partners in the training process of students of the College of Education and College of Science and Arts in Najran University.

- In the context of Najran University responsibility toward community, 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 established a Central Unit for Alumni Affairs, based on the decision of the Rector of University No. 436-1-4465 on 5/14/1436H. The Central Unit of Alumni Affairs is responsible for designing and following up the implementation of specialized work programs to enhance the relationships of the University with the Alumni. A bylaw was issued and approved which covered all aspects of the Central Unit of Alumni Affairs such as vision, mission, strategic objectives, organizational structure, job tasks as well as principles and procedures that regulate its

function as well as its relationships with the offices of following up alumni affairs at the colleges, which were established at the University's colleges according to the internal system of quality assurance in Najran University established several years ago.

- The Deanship of Community Service and Continuing Education developed a database for community services.

- In order to ensure the continuing improvement of community service provided by Najran University, a decision, No.1, dated on 17/12/1437 H., was issued by the Vice-Rector of Najran University, which requires that colleges, research centers, deanships and administrations in Najran University must be committed to the following items:

- a. Preparing an annual plan of community service according to the requirements of the National Commission for Academic Accreditation and Assessment-NCAAA. A copy of this plan should be submitted to the Deanship of Community Service and Continuing Education at the beginning of each academic year.

- b. Continuous updating for the data of community services.

In addition, the decision indicated that the Deanship of Community Service and Continuing Education should form a committee, by the end of each academic year, that will be responsible for analyzing the data available on the Community Services Database website, writing a report that illustrates the weaknesses and strengths of relationships with community across the university, and developing proposals to overcome weaknesses and enhance strengths. This report should be sent to all University units.

- Prince Mishaal's Scientific Chair for endemic diseases in Najran region provides financial, scientific and technical support for high quality applied medical research in the field of endemic diseases and infectious diseases in the community of Najran region.

- The Vice-Rector for Development and Quality issued the decision number (71/ 1438) on 24/ 2/ 1438 H to approve the 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.

- Najran University has a university hospital located on a large area of 155,600 square meters at a total cost of 400 million Saudi riyals, to be an integrated hospital that meets all the health needs of the university and Najran community.

- 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 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. The text of the mission of the Administration of Public Relations and University Media clarifies its role in monitoring and enhancing the reputation of Najran University; which states "Support the positive cooperation and enhancing the trust between Najran University and the stakeholders on campus and the community by using effective policies and distinguished programs in the field of public relations and University media through efficient media communication channels, and constructs a technically and administratively distinct media system".

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

●Najran University provides the opportunity for citizens or organizations in the community to communicate directly with the Rector of Najran University to submit any query or complaint by clicking on an icon which appears on the electronic portal of Najran University under the title of "Communicating with the Rector".

●Najran University is keen to measure the degree of satisfaction of the stakeholders in Najran community about the services and Community Participations provided by the University in various fields through the Performance Measurement Unit in the Vice Rectorship for Development and Quality. According to the report of the Performance Measurement Unit for the year 1437/1438 H concerning the satisfaction degree of Najran community about the services and Community Participations provided by the university, the following results were reported:

- 1- Training: 74.6%
2. Initiatives for community development: 73.2%
- 3 - Employing scientific research to serve the community: 72.2%
- 4- Consulting: 67.8%
- 5- Awareness Campaigns: 69.4%
6. Symposia and conferences 63.4%

The average rating for the degree of satisfaction about all the previously mentioned fields was 71.6%

●According to report about the research performance indicators which was published in Thomson Reuters (ISI) Web of Knowledge based on a request from King Abdulaziz City of Science and Technology (KACST), Najran University was among four universities which had relatively smaller total output, but achieved an average nci in physical and mathematics research, close to or over world average impact. Such information is an indicator for the high quality scientific research in Najran University, which enhance the reputation of the University in this regard.

●According to the reports of the QS-University Rankings concerning the top Universities in the Arab Region (<https://www.topuniversities.com/university-rankings/arab-region-university-rankings>), using "average number of citations per paper as a ranking indicator", Najran University had rank numbers 3, 3, and 2 for the years of 2015, 2016 and 2017, respectively, comparing to other Universities in the kingdom of Saudi Arabia. This Indicates the excellent reputation of Najran University concerning scientific research using "average number of citations per paper" as a performance indicator for scientific research.

●Using Web's Impact as ranking indicator, Najran University had rank numbers 7, 9, and 9 for the years of 2015, 2016 and 2017, respectively, comparing to other Universities in the kingdom of Saudi Arabia, according to the reports of the QS-University Rankings (<https://www.topuniversities.com/university-rankings/arab-region-university-rankings>). Considering the fact that Najran Universities is a newly established university, the previously recorded ranks are considered more than reasonable.

### Strengths:

- Community service is one of the major activities of Najran University.
- The Deanship of Community Service and Continuing Education is the highest executive 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.
- The Deanship of Community Service and Continuing Education developed a database for community services. Faculty members, researchers as well as employees have access to this database through the following website link: <https://stu.nu.edu.sa/Achievement/list.aspx>. The Deanship has assigned coordinators in the academic, research and administrative units in Najran

University who are responsible for inserting/updating/uploading the data of community services carried out by these units onto the database of community services. A training workshop for the community service coordinators was held to train them on how to use the database of community services.

- 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 Sharoura, Yadamah and Habuna in Najran region.
- The Deanship of Community Service 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 Sharoura, 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.
- According to the annual report of the Deanship of Community Service and Continuing Education for 1436-1437 H, Najran University offered 74 training programs attended by 3385 trainee, whereas 57 of these training programs, attended by 2921 trainee, covered subjects related to community education and to current community issues. In addition, Najran University offered 82 training programs attended by 3091 trainee, whereas 25 of these training programs, attended by 1601 trainee, covered subjects related to community education and to current community issues. Some examples of the trainee target groups in these training programs from Najran community were:
  - Administrative leadership of government departments
  - Local Citizens
  - Employees in government departments
  - Teachers from different schools
  - Schools' students
  - Employees from Najran Emirate
- The Deanship of Community Service and Continuing Education developed official mechanism to assure the continuous improvement of the community service system in Najran University.
- In order to complete the achievement of its strategic goals, especially under the conditions and events currently underway in Najran District, the Deanship of Community Service and Continuing Education extended its strategic plan to 1440 H. Furthermore, the Deanship updated the analysis of the internal and external environmental factors affecting its activities (SWOT Analysis). The Deanship used the results to conduct successful scientific study to prioritize its short/long term strategic goals.
- 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 provides the opportunity for citizens or organizations in the community to communicate directly with the Rector of Najran University to submit any query or complaint by clicking on an icon which appears on the electronic portal of Najran University under the title of "Communicating with the Rector". By pressing this icon, three other icons will appear. One of these icons allows the user to read and see infographic presentation which shows how to write and send



the query or the complaint. The second one allows the user to write and send the query or the complaint. The third icon allows the user to follow up the query or the complaints sent to the Rector of the University, and receive the final feedback.

- Najran University is keen to measure the degree of satisfaction of the stakeholders in Najran community about the services and Community Participations provided by the University in various fields through the Performance Measurement Unit in the Vice Rectorship for Development and Quality. According to the report of the Performance Measurement Unit for the year 1437/1438 H concerning the satisfaction degree of Najran community about the services and Community Participations provided by the university the following results were reported:

- 1- Training: 74.6%
2. Initiatives for community development: 73.2%
- 3 - Employing scientific research to serve the community: 72.2%
- 4- Consulting: 67.8%
- 5- Awareness Campaigns: 69.4%
6. Symposia and conferences 63.4%

The average rating for the degree of satisfaction about all the previously mentioned fields was 71.6%.

- 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.

- 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.

- 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.

### **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.
- Complete the Organizational Structure of the Administration of Public Relations and University Media by hiring enough number of highly qualified employees.
- Improving the Web sites associated with all units of Najran University, in both English and Arabic languages.

**Appendices: (Attachments: 2)**

**Link:** <https://goo.gl/gQjNq3>



## H. Independent Evaluations

1. **Describe the process** used to obtain an independent analysis on the self study. Processes may include a review of documentation by experienced and independent persons familiar with similar institutions and who could comment on specific standards and sub-standards, consultancy advice or a report by a review panel, or analyze the results of an accreditation review by an independent agency. An independent evaluation may be conducted in relation to the total self-study or involve a number of separate comments by different people on different issues.

In preparing its developmental assessment, Najran university was keen to receive independent opinion from independent experts. The following criteria were developed to select independent experts:  
previously worked at the NCAAA to take advantage of his/her experience in the evaluation process and to benefit from the available experience about the requirements and priorities of the NCAAA practices.  
Previous experience in working in the field of quality management and academic accreditation in one of the prestigious universities.  
To be from one of the universities which received institutional accreditation from NCAAA.  
The expert should be a faculty member from a university known for its excellence in issues of quality and academic accreditation.  
According to all the above, the university selected the following names for the independent evaluation:

**Dr. Iqbal bnt Zain Alabedeen Al-darandary:** Supervisor, General of Education Evaluation Commission and National Center for Academic Accreditation and Evaluation, female section.

E-site has been created and developed for uploading eligibilities and documents of SSR.

a. List of eligibilities' documents: Link: <https://goo.gl/gQjNq3>

**Appendices: (H-1-a)**

b. Curriculum Vitae of Independent Evaluator: Link: <https://goo.gl/CrjKoe>

**Appendices: (H-1-b)**

2. **list of recommendations** and other matters raised by independent evaluator(s)

Link: <https://goo.gl/CrjKoe>

**Appendices: (H-2)**

3. **Response report on recommendations** and other matters raised by independent evaluator(s) (Agree, disagree, further consideration required, action proposed, etc.)

**Appendices: (H-3)**

## I. Conclusion

1. **List and briefly describe** institutional activities that are particularly successful or that demonstrate high quality.

**Appendices: (I-1)**


2. **List and briefly describe** institutional activities that are less than satisfactory and that need to be improved.

**Appendices: (I-2)**

## J. Action Recommendations

**Appendices: (J)**

### Authorized Signatures

	Name	Title	Signature	Date
Rector or Chair of the Board of Trustees Main Campus	Prof. Falah Al subaie	Rector of Najran university		
Vice Rector for QA	Dr. yahya Bin Suliman Al hefdhy	Vice-Rector For development and quality	